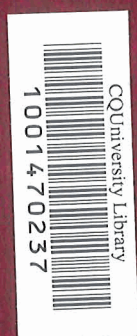


# Evolving Leadership Roles of Emirati School Principals Implications for professional development and training

A Portfolio submitted for the  
award of a professional Doctorate through  
Central Queensland University.

Abdulla Al Nuaimi

2010





# **Evolving Leadership Roles of Emirati School Principals: Implications for professional development and training**

A portfolio submitted for the  
award of a Professional Doctorate through  
Central Queensland University-Australia.

**Abdulla Al Nuaimi**

*Submitted 14 May 2010*

CENTRAL QUEENSLAND  
UNIVERSITY - LIBRARY



**Evolving Leadership Roles of  
Emirati School Principals:  
Implications for professional  
development and training**

*Volume 1*

*Research Component*



## **FOREWORD**

The portfolio for the Professional Doctorate program has two parts. Volume 1 of the Portfolio is the research component. Volume 2 is the course work component.

The research project in Volume 1 is a structured research report contains nine chapters: a reference section and related appendices. A summary of the project is shown in the Abstract.

Volume 2 provides the work completed for the coursework component. Six assignments that include the research proposal are presented. As well all documentation concerning ethical clearance for the research is provided.



## **ABSTRACT**

Changes and developments in Abu Dhabi schools are making increased and new demands on principals. The research explores principal roles and their professional development needs. Based on the research results guidelines and a framework for principal professional development that will enhance principal capabilities for the present and future are developed.



## DECLARATION

I declare that the work presented in this research project is to the best of my knowledge and belief, original, except as acknowledged in the text, and that the material has not been submitted either in whole or part for a degree at this or any other university.

The submission of this research project is in partial fulfilment of the requirements of the Doctor of Professional Studies at Central Queensland University.



Abdulla Al Nuaimi

Noosa, Queensland, Australia

May 2010



## **DEDICATION**

This dedication is dedicated to His Highness Sheikh Mohamed Bin Zayed Al Nahyan who gave me the opportunity to pursue my higher education studies.

To my mother with lots of love for everything she did for me and who always has been, and always will be, a source of inspiration.

Finally, to my dear wife for putting up with me and taking care of our children all these months while I have been away from the UAE.

## ACKNOWLEDGEMENTS

Anyone who has written a dissertation knows it is a journey, and along that journey I have been privileged to have many wonderful helpers.

In particular, I would like to thank my encouraging advisor and supervisor, Professor John Dekkers, who has given me so many opportunities and pushed me to become the best that I can be.

I would also like to thank my assistant supervisor, Dr Mike Horsely, who spared no efforts in providing me with his advice.

My thanks also extend to Dr Khalifa Abu Ashor from the UAE University for his support and guidance.

My thanks also extend to Professor David Hamilton, Dr Ali Abu salem and Jonathan Sibly from CQU, Melbourne branch, for their support and guidance.

My thanks also to Denise Beckinsale for the editing and Tanya Burgess for the word processing of the project.

Many thanks go to Central Queensland University and Abu Dhabi Educational Council.

Finally, I thank all those who supported me when I needed that support.

## **TABLE OF CONTENTS**

### **TABLE OF CONTENTS**

FOREWORD.....	iii
ABSTRACT.....	iv
DECLARATION.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
Chapter 1.....	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background.....	1
1.3 Rationale and significance.....	5
1.4 Aim, research questions and objectives.....	5
1.5 Limitations.....	7
1.6 Chapter Structure.....	8
Chapter 2.....	10
EDUCATION IN ABU DHABI.....	10
2.1 Introduction.....	10
2.2 The Emiratis and Abu Dhabi.....	10
2.3 Education in Abu Dhabi.....	12
2.4 Enrolments in schools.....	14
2.5 School Staff and Principals.....	15
2.6 Conclusion.....	19
Chapter 3.....	20
LITERATUREVIEW.....	20
3.1 Introduction.....	20
3.2 Research on leadership.....	20



## **TABLE OF CONTENTS**

3.3 Professional development and training for school principals.....	28
3.4 Conclusions for the literature review.....	30
Chapter 4.....	33
RESEARCH METHODOLOGY.....	33
4.1 Introduction.....	33
4.2 Choice of research approach.....	33
4.3 The re searcher's position and approach.....	35
4.4 Research design.....	36
4.5 Data collection methods.....	37
4.6 Sample.....	39
4.7 Conclusion.....	40
Chapter 5.....	41
DESIGN, DEVELOPMENT AND ADMINISRATSION OF DATA COLLECTION INSTRUMENTS.....	41
5.1 Introduction.....	41
5.2 Design and development of the survey instrument.....	41
5.3 Description of the PSI.....	48
5.4 Design and development of the interview schedule.....	48
5.5 Conclusion.....	50
Chapter 6.....	51
RESULTS.....	51
6.1 Introduction.....	51
6.2 Presentation of the PSI results.....	51
6.3 PSI results.....	52
6.4 <i>Meeshawrat</i> results.....	69
6.5 Summary.....	72
Chapter 7.....	73
DISCUSSION OF RESULTS.....	73
7.1 Introduction.....	73
7.2 Finding from the survey and interview data.....	73
7.3 Consideration of the research questions.....	78
7.4 Summary.....	84
Chapter 8.....	86

## **TABLE OF CONTENTS**

CONCLUSIONS AND RECOMMENDATIONS.....	86
8.1 Introduction.....	86
8.2 Scope and limitations of the research.....	86
8.3 Conclusions.....	87
8.4 Recommendations.....	88
8.5 Utilisation of results.....	90
8.6 Further research.....	91
8.7 Concluding Remarks.....	92
Chapter 9.....	93
REFLECTIONS.....	93
9.1 Introduction.....	93
9.2 Reflections on coursework component.....	94
9.3 Reflections on the research project.....	96
REFERENCES.....	99
APPENDICES.....	107
Appendix A.....	108
Appendix B.....	110
Appendix C.....	116
Appendix D.....	120
Appendix E.....	128
Appendix F.....	130
Appendix G.....	132
Appendix H.....	138

## **TABLE OF CONTENTS**

### **LIST OF TABLES**

Table 2.1	Number of students in Abu Dhabi Schools in 2009.....	14
Table 2.2	Size, ethnicity and gender composition of the Abu Dhabi government school teaching force 2009.....	15
Table 2.3	Emirati teachers by gender 2009.....	16
Table 2.4	Non-Emirati teachers by gender 2009.....	16
Table 2.5	School Principals in Abu Dhabi 2010.....	17
Table 4.1	Quantitative Research Instruments.....	38
Table 4.2	Qualitative Research Components.....	38
Table 6.1	Groupings of PSI items.....	51
Table 6.2	Agreement of focus group summary results (N=20).....	72



## **TABLE OF CONTENTS**

### **LIST OF FIGURES**

Figure 4.1	Research design.....	37
Figure 5.1	Flow chart for the design and development of the principal survey instrument (PSI).....	42
Figure 5.2	Development process for the PSI.....	44
Figure 5.3	PIS design, development and administrative process.....	49

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

The United Arab Emirates (UAE) is experiencing rapid and accelerated change in education. Compared to educational change in other countries, years of change are being compressed into months of reform (ADEC, 2008). The UAE is currently investing heavily in education to develop the human capital of its people; and is planning to invest even more heavily in education in the near future (ADEC, 2010). This investment extends to the construction of an extensive infrastructure and building plan, which includes new schools, university precincts and institutions and the provision of ICT hardware and software for teaching and learning purposes. Currently, Abu Dhabi spends 25% of its annual recurrent budget on education. The wider UAE also aspires to become the cultural and educational centre of the Arab world, through its investment in human capital.

The rapid growth in the education system has had considerable impact on school functioning and operations. School principals have been at the forefront of implementing a raft of initiatives and promoting the educational development sought by the government. In this respect, many of the principals lack the experience to cope with the demands of their positions. However, experienced principals have expanded and updated their knowledge and skills.

This research examines the leadership roles of Emirati school principals. It aims to address the problems and issues currently experienced by Emirati principals by researching their professional learning and training needs. Prior to this research, the learning and training needs of Emirati principals have not been subject to examination. The voices of Emirati principals in relation to their learning and teaching needs have not been heard. This research aims to gather the views of Emirati principals to ascertain their professional development needs and requirements at the present time and into the future.

#### **1.2 Background**

##### **1.2.1 The research problem**

As well as investment in physical and capital infrastructure in education, Abu Dhabi has also invested significantly in human resources. These investments include accelerated principal training and rapid expansion of the teaching workforce. In terms of school investment, new

## **CHAPTER 1**

curricula have been developed and implemented, and a new credentialing and examination system has been introduced (ADEC, 2008). Underpinning these developments is investment in the latest technology, so as to promote innovation and change in a networked environment.

The current pace and scale of development and innovation are creating new demands on Abu Dhabi's educational leaders and principals. These demands include managing the current educational institutions, at the same time as implementing a range of new programs and government educational policy initiatives promulgated through the Abu Dhabi Education Council (ADEC). These demands are also calling into question the current skill set of educational leaders and the requirement for new skills and capacities. This may necessitate significant new investment in preparing future principals and educational leaders.

### **1.2.2 Abu Dhabi Education Council (ADEC)**

In Abu Dhabi the Abu Dhabi Education Council (ADEC) has a critical role in the administration and government of schools. ADEC was established in accordance with Law No. 24 passed in 2005 and proclaimed by His Highness Sheikh Khalifa Bin Zayed Al-Nahyan, the UAE President and traditional Ruler of Abu Dhabi. The current Chairman of ADEC is H.H. Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi; and the ADEC Vice-Chairman is H.H. Sheikh Mansour Bin Zayed Al-Nahyan, who is the Deputy Prime Minister and Minister of Presidential Affairs. The aim of ADEC is as follows:

- to develop education and educational institutions in the Emirate of Abu Dhabi;
- to implement innovative educational policies, plans and programs to improve education; and
- to support educational institutions and staff to achieve the objectives of national development, in accordance with the highest international standards.

**The role of the Abu Dhabi Education Council** is as follows:

- to develop education and educational institutions in the Emirate of Abu Dhabi, and provide technical assistance and educational system management;
- to coordinate with the Ministry of Education in planning education strategies within the framework of the UAE's general education policy;
- to conduct studies and develop policies to enhance and improve education and vocational training, and to enhance the capabilities of educational institutions and their employees;
- to provide technical support and material assistance to educational institutions;



## CHAPTER 1

- to support relationships and partnerships between educational institutions and the private sector;
- to raise the standard of education and vocational training for graduates;
- to provide assistance, counselling and technical services to educational institutions and coordinate these institutions to enable them to implement the education plans of the Emirate of Abu Dhabi; and
- to provide the rules and structures that support the private education system, and private schools.

This project has been partially funded by ADEC. The topic and the research were jointly negotiated with ADEC and the researcher. The research reflects ADEC's vision to develop training and professional development that reflects the needs of Emirati principals. Furthermore, this research was specifically designed to empower Emirati principals to contribute to the design of their own education and to develop a professional development framework that can meet the specific needs of principals in a UAE context.

### **1.2.3 Emiratisation**

Abu Dhabi has had a policy of Emiratisation since 1998, aimed in part at involving UAE citizens in the labour market. Strategic plans were devised to achieve Emiratisation. These plans were also designed to improve the quality and level of education in Abu Dhabi, so that UAE students could better contribute to the country's development (Abu Dhabi Policy Agenda, 2008).

The Emiratisation process in education commenced in 2005 in Abu Dhabi, and other emirates within the UAE. The aim of Emiratisation is to promote Emiratis to key leadership and other roles, to maintain Emirati culture and society and to enhance the leadership and technical skills of Emirati citizens. In education, the Emiratisation process required rapid employment of Emirati teachers and rapid promotion of Emiratis to positions of educational leadership such as principals. This Emiratisation process, created general perceptions that the quality of Abu Dhabi educational leadership was declining (Al-Ali, 2008). In addition, it became apparent that many new educational leaders required significant new training and professional learning to successfully carry out their leadership roles.

In responding to this general perception of declining leadership standards, ADEC engaged the DEST (the Australian Department of Education, Science and Training) to

## **CHAPTER 1**

conduct a study on the quality of educational leadership in Abu Dhabi (ADEC, 2008). This study was widely reported in ADEC and provided ADEC with basic statistical data on the quality of educational leadership (See Appendix A). The study found, based on international leadership quality comparisons, that:

- about 70% of the Government school principals were found to be below the standard qualification level; with a significant gap between their current and required skills;
- about 8% of Government school principals did not have the required skills to provide leadership and manage schools effectively; and that
- only 29% of the current Government school principals demonstrated the highest standards of educational leadership

Overall the study concluded that most principals required significant support through increased professional development, so that they could meet new challenges and be equipped to lead their schools effectively.

This study, commissioned by ADEC, provided the genesis of this research project. After considering the Australian study ADEC became committed to researching the professional learning needs of government school principals. In addition, ADEC wished this research to include aspects of Abu Dhabi cultural and educational contexts in the framing of this investigation of principals' learning needs. ADEC has partially funded this research project and has contributed to its development.

### **1.2.4 Issues in the professional development of principals in Abu Dhabi**

Leadership has been recognised as a critical factor in managing change in various areas of human activity (Marie, 2007). More specifically, the leadership role of principals in managing educational change has long been a central issue in education (Hargreaves & Goodson, 2006).

Clearly, the growing demands on Emirati principals are considerable. For example, principals must ensure that school improvements and other priorities are properly addressed through professional development opportunities for their staff. As well, principals must also ensure that staff development needs are identified, and align with school improvement priorities (WAM, 2008).

## **CHAPTER 1**

To meet the learning needs of principals, a well developed plan to analyse the future leadership characteristics of principals, should be initiated and implemented so as to improve the future leadership of Abu Dhabi schools (ADEC, 2008).

### **1.3 Rationale and significance**

In order to achieve a high quality of education in Abu Dhabi public schools, some fundamental leadership challenges must be tackled. One of these challenges is to enhance the skills, training and preparation and, ultimately, the quality of public school principals in Abu Dhabi and to enhance their leadership characteristics.

As alluded to in the previous section, research is needed that provides strategies and policies that address problems experienced by school principals. It is important to identify what skills and knowledge Abu Dhabi school principals currently need; and, even more importantly, what future skill and knowledge sets they will need as the education system develops and changes.

The research that has been undertaken is considered significant as there has been no previous research in this area in Abu Dhabi or in the UAE that addresses the requirements stated in Section 1.4. The outcomes of the research are relevant to ADEC for use in its planning; and it can be used specifically as a basis for principal leadership, professional development and training.

### **1.4 Aim, research questions and objectives**

#### **1.4.1 Aim of the Study**

The aim of this project is to generate new research to assist Abu Dhabi to solve current and future leadership challenges. Specifically, the aim of the research is to develop a knowledge base that will contribute to a strategy that will strengthen the leadership characteristics of school principals. In particular, the research will aim to identify current and future leadership challenges facing school principals. The research will focus on identifying current and potential leadership skills.

A related aim of the research will be to re-conceptualise leadership requirements and skills from an Emirati perspective. This will require the research project to understand the leadership framework in the Abu Dhabi educational context. This will require the project to:

## CHAPTER 1

- establish what ‘leadership’ means to principals of schools within the context of evolving cultural paradigms in the UAE;
- document the influences, challenges and developments in the wide range of learning and teaching roles in schools in the UAE;
- research how to recognise effective performance of principals and their capabilities, now and in the future;
- identify the support mechanisms that may be of assistance in developing these capabilities; and to
- develop means to bridge the gap between local and international leadership standards.

This research intends to identify and examine the factors and issues that influence principals in a negative way and thus affects their performance in leading their schools through having little management control, a low interaction with staff and students and little interaction with communities. Thus, the research has as its focus the development of new strategies and guidelines for the current situation and to plan for the future.

In addition the project focuses on developing ways of ascertaining principals’ views on the issues raised in the previous paragraphs and their implications for future professional development. The research project has been designed to empower principals by seeking their views on their development and training priorities. The research is designed to elaborate the prior learning of principals by asking them to articulate their professional learning needs.

### **1.4.2 Research Questions**

To address the aims of the study the following research questions have been developed:

- RQ1    What leadership skills and knowledge do principals need to provide effective leadership in Abu Dhabi schools?
- RQ1.1 *What specific skills and knowledge are required by principals for communicating with staff, parents, students and the community?*
- RQ1.2 *What specific skills and knowledge are required by principals for effective management and operation of their schools?*
- RQ1.3 *How are these skills sets changing and evolving?*
- RQ2    What learning and development programs are required to prepare principals for effective leadership?



## **CHAPTER 1**

- RQ2.1 What principles underpin the guidelines and policies developed to enhance leadership skills?*
- RQ2.2 What challenges (present and future) do principals face in carrying out their roles?*
- RQ2.3 What strategies can be used by principals to become more effective?*
- RQ3** How is effective performance of principals and their capabilities to be recognised now and in the future?

### **1.4.3 Objectives of the study**

To address the research questions requires the following objectives to be met:

- Undertake a literature review to establish the principal knowledge and skills needed for effective leadership in an Abu Dhabi context; (RQ1.1 and RQ1.2)
- Undertake a literature review to identify the policies, practices and strategies required for effective leadership; (RQ2.1)
- Audit current leadership requirements; (RQ2.3 & RQ3)
- Collect data using interviews and surveys with educational leaders and principals to explore leadership needs; (RQ2.3 & RQ3)
- Analyse the research data to develop proposed leadership preparation strategies that can be used to develop recommendations to improve school leadership. (RQ1 & RQ3)

### **1.5 Limitations**

The proposed research will be confined to schools in the Emirates of the UAE, particularly those in the public sector. The limitations of the research will include:

- The sample will be a group comprising 118 of the 134 school principals in Al Ain zone in Abu Dhabi (88%). The sample is large but does not include the views of all principals. The principals participating in the study were keen to improve the results and management of their schools. The sample is not representative of all school principals.
- The research questions focus only on certain aspects of leadership and the role of principals. This can be seen as a limitation because other matters concerning leadership and principals' roles are not considered. This particular focus has been used because it is considered by ADEC, the Ministry of Education (MoE) and other Education Councils in the UAE to be a means of finding some solutions to problems in the education system.

## **CHAPTER 1**

- The data collected will consist of interviews with school principals. This is a potential limitation because it could be that principals are not aware of critical problems and issues in their schools.
- This research does not concern itself with other aspects of principal performance and the other functions of their roles. This therefore represents a limitation to the research. Considering these aspects was deemed to be beyond the scope of this investigation for this Professional Doctorate.

### **1.6 Chapter Structure**

#### **Chapter 1 – Introduction**

This chapter introduced the nature of the research topic. The significance and rationale of the research in the Emirati context is stated. The chapter has also stated the aims and objectives and the research questions.

#### **Chapter 2 - Education in Abu Dhabi**

This chapter presents a background section about education in Abu Dhabi, and explicates the context of local information that has influenced the design and data collection methods used in this investigation. The chapter begins with details about the United Arab Emirates and Abu Dhabi. The chapter then provides an overview of educational developments in Abu Dhabi.

#### **Chapter 3 – Literature review**

This chapter puts the research into context through a discussion of the literature concerning principals' roles and leadership challenges and professional learning needs. The review considers a number of leadership paradigms and policy guidelines, and uses this information to guide the research into the current and future professional learning needs of principals.

#### **Chapter 4 – Research Methodology**

This chapter details the quantitative and qualitative methodologies at the core of the research project.

#### **Chapter 5– Instrument design and development**

This chapter details the design and development of the survey instrument and interview schedule. The first part of the chapter details the design and development of the survey instrument. The second part presents details of the development of the interview schedule.

## **CHAPTER 1**

### **Chapter 6– Results**

This chapter is devoted to the presentation of the data collected using a survey instrument and interviews.

### **Chapter 7- Discussion of results**

This chapter considers results in terms of the research questions. Then the chapter discusses the results in terms of how the results can be used to make recommendations for principal professional development and training.

### **Chapter 8 – Conclusions and Recommendations**

This chapter presents the conclusions from the study. Possible recommendations and strategies are presented that can be used to address identified principal roles and leadership problems and issues as they apply to Emiratis. Areas for further research are presented.

### **Chapter 9 – Reflections**

This chapter documents the professional research journey undertaken in this professional doctorate. The reflection highlights my interpretation of the current literature in the area of professional development for Emirati principals and its weaknesses and strengths. The reflection will detail my increased understanding of both the research and the research area as the research unfolded.

## **CHAPTER 2**

### **EDUCATION IN ABU DHABI**

#### **2.1 Introduction**

As indicated in Chapter 1, this research was undertaken in Abu Dhabi. As further considered in chapter 3 in the literature review, currently there is limited research that explores education in the Abu Dhabi social and cultural contexts. Accordingly, this Chapter presents background information about Abu Dhabi. It also explicates the context of local society, culture and education that has influenced the design and data collection methods used in this investigation and presented in Chapter 4. This chapter begins with details about the United Arab Emirates (UAE) and Abu Dhabi. It then overviews education in Abu Dhabi since the establishment of the Abu Dhabi Education Council (ADEC) in accordance with Law No. 24 of 2005, proclaimed by the Ruler of Abu Dhabi.

#### **2.2 The Emiratis and Abu Dhabi**

##### **2.2.1 Overview of United Arab Emirates and Abu Dhabi**

The United Arab Emirates (UAE) was established in 1971 as a federation of seven Emirates, (Abu Dhabi, Dubai, Sharjah, Ajman, Umm-Alquwain, Fujairah, Ras al-Khaimah). Abu Dhabi is the most populated of the Emirates, with two of the largest cities, Abu Dhabi and Al Ain. UAE government statistics (2006) show that the population in the UAE stands at slightly over 4 million; with “nationals” (Emiratis) making up nearly 22% of the population and “non-nationals” (expatriates) approximately 78%. Furthermore, statistics reveal that nationals with university degrees account for 11% of the population, whereas non-nationals with university degrees comprise 18.4 % (Emirates News Agency, 2006).

##### **2.2.2 Emiratisation Policy**

The rapid growth of the non-nationals proportion of the population has led the UAE government, since 1998, to consider and implement the policy of Emiratisation. This policy aims at proactively engaging UAE citizens in the job market in order to reduce the country’s dependence on expatriates. Sectors such as human resources, insurance, public relations, government organisations and the banking industry have committed themselves to prioritise job recruitment amongst nationals.

However, for Emiratis to become active members of society and to fully assist in the development of the country, they have to be skilfully trained to be able to compete in the job market at appropriate skill levels. These necessary skills will not be acquired unless a proper

## **CHAPTER 2**

education system is established. The UAE government is aware, more than ever, of the need for quality education that increases achievement levels among UAE students, who will contribute positively to the country's development and progress.

In line with the vision of establishing world class and quality education, in April, 2007, the UAE unveiled a government strategic plan to develop all governmental sectors. Alongside other sectors, the plan aims at improving and maximising the quality of performance at the education level. It also has a target to graduate UAE citizens who can confidently participate in a competitive job market (Emirates News Agency, 2007).

A critical aspect of Emiratisation is to promote Emiratis to positions of leadership. In education, this has meant that Emiratis have been promoted to educational leadership positions and provided with training and education to carry out leadership roles and functions.

### **2.2.3 Education reform in the UAE**

In its Policy Agenda, 2007-2008, the Emirate of Abu Dhabi outlined a number of objectives for different departments of the Emirate's government. The central goal of the Agenda is to create world class standards and achieve the highest quality of education in the Emirates (Policy Agenda, 2007-2008) and to develop the educational quality standards of OECD nations.

Such education reforms have as their main goal the concept of increasing the quality of education and educational outcomes. However, there are many factors that still hamper the process of achieving this objective. Among these factors is the issue of student underachievement within the UAE public school system.

High quality education leads to high student achievement and improved outcomes, leading to improvements in human capital and the skills base of the workforce. Consequently, many countries are consistently undertaking educational reforms in the hope of attaining better standards at all levels of their education system.

A range of ADEC instituted reforms from curriculum development, investing in teacher education, developing new educational management practices and procedures and the Emiratisation of the teaching service and educational leaders are designed to promote quality in education and lift educational standards.

## **CHAPTER 2**

### **2.3 Education in Abu Dhabi**

#### **2.3.1 Introduction**

The Government of Abu Dhabi unveiled “Plan Abu Dhabi 2030” in 2007 (Plan Abu Dhabi 2007/2008) that will guide planning decisions for the next quarter of a century. The Government also announced a policy agenda for 2007 and 2008 (Abu Dhabi Council, 2007) to implement the Plan Abu Dhabi action plan. High priority in the Abu Dhabi plan’s implementation is devoted to the participation of Emirati Nationals in education administration and teaching. This was to address the steady influx of expatriates that has created a workforce that, in 2009, was comprised of 47% non-Emirati employees. In education in UAE Government schools 51% of teachers are of non-Emirati background, and the large private school sector employs only a handful of Emirati teachers. These imbalances have led to the push toward increasing the number of Emiratis in the workforce (Davidson, 2005).

Non-Emirati teachers represent the majority of teachers in government schools. As a result, the government has developed strategies to reduce the predominant employment of non-Emirati teachers in Abu Dhabi public schools, with a focus on Emiratisation of the teaching workforce (ADEC, 2009).

Educational opportunities in the UAE have expanded since the establishment of the UAE federation, when only a tiny minority of the urban population had access to formal education. Today, the UAE offers comprehensive education to all male and female students from kindergarten to university, with education for the country’s citizens being provided free at all levels. There is also an extensive private education sector, while several thousand students of both sexes pursue courses of higher education abroad at Government expense.

Now that the major educational infrastructure is in place, the educational focus is on devising and implementing strategies that will ensure the youth of the country are ready to meet the challenges of the twenty-first century workplace.

#### **2.3.2 Primary and Secondary Education**

Education at primary and secondary level is universal and compulsory up to ninth grade. This takes place in a four stage process over 14 years: 4 to 5 year olds attend kindergarten; 6 to 11 year olds attend primary schools; the preparatory stage caters for children aged between 12 and 14 years; and 15 to 17 year olds attend secondary schools.

The Emiratisation of teaching staff in government schools is scheduled to reach 90 per cent by 2020, in order to ensure that the Emirati cultural traditions of the UAE are maintained. Government policy is to provide staff/student ratios of 1:20 at kindergarten and primary levels;

## **CHAPTER 2**

and 1:15 at intermediate and secondary levels. The existing staff/student ratios are well within this range.

Over 40 per cent of students attend private schools. Some of these offer foreign language education geared towards the expatriate communities, usually preserving the culture and following the curriculum of the students' countries of origin. A Cabinet decision issued in 2001 excluding expatriate students from government schools, was rescinded in mid-2006.

The Abu Dhabi Education Council (ADEC), an independent Abu Dhabi-based corporate body established by Sheikh Khalifa in 2005, has been entrusted with the task of developing education and educational institutions in the Emirate. The council works closely with the Ministry of Education in formulating the Emirate's education plan within the framework of the UAE's general education policy. ADEC operates through three zones (the Abu Dhabi zone, the Al Ain zone and the Western zone). These zones contain 305 schools and are managed by ADEC in the Emirate of Abu Dhabi.

ADEC has already announced a new initiative to improve the quality of public education. The project entitled 'Public-Private Partnership for Public School Management' enables leading local and regional private education providers to manage selected public schools in the Emirate of Abu Dhabi in conjunction with ADEC. These schools are termed Model Schools. A three-year pilot program was launched in September 2006 using selected Abu Dhabi schools, including kindergartens and primary schools for boys and girls in the three educational zones of Abu Dhabi, Al Ain and the Western Region. Preliminary evaluation results from ADEC (ADEC, 2010) have indicated that students in these schools enjoy a richer educational environment, including better school facilities, more efficient and less bureaucratic school administration systems, modern teaching and assessment methods, up-to-date curricula, more intensive use of information technology and additional extra-curricular activities. Principals and teachers, including national staff, have experienced improved working conditions and professional development opportunities. In addition, 21 model schools have been established in Abu Dhabi.

ADEC issued a decree in 2006 abolishing fees at Model Schools in Abu Dhabi. ADEC is now responsible for all costs at the model schools, which are directly involved in the development and evaluation of the educational process. ADEC and the Model Schools



## CHAPTER 2

Committee have set up standards for admission of students. The model schools have high quality facilities and aim to help students achieve all round development by providing training for the mind, physical fitness and leadership qualities.

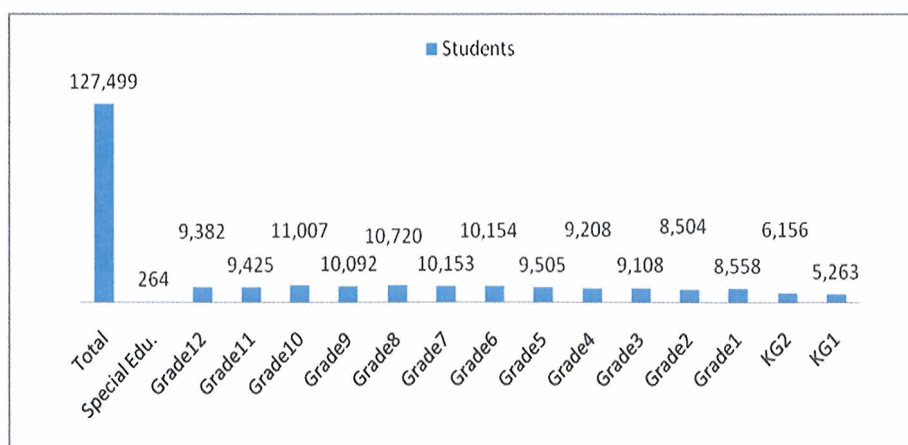
### **2.3.3 Higher education**

The UAE has also established an excellent and diversified system of higher education in the past decade. Nationals can attend government institutions free of charge, and a wide range of private institutions, many with international accreditation, supplement the public sector. The country now has one of the highest higher education participation rates in the world. Ninety-five per cent of all females and 80 per cent of all males, who are enrolled in the final year of secondary school, apply for admission to a higher education institution or to study abroad.

## **2.4 Enrolments in schools**

Table 2.1 presents details of school enrolments in Abu Dhabi from kindergarten to grade 12. The existing educational structure, which was established in the early 1970s, is a four stage system covering 14 years of education. The total school enrolment of 127,499 has increased by about 5% each year.

***Table 2.1: Number of students in Abu Dhabi Schools in 2009***



***Table 2.1: Number of students in Abu Dhabi Schools in 2009***

***Source: ADEC 2009***

## 2.5 School Staff and Principals

### 2.5.1 School Staff

Table 2.2 provides data on the size, ethnicity and gender composition of the UAE government school teaching service.

*Table 2.2: Size, ethnicity and gender composition of the Abu Dhabi government school teaching force 2009*

	Gender	Abu Dhabi	Al Ain	Western	Total
Emirati	Female	2,231	2,461	277	4,969
	Male	402	421	24	847
	Total	2,633	2,882	301	5,816
Non-Emirati	Female	1,138	879	640	2,657
	Male	1,696	1,794	580	4,070
	Total	2,834	2,673	1,220	6,727
Grand Total		5,467	5,555	1,521	12,543

*Source: ADEC 2009*

This table clearly shows the small proportion of Emirati male teachers in public schools in the three zones. In the Western zone, male Emiratis comprise only 2 percent of the entire teaching service or 1 Emirati male teacher per 3 schools. In Al Ain zone, the proportion of male Emirati teachers is 7 percent, or 3 Emirati male teachers per school. In the Abu Dhabi zone, male Emirati teachers also comprise only 7 percent of the entire teaching service, approximately 2.5 male Emirati teachers per school. This table also shows that teaching is a feminised profession in Abu Dhabi government and non-government schools.

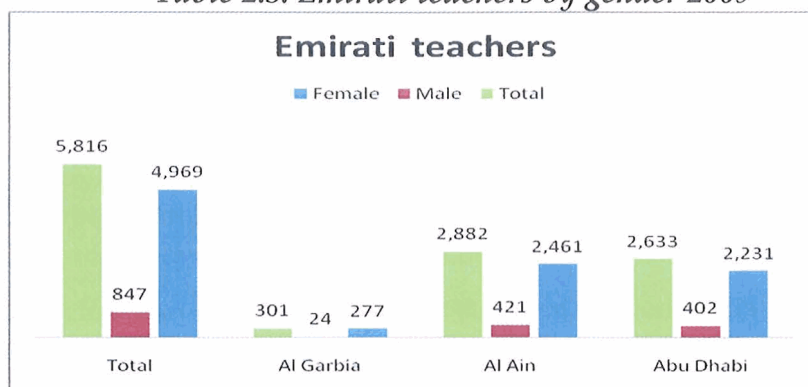
Figure 2.3 below illustrates that, in all three educational zones in the Government schools, females comprise over 90% of the Emirati teaching service. However, in the non Emirati teaching service female teachers comprise only 40 percent of the teaching service, with many more non-Emirati males than females. This imbalance and the low level of Emirati male

## CHAPTER 2

participation in teaching is the most significant characteristic of the composition of the Abu Dhabi teaching service.

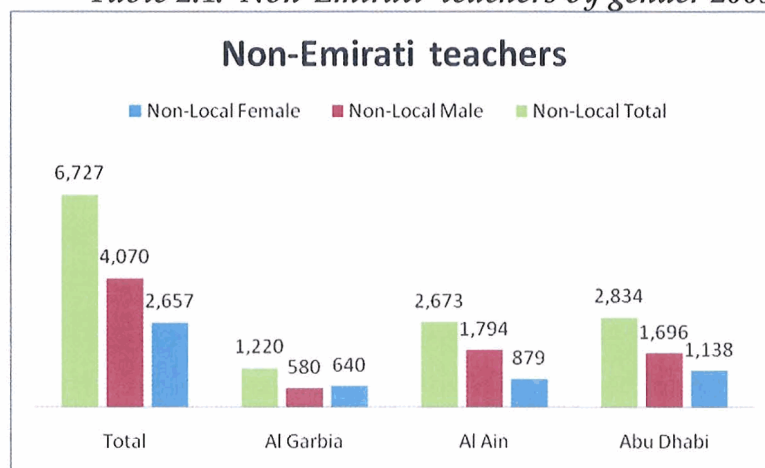
Tables 2.3 and 2.4 demonstrate the gender composition ratio of teachers in different districts. This difference in gender composition has much to do with the location of the district and their school populations.

*Table 2.3: Emirati teachers by gender 2009*



*Source: ADEC 2009*

*Table 2.4: Non-Emirati teachers by gender 2009*



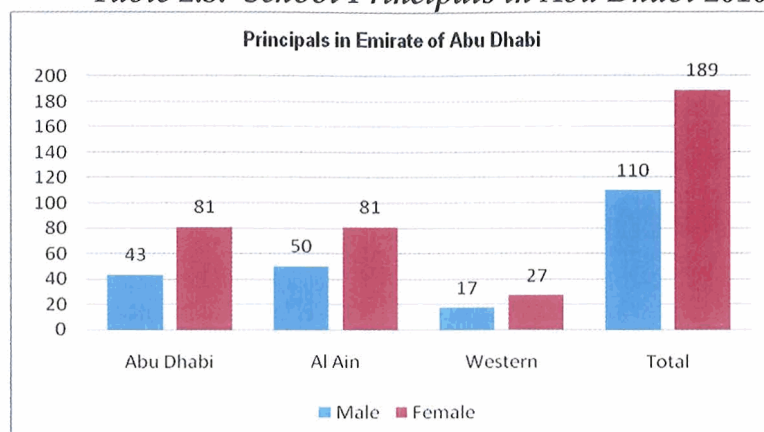
*Source: ADEC 2009*

### **2.5.2 Data on principals**

In 2010 Abu Dhabi had 303 school principals. Approximately two thirds of the school principals are male.

## CHAPTER 2

**Table 2.5: School Principals in Abu Dhabi 2010**



*Source: ADEC 2010*

### **2.5.3 School principals' roles**

Principals, as educational leaders, have leadership responsibilities in three key areas. These include managing relationships and partnerships with the education systems and school communities; developing school strategic planning to achieve school, system and community educational goals; and managing and controlling the operations of teaching and learning, facilities and staff development.

#### ***Leading and supervising teachers and teaching and learning***

This aspect of the principals' roles concerns managing the schools' teaching and learning and the performance and development of teachers. This includes the following:

- Daily, quarterly and annual planning of lessons; time management, preparation of tests and analysis of test results; overseeing and assisting teachers to develop remedial plans for weak students and the implementation and follow-up of remedial work;
- Provide necessary leadership to teachers, sharing useful experiences gained during a principal's classroom career. Principals help teachers in the development of their pedagogy and teaching and learning strategies, direct them towards effective evidenced based teaching practices, and encourage them to take advantage of professional development opportunities;
- Provide encouragement for cooperation and the collaborative exchange of experiences between teachers. The purpose of such cooperative, collaborative exchanges is to improve methods of lesson planning and implementation, classroom management and school evaluation. Principals can also share practical advice with teacher in a range of subject areas;

## CHAPTER 2

- Provide teachers with advice gained from their experiences; and provide opportunities for teachers of similar subjects to share their experiences. Principals also mentor new teachers and lead them through the induction processes; and
- Provide information to teachers on the preparation of schools' developmental and strategic plans for two or three years into the future.

### *The administration and management of schools as organisations*

#### **The duties of principals are as follows:**

- Follow-up incoming and outgoing correspondence;
- General organisation of the school system, including the operational structure of the work of teachers, pupils and all staff members;
- Meet the resource and facility needs of schools, such as books, equipment and tools, laboratory and art education materials;
- Follow-up on the use of school facilities to maintain and maximise the efficiency of their use. It is a principal's responsibility to secure a comfortable school environment, attractive to all employees; and this requires ensuring there is appropriate classroom lighting, ventilation, and other facilities;
- Develop various data on school performance to guide evidenced based practice;
- Financial Management of the school. This includes the preparation of a financial plan for the school, the organisation of revenues and expenditures, and oversight of the proper implementation of the financial plan in general; and
- Meet with auditors from the community.

In fulfilling all of the above and other tasks, it is the duty of Abu Dhabi principals to create a cooperative atmosphere. This requires principals to delegate roles to other staff and assistants, to build cooperative and distributed leadership and management that build the capacity of staff to undertake future leadership roles. This includes the members of the faculty, the committees of students and members of parents' councils. These cooperative efforts help to achieve desired objectives.

### *School principals and their relationships with communities*

Abu Dhabi principals have an important duty to link schools to Abu Dhabi communities through joint projects. They have to establish cooperation between schools and the communities through the councils of parents, which need to be active. In this way it is possible to create positive interaction between schools and their communities.

## **CHAPTER 2**

**In carrying out this role school principals can plan the following:**

- Create a channel of communication with students' parents to promote strong communication. This will encourage communities to visit schools periodically, and this leads to opportunities for creative interaction between them and schools.
- Develop cooperation between schools and communities in environmental conservation and planning activities and joint projects for this purpose.
- The Abu Dhabi principal should maintain a list containing the titles of the public and private organisations.

### **2.6 Conclusion**

The Chapter has shown that Abu Dhabi intends to develop a world class education system that reflects the standards of OECD countries, and that will cater for the future needs and demands of society. As well, the government has implemented a plan (Emiratisation) that will address the need to have a higher percentage of Emiratis in key positions. This particularly applies to increasing the number of Emirati principals and Emirati teachers in its schools. In this research the cultural context of schooling and the promotion of an Emirati cultural heritage is recognised as important in planning for the future of educational leadership.

## **CHAPTER 3**

### **LITERATURE REVIEW**

#### **3.1 Introduction**

This research project's focus, is to obtain information that can ultimately enhance the leadership skills of principals in Abu Dhabi' public schools. The Abu Dhabi education system is presently undergoing rapid and wide ranging change and development. Abu Dhabi's national goal is to achieve international standards in education (ADEC, 2008). In pursuit of this goal, principals will need to guide school reform and innovation and manage schools to achieve this goal.

These objectives of educational leadership are contrasted in the literature review in educational leadership. The leadership role of principals is essential to any educational reform, since principals are responsible for initiating school improvement and maintaining school effectiveness (Pigford, 1995; Schwahn & Spady, 1998; Sergiovanni, 1994; Short & Greer, 1997). The literature review reflects on the ways that different researchers have approached the problem of effective leadership.

This literature review considers the context of the research project and reports on research about how school leaders can build essential leadership capacity that supports school success and student achievement in the future education environment in a rapidly changing education system.

This is to be done by synthesis of the four major paradigms from the research literature. These multiple paradigms contain varied shared understandings and vastly different research questions and methodologies that reflect the vision of educational leadership from each paradigm.

Common to all the approaches in the literature review is consistent use of case studies and evaluation methodologies from a qualitative perspective.

#### **3.2 Research on leadership**

##### **3.2.1 Introduction**

Having been an Emirati principal for more than five years, and later a supervisor of principals, the literature review caused me to reflect on effective leadership in Abu Dhabi



## CHAPTER 3

schools. My reflections on leadership, based on my own experiences, are supported in the literature and indicate that there are essentially two types of leadership.

The first type, which I have called instructional leadership, is used when staff need direction concerning rules or issues that have arisen. An example of this might be ensuring that exams are held on the dates mandated by the Ministry of Education. Instructional leadership does not usually involve discussion or debate.

I call the second type of leadership transformational leadership. It is used when problems or issues, that need to be addressed, and can involve consultation with staff. As a supervisor, I would recommend that all principals apply both techniques, depending on the situation.

### **3.2.2 Transformational leadership literature**

The transformational approach to leadership is best reflected in the research of Fullan (2000, 2003, 2007a). His approach reflects insights from research on leadership conducted at the Ontario Institute of Education in Canada.

Transformational leadership is the current framework guiding research and thinking into providing leadership that assists schools to respond to the external educational environment; and to manage schools to meet new challenges and introduce innovation and change (Covrig, 2000). The work by Fullan (2000, 2003, 2007a) on school leadership dominates the literature. As well, Fullan's leadership and training materials for principals dominate the preparation of professional development and training for principals (Fullan, 1999).

Transformational leadership is a process that changes and transforms individuals (Northouse, 2001). In other words, transformational leadership is the ability to persuade staff to want to change, to improve, and to be led. It involves assessing colleagues' motives, satisfying their needs, and valuing them (Northouse, 2001). There are four factors to transformational leadership, (known as the "Four I's"):

- idealised influence;
- inspirational motivation;
- intellectual stimulation; and
- individual consideration.



### CHAPTER 3

Idealised influence is achieved by managers who are exemplary role models to associates and colleagues. Leaders who succeed in having or who display idealised influence can be trusted and respected by colleagues to make good decisions for an organisation.

Inspirational motivation is achieved by managers who motivate associates to commit to the vision of an organisation. Managers and educational leaders who display inspirational motivation encourage team spirit so goals, such as increased revenue and market growth may be met and reached.

Intellectual stimulation is achieved by managers and educational leaders who encourage innovation and creativity through challenging the normal beliefs or views of a group. Managers and educational leaders who encourage intellectual stimulation promote critical thinking and problem solving to improve an organisation.

Individual consideration is displayed when managers act as coaches and advisors to colleagues and associates. Managers and educational leaders who show individual consideration encourage associates to reach goals that are mutually beneficial to colleagues and the organisation.

Fullan's (2000) research identifies leadership as being one of the most important factors in improving schools and overcoming common problems schools face, such as enhancing student achievement and reducing the gap between high and low student performance.

According to Fullan (2000, 2003, 2007b), educational change requires schools to develop shared meanings. This priority in leadership reflects a transformational approach (Caldwell, 2006) to leading schools. It specifically addresses the role of change in schools. In the Fullan inspired literature, change is constant. Furthermore, change creates an uncertain balance between stability and future directions where all educational partners need be totally involved.

Fullan's research acknowledges that, for effective change to occur, the following processes must be followed:

- Teachers must own the changes in the three areas of teaching skills, classroom climate and professional characteristics.
- Principals must lead transformational improvement.
- Students should have a voice; their opinions count.
- Regional support must assist the school towards change.
- Educational consultants can support strategies needed to implement change.
- Parents and the community must be involved.

## CHAPTER 3

- Governments and their systems and authority must be involved.

These points are often referred to as the seven principles of school leadership.

Fullan has also discussed ways to attract teachers to teaching, outlined necessary teacher professional development; and stressed the importance of collaboration, communication and looking outward in forming and modeling successful innovative teaching.

Finally, Fullan (2001) provides six messages about change which guide most educational leaders in preparing to implement change. These are:

- If people cannot find meaning in any reform, it cannot have an impact.
- Existing strategies will not get us to where we want to go.
- Although short-term gains can be achieved by standards based reform, it is deadly if the conclusion is that schools should do more of the same.
- The 'learning organisation/community' is more than a cliché.
- We need to consider the collective good.
- We have to learn to live with change.

Fullan's research is considered important to this research project because Emirati principals are faced with constant change, due to the rapid evolution of the school system. However, school change in an Emirati school context will require an extension of Fullan's approach to take into account the cultural aspects of school leadership in Abu Dhabi.

### **3.2.3 Instructional leadership literature**

The instructional leadership paradigm is aimed at developing a positive learning environment and at promoting the ability of schools to achieve and enhance student learning. This approach is best reflected in the research of Lapointe & Davis (2005). This research has evolved into the development of leadership standards and frameworks (Gaynor, 1998) that alert principals to key aspects of leadership concerned with student achievement and instructional strategies.

There is significant literature on instructional leadership. This literature focuses on the role of the principals managing schools and enhancing student learning outcomes, within the parameters and structure of the educational system (Mohajeran & Ghaleei, 2008).

## CHAPTER 3

Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Research conducted by King (2002), Elmore (2000), and Spillane, Halverson, and Diamond (2000) confirms that this important role extends beyond the scope of school principals to involve other leaders as well.

**The key players in instructional leadership include the following:**

- Central office personnel (ADEC, superintendents, curriculum coordinators, etc.);
- Principals and assistant principals; and
- Instructional coaches.

**Some key elements of instructional leadership include the following:**

- ***Prioritisation:*** Teaching and learning must be at the top of the priority list on a consistent basis. Leadership is a balance between management and vision (NAESP, 2001). While leaders cannot neglect other duties, teaching and learning should be the area where most of the leaders' scheduled time is allocated. Focus on alignment of curriculum, instruction, assessment, and standards: If student achievement is the goal and that goal is measured by standards-based assessments; the curriculum, instruction and assessments must all align with the standards. If there is disconnect among these elements, student achievement will not be evident. Alignment is an ongoing process as standards, curriculum, and assessments cycle through improvements.
  
- ***Data analysis:*** In their focus on improving achievement, effective leaders use multiple sources of information to assess performance (NAESP, 2001). Decisions at all levels must be based on pertinent data. Central office staff can use data to help principals become more effective instructional leaders and to make decisions regarding policy and curriculum. Principals can use data to help guide the instructional focus and professional development of teachers. Principals can use data to determine the effectiveness of instructional strategies. Principals can also assist teachers to use data to establish student grouping arrangements and pinpoint specific student intervention needs.
  
- ***Culture of continuous learning for adults:*** All teachers can benefit from additional time and support to improve their pedagogy and teaching and learning strategies. Research

### CHAPTER 3

indicates that effective principals have “a view of instructional improvement as an ongoing process” (Chase & Kane, 1983).

An extension of this approach to effective instructional leadership in the current literature is the development of a worldwide leadership standards and frameworks movement. Guidelines and frameworks for leadership/principal roles have been developed in most OECD nations (OECD, 2008). These standards and frameworks have often been developed by principals themselves through their principals’ associations. The standards and frameworks are based on current best practice in effective instructional leadership. They are therefore used to guide the preparation of new principals; and evaluate principals’ performance and define effective leadership (Ambach, 2006).

Some education systems have established institutions to train and develop school leaders. Examples include the National College for School Leadership in England, the Australian Leadership Academy and the proposed Victorian Institute of Education Leadership (ADEC, 2009). The work of these leadership academies is often developed around applying the leadership standards and frameworks developed by the educational leadership profession.

Transformational and instructional leadership have been contrasted in the literature, and provide different research paradigms. This limits their application to the Abu Dhabi context, because the UAE is undergoing educational expansion, change and development at a very rapid rate (Policy Agenda, 2007-2008). Effective leadership in Abu Dhabi will require significant development of both instructional and transformational leadership capacities.

In this context recent research by Hattie (2009) provides evidence of the relative importance of both leadership approaches in relation to student achievement. Hattie (2009) reported a number of meta-analyses studies which attempted to measure the impact of instructional and transformational leadership styles on student achievement. Hattie (2009) concluded, “It is school leaders who promote challenging goals, and then establish safe environments for teachers to critique, question, and support other teachers to reach these goals together that have most effect on student outcomes. School leaders who focus on students’ achievement and instructional strategies are the most effective” (Hattie, 2009). Although this conclusion strongly supported instructional approaches, the dynamic Abu Dhabi education system must support transformational leadership.

## CHAPTER 3

### **3.2.4 Policy context of educational leadership**

The policy context of leading schools and educational systems has been explored in a number of studies (OECD, 2008). Leadership is a critical factor in any educational system, and there is a considerable body of research that reports on leadership policies, leadership training and leadership evaluation. Currently, an OECD (2009) study into effective leadership practices is challenging policy makers to develop new approaches to conceptualising effective school leadership. A new way of understanding the issues in effective leadership has been developed out of this policy oriented approach to researching effective leadership. In 2001 the OECD published materials on the future of schooling which sought to explore the possible shapes of the future school and their implications for school leadership (OECD, 2008).

This approach has encouraged educators to undertake futures oriented thinking about the likely shape of tomorrow's schools. A future vision of schools can be backward mapped to identify key system leadership requirements for the principals and other educational leadership learning.

The OECD report was followed by a futures policy framework in 2006 (OECD, 2006). In 2004, a futures focused principals' training program was established by the OECD (OECD, 2006), and a special futures thinking in action professional learning program was developed for principals, who needed training to meet the requirements of schools of the future. Beginning in 2006, an extensive international evaluation of the schools of the future was conducted and published in the International Journal of Education Research (2006). This research explored school futures and the implications of changes in schooling on leadership roles. This research identifies principals' preparation and training as important to responding to the rapid and wide ranging social changes that increasingly influence schools, through rapid development of new school policies. In 2008 the OECD developed a major policy study on effective school leadership that drew on the earlier research undertaken on schooling for the future (OECD, 2008).

Cogan (2002) and his team of researchers are recognized for their international research on futures schooling in different countries. Cogan & Baumgart (2003) and others, such as Harris (2006) applied the schooling futures scenarios developed by the OECD/CERI (2001) Schooling for Tomorrow project. They presented some key findings on the views expressed by educational leaders in the Asia-Pacific region concerning the likelihood and desirability of the

### CHAPTER 3

different future schooling scenarios, and outlined the next phase of the research that will follow up the survey with detailed interviews. Six scenarios were developed; the purpose being to sharpen understanding of how schooling might develop in the years to come and the potential role of policy in helping to shape these futures. The scenarios were developed taking into consideration many aspects such as future attitudes, expectations, political support, goals, functions, the teaching workforce, and geopolitical considerations.

The Cogan (2002) led study took the six scenarios developed through the original project “Schooling for Tomorrow,” and utilised these in a survey and interview format with educators and policy leaders (Cogan & Baumgart, 2003). The results of this survey revealed that; Scenario 4, “schools develop as focused learning organisations, meeting individual needs and encouraging lifelong learning;” and Scenario 3, “schools function principally as core social centres under varied arrangements and in tune with the society’s diverse needs,” were regarded as being most desirable when associated with re-schooling, but having low or poor implementation potential. On the other hand, Scenario 1, “schools remain robust, bureaucratic organisations with strong pressures towards uniformity through well defined curriculum and assessment strategies attuned to explicit standards,” was thought to be the most likely to be implemented; whereas Scenario 2, “schools develop as extensions of the market model for education; governments encourage diversification and competition” was also thought to be a probable scenario but in second place to Scenario 1, though it emphasised a market approach to education.

The results of the survey were analysed to study the different factors that influenced such a selection of scenarios. The next phase of this critical study, due for completion in 2009, was a series of interviews with educational leaders and principals in the Asia-Pacific region.

This research identified not only the future shape of schooling but also its implication for effective school leadership. This literature and its approaches are highly applicable to the dynamic and rapidly changing Abu Dhabi educational system.

The above research by Cogan (2002) is also significant for Emirati principals in Abu Dhabi and the UAE, who not only work in rapidly changing schools but with a multi cultural and diverse teaching workforce from different cultures and backgrounds from different Arab countries, and now many non-Arab countries, which are also undergoing rapid change

## **CHAPTER 3**

themselves. Effective school management in Abu Dhabi also requires significant instructional leadership to meet the needs of parents and students in a context, where the system and its teaching workforce are undergoing rapid change.

### **3.2.5 Applications from business management and organizational theory literature**

Insights from business management and organisational theory can also contribute to effective leadership in education. Key proponents of this approach include Covey (2001) and others (The Lewis College, 2007). A feature of this research approach is to identify the personal attributes of educational leaders that correlate with effective leadership in other fields. There is a large corpus of research that focuses on this approach to educational leadership.

The extensive literature on business management and organisational theory has also been applied to the problems of effective educational leadership. Research by Covey (2001) and Handy and Aitkin (1986), has assisted educators to identify key elements in the personal attributes of leaders and in the structure of educational organisations that influence effective leadership. Although important in the literature, this approach to effective leadership is limited in the Abu Dhabi context. The rapid pace of change and Emiratisation of the principalship have focused attention on transformational and instructional leadership approaches to overcome the challenges that will occur in the schools of the future.

The research by Sutton and Konzelmann (2000) is a further example from this paradigm. This research articulated an approach to the operation and management of businesses that addresses ways to more effectively engage leaders (managers) with their staff. This approach, closing the knowing–doing gap, does have application to school leadership and management in the Abu Dhabi context. This is particularly the case for Emirati principals, who are currently managing problems and issues with school communities, made up of teachers, students and parents; and with ADEC. In part this is due to a knowledge gap between the principals and the other parties with principals need to work and to regularly communicate with.

### **3.3 Professional development and training for school principals**

Moving into the new millennium, education in developing countries, as elsewhere, is facing great challenges. However, if these challenges are to be met every school in every country must be managed by an instructional and administrative leader, a school principal (Salazar, 2007). School principals are appointed for the purpose of ensuring good school leadership and management. From the perspective of modern school reforms, school

### CHAPTER 3

principals are acknowledged as passports for success (Fenwick & Pierce, 2002). School principals should be self-motivated in seeking professional development and training opportunities to update their knowledge and enhance their leadership capabilities.

The literature review reveals that there is concern about there being insufficient numbers of principals in various countries; and concern related to issues of their quality, leadership capacity, competencies and the structures and environments that exist for their professional development and training.

**Challenges that retard optimal professional development and training for school principals in several countries could include, but should not be restricted by:**

- Difficulty in finding qualified applicants for principalship;
- Introductory training programs for the principals are insufficient in most countries;
- Professional development and improvement is usually uncoordinated and episodic; and
- Committed capable principals are resigning at an early age, long before what could be expected.

**Effective leadership was explored in different studies to discover the characteristics of successful leadership programs (Peterson, 2002); some of the important aspects of effective leadership programs are:**

- An understanding of mission and objectives;
- A program's consistency and structure, including integrated sets of themes based on learning objectives;
- An association between university curricula, certification program curricula content and professional development;
- Assessing training needs and educational means;
- Linking development to mission that takes into consideration local beliefs and standards; and
- Adopting and selecting different training strategies that depend on motivation through promoting critical thinking, reflection, active participation, role play style, and leadership mentoring and coaching.



## CHAPTER 3

IIEP, the International Institute for Educational Principals, is cooperating with developing countries to encourage them to set their own educational strategies and develop capacity building and administrative autonomy (Chapman, 2005).

Acknowledging the important role of school principals in Abu Dhabi, ADEC paid significant attention to this issue, and put a plan in place to introduce a system, which ensures professional development and continuous training for Emirati school principals, in 2010.

### **3.4 Conclusions from the literature review**

The new leadership paradigm must move districts and schools toward becoming collaborative learning communities, focused on student learning. To do so, the following findings from the review of the literature should be highlighted:

- Effective educational leaders raise expectations for students, staff members and the entire school system, and implement actions based on high expectations;
- Effective educational leaders build a shared vision and inspire and motivate others in pursuit of that vision;
- Effective educational leaders build a collaborative community and use open, continuous communication to inform, inspire and seek input toward the common goal, student learning;
- Effective educational leaders create and support a professional climate that ensures continuing professional growth for all members of the educational community;
- Effective educational leaders delegate authority and responsibility appropriately, while maintaining accountability;
- Effective educational leaders take risks and tolerate risk taking in others by the support of research-based, effective redesign and change;
- Effective educational leaders support new, proven initiatives and develop and manage necessary resources to support and maintain such initiatives;
- Effective educational leaders engage in shared decision making, and create opportunities for sharing knowledge and information about critical issues;
- Effective educational leaders are knowledgeable and have strong communication skills. They effectively apply their knowledge and skills to build support for the school system and diffuse negative pressures; and

### **CHAPTER 3**

- Effective educational leaders work collaboratively to identify future district, school and student needs, and plan appropriately to meet those needs.

The literature review has documented the relatively disparate literature from a number of disciplines and paradigms. The nature of the literature and its multi paradigm research base is transdisciplinary.

#### **The review of the literature suggests the following:**

- There is a gap in the literature concerning research on principals' roles and leadership. This is particularly the case for Abu Dhabi;
- A number of paradigms can be used to consider and describe principals' roles and leadership;
- In Abu Dhabi, the principals need to undertake transformational and managerial/instructional roles (ADEC, 2008);
- The review also highlighted that understanding and knowledge about the future direction of schooling (OECD, 2006) is essential in formulating policy and guidelines about the characteristics of effective principals in future schools, and for addressing current problems and issues. To do this it is possible to document the attributes required of principals for effective leadership (Fullan, 2003);
- Fullan (2006) has documented how schools can operate effectively and efficiently to meet such objectives, though strong leadership is required by principals. This indicates student outcomes from schooling depend on principals' actions (Hattie, 2009); and
- Effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning.

#### **The above review of the literature will inform the research project in the following ways:**

- The work by Cogan and Baumgart (2003) can be used as a basis for the development of the survey and interview schedule to be used with principals and ADEC officials.

### **CHAPTER 3**

- Policy guidelines and frameworks, as referenced above, can be used as a basis to develop a culturally sensitive policy and professional development programs for principals, their roles and their leadership.

# **RESEARCH METHODOLOGY**

## **4.1 Introduction**

The previous chapters have provided the context for the research. As well, the literature review identified the areas in which principals are anticipated to require support. The literature review also identified gaps in the skills and knowledge currently needed by principals.

This chapter documents the methodology used in this research. The first part of the chapter briefly considers the quantitative and qualitative research which forms the basis of research in this investigation. Then, the research design and data collection methods adopted in the study are presented. The chapter concludes by providing an overview of the methodology which forms the basis of the results presented in Chapter 5.

## **4.2 Choice of research approach**

### **4.2.1 Introduction**

According to Creswell (2009) research methods comprise three types; quantitative, qualitative and mixed methods. Each of these approaches is considered, and the reasons for using the mixed methods approach for the research methodology are presented.

### **4.2.2 Quantitative and qualitative approaches**

The aim of the quantitative research approach is to determine the facts which exist in creating reality (Wolcott, 1990). The quantitative researcher, thus, usually uses statistical procedures. Quantitative research has been described as a formal, objective and systematic process in which numerical data is utilised (Burns and Grove cited by Cormack, 1991 p 140) to explore hypotheses.

In contrast, qualitative research approaches are more nuanced, are more concerned with layers of interpretations of meanings, and involve detailed consideration of discourse. In this approach, the researcher's position in the research is a key factor to be considered in analysing the results from the research. The researcher's personal knowledge and research experience can influence (and reflect) the power relationships between the participants in the research (Silverman, 2006).

## **CHAPTER 4**

Solutes (1990) states that the qualitative research approach in education can encompass interpersonal, social, and cultural contexts of education more fully than the quantitative research approach. The researcher's viewpoint is clearly placed on the research and the researcher can provide richer and wider-ranging descriptions than in the quantitative research approach (Dunne, 2005). This is due to the way that the context of the research and the sociocultural aspects of the society can be considered in the interpretation of meaning and discourse that are revealed by qualitative research components.

A further strength of the qualitative approach is that it is more efficacious in explaining and interpreting the psychological dimensions of human beings, which are sometimes difficult to represent numerically in a quantitative way (Carr & Kemmis, 1986). There are limitations in numerical representations of the complexity of human behaviour, in educational research investigations (Hara, 1995b). In particular, in this educational research project, the Emirati cultural and social aspects of principals' professional learning needs were a critical component of the research. As such, this research required the use of a qualitative, as well as quantitative, research component.

### **4.2.3 Mixed methods approach**

Creswell (2003) defines mixed methods methodology as "one that involves gathering both numeric information (e.g. a survey) as well as text information (e.g. an interview) so that the final data represents both quantitative and qualitative information". Furthermore, Tashakkori and Teddlie (2003) define mixed methods as "research designs using qualitative and quantitative data collection and analysis techniques in either parallel or sequential "phases" (Tashakkori and Teddlie, 2003, p.11). The term mixed methods is used interchangeably in the literature with the terms multi-method research and mixed model research, despite the fact that these three terms have distinctive differences. Tashakkori and Teddlie (2003) differentiate the three terms. They assert that multi-method research implies the use of two data collections from the same tradition; mixed model research refers to the mixing of both approaches in many or all the stages of the research; while mixed methods research implies the use of quantitative and qualitative methods in the data collection and analysis stage.

### **4.2.4 Use of mixed methods for this research**

To obtain a broad understanding of principals' roles and the problems and issues faced by the majority of school principals in Abu Dhabi, conducting a survey was a logical first step. However in order to obtain detailed insights from principals in relation to the research

## CHAPTER 4

questions being addressed, a mixed methods approach was necessary, so interviews were also conducted.

### **4.3 The researcher's position and approach**

Little research has been conducted that addresses the research question in the Abu Dhabi context. Of the research that does exist, none has taken into account the impact of Emirati cultural and social practice and its impact on principals' challenges and professional development and training needs. Furthermore, there is no research that explores Emirati leadership and cultural patterns of communication.

From the above perspective a survey instrument was used to obtain data concerning principals' views, opinions and perceptions of their current and future challenges and the implications of these for professional development and training.

#### **The survey was designed to explore the following issues:**

- The current practical needs of principals in order to effectively manage their schools;
- Specific knowledge and skills that principals need for now, and into the future;
- Professional learning needs as expressed by principals; and
- Do principals have sufficient knowledge/understanding about leadership to fulfil both instructional and transformational roles?

In undertaking this research it was therefore necessary to examine the research questions and survey instrument in the cultural context of Abu Dhabi. According to McGuigan (2005) qualitative research can be used to study everyday life in the researcher's own culture and society. In this way it will be possible to understand and explicate what lies behind the subject that is as yet little known (Strauss & Corbin, 1990). In the context of this research there is a need for the researcher to obtain an in depth understanding of the problems and issues that are faced by Emirati principals in an Emirati social and cultural context.

This will require the use of interviews expressed through *meeshawrat*. In this way the data that is collected is consistent with Abu Dhabi cultural and leadership conventions.

*Meeshawarat* refers to a traditional meeting between people to discuss problems that exist between them and to find solutions to the problems. *Meeshawarat* is a communication norm with a long tradition in Emirati culture. The term reflects the Emirati way of discussing problems and seeking solutions through asking for help that is freely given. *Meeshawarat* is

## CHAPTER 4

usually conducted in UAE Arabic between people who come together to discuss common problems. In education, sometimes principals meet to solve some problems in their schools, and use their combined resources to help each other find solutions to these problems and issues.

The approach explained above, where the *meeshawrat* communication process is employed, is more likely to result in information that is both useful and aligned to Emirati leadership, than other techniques that might be use. This is because:

- In Abu Dhabi problems and issues usually tend to be usually solved by discussion in *meeshawrat*; and
- using Arabic language makes it easier for principals to fully express themselves.

There is support for this approach in the research literature that recognises the influence of culture on the choice of research methodology (Bishop, 2005). New developments in epistemology and research, from a South Pacific perspective, (Tongan and Samoan) has led to a re-evaluation of research instruments and research methodology in the Pacific. In particular, the bounded nature of much traditional qualitative research, its disempowering impact, and its neglect of the links between what is said and who said it have led to the development of a Taloanoa approach to research methodologies (Horsley & Walker, 2005).

Taloanoa does not reflect the traditional concepts of reliability and validity but the researchers' understanding of and trust in the contribution of the group's culture to wellbeing through connectedness.

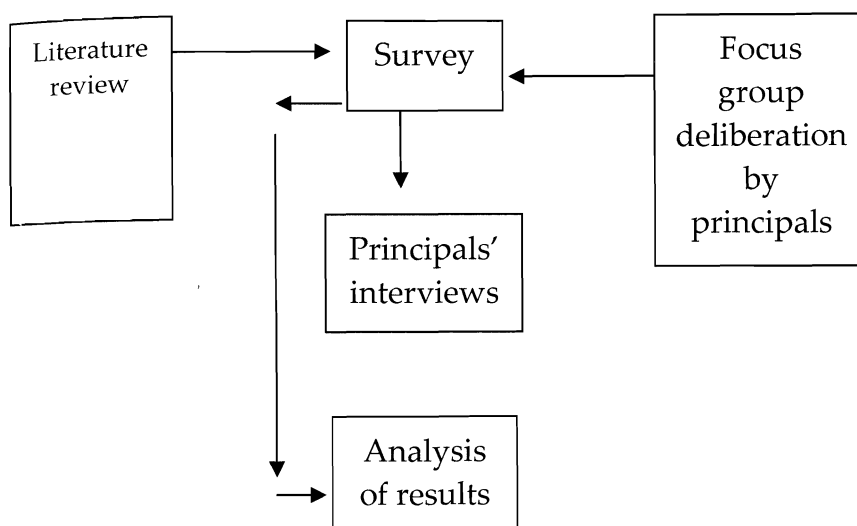
### **4.4 Research design**

The research design to be adopted has taken into account the literature review in Chapter 3 and the researcher's own experience.

## CHAPTER 4

The research design is presented in Figure 4.1.

Figure 4.1: Research design



It can be seen that the research design has two data collection phases

- Phase1. Administration of the principal survey instrument (PSI).
- Phase2. Interviews with principals in *meeshawrat*.

The survey instrument development is detailed in Chapter 5, and was based upon a review of the literature which identified a number of aspects of principals' roles and leadership needs that are addressed in the survey. The draft survey instrument was then considered by 3 groups of principals to validate the types of questions used and the research instrument.

The survey instrument data was then analysed and used as a basis for the principals' interview schedule. The design and development of the instrument is presented in Chapter 5. The interviews' main purpose was to generate a greater understanding of principals' problems and issues concerning leadership and school management. The interviews also sought principals' views about professional development and training.

### **4.5 Data collection methods**

#### **4.5.1 Introduction**

The research utilises quantitative and qualitative instruments for data collection to address the research questions stated in Chapter 1. The use of these approaches is explicated in Tables 4.1 and 4.2.



## **CHAPTER 4**

***Table 4.1: Quantitative Research Instruments***

Themes explored	Participation	Instrument
Principals' PD and training Principals' leadership Principals' needs and issues Principals' roles ADEC policy	School Principals (118)	Survey using a Likert scale

***Table 4.2: Qualitative Research Components***

Themes explored	Participations	Instrument
Principals' PD and training Principals' leadership Principals' needs and issues Principals' roles ADEC policy	3 Groups of principals from ADEC (Al Ain zone) (principals in groups of 6 principals each).	Interviews (Meeshawrat)

### **4.5.2 Use of survey instrument**

The use of the survey instrument in this research will fulfil two purposes. Firstly, the survey will provide base line data about principals' views concerning their roles and functions and professional learning needs in the areas identified in the literature review.

Secondly, the survey instrument data will be used to develop the interview questions. The results from the analysis of the survey data will be used to formulate interview questions. In this way a more focussed and in depth understanding can be obtained from all the data.

Survey instruments are commonly used in social science research. 'Surveys provide a systematic and structured method for acquiring information on the same topic from large groups of people in a short amount of time' (Gerhardt, 2004).

## **CHAPTER 4**

In the context of this research, the survey has been designed because it was considered to be an effective data collection method that provides quick and inexpensive information about the principal population. Zikmund (2003) asserts that surveys are designed to measure knowledge, behaviour, attitudes and opinions. Thus in this research, the survey provides data about a number of aspects of principals' roles and problems and the issues they face. Furthermore, the survey is also intended to provide more specific information on principals' professional development needs and demands.

### **4.5.3 Interviews**

Generally interviews are used in research to obtain a more in-depth insight into a research problem being investigated. The literature describes many different types of interviews (Lecompte and Preissle, 1993; Cohen and Manion, 1994). Types of interviews differ in the degree of openness of their purpose, structure and intent. This research deemed it necessary to use in-depth, face-to-face interviews. These types of interviews are informal and not committed to a particular agenda, and since they are conducted between the researcher and one participant at a time, they elicit valid information about participants' perspectives and source information not gained through other methods (Gillham, 2000). Powel (1989) regards face-to-face interviews 'as an interpersonal role situation in which an interviewer asks respondents questions designed to obtain answers pertinent to the objective of the study'.

One-to-one interviews enabled principals to disclose problems and issues, that have significant implications for professional learning and training needs, and that otherwise they would not have disclosed. To this end, a series of scheduled interviews/*meeshawrat* targeted several groups of educators including ADEC supervisors, principals, school administrators and supervisors from different educational and teaching environments. As detailed in Chapter 5, the interviews were structured using a number of open-ended questions to discern their perspectives on the reasons UAE principals perform better if their leadership skills are improved. The open-ended questions in the interview assisted the researcher to develop a well-designed program that would have immediate beneficial effects.

## **4.6 Sample**

The sample used in this research consisted of Emirate national principals, in 3 groups within the Al Ain zone in Abu Dhabi.

## **CHAPTER 4**

### **4.6.1 Principals in Abu Dhabi Schools**

Having obtained the necessary permissions from ADEC, the researcher approached the targeted principals from the Al Ain zone to seek their participation in the research. The ‘snowball sampling’ technique was employed in recruiting the participants. According to Patton (2003), snowball sampling is when researchers “identify cases of interest from sampling people, who know people, who know people, who know what cases are information rich, that is, good examples for study, good interview participants”.

Prior to the commencement of this part of the study, the researcher sought authorisation from ADEC. The next step involved the researcher contacting the prospective participants he had identified to discuss more fully the scope of the study and to confirm their willingness to participate. Having secured the necessary permissions and agreements, the researcher organised times and venues for the interviews/*meershawrat*.

### **4.7 Conclusion**

This chapter has presented details of the methodology used in the research. Chapter 5 documents the details of the design and development of the research instruments used for data collection that have taken into account details of the methodology for the research considered in this Chapter.

**DESIGN, DEVELOPMENT AND ADMINISTRATION  
OF DATA COLLECTION INSTRUMENTS**

**5.1 Introduction**

This Chapter details the design and development of the survey instrument and interview schedule.

The first part of the Chapter details the design and development of the survey instrument called Principal Survey Instrument (PSI). The second part presents details of the development of the interview schedule.

**5.2 Design and development of the survey instrument**

**5.2.1 Overview**

This section concerns the process used for the design and development of the survey instrument. The process used is shown in Figure 5.1

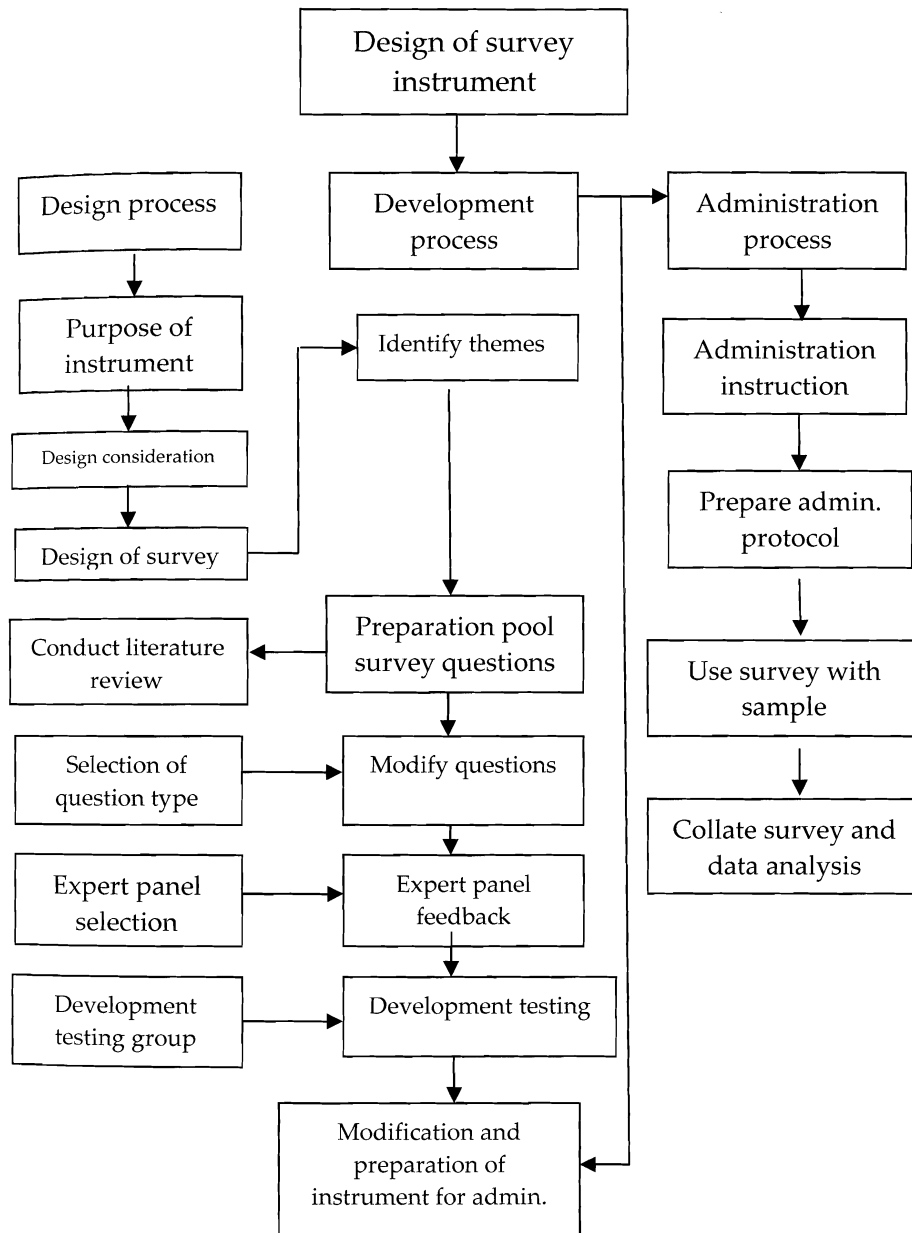
The process presented in this figure shows that the process essentially comprises 3 distinct stages:

- The design process
- The development process
- The administration process

The remainder of this section elaborates on details presented in Figure 5.1

## CHAPTER 5

*Figure 5.1: Flow chart for the design and development of the principal survey instrument (PSI)*



### **5.2.2 Design of instrument**

#### **5.2.2.1 Purpose of the instrument**

The purpose of the survey instrument was to

- Obtain data that addresses the research questions concerning principals in Abu Dhabi schools
- Use the results from the PSI to develop the Principal Interview Schedule (PIS).

To accomplish this, the Principal Survey Instrument (PSI) that is developed has two sections. One section concerned demographic information, including age, principals' work/career experience and the types of schools principals lead.

The other section sought information about principals' leadership and other roles, the problem and issues they experienced and matters concerning professional development and training. The review of the literature helped to identify five themes to be addressed in the survey. These themes are as follows:

- *Principals' professional development and training (Principals – PD & T).* Aspects addressed are the types of professional development and training opportunities and the skills and knowledge required;
- *Principal leadership (Principal – L).* Aspects addressed are leadership and management style; leadership roles;
- *Principal needs and issues (Principal – N).* Aspects addressed are areas of support for principals, and staffing matters;
- *Principals' roles (Principal-R).* Aspects addressed are roles of principals; and
- *ADEC matters.* Aspects addressed are matters concerning ADEC interaction with schools; ADEC policy.

#### **5.2.2.2 Design considerations**

Initial ideas for the design of the instrument were obtained from other principal survey instruments, examined in the literature review. It was decided that the PSI would be a paper based instrument. This was done for the following reasons:

- It was the easiest and most convenient way for all principals to complete the PSI, because they could complete it whenever and wherever they chose; and
- It was the most efficient way to administer the PSI given the time constraints faced by principals.

## CHAPTER 5

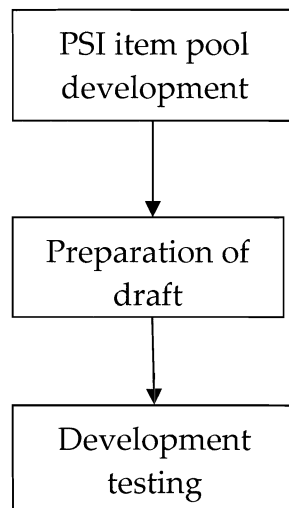
There were two further design considerations. The first consideration was of the language to be used in the instrument. Whilst most principals in Abu Dhabi can speak English and have good English written skills, most of their communication at school and with ADEC and other organisations is in Arabic. A decision was taken to have the PSI presented in Arabic, mainly because it is the most natural way for principals to respond to written requests. For the purpose of this document, the English translation is presented.

Secondly, a survey instrument was needed that would not take a long time to complete. Principals are always very busy, so it was deemed necessary to use a survey instrument that could be completed in less than half an hour. As a result, a survey instrument using Likert scales was used, as detailed in the following sections.

### **5.2.2.3 Development process for the PSI**

The development of the PSI contained three steps as shown in Figure 5.2, namely the development of a pool of items for each of the 5 themes, the drafting of the instrument and development testing. These aspects are presented in the remaining sections.

*Figure 5.2: Development process for PSI*



### **5.2.2.4 Development of the PSI item pool**

#### *Generation of the item pool*

This stage of the development concerned itself with the generation of a pool of items for the PSI and the preparation of a simple version of PSI. Based on the review of the literature in Chapter 3, the survey instrument needed to address three broad aspects concerning principals'

## CHAPTER 5

leadership and roles. A further area concerned principal training and staff development was also included. The PSI therefore covered domains as follows:

***Principal Competencies and Skills:*** The researcher needed to establish what competencies and skills a professional development and training program should contain to establish the current status of the trainee, to benefit the trainee and to assess the benefits of the training. The researcher identified thirteen areas covering a comprehensive range of competencies and skills.

***Principal Communication:*** By including a series of questions related to communication between principals and other staff, it was intended to explore how to improve poor communication skills, and how enhanced communication skills will also improve the leadership skills of a principal. This included four types of communication skills and competencies.

***Principal Management:*** This aspect of the survey was used by the researcher to explore the way to include management of professional development and training programs.

Initially the researcher identified seventeen items for PSI. Further items concerning the roles of principals and also ADEC school management policies and guidance were generated.

Based on the literature review and the researchers own experience a pool of items was generated that concerned the five areas listed in Section 5.2.2.1.

It was found that many questions overlapped a number of the themes. Where this was very evident to the researcher, the item was usually ignored. This initial activity resulted in generating a pool of 64 items.

This pool of items was then examined by the researcher and his supervisors with the following intention:

- To reduce the number of items. The target was to have between 6 and 10 items for each theme;
- To modify items to be in a format consistent with the use of a Likert type response scale; and



## **CHAPTER 5**

- To have a balanced numbers of items to represent each of the themes. This required the generation of further items so that there were at least 6 in each of the areas.

Following the examination by the researcher in conjunction with his supervisors and advice from ADEC the pool of items was reduced to 34 items.

### **5.2.2.5 Preliminary draft of instrument**

Following the generation of the item pool, a decision was made regarding the response scale. It was deemed that the most suitable scale would be a 5 point Likert scale (De Vaus, 2005). Likert scales are widely used in the social sciences due to the fact that they facilitate the development of questions, are user friendly and offer choice in responses. The Likert scale range used was:

*Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).*

Each of the 34 items was carefully examined to ensure that each was written to suit the format of a 5 point Likert scale.

### **5.2.2.6 Content validation of items for the PSI**

A version of the PSI was prepared for use by two groups of ten principals for content validation. The purpose of this step in the process was to:

- establish if the items were clear and not ambiguous;
- determine if all items were suitable or needed changing; and
- determine if further items were needed.

The researcher arranged the meeting of the two groups. Each participant was presented with the list of 34 items. The researcher lead the discussion where each of the 34 items was considered in turn and the merits of each item were debated to fulfil the purpose of the exercise.

Overall, the participants were satisfied with the appropriateness of the content of the PSI. However, from the feedback received the following changes were made to PSI:

- 2 items were changed; and
- Small changes were made to the language used.

## **CHAPTER 5**

### **5.2.2.7 Development testing of the PSI**

Development testing is a procedure generally used to ensure that the survey or any data collection instrument contains the appropriate validity constraints. In this respect it was deemed important to ensure that questions in each of the themes explored (measured) items within the themes and were consistent with the research questions for this investigation.

A panel of 4 experts was used to provide further feedback on this stage of the survey development, and to comment on the validity of the items in each of the themes. Appendix B provides details of documentation use. All information was provided to participants in both English and Arabic.

#### **The expert panel in each case comprised:**

- an expert on research in school principal leadership and schooling futures;
- a school principal;
- an expert on survey instrument design; and
- a university education professor.

A brief was provided to the experts to consider the construct validity of each of the survey items and the extent to which each of the survey themes had been equally addressed.

The feedback from the expert panel resulted in the following changes to the PSI

- new items were added about professional development;
- new items concerning ADEC were added;
- a number of items were modified for better language construction; and
- three items were deleted.

### **5.2.2.8 Administration of the PSI**

The PSI was used to collect data from principals during late February 2010. All participants were provided with an information sheet about the project as well as instrument on completion of PSI. This information is presented in Appendix C.

Principals were asked to return the completed PSIs either by mail or fax. All principals (118) completed and returned the survey.

### **5.3 Description of the PSI**

The PSI instrument, in both English and Arabic language, used in this research is presented in Appendix D. It is the Arabic version that was used in the research. The instrument has a total of 34 items that cover the themes. It can be seen that the instrument has four sections:

- Information about the survey;
- An explanation on how to complete the PSI;
- Details of the research context; and
- Survey items presented in themes.

The PSI instrument shown in Appendix D addressed each of the five themes as shown in Appendix E. Then each of the research questions as shown in Appendix F.

### **5.4 Design and development of the interview schedule**

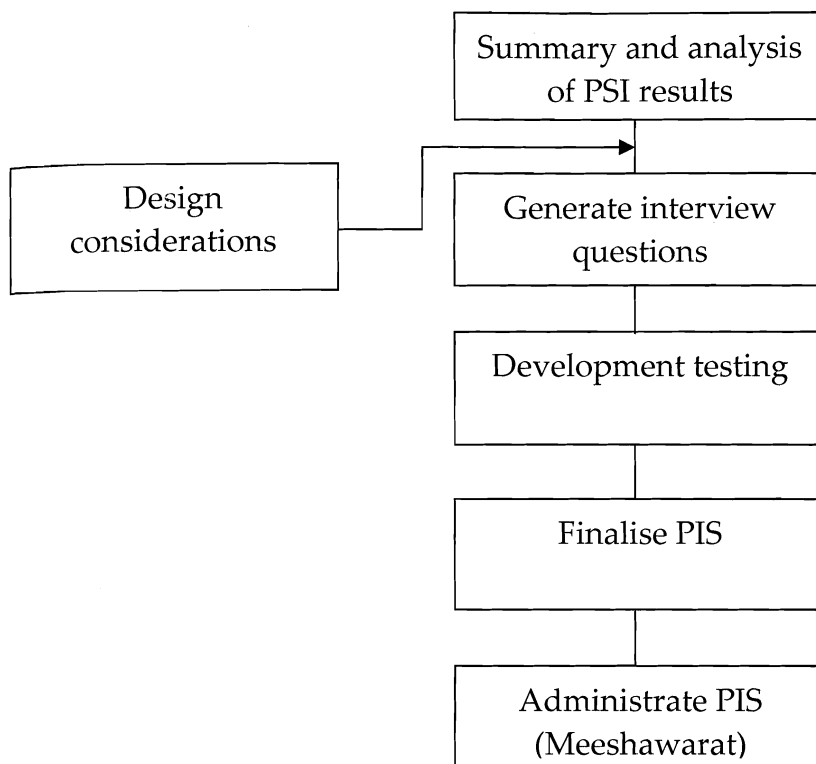
#### **5.4.1 Overview**

As detailed in Chapter 4, interviews (*Meesharawat*) were used to obtain a more in-depth understanding of the PSI results. Chapter 4 provided details of background to this research, which identified the data method collection used for the research.

The process used in the design development and administration of the interview schedule – Principal Interview Schedule (PIS) is presented in Figure 5.2.

## CHAPTER 5

*Figure 5.3: PIS design, development and administrative process*



Leadership and the role of school principals in Abu Dhabi were the two core dimensions of the research. To address this scope, the research aimed to explore the problems a school principal may face, professional development, capacity building, support needed and planning for the future.

### **5.4.2 Design considerations**

The *Meeshawarat* required that the questions be asked in a way that promoted discussion. As such, questions need to be ‘how’ and ‘why’ types of questions that addressed the group, rather than individuals.

A time allocation of a maximum of one hour was available. This required a limitation to the number of questions that could be raised. It was necessary to address each of the survey themes. In light of the above considerations it was deemed necessary to have fewer than 15 questions.

### **5.4.3 Generation of the pool of interview questions**

The researcher met with his supervisor, to consider the results of each of the PSI questions, and the following criteria were explored:

- was the result different from what may have been expected;

## **CHAPTER 5**

- was there a response from a participant that lacked clarity, ie, was the whole Likert scale addressed;
- was the result different from that reported in the literature; and
- did the result require a follow-up interview to seek an explanation.

If the criteria were met, a question was generated.

Initially a pool of 40 questions was generated. In consultation with the supervisor, interview questions were eliminated on the basis of:

- the question did not address the research question;
- responses to the questions were likely to be self-evident responses; and
- answers provided would not be likely provide greater understanding.

Using this process resulted in a pool of 20 questions being developed.

### **5.4.4 Development testing**

The researcher asked four school principals to carefully examine the PSI using the procedure as detailed in Section 5.2.2.6. The result of the development testing was the modification of four items and the deletion of three items.

### **5.4.5 Administration of PIS**

The researcher had interviews with two groups of principals (experienced and inexperienced principals) using the PIS instrument as show in Appendix G. It can be seen from this Appendix that each of the themes used in the PSI were also addressed.

After analysis of the results from the interviews the researcher then asked principals regarding their agreement with the summary results. For this purpose the researcher used Appendix H.

## **5.5 Conclusion**

This chapter has detailed the design and development of both data collection instruments. Some details of their administration are also presented.

Chapter 6 presents the results of the administration of both instruments.

## **CHAPTER 6**

### **RESULTS**

#### **6.1 Introduction**

The previous chapter presented the details of the design and the development of data collection instruments used in the research. This chapter details the results of the analysis of data obtained from the survey and interviews of principals.

The first part of the chapter presents the survey results. The study's sample characteristics are presented, followed by the responses to each of the survey questions. The second part of the chapter presents the focus group results.

#### **6.2 Presentation of the PSI results**

The results from the PSI are grouped to address particular aspects of this research as follows:

- School Principals' professional development and training (PD)
- School principals' leadership and management
- School principals' needs and issues
- School principals' roles
- ADEC strategies and policies and support for principals

Table 6.1 shows the breakdown of items from the PSI into the above 5 themes.

*Table 6.1 groupings of PSI items*

Area	PSI item No.
Principals' PD and training	Q2,Q3,Q4,Q14,Q19,Q23,Q26
Principals' leadership	Q9,Q10,Q17,Q24,Q31
Principals' needs and issues	Q15,Q18,Q20,Q21,Q22,Q25,Q28,Q29,Q30,Q33
Principals' roles	Q11,Q12,Q13,Q16
ADEC Strategies, Policies and Support	Q1,Q5,Q6,Q7,Q8,Q27,Q32,Q34

## CHAPTER 6

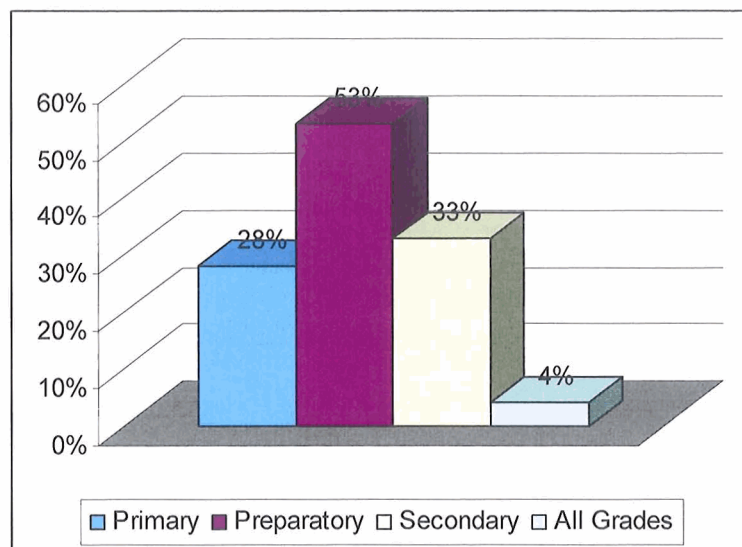
### 6.3 PSI results

#### 6.3.1 Sample characteristics

A total of 118 principals completed the survey. As detailed in Chapter 5, all of the principals came from the Al Ain zone in the Emirate of Abu Dhabi. The remainder of the section presents results and sample characteristics collected from the survey questionnaires.

##### 6.3.1.1 Types of schools

Graph 6.1 indicates that the majority of principals work in Preparatory Cycle schools. Preparatory Cycle schools cater for students from grades 6 to 9. Primary schools cater for grades 1 to 5, and secondary schools cater for grades 10 to 12. This distribution of principals reflects the distribution of schools found in Abu Dhabi.



Graph 6.1: Types of schools

##### 6.3.1.2 Qualification of principals

It is evident from Chart 6.1 that nearly all principals have a bachelor's degree. This result is consistent with the qualifications typically held by principals in Abu Dhabi.

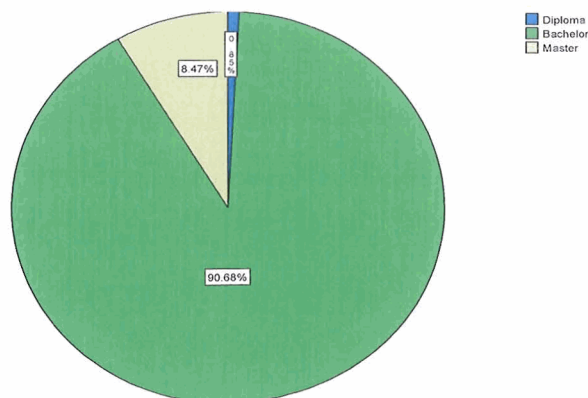
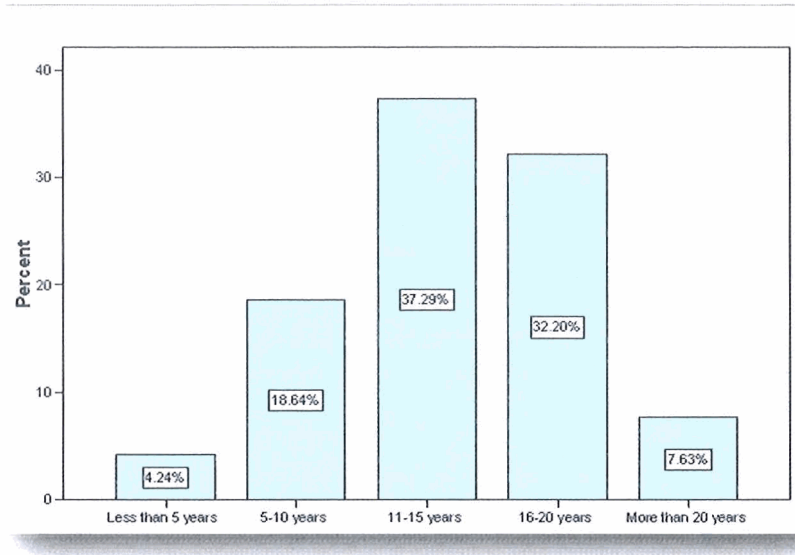


Chart 6.1: Qualification of principals

## CHAPTER 6

### 6.3.1.3 Work experience of principals

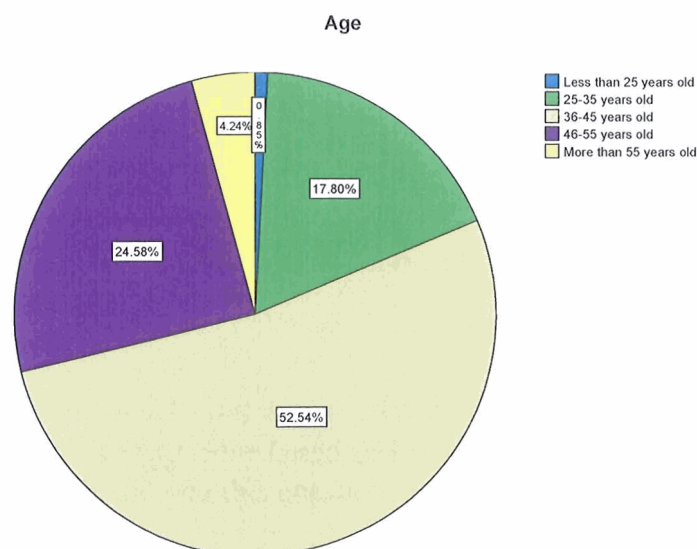
It can be seen from Graph 6.2 that most principals (77%) in the sample have 11-15 years experience as a principal, and 4% of principals have fewer than five years experience in their roles. Similar results would be obtained from an Abu Dhabi-wide sample.



Graph 6.2: Work experience of principals

### 6.3.1.4 Age of principals

Chart 6.2 shows that majority of principals (67%) are aged between 36-45 years old. Abu Dhabi principals are very young, compared to international statistics/trends, reflecting the progress of Emiratisation.



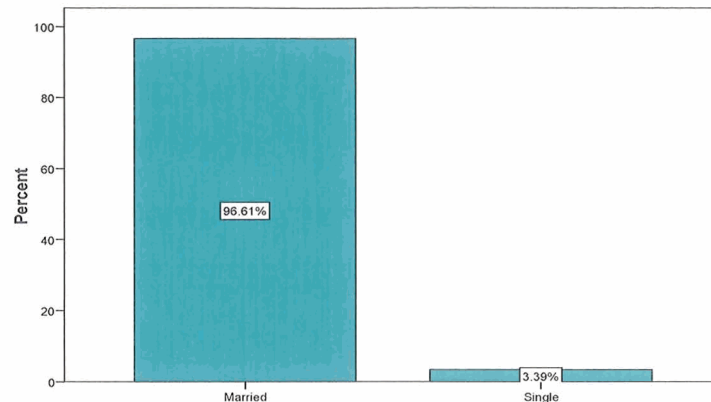
Pie Chart 6.2: Age of principals



## CHAPTER 6

### 6.3.1.5 Marital Status of principals

It can be seen from Graph 6.3 that most principals (almost 97%) are married.



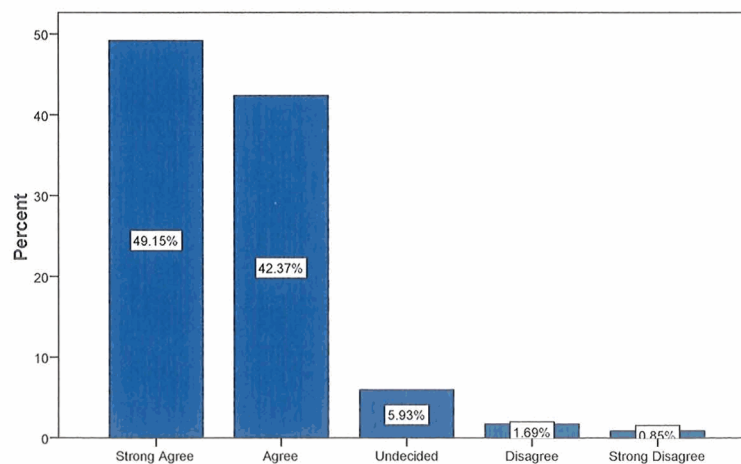
Graph 6.3: Marital status of principals

### 6.3.2 Principals professional development (PD) and training

The results in this section are from the Professional Development and Training group of questions in the PSI.

*Q2. Training courses should be periodic and continuous to improve and upgrade many aspects of my professional development.*

Graph 6.4 below shows that most principals (over 91%) either strongly agree or agree that training courses should be periodic and continuous to improve and upgrade many aspects of their professional development.



Graph 6.4: Continuous professional learning

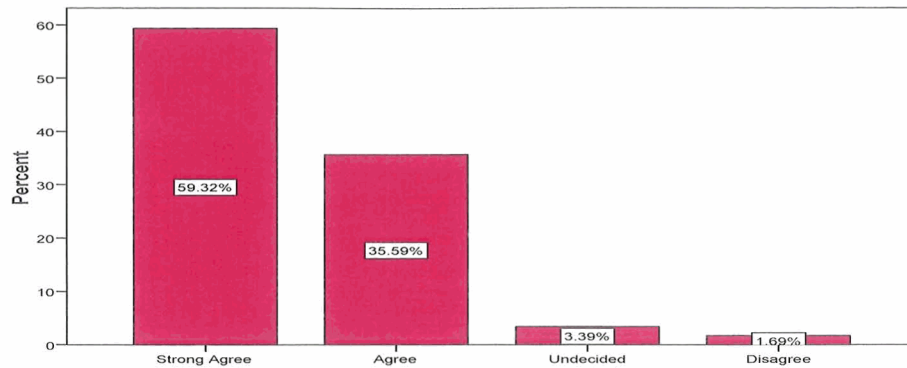
*Q3. School principals need continuous professional development to improve their managerial skills and satisfy their leadership needs.*

Adequate data was unavailable for this question.

*Q4. A culture of sustainable professional development and training should be promoted through different media.*

## CHAPTER 6

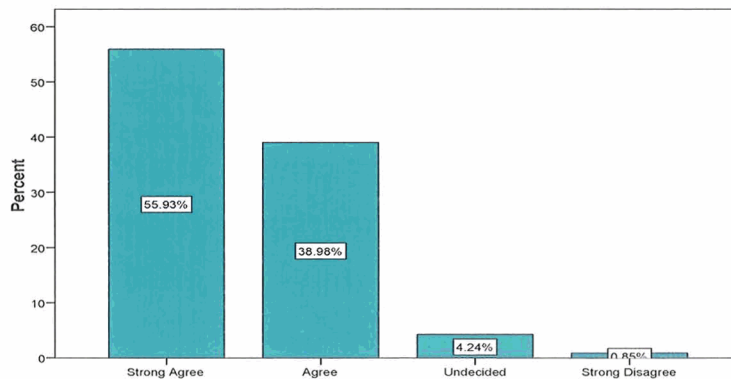
Graph 6.5 below shows that most principals, 94% agree and strongly agree that professional development should not model the 'one size fits all' approach, but be offered in different formats and media to meet different needs.



Graph 6.5: Diversity in professional development

**Q14. Training is needed to improve my skills in communication with staff.**

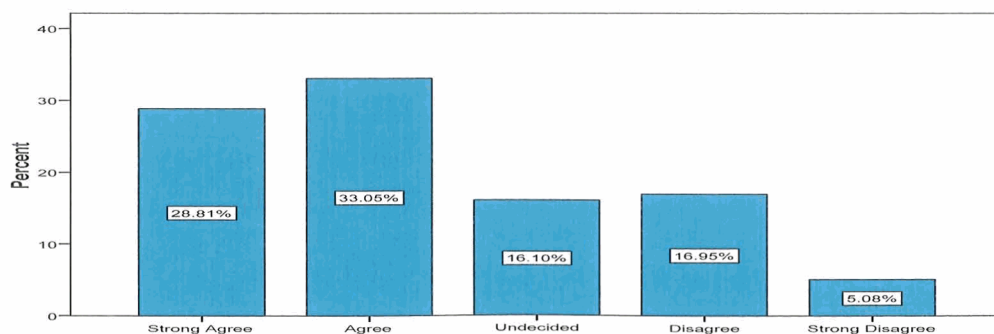
Graph 6.6 below shows that most principals 95% strongly agree or agree that training is needed to improve their communication skills with the staff.



Graph 6.6: Communication training

**Q19. Principals need to study abroad to obtain higher degrees.**

Graph 6.7 below shows that most principals, 62%, strongly agree or agree with the statement that principals need to study abroad to obtain higher degrees. However 16% of principals were undecided about the statement

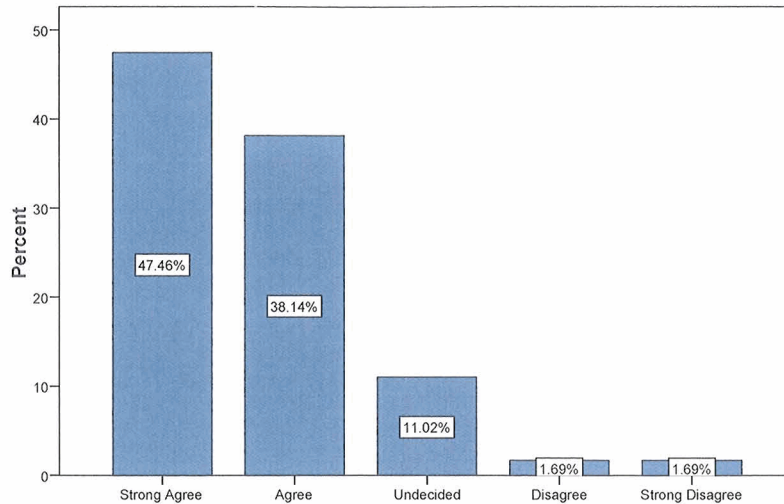


Graph 6.7: Higher degree study abroad

## CHAPTER 6

### *Q23. Principals need regular training to keep up to date with ADEC policy.*

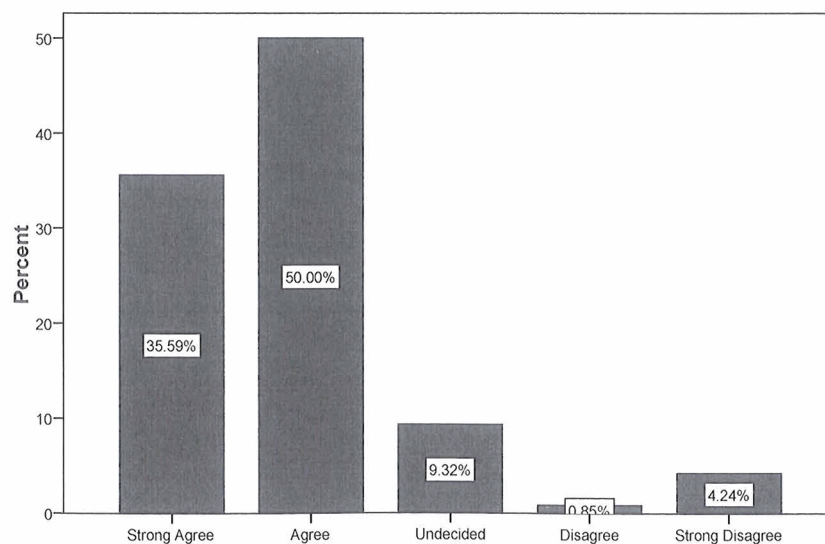
Graph 6.8 shows 85% agree or strongly agree that principals need regular training to keep up to date with ADEC policy.



Graph 6.8: Regular training for ADEC policies

### *Q26. Principals need further professional development and qualification to be able to cope effectively with change.*

Graph 6.9 shows that 85% agree or strongly agree with the statement that principals need further professional development and qualification upgrades to be able to cope more effectively with change.



Graph 6.9: Change and professional development

## CHAPTER 6

### 6.3.3 School principals' leadership and management

The results presented in this section are from the “Leadership and Management” questions in the PSI.

#### *Q9. Administration supervisors should visit principals regularly*

Chart 6.3 shows that about 79% of principals agree that administration supervisors should visit principals regularly.

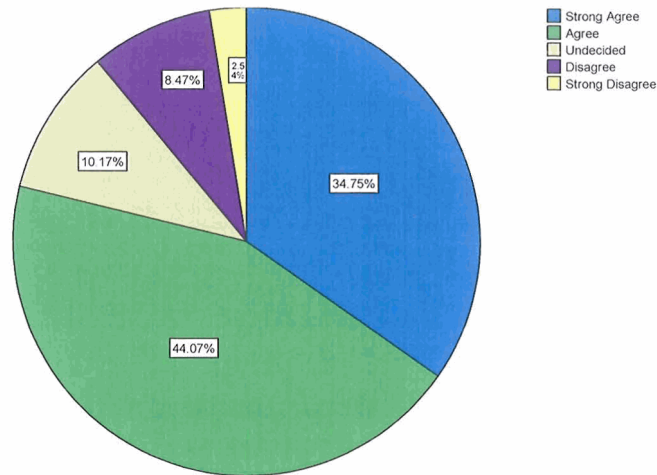
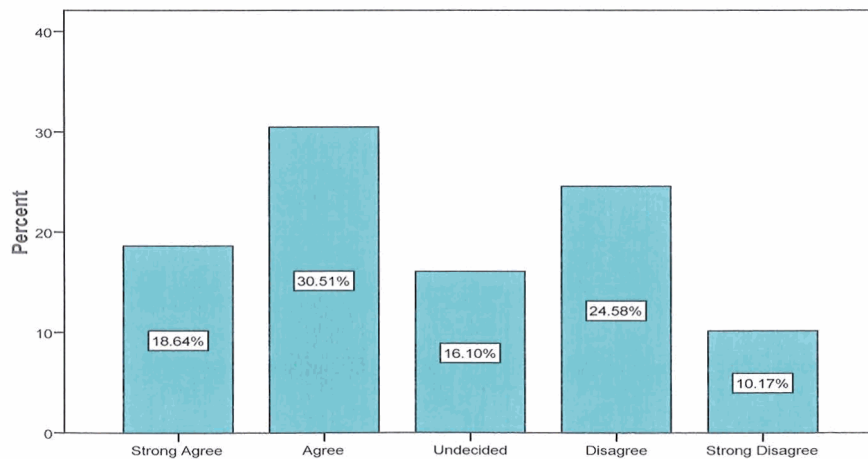


Chart 6.3: Principal supervision

#### *Q10 I need to be a principal for an extended period of time to be effective.*

Graph 6.10 shows a mixed result, however 49% agree with the statement.

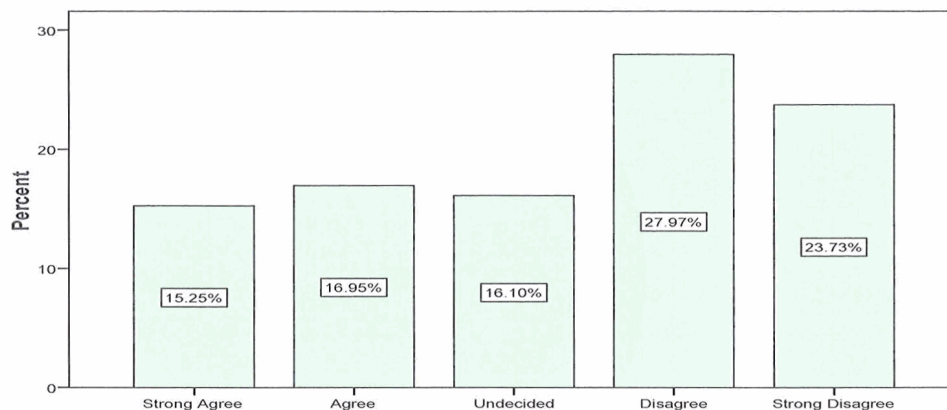


Graph 6.10: Principal experience and effective management

## CHAPTER 6

**Q17. Principals are the only ones capable of making proper (or the right) decisions in relation to school planning.**

Graph 6.11 shows that there is a mixed response to this statement. It is noted that over 50% of principals disagree or strongly disagree with this statement.



Graph 6.11: Principals' roles in decision making

**Q24. Principals need opportunities to contribute to education policy making.**

Chart 6.4 shows that over 95% of principals agreed or strongly agreed that they need opportunities to contribute to education policy making.

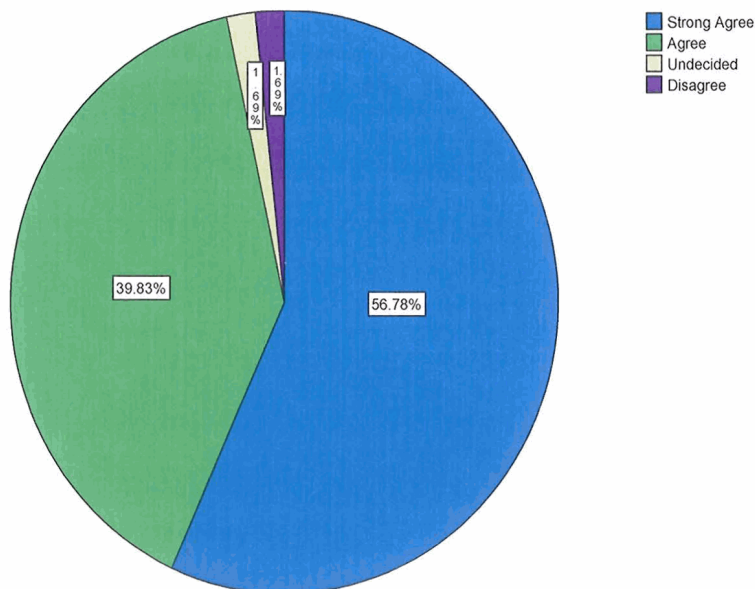


Chart 6.4: Principals and policy making



## CHAPTER 6

### *Q3. I have limited knowledge about future schooling in Abu Dhabi.*

Chart 6.5 shows that 53% of principals agree or strongly agree with the statement ‘I have limited knowledge about future schooling in Abu Dhabi’.

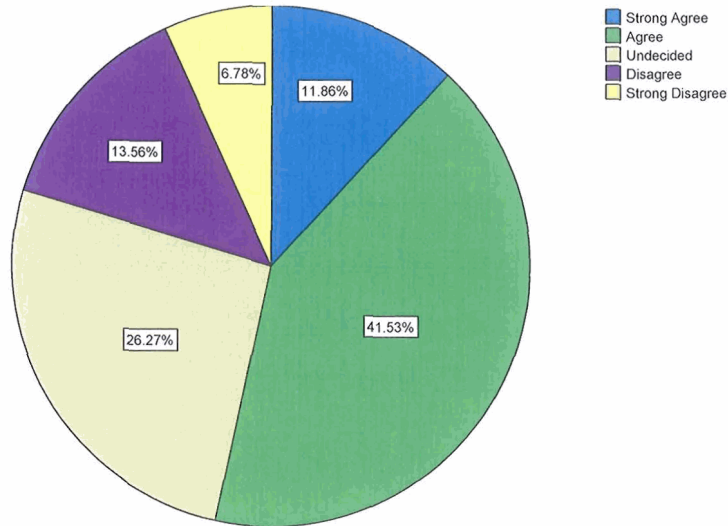


Chart 6.5: Future of schooling in Abu Dhabi

### 6.3.4 School principals' needs and issues

The results presented in this section are from the “School Principals’ Needs and Issues” questions in the PSI.

### *Q15. I need to improve my skills in the writing and the preparation of staff reports.*

Chart 6.6 below shows that 87% agree or strongly agree with the statement ‘I need to improve my skills in the writing and preparation of their staff reports’.

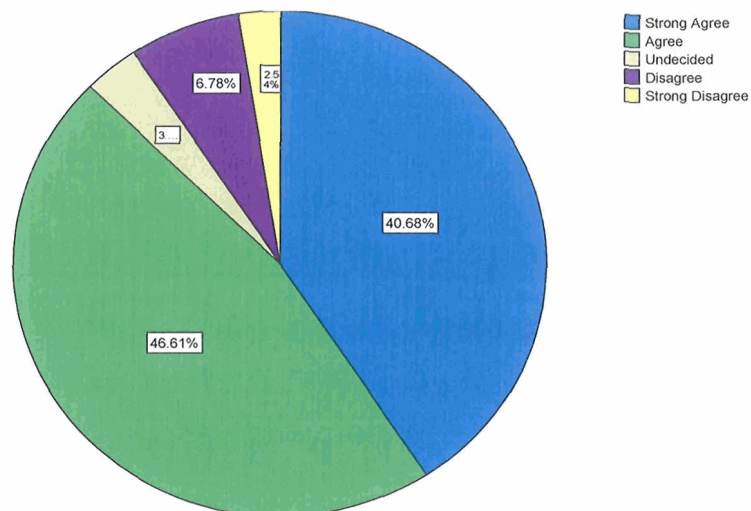


Chart 6.6: Writing and preparing reports

## CHAPTER 6

***Q18. I need collaboration with and supervision from overseas' educational experts to develop and adopt ideas for my school.***

Chart 6.7 shows that 60% agreed or strongly agreed with the statement that 'I need collaboration with and supervision from overseas' educational experts to develop and adopt ideas for my school'. However, over 19% of principals disagreed or strongly disagreed with the statement.

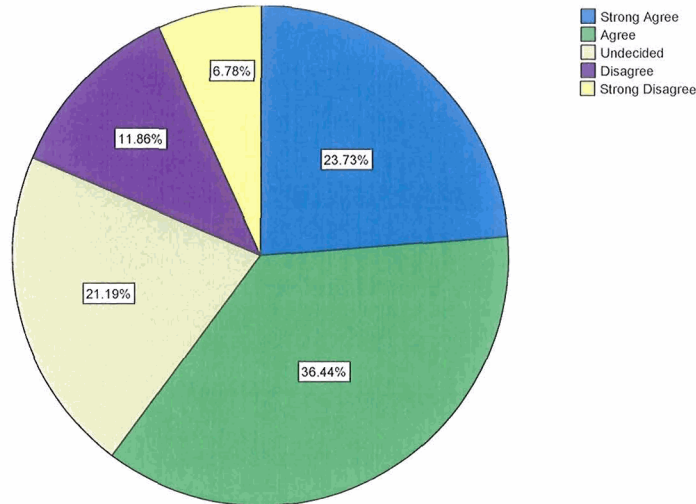
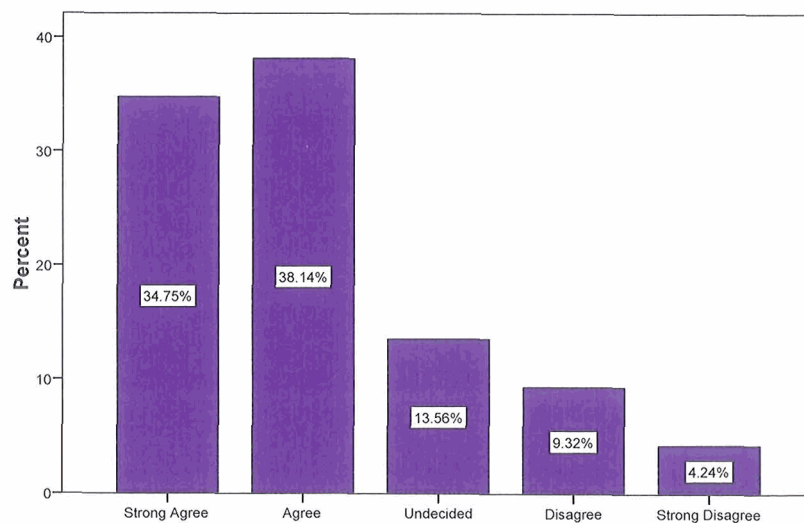


Chart 6.7: Overseas educational experts

***Q20. I need more assistance to deal with internal school problems.***

Graph 6.12 below shows almost 73% of principals agreed with the statement that they need more assistance to deal with internal school problems.



Graph 6.12: Assistance with internal school problems

## CHAPTER 6

**Q21. Subject supervisors have an important role in the operation of my school.**

Chart 6.8 below shows 49% of principals agreed or strongly agreed that subject supervisors have an important role in the operation of the school. However, 37% disagreed with the statement.

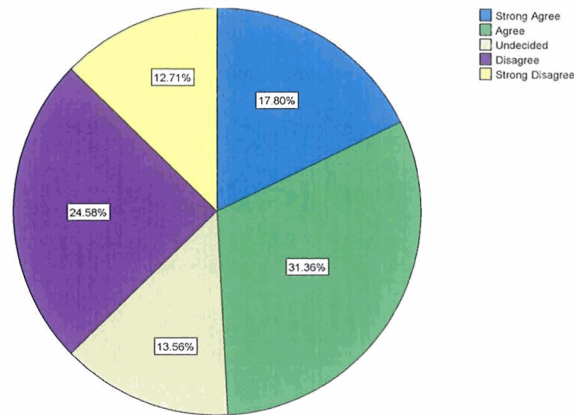
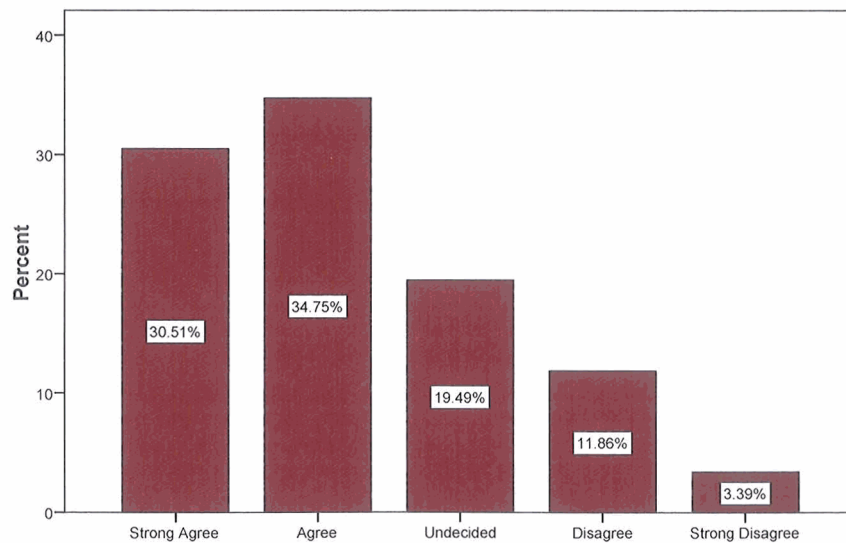


Chart 6.8: Subject supervisors

**Q22. My school would have higher standards if there were more Emirati teachers.**

Graph 6.13 shows that 65% of principals agreed or strongly agreed that their school would have higher standards if there were more Emirati teachers.



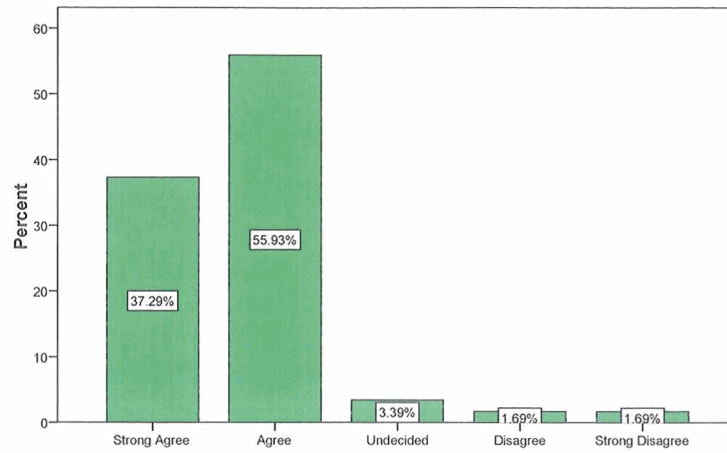
Graph 6.13: Emirati teachers and standards



## CHAPTER 6

**Q25. There are a lot of changes in the school system that require me to acquire new skills and knowledge.**

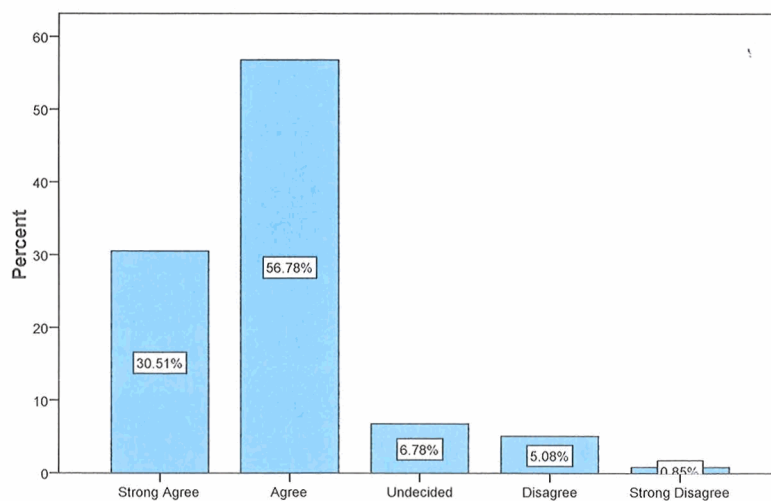
Graph 6.14 shows over 93% of principals agreed and strongly agreed that “there a lot of changes in the school system that require the acquisition of new skills and knowledge”.



Graph 6.14: New skills and knowledge requirements

**Q28. I need more opportunities to do leadership training.**

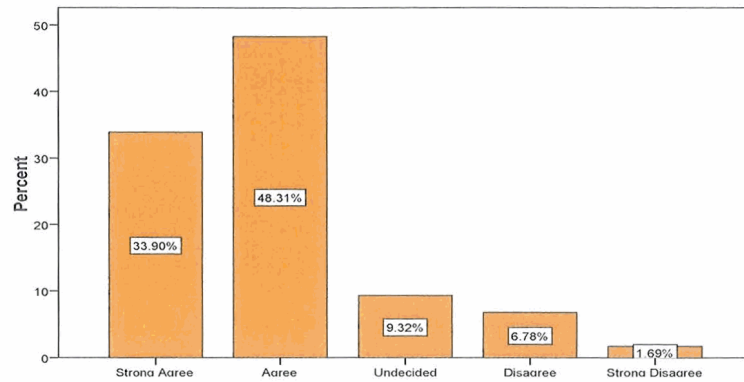
Graph 6.15 shows that over 86% agree and strongly agreed that they “need more opportunities to do leadership training.”



Graph 6.15: Leadership training opportunities

**Q29. I need more skills and knowledge to continue working as a qualified effective leader.**

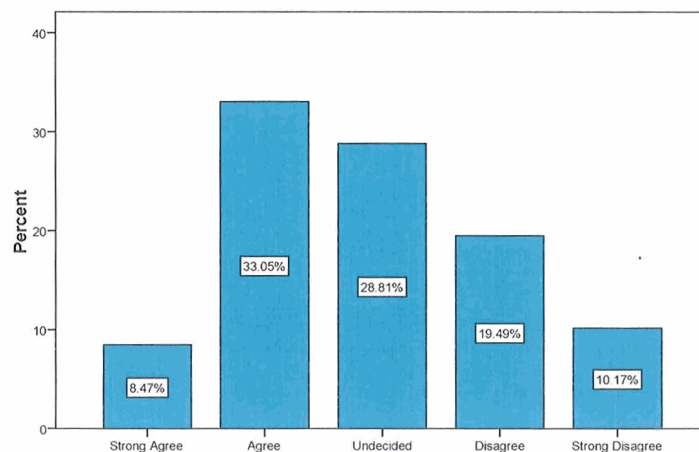
Graph 6.16 shows that over 80% of principals agreed and strongly agreed that they “need more skills and knowledge to continue working as a qualified effective leader.”



Graph 6.16: Effective leadership and new knowledge and skills

**Q33. It is often difficult for me to carry out ADEC directives.**

Graph 6.17 shows a mixed result. Whilst over 41% of principals agreed and strongly agreed with the statement, 20% of principals were undecided.



Graph 6.17: ADEC directives implementation

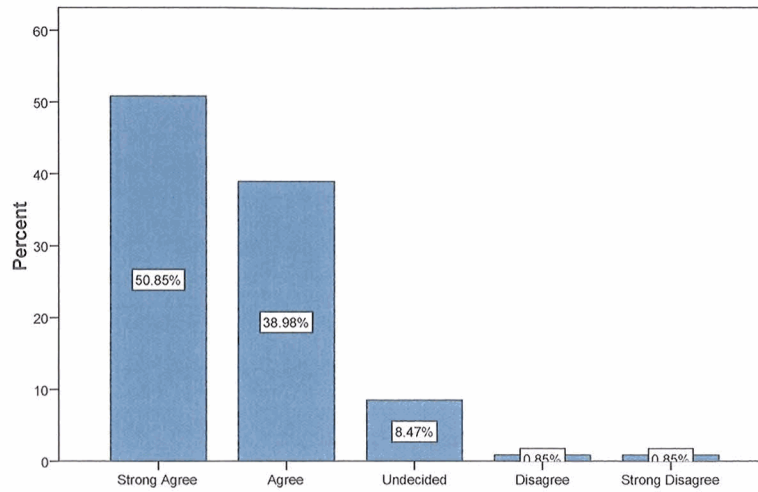
### 6.3.5 School principals' roles

The results presented in this section are from the “Principals’ Roles/Roles of Principals” questions in the PSI.

**Q11. My key roles are planning and management and I should do this every day.**

Graph 6.18 shows nearly 90% of principals agreed and strongly agreed that their “key roles are planning and management and should be undertaken every day”.

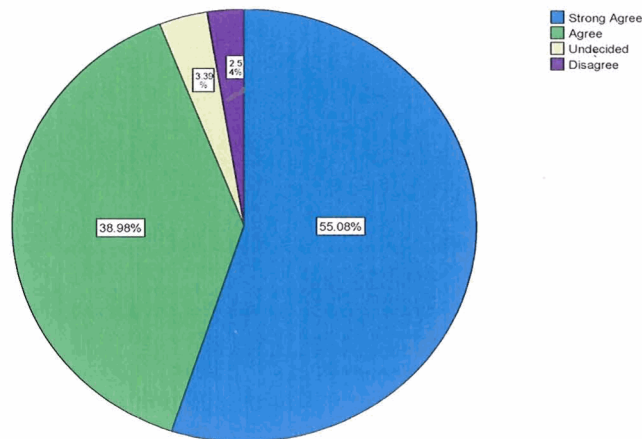
## CHAPTER 6



*Graph 6.18: Frequency of planning*

***Q12. To ensure that the school is well managed I must have the authority to act on/implement my decisions.***

Chart 6.9 shows over 90% of principals agreed and strongly agreed with the statement that “to ensure the school is well managed they must have the authority to act on/implement their decisions”.

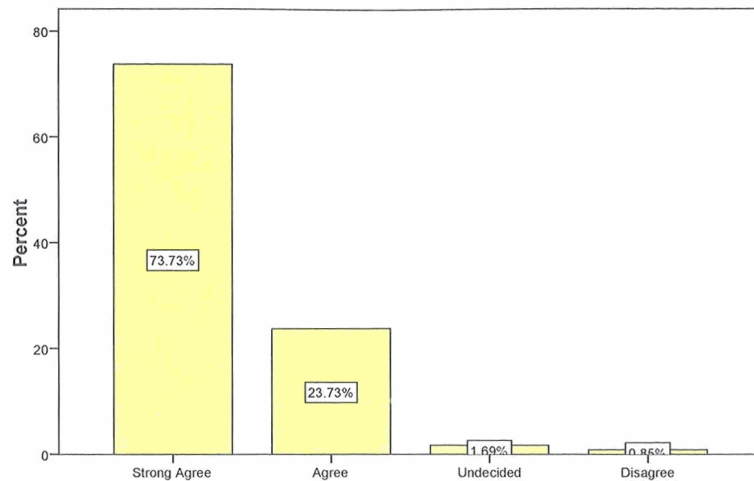


*Chart 6.9: Authority in decision making*

***Q13. Only an Emirati principal can deal with Emirati culture.***

Graph 6.19 shows that more than 97 % of principals agreed and strongly agreed that “only Emirati principals can deal with Emirati culture”.

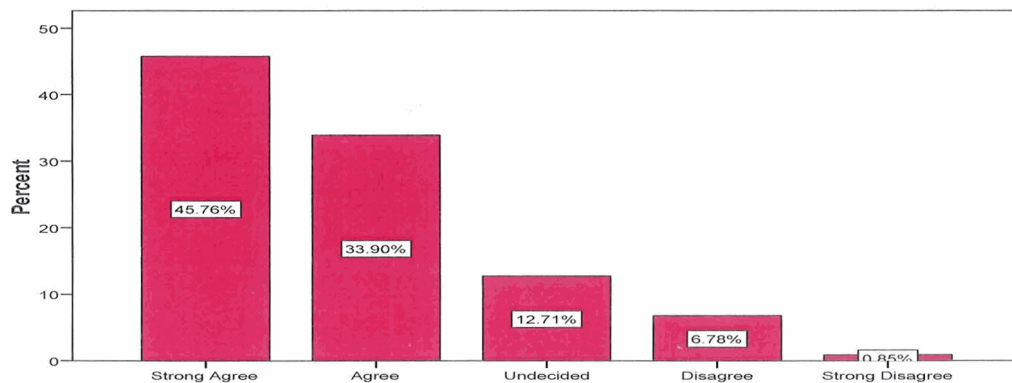
## CHAPTER 6



Graph 6.19: Emirati principals and Emirati culture

**Q16. The shortage in the number of administration staff prevents me from performing other important duties.**

Graph 6.20 shows that nearly 80% of principals agreed and strongly agreed that “the shortage in the number of administration staff prevents them from performing other important duties”.



Graph 6.20: Administrative staff shortage

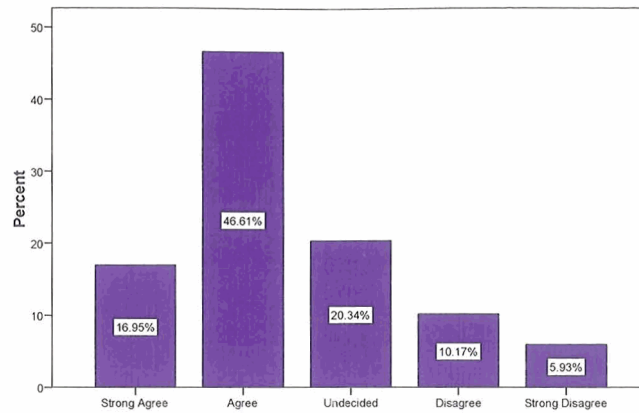
### 6.3.6 ADEC involvement

The results presented in this section are from the “ADEC Involvement” questions in the PSI.

#### **Q1. I am aware of ADEC strategic plans**

Graph 6.21 shows that about 62 % of principals indicated that they were “aware of ADEC strategic plans”. However, about 12% of them were undecided about the statement.

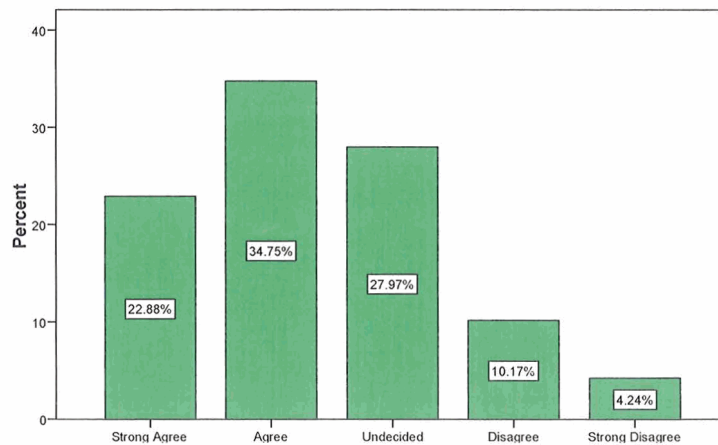
## CHAPTER 6



Graph 6.21: ADEC strategic plans

*Q5. The most recommended way to develop proficiency in a school is to apply graded-system.*

Graph 6.22 shows about 56% of principals agreed and strongly agreed that the most recommended way to develop proficiency in a school is to apply graded-system. However, 28% of them were undecided about the statement.

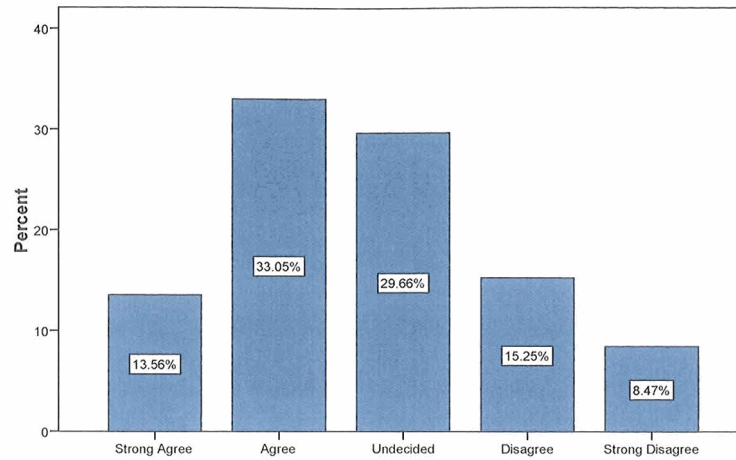


Graph 6.22: Student streaming

*Q7. I have a perfect understanding of ADEC policy.*

Graph 6.23 shows a somewhat mixed result. In this respect nearly 30% of principals were undecided about the statement.

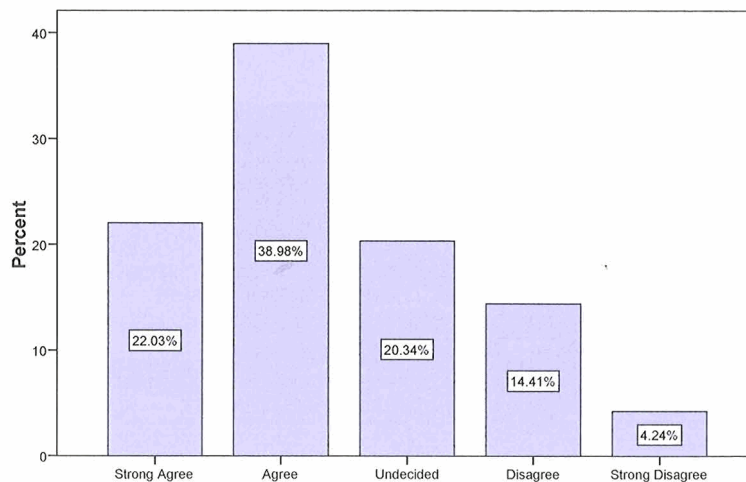
## CHAPTER 6



Graph 6.23: Understanding of ADEC policies

**Q8. The English language should be used in teaching Maths and Science.**

Graph 6.24 shows nearly 61% of principals agreed and strongly agreed that “English language should be used in teaching Maths and Science”.



Graph 6.24: Use of English in teaching maths and science

**Q27. I need more direct support from ADEC to properly manage my school.**

Chart 6.10 shows that more than 81% agree or strongly agree they “need more direct support from ADEC to properly manage their schools”.



## CHAPTER 6

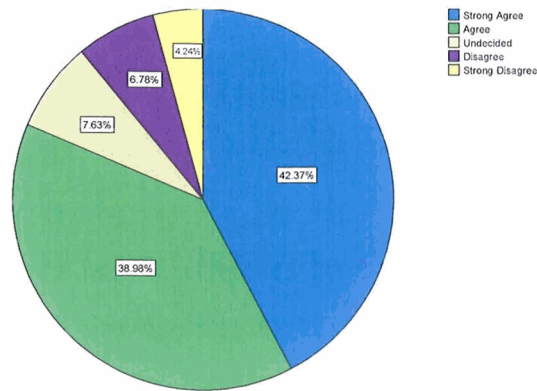
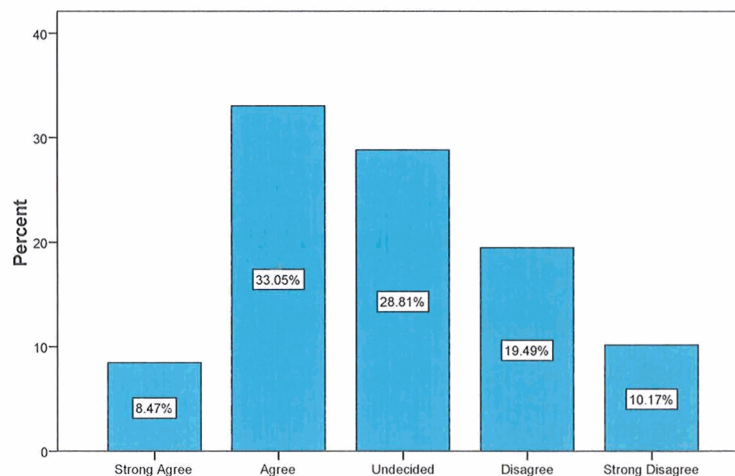


Chart 6.10: Direct support from ADEC

***Q32. It is often difficult for me to carry out ADEC directives.***

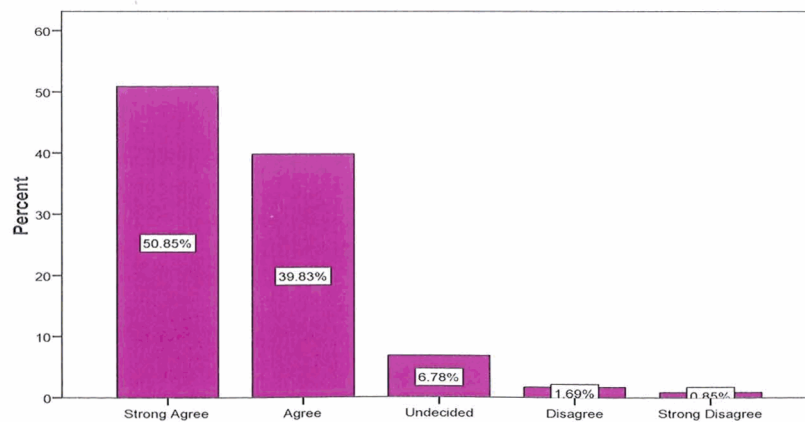
Graph 6.25 shows nearly 41% of principals agreed and strongly agreed that it is often difficult for them to carry out ADEC directives. However, nearly 30% of principals were undecided about this statement.



Graph 6.25: Difficulty in implementing ADEC directives

***Q34. I carry out my job within the framework of ADEC policy.***

Graph 6.26 shows nearly 90% of principals agreed and strongly agreed that they “carry out their jobs within the framework of ADEC policy”.



Graph 6.26: Managing with the framework of ADEC policy

## CHAPTER 6

### **6.4 Meeshawrat results**

#### **6.4.1 Introduction**

The PIS schedule was administered as described in Chapter 5. The results presented in the remainder of this section were compiled by grouping each of the questions in one of the five categories.

- Questions about school principal roles (3 questions)
- Questions about school principal leadership and management (3 questions)
- Questions about principal needs and issues (3 questions)
- Questions about principal training (3 questions)
- Questions about ADEC involvement (3 questions)

The compiled data was summarised and then presented to a similar group of principals. The results for these are presented in section 6.4.3.

#### **6.4.2 Interview**

All of the answers from the interview questions are a summary of the responses provided by the principals.

##### **6.4.2.1 Questions about the roles of school administrators**

*Answer to Q 12: "What are your key roles?"*

- Command and control of all members of the school community, eg, staff and students.
- Planning and development goals related to school, students and the community OR students and the school community
- Analysis and evaluation of school practices
- Planning for Professional Development
- Planning the daily work of the school
- Presence at School Assembly/Parade
- Visits to classroom teachers
- Meetings

*Answer to Q 16: "What duties need your attention?"*

Increase administrative staff; clarify the modern assessment methods to parents; evaluation of projects; and the school plan

Obstacles to effective management in the school such as:



## CHAPTER 6

- Teachers' lack of acceptance of directions and guidance
- Lack of administrative staff
- Principals lack specific powers
- The lack of communication channels with higher learning leaders
- Uncertainty and lack of transparency in decision making

*Answer to Q 11: "Why isn't the role of planning and management shared?"*

- Due to the large management burden on the Principal
- Lack of adequate training and skills of the Principal
- The lack of a supportive administrative cadre

### **6.4.2.2 Principal leadership and management**

*Answer to Q 10: "Why do you need to be a principal for a long time to be effective?"*

- To gain more experience and skills as there is not enough adequate prior training for principals to gain skills. There is no effective evaluation or direction provided.

*Answer to Q 9: "Why is it important to involve senior staff?"*

- They may have new ideas to contribute to the school's effectiveness
- To give power and confidence to others

*Answer to Q 24: "What opportunities do principals need to contribute to education policy?"*

- Participate in the strategic plans for the Abu Dhabi Education Council
- Involvement in the formulation of policies, eg, the appointment, promotion, evaluation, examination and regulation of the school system policies

### **6.4.2.3 Principals' needs and issues**

*Answer to Q 25: "What new skills and knowledge are needed?"*

- Professional development and training in English language skills

*Answer to Q 30: "What knowledge is needed about future schooling?"*

- Training in the Abu Dhabi Education Council's education policy and regulations governing school operations?

### **6.4.2.4 Principal professional development and training**

*Answer to Q 3: "Why continuous professional development and training?"*

## CHAPTER 6

- To keep pace with developments in the science of modern management and education
- Evaluation planning skills are needed. Skills to deal with the patterns of education data and results

*Answer to Q 4: "Why professional development promoted through the media?"*

- To keep pace with developments in the world
- Follow up the largest segment of society

*Answer to Q 14: "What training in communication skills?"*

- Knowledge of behavioural patterns and how to deal with people
- Study the characteristics of the age group in the school administered by the Principal to be able to communicate more effectively with the students and parents

### **6.4.2.5 Questions about ADEC involvement**

*Answer to Q 32: "What directives are difficult to carry out?"*

- Forcing the students in foundation stage class 1, 2, and 3 to attend school during the quarterly examinations
- Teaching materials supplied for students of grade 12 have nothing to do with the common examination.
- Financial matters are not clear

*Answer to Q 27: "What kind of support do you need from ADEC?"*

- Clarity and transparency, identifying the channels of communication; give more powers to the principal in the development of policy and strategic plans for education.

Principals need the power to:

- Appoint teachers
- Expel teachers.
- Specify and decide on the number of students in each class
- Distribution of assessments by subject not sure of the intended meaning here
- Appoint an assistant authority in the school

## **CHAPTER 6**

### **6.4.3 Agreement with focus group summary results**

As detailed in Chapter 5, the summarised responses were provided to a similar group of principals. The results are presented in Table 6.2

*Table 6.2: Agreement of focus group summary results (N=20)*

No.		Questions	SA	A	U	SD	D
1	Q12	Principal role	18	2			
2	Q16	Duties needing attention	17	1		2	
3	Q11	Role in planning and management	12	2		4	2
4	Q10	Experience needed by principals	19	1			
5	Q9	Involvement of senior staff	20				
6	Q24	Contribution to policy making	20				
7	Q20	School problems					
8	Q25	Skills and knowledge for principals	13	3		3	1
9	Q30	Future of AD schooling	20				
10	Q3	Professional development and training	20				
11	Q4	Sustainable PD and training	17		1	1	1
12	Q14	Training in communication skills	20				
13	Q32	Directives from ADEC	20				
14	Q27	Support from ADEC	20				

It can be seen from the results that there was relatively comprehensive agreement with the summary data.

## **6.5 Summary**

This chapter has presented the results from the PSI and the focus groups. These results are considered.

# DISCUSSION OF RESULTS

## **7.1 Introduction**

Effective schools require outstanding teachers and strong leaders. This research is concerned with the latter, school leaders. Research questions, presented in Chapter 1, aimed to assess the capacity building needs of school principals in ADEC schools. Thus, the research questions are centred on upgrading and enhancing the professional and managerial capabilities of school principals to equip them for handling different tasks and fulfilling the duties they are expected to assume. As every study has limitations, those pertaining to this study will be discussed in Chapter 8, and further related and recommended studies will be presented as well.

Chapter 6 presented the results from the administration of the survey instrument - Principal Survey Instrument (PSI) and interviews with principals.

This chapter commences with a consideration of the PSI data in terms of the themes adopted in this instrument, namely:

- Principals' roles;
- Principals' development and training needs
- Principals' leadership and management;
- Principals' view of ADEC.

In considering these results, the findings from the interviews are incorporated.

The second part of this chapter then considers the findings in terms of the research question stated in Chapter 1.

## **7.2 Findings from the survey and interview data**

### **7.2.1 Roles of Principals**

Identified roles of principals from the survey data and interviews by the participants were as follows:

*Leadership.* This includes leadership in the following areas:

- school policy making;
- school initiatives;
- interaction between schools, ADEC and the community; and

## CHAPTER 7

- promotion of school success, etc.

*Management and organisation of schools' operations.* This includes the following areas:

- staffing matters;
- student enrolment;
- school programs;
- school policy (staff and student); and
- school assessment procedures and processes.

*School planning and development.* This includes the following matters:

- implementation of ADEC directives; and
- year and future planning.

*Decision making.* This includes the following areas:

- staffing matters;
- school policy; and
- operational issues.

*Staff development and training.* This includes providing:

- opportunities for staff to obtain training;
- training delivered by principals;
- a schedule of staff training and development opportunities for all staff; and
- encouragement to all staff to undertake training.

Areas not fully addressed in the survey, but considered and discussed in the interviews, include principals' roles as:

*Role of visionary/innovator.* This includes:

- future directions for schools;
- school program innovations and the use of ICT.

*Advocacy in the Emiratisation process.* This includes:

- seeking out means to recruit and retain more Emirati teachers; and
- playing an active role in promoting Emirati culture

## **CHAPTER 7**

This research found, during the interviews and informal discussions with principals, that they perceived their workloads to be very heavy. They indicated a desire to be able to spend more time in their leadership roles. However, they reported that much of their leadership time was spent in day-to-day school management and operations. Many of the principals' tasks were seen as trivial, or best done by other school staff. Often this did not occur, because other school staff did not have sufficient support to take responsibility for work the principals had to undertake, for example, observing teachers in the classroom and holding meetings with teachers, tasks that could be performed by Heads of Subjects.

The results indicated that the principals had too many roles. This could be addressed by changes in management structures. The changes suggested by principals included:

- more opportunities to engage in planning and development matters;
- clearer delineation of the roles of principals, eg more delegation of responsibility to other senior staff; (Shared role responsibilities would help principals.)
- more involvement in ADEC's planning and decision making;
- more time to address cultural matters, eg the Emiratisation of teaching staff; and
- less involvement in day to day operations in order to concentrate on core leadership functions.

This included less time spent on preparing student reports and meeting with teachers.

### **7.2.2 Professional development (PD) and training needs**

The results from the survey and interview data identified the following PD and training matters.

- A need for periodic Professional Development and Training is to:
  - update knowledge and skills needed to cope with system changes and ADEC policy developments;
  - enhance principals' managerial and organisational skills so they become more efficient;
  - provide more knowledge about future schooling;
  - improve principals' communication skills with staff and students;
  - improve skills for writing and for the preparation of reports;
  - develop strategies for dealing with school problems;

## CHAPTER 7

- deliver knowledge and skills to better cope with system changes;
- deliver knowledge and skills to become a more effective leader; and to
- develop greater confidence in other staff.

- PD training opportunities that are properly planned
- Training is that could be undertaken in overseas locations
- PD experience and/or more qualifications to cope more effectively with changes
- PD and training needs customised to address specific needs/demands, ie, the experience needs to be relevant.

It was apparent from the interviews, and supported by the PSI data, that professional development and training was deemed to be very necessary, perhaps urgently so.

Importantly, professional development and training opportunities that are required range from the basic skills needed to fulfil the demands of a principal's position to knowledge about trends and developments in schools and schooling that enabled principals to better respond to ADEC directives.

Some of the areas identified by principals where PD and training are needed are briefly outlined.

- *Basic Professional Development and Training needs*

Some examples given by principals were:

- report writing;
- developing curriculum/programs;
- staff management;
- communication with community, parents and students;
- improving English speaking; and
- teacher recruitment.

- *Knowledge about trends and developments in schools, schooling and leadership*

Some examples cited by principals:

- future schooling in the UAE;
- use of ICT in school management and teaching;

## **CHAPTER 7**

- policy preparation; and
- school strategy preparation and strategic planning.

The above range of suggested PD and training needs was not unexpected, as most principals were inexperienced and had limited qualifications in the postgraduate area. Many of the principals had also been in the job for a long time, and had not had the opportunity for further professional development and training.

The results suggested the need for principals to have access to targeted professional development and training programs. This aspect is considered further in this chapter and in Chapter 8, Conclusions & Recommendations.

### **7.2.3 Suggestions for areas of support for principals**

- *More visits by administrative supervisors*

Administrative staff normally visit principals only once per year to examine the school strategic plan. More visits are needed to give principals advice and guidance on a range of leadership matters..

- *More interaction with ADEC*

Principals need to be more regularly informed about ADEC decisions before they are made. This aspect is considered further below.

- *Decision making in schools needs to be more consultative*

The benefits of more consultative decision making in part include enhanced results in the implementation of ADEC directives. It also improves staff morale, when staff feels more involved and consulted.

- *Experience in the job is needed to become a more effective Principal*

More experienced principals are more able to deal with the complexities and demands of their positions. Problems associated with lack of experience may be addressed by access to professional development and training programs.

- *Need for more senior staff and a change in the management structures of schools*



## **CHAPTER 7**

This is necessary to relieve principals of some of their workload, so principals can spend more time on core leadership functions.

- *Staff training for senior staff*

If principals are to delegate some responsibilities to other staff these staff need improved training and professional development opportunities.

### **7.2.4 Principals' views on ADEC**

Survey and interview results indicated that Principals:

- have some awareness of ADEC strategic plans;
- would like more involvement in ADEC planning. ADEC planning can have a big impact on schools, so involvement by principals would help develop better plans.
- seek more direct support from ADEC. This includes principals being provided more facilities and better working conditions and salaries;
- would like to see the use of English language in subjects and the introduction of a school streaming system complemented with more leadership from ADEC to better address these issues; and
- more ADEC support is needed to address Emiratisation staffing matters.

## **7.3 Consideration of the research questions**

This section considers each of the research questions presented in Chapter 1.

RQ 1 What leadership skills and knowledge do principals need to provide effective leadership in Abu Dhabi schools?

*RQ1.1 What specific skills and knowledge are required by principals for communicating with staff, parents, students and the community?*

The results from Chapter 5, and considerations above, indicate that skills and knowledge needed for communicating with staff, students, parents and the community are as follows:

- skills for report writing for schools and ADEC;
- effective communication skills with the school community and ADEC;
- knowledge about present and future schooling and education in Abu Dhabi;
- strategies for planning school needs and demands; and
- knowledge and skills about developing and implementing school programs.

## CHAPTER 7

*RQ1.2 What specific skills and knowledge are required by principals for effective management and operation of their schools?*

The knowledge and skills required to address this research question, based on results, are as follows:

- effective skills and knowledge about the management of school staff and school programs;
- skills and knowledge needed for school staff development;
- skills and knowledge concerning the implementation of ADEC directives; and
- the ability to devise strategies to ensure effective management and operation of schools.

*RQ1.3 How are these skills sets changing and evolving?*

It is evident from Chapter 2 and the results presented that principals are aware that there is constant change taking place in schools and in education in general in Abu Dhabi. Principals also indicated a great desire to know more about future developments and initiatives by ADEC. On this basis, as the above results indicate, principals have identified an urgent need for professional development and training opportunities for themselves and their staffs.

In summarising the three sub-research questions, it can be concluded that a school principal is expected to produce and enhance an environment of confidence, teamwork, and consistency within the teaching team and then transform that collaboration into success for the workforce and students. These expectations are not likely to be met unless a school principal possesses the necessary leadership characteristics. Working on building the capacity of school principals to become good communicators is especially important for their role in communicating with different stakeholders including teachers and other staff members, students, parents and community members. Other skills that need strengthening are related to their ability to use language, especially Arabic and English, correctly and fluently, which will assist them to present their points of view to different target groups without misunderstanding caused by poor communication due to language barriers. This point was made in Section 7.2.

In addition to communication, language and leadership skills, school principals will need specific skills and knowledge for effective management. This can be achieved by establishing obligation and ownership of the objectives and values of the education program (Daft, 1999); and this can occur by motivating employees (Daft, 1999; Hetland, 2005). As noted in Chapter

## CHAPTER 7

3, successful principals rely on their capabilities to exercise both management and leadership strategies. The findings in this research, supported by the literature (Larsen & Samdal, 2008), imply that principals exert more focus on organising and structuring to achieve effectiveness, optimal productivity and efficiency than on producing vision and initiating commitment and ownership for values they share within their organisation .

RQ2 What learning and development programs are required to prepare principals for effective leadership?

*RQ2.1 What principles underpin the guidelines and policies developed to enhance leadership skills?*

There is an awareness expressed by principals for the need to have specific guidelines and policies from ADEC to enhance their leadership roles. In this respect, it would seem that ADEC needs to introduce more specific guidelines and policies that will assist current principals to become more effective. As noted in the results, a very high percentage of principals are relatively inexperienced and need more qualifications. Given that the Abu Dhabi education system is evolving in order to enhance leadership skills, there is a need for professional development and training programs that:

- take into account the future direction of education in Abu Dhabi;
- address the Emiratisation process; and
- adopt findings from the research literature, as considered in Chapter 3.

*RQ2.2 What challenges (present and future) do principals face in carrying out their roles?*

The results indicate that present and future challenges are as follows:

- the effective use of ICT for school operations, management and teaching purposes;
- English language skills are in need of upgrading;
- the effective implementation of the Emiratisation process in schools;
- the availability, through ADEC, of appropriate PD and training programs for principals and other staff;
- increased interaction with and support from ADEC for principals and schools in general; and
- the addressing of staffing problems faced by school principals.

## CHAPTER 7

### *RQ2.3 What strategies can be used by principals to become more effective?*

The results from Chapter 6 indicate that the following strategies can be used to address existing problems:

- the availability of a range of PD and training programs based on the suggestions made in Section 7.2;
- some PD and training programs need to be provided from overseas countries; and
- design approaches that will result in achieving higher standards in schools, as documented in the literature.

Professional development programs are essential to produce school principals of good quality. It is evident from the literature (for example, Rice & Cohen, 2006) that some of these programs are in the form of in-service professional development that focuses on developing instructional and transformational leadership, internships, mentoring and principal networking. These aspects are summarised as follows:

- *Instructional leadership*: The development of leadership requires the formation of a framework for instructional leadership. This can be achieved to a large extent by requesting principals to upgrade their qualifications (Root et al, 2005).
- *Transformational leadership*: Transformational leaders act in ways that inspire others, produce enthusiasm and challenge individuals (Stewart, 2006), and it is the responsibility of school principals to master and exercise transformational leadership.
- *Internship programs*: An internship program has been established for experienced teachers who wish to be promoted to positions as principals. Interns assume the duties they might expect to perform as principals, and are assigned to work with qualified and experienced supervising principals (Gauerke, 1995). Examples of the range of duties interns may perform are the supervision of the children arriving at and leaving school each day and more complex tasks, such as meeting with parents to discuss various issues their children may have at school and the preparation of reports for the Ministry of Education. Internships last for periods sufficient to enable interns to build the capacity to take on the roles of principals.
- *Mentoring programs*: School principals must participate in mentoring, or induction, programs that constitute an essential part of their leadership training. Mentoring is

## CHAPTER 7

also significant in the internship program. Most schools in Europe and the United States of America also employ mentoring methods to prepare qualified and experienced teachers for promotion to principalship. Mentoring is viewed as a proactive instructional process that is more sophisticated than simply sharing craft knowledge when called upon by organisational newcomers” (School Mentoring, 2003). This report (School Mentoring, 2003) stressed the importance, indeed the necessity, of mentoring programs for school principals to enrich their experiences and assist them to meet the expectations of their positions. In Abu Dhabi, mentoring used to occur informally, but ADEC has recently introduced teacher and principal mentoring programs in the organisational structure of the education system of Abu Dhabi (ADEC, 2008).

In response to the foregoing, ADEC has under discussion the establishment of an Association for Abu Dhabi School Principals, with chapters for groups of principals at each level of schooling, elementary, intermediate and secondary schools. As such groups in developed countries have, Principals’ Associations in Abu Dhabi will serve to promote and complement educational leadership programs; to enhance administrative skills and exchange experiences among the groups (Campbell & Kiernan, 1994). Effective school principals are expected to communicate and network with teachers; encourage them to participate in decision making; and stimulate cooperation among educational staff. Principals should also be good role models, setting examples that teachers will look to and imitate (Engels et al, 2008).

- It is advisable that principals are appointed from the ranks of qualified and experienced teachers. This is important because it is advantageous for principals to understand educational methods and materials and to be able to understand and evaluate the lessons, programs and elements of syllabus delivered by teachers (Staffo, 1999). School principals without teaching experience are often poor principals, who lack the experience and capability to assume leadership roles in schools.

- School principals face different challenges, some of them more challenging than others. A major challenge is motivating teachers and providing them with the support to teach to the requisite standard (School Mentoring, 2003). Additional challenges faced by principals in Abu Dhabi include those related to school performance, such as student achievement; absenteeism; the dropout rate; gender imbalance among teachers; high numbers of expatriate teachers; and the challenge of managing the day to day operations of schools in a measured and

## CHAPTER 7

balance way. Meeting the emotional needs of students and managing student behaviour are also challenges faced by most school principals.

- The effectiveness of school principals can be assessed by the strategies they have adopted in the performance of their leadership roles. Some elements to examine may be related to time management and their involvement of other staff in administrative and other tasks.

- Classroom visits;
- Involving school staff in teacher appraisals;
- Allowing time for professional reflection and personal nurturing;
- Involving teachers in tasks usually assigned to principals or their assistants;
- Working with parents to review community expectations
- Active involvement in the activities of the principals' association.

RQ3 How is the effective performance of principals and their capabilities to be recognised now and in the future?

The results in Chapter 6 and the foregoing consideration of the research question indicate that principals in Abu Dhabi schools have a most complex job.

School principals are responsible for the overall performance of the schools they are in-charge of; they are held accountable for a set of performance indicators and a group of targets they have to attain. There are special principal evaluation instruments and professional standards for evaluation. Their performance and achievements are assessed by higher authorities usually linked to ADEC, in the case of Abu Dhabi, by a specialised organisation (local or international) or by a special entity created by the Ministry of Education. Principals are held accountable and receive assistance to achieve target performance indicators that stem, or are based on, the base-line value of each indicator. School performance is scrutinised from the national to the local community level.

Principal evaluation requires standards to guide professional practice, hold principals accountable, and provide goals for upgrading delivered services (Stufflebeam and Nevo, 1993). Most principal standards used for principal evaluation covers the following five domains:

## CHAPTER 7

- Facilitation of vision, to produce and develop the mission, vision and objectives of the school.
- Encouragement of student learning and professional development of staff. In this task there should be emphasis on maintaining an atmosphere conducive to student learning, retention of quality support and instructional staff.
- Responsibilities related to organisational management, which include facilities management, fiscal management, schools' safety and security, in addition to other activities that promote organisational development and efficiency. Here school principals are evaluated according to their performance in budget management, resource allocation, establishment and monitoring of safe and secure school environments and maintenance of school facilities.
- Responsibilities related to community relations: This encompasses the effectiveness of school principals in dealing with parents, families and community. School principals are expected to maintain effective communication with parents and their communities; network with local community groups and key community members to deal with diverse student populations; maintain active partnerships with local businesses and industries; and encourage effective home-school communication.
- Appraisals of school principals' performance could be made using performance indicators and evidence relating to school standards.

### **7.4 Summary**

The education system in Abu Dhabi has witnessed continuous improvement since the establishment of ADEC. This organisation supports the preparation and development of school principals to ensure good quality education. Structuring programs and setting rules, regulations and directives to organize the structure of the education system; and implementing plans and mechanisms to evaluate the performance of school principals are considered points of core importance. Research questions addressed in this research provided a platform on which development is based, and acted as basis to set performance indicators for which school principals are held accountable.

## CHAPTER 7

This chapter has shown that a number of aspects of principals' roles and the developments in education in Abu Dhabi have considerably affected principals and their roles in Abu Dhabi schools. As well, in order to more ably perform their roles at the present time and into the future, results indicate:

- a need for more support for principals in terms of training and professional development;
- staffing changes in schools, that provides more support for principals in their roles. This includes a need for additional support staff and training for such staff;
- changes in the system that increase the level of interaction between ADEC and principals and are mutually beneficial to ADEC, the principals and the functioning of schools.

In addressing the research questions for this research, it is clear that much can be done that will result in the more efficient functioning of principals, as well as in aiding ADEC to provide leadership for future developments and initiatives, that involve principals.



# CONCLUSIONS AND RECOMMENDATIONS

## **8.1 Introduction**

This research project was initiated with the support of ADEC to explore problems and issues faced by principals. It also specifically addressed principal's professional development and training needs of principals. This chapter initially considers the limitations of this research. It then provides conclusions drawn from the results presented in Chapter 6. Recommendations arising out of the research are then presented as well as actions that are intended to address problems identified by principals in this research.

## **8.2 Scope and limitations of the research**

The research project was conducted in the Al Ain education zone in Abu Dhabi. It was the target education zone in Abu Dhabi for the research, but its schools can be considered as representative of schools in Abu Dhabi and indeed the entire UAE. This defines the scope of the research.

The research had a number of limitations. Firstly, approximately 8% of the UAE's principals participated in the research. The sample can be considered representative of all principals; however, not all schools are being managed in the same way and to the same standards, so the sample may not represent all schools.

Secondly the research questions focused only on aspects of leadership and principal roles with particular reference to professional development and training needs. This is a limitation of the research as other aspects of principals' duties were not investigated. However the focus of this research was of particular relevance to ADEC, MoE and other education councils in the UAE who needed solutions to problems being experienced by principals.

Thirdly, data collected only involved school principals. Other sources of data from ADEC, administrative supervisors or even staff, students and the community, were not obtained. This is recognized as a limitation of this research. Other types data were not obtained not only because of the time constraints for research, but because the research was aimed at reflecting the voices of principals in research on their own professional development needs.

## **CHAPTER 8**

### **8.3 Conclusions**

Based on the considerations of results in Chapter 7 the main conclusions of this research are as follows.

- ***Professional development training for principals***

It is most evident from the findings that principals need many opportunities for professional development and training in the areas identified in Chapter 7. Section 8.5 below provides an action plan.

It was also found that many principals would wish to extend, enhance and upgrade their qualifications. Indeed most of the principals have only an undergraduate degree and very few principals have post graduate qualifications in education;

- ***Review of principals' roles***

The results discussed in Chapter 7 indicate that principal's roles are too broad with span of control issues. There was considerable comment that principals could not concentrate on important aspects of their roles such as planning and development of the school, interacting with staff and school communities and also implementing ADEC directives.

Section 8.4 provides recommendations to address the problem.

- ***The level of support staff for principals***

It was very evident from the results that principals found it difficult to obtain support from other staff in the school. As a result, there needs to be consideration of developing a strengthened school management structure that includes other management roles. These roles may include principals' assistants and head of subjects for example. If such positions in a new management structure existed, then principals may be able concentrate on core responsibilities and enhance school performance.

- ***ADEC and principal cooperation***

The results indicated that principals require more support from ADEC in implementing ADEC directives. As well, principals considered that it was very important that they were involved in the development of ADEC policies and plans for schools.

## **CHAPTER 8**

### **8.4 Recommendations**

#### **8.4.1 Introduction**

Based on the review of the literature in Chapter 3 and the consideration of the research results in Chapter 7 a number of recommendations have been formulated. These recommendations have also reflected the research of Lamb and McKee (2004) who indicate that principals who are effective leaders need to follow a key number of leadership processes and procedures. These leadership processes and procedures include:

- A successful principal should know how to be a skilful professional leader who understands the nature of teacher's tasks;
- A successful principal should be responsible and should do their best to lead their team to build leadership capacity in others;
- A successful principal is a problem solver, and should always be there to solve, analyse and correct and then lead the school and its staff to further challenges and problem solving;
- A successful principal is a good model for the staff; and provides vision, structure and team support, and follows Ghandi's maxim *We must become the change we want to see*;
- A successful principal is skilful at forming a real cooperative team and is capable of activating potentialities to develop a team spirit among the staff.

The recommendations that follow are intended to address the concerns of ADEC, MoE and other education councils in the UAE that principals can all become effective in their role and participate properly in future developments of schooling in Abu Dhabi.

#### **8.4.2 Recommendations for present and future role of principals**

##### **8.4.2.1 Recommendations concerning principal leadership roles**

It is recommended that principals in Abu Dhabi schools have eight main roles.

These roles are:

- *Educational, leader and advisor*;
- *Educational supervisor*;
- *Regulator of school practices and activities*;
- *Facilitator and initiator of linking the school with the community*;
- *Human relations developer*;

## **CHAPTER 8**

- *Decision maker in finance, management and operational matters in the school; and*
- *Advocate and promoter of the Emirisation process.*

Specific recommendations for ADEC regarding principals are:

- *Regular scheduled meetings occur between ADEC and principals in order to discuss:*
  - *roles of principals and work conditions;*
  - *development and planning for present and future;*
  - *discuss strategies for implementation of ADEC plans and initiatives;*
  - *staffing and support resources for schools; and*
  - *support and planning for principal professional development and training.*
- *Principals have formal representation on ADEC committees*

### **8.4.4.2 Recommendations concerning professional development and training**

The results from the chapter indicated that the following recommendations are needed concerning more extensive professional development and training opportunities for all principals.

Specific recommendations from the recommendation are:

- *Principals need a training centre for professional development and training.*
- *Principals need to be provided with the opportunity to obtain post graduate qualifications.*
- *Principals need to receive specific professional development and training to address needs as identified by ADEC.*
- *Principal professional development and training needs to be provided at least once each term.*
- *At the commencement of the school year principals have a conference with ADEC to discuss the development and changes needed for the new academic year.*

## **CHAPTER 8**

### **8.4.2.3 Recommendations concerning principal support**

The following recommendations arose from Chapter 7.

It is recommended that:

- *Principals receive additional staff support and resources to enable them to carry out their main responsibilities (Section 8.4.1)*
- *Principals receive specific support for implementing special ADEC directives*

## **8.5 Utilisation of results**

The importance of this research is to be able to use the results to enhance the leadership qualities of principals.

Based on ADEC (2008) documentation this should include:

- Ability to utilize management functions especially planning and decision making. On the planning level, school principals should be able to prepare school plans and integrate these with education plans developed by ADEC.
- Ability to develop and implement quality management systems taking into consideration education standards set by the ADEC.
- Ability to evaluate and improve staff capacity to match education trends and develop new pedagogy and technical skills.
- Ability to develop and communicate with relevant stakeholders, mainly administrators, teachers and students.
- Ability to establish and develop linkages and partnerships with other educational institutions that may assist in school development and accountability.
- Development of interpersonal and communication skills and competencies to create a school culture conducive to positive interaction and cooperation.
- Ability to handle problems and conflicts through identifying the important elements of a problem situation by analysing relevant information; framing problems; identifying possible causes; identifying additional needed information; framing and reframing possible solutions; exhibiting conceptual flexibility; assisting others to form reasoned opinions about problems and issues.
- Ability to exercise positive judgment through reaching logical conclusions and making high-quality, timely decisions given the best available information.

## **CHAPTER 8**

- Ability to exercise control and maintain discipline in implementing codes of conduct for both students and teachers as well.
- Ability to motivate others through building commitment to a course of action; creating and channelling the energy of self and others; planning and encouraging participation; supporting innovation; recognizing and rewarding effective performance; providing coaching, guidance, or correction for performance that needs improvement; serving as a role model.
- Ability to efficiently utilize human and non-human resources and maintain optimization.
- Ability to review and control school budget and its utilization.

In responding to the above list of knowledge and skills needed by Abu Dhabi principals the following specific actions are suggested.

- A training syllabus for principals be developed, that is guided by ADEC's educational priorities.
- Instructional materials be developed for principal training.
- Training programs, especially for quality leadership be developed. Evaluation of principals is then conducted based on objectives and standards of the training.
- Preparation of guidelines that can be used to establish the performance capabilities of principals in fulfilling their roles.
- ADEC to develop a plan that will enhance ADEC principal cooperation and interaction.

### **8.6 Further research**

It was noted in section 8.2 that research data for this project only came from principals. Further research can be undertaken in the areas using data from other sources. In this way the results can be more widely interpreted and used.

Although the study tackled a very important and critical domain of interest for the development of the educational system in Abu Dhabi, it did not tackle other related issues, which are recommended for future consideration:

- Assessing the work environment and burnout level of school principals at UAE.
- Researching the impact of gender imbalance among school principals.
- Highlighting the effect and prevalence of expatriate school principals on the educational system of Abu Dhabi.

## **CHAPTER 8**

- Addressing the impact of recruiting expatriate school principals on the expected achievement and performance.

Conducting research on the above topics further enrich the literature and provide a more evidenced based comprehensive view of the situation of school principals in Abu Dhabi and the UAE.

### **8.7 Concluding Remarks**

It is evident from the project that having a strong and well trained leadership in Abu Dhabi schools is important for reaching and refining the outcomes of ADEC schools. Developing policies and adopting well integrated development programs targeting school principals is an essential mission. As discussed in Chapter 7 professional development and training programs should include internship, induction, problem solving, communication, instructional leadership, transformational leadership, budgeting, finance, management for first level supervisors, time management, critical thinking, performance appraisal, monitoring and evaluation of syllabi and educational material, networking, psychology of young child and many others.

This research is the first investigation of principals' roles in Abu Dhabi and the UAE undertaken by an Emirati. It is hoped that ADEC and schools in Abu Dhabi will benefit from this research and that further research will follow.

## CHAPTER 9

### REFLECTIONS

#### **9.1 Introduction**

A professional doctorate was commenced by the researcher for a particular reason. This was to find ways to help Abu Dhabi and ultimately the other Emirates in the UAE to raise the effectiveness of school principals in the ADEC schools. Up to the present time there had been no research conducted in Abu Dhabi schools by an Emirati to identify principals' professional development and training needs.

The professional doctorate program suited me because it had a course work component, and a research project component. This meant that I could align my course work to the reason for my study and undertake discussions in the work place before I commenced the research project. It is only in the last fifteen years that Emiratis have been appointed principals of schools. Prior to this time, principals were mostly foreign nationals. I was one of the earlier Emirati principals appointed under the process of Emiratisation, though I had significant teaching experience prior to this and played a management role in schools prior to being appointed as a principal.

Reflecting on my early years as a principal led me to believe that focused professional development is critical to assist principals to be more effective educational leaders. As an experienced principal I was appointed to be a principals' supervisor. In this role I came to reflect on the professional development needs of principals as I supported in their role of managing the rapid changes occurring in Abu Dhabi schools.

As the pace of Emiratisation increased, many new principals lacked experience, and needed targeted professional development, to more effectively manage their schools. This has been a widely discussed issue in ADEC and formed the genesis for the research question and my enrolment in the professional doctorate.

This chapter is about my experience in two parts; reflections about the coursework component of my professional doctorate (Volume 2) and is presented in Section 9.2 below. Then I present reflections on the research component contained in this Volume 1 in Section 9.3.



## **CHAPTER 9**

The reflection presented in Section 9.2 is descriptive and presents judgments about the value of the course work program in providing the necessary tools to complete the research project and assisting in building the solutions to the work based problem.

The reflection presented in Section 9.3 comments on how the ideas of the Professional Doctorate have influenced the development, analysis and results of the research project component. It also outlines the outcomes of the research project.

### **9.2 Reflections on coursework component**

#### **9.2.1 Coursework**

The coursework component of the program was designed to develop research skills and capacities in candidates to equip us to undertake workplace focused research. In reflecting on the course work component a number of valuable concepts were impressed on me that I ultimately incorporated into the research project. These critical concepts and ideas included Mode 2 and trans-disciplinary knowledge, and scenario building. These concepts provided a framework to add value to existing and future work practices from my perspective as a former principal undertaking research with current principals on their professional learning needs.

The Professional Doctorate at this coursework component stage supported my work practice, reflection on the research problem and research challenge that would help in determining my future research direction. The coursework program provided me with the opportunity to explore a range of key issues in work place research and to explore a study area that helped me achieve my future research aims and objectives.

#### **9.2.2 Trans-disciplinary knowledge**

The trans-disciplinary perspective of the Professional Doctorate and the course work in this area offered me the opportunity of generating relevant skills and knowledge, new ways of solving research problems focused on work place issues and problems, and legitimised the research associated with this project.

Trans-disciplinary approaches alerted me to the various perspectives that researchers can use to develop their research questions and research methodologies. Continual change in the school of Abu Dhabi, as ADEC tries to build a world class education system, has placed new demands on principals and educational leaders. By reflecting on this continuous change and its history and development I came to see that the research should concentrate on future changes

## **CHAPTER 9**

in education system and that my research should examine the implications of these changes in my research questions. This also allowed me to think about how the Emiratisation process had influenced the way that educational leadership had developed, and the unintended consequences that it had created in the management of schools.

Examining research on professional development in other fields provided me with a useful platform for investigating professional learning solutions that may reside in fields and areas of great professional change.

### **9.2.3 Mode 2 knowledge**

In reflecting and thinking about the course work component I came to see that mode 2 knowledge is at the heart of the Professional Doctorate program. It provided an ideal framework for considering solutions to a work related dilemma.

Mode 2 knowledge proposes that practical work place problems combine public evidence based knowledge with the craft and operation of the workplace knowledge which is reflects the specific social and cultural conventions in the work place that reside in the shared understandings of the collaborative teams in the work place. The knowledge gained from working together in collaborative work place teams through this framework is essential for both framing and dealing with the issues and problems that I pursued in this research project.

Understanding the focus of both Mode 2 knowledge and trans-disciplinary knowledge provided me with an opportunity to draw from different sources. This has led to a more innovative problem solving approach as I was more informed by many disciplines, ideas, theories and attitudes. This has resulted in a more focused approach in looking at capacities, and possibilities for change, and attempting to create preferable futures for my workplace.

### **9.2.4 Scenario building**

Scenario building was a course based process that offered me a strategy to frame my research project and its research questions. Scenario building provided me with an approach that generated robust and resilient strategies that resulted in my questioning broad assumptions and arriving at better decisions, and therefore creating the opportunity for distinct research improvement. The idea of generating a sustainable solution for a problem lies at the heart of my research project.

Additionally, the process highlighted the fact that there is more than one solution in any given scenario, and any solution put forward can generate a number of contradictions that in themselves are the case of future problems. This is in line with the definitions for an inventive problem an inventive problem includes a contradiction and for which a path to the solution is unknown.

While a possible solution can be considered the need to investigate the contradictions from that solution is equally paramount. These ideas were central to my research project and added value to the problem solving approach undertaken. I specifically added the idea of exploring school futures (and their implication for future principals' skills and knowledge) to explore the professional development and learning needs of principals.

### **9.2.5 Conclusion**

The coursework components of the professional Doctorate program introduced a number of concepts that provided useful tools in developing the research proposal and to apply a future perspective to the research. The course work program provided me a valuable and lasting insight into the research process and how such research can provide sustainable solution to problems experienced in the work place environment.

## **9.3 Reflections on the research project**

### **9.3.1 Development of the research problem**

The research problem was selected by the researcher in cooperation with ADEC. The research problem reflected the importance of this issue to both ADEC and the researcher. The strategy underpinning the selection of the research problem was to find a road map to reach and answer the research problem. The research sought to that could be used for tailoring policies that could be applied to improve the professional learning of principals. It was also important to present a report to ADEC that could be useful in generating discussions with educational leaders more widely about the training and professional development of principals.

### **9.3.2 Research project report structure**

At the commencement of the research project a research supervisor was appointed in Australia. In Abu Dhabi an industry supervisor was also appointed to support the researcher and the research project. The supervisors provided models of research report structure and, after several deliberations a work place report structure was adopted. This allowed the research project to develop with a strong industry focus. At each step and stage in the research process,

## **CHAPTER 9**

ADEC staff and Abu Dhabi principals overviewed the progress of the research and its development and provided feedback and advice that enhanced the final research report and its structure.

### **9.3.3 Literature review**

In researching the background for the report I was made aware of the need to review the literature associated with the research project.

This was undertaken to ascertain research previously undertaken in the relevant field and to establish a theoretical framework to conduct the research.

The literature review covered a number of disciplines. This trans-disciplinary approach included leadership and management. The literature review widened my understanding of the relevant subject matter, and focused my attention on the role of instructional and transformational leadership in a period of extreme change. This provided the basis of my industry research presentation which allowed me to present the research literature to my colleagues and peers in ADEC. This industry presentation provided me with feedback from the work place of educational leadership.

### **9.3.4 Methodology**

The literature review allowed me to develop and frame the research methodology. I gradually developed my knowledge about various methodologies, how they are applied and their influence and implications for research outcomes. For this research a mixed methodology approach was undertaken using quantitative and qualitative methods. Knowledge of research methodology will enhance future research. A gap in the literature review identified, was that no studies in Abu Dhabi had used techniques that reflected Emirati communication modes such as *meeshawrat* in collecting and distilling the voices of Emirati principals in the design of their own professional development. This methodology allowed the research to reflect Emirati cultural norms and values and allowed the research to enhance the cultural fit of the research by utilising deep aspects of Emirati culture.

### **9.3.5 Providing solutions and presenting the recommendations**

A significant aspect of the Professional Doctorate research project is to develop recommendations and solution to the research problem that motivated the research. These recommendations and solutions will be presented to ADEC to assist in the development of new

## CHAPTER 9

policies and procedures to design professional development for principals. In this way the Professional Doctorate is aimed at developing insights that can inform policy and practice. In reflecting on the results to develop the recommendations and solutions I was extremely mindful of both the limitations of the research and its role in generating discussion about the way forward. Part of this reflection was to identify the areas where further research needs to be undertaken to provide even more insights for the development of further recommendations and solutions.

## References

## REFERENCES

Abu Dhabi Education Council (ADEC). (2007). *Policy Agenda 2007-2008: The Emirate of Abu Dhabi*. Retrieved 10 August 2008, from [http://www.abudhabi.ae/egovPoolPortal\\_WAR](http://www.abudhabi.ae/egovPoolPortal_WAR)

Abu Dhabi Education Council (ADEC), (2008). *School Leadership Program*. Australian Department of Education. Abu Dhabi: ADEC

Abu Dhabi Education Council (ADEC). (2009). *Policy Agenda 2008-2009 : The Emirate of Abu Dhabi*. Retrieved 10 August 2009, from [http://www.abudhabi.ae/egovPoolPortal\\_WAR](http://www.abudhabi.ae/egovPoolPortal_WAR)

Abu Dhabi Education Council (ADEC). (2010). *Policy Agenda 2009-2010: The Emirate of Abu Dhabi*. Retrieved 10 January 2009, from [http://www.abudhabi.ae/egovPoolPortal\\_WAR](http://www.abudhabi.ae/egovPoolPortal_WAR)

Al-Ali, J. (2008). *Emiratisation: drawing UAE nationals into their surging economy*. Retrieved 19 March, 2010 from <http://www.emeraldinsight.com/Insight/viewContentItem.do?contentType=Article&contentId=1741944>

Al-Hamdan J.M. & Al-Yacoub A.M., (2005). Evaluation of section heads' performance at Kuwait secondary schools. *International Journal of Educational Management*, 19 (3), 233-245.

Ambach, G. (2006). Leadership education for the 'Fortune 300' of Education. *Phi Delta Kappan*, 87(7), 519.

Australian Council of Education and Development (ACED). (2009). *School Leadership* 5, 12-31.

Beynon-Davies, P. & Williams, M. (2003). The diffusion of information systems development methods. *Journal of Strategic Information Systems*, 12 (1), 29-46.

Burns, N. & Grove, S. (1993). *The practice of nursing research: Conduct, critique and utilization* (2nd ed.) Saunders Publications. Philadelphia: Pennsylvania.

Caldwell, B. J. (2006). *Re-imagining educational leadership*. Australian Council for Educational Research. Camberwell: Victoria.

## References

Campbell, B., & Kiernan, S. (1994). University networking: Effects on principal practice. *NASSP Bulletin*, 78(559), 15 – 19.

Carr, W., & Kemmis, S. (1986). *Becoming critical: education, knowledge, and action research*. London: The Falmer Press.

Chapman, J. (2005). Recruitment ,retention and development of school principals. *Education Policy Series* (Booklet 2). Retrieved 21 March, 2010 from <http://unesdoc.unesco.org/images/0014/001409/140987e.pdf>

Chase, G., & Kane, M. (1983). *The principal as instructional leader: How much more time before we act?* Denver, Colorado: Education Commission of the States.

Cogan, B. (2002). *Educational policy and administration*. Retrieved 1 July, 2009 from <http://www.cehd.umn.edu/EDPA/People/Cogan.html>

Cogan, B., & Baumgart. N. (2003). *Schooling for tomorrow, View of educators and policy makers in the Asia-Pacific Region Towards Schooling for the Future: Survey findings*. Futureosope: Poitiers: France.

Cohen, L., & Manion, L. (1994). *Research Methods in Education*. Routledge and Kegan Paul London.

Cotton, K. (2003). *Principals and student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Covey, S. (2001). The 7 habits 11 years later: Applying the habits in a technological world. *Management Quarterly*, 42(1), 2.

Covrig, D. M. (2000). The organizational context of moral dilemmas: The role of moral leadership in administration in making and breaking dilemmas. *Journal of Leadership Studies*, 7(1), 40.

Creswell, J.W.(2009). *Research design: qualitative, quantitative, and mixed methods approaches*( 3<sup>rd</sup> ed.). New Delhi, India: Sage

Daft, R. L. (1999). *Leadership: Theory and practice*. Fort Worth, TX: Dryden Press.

Davidson, C.N. (2005). *The United Arab Emirates: A study in survival*. Lynne, Denver, Colorado.

## References

- DeVaus, D. (2002). *Surveys in social research*. Crows Nest: Routledge.
- Denzin, N.K. & Lincoln, Y. (2005). *The discipline and practice of qualitative research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed.). Thousand Oaks, CA: Sage.
- Dunne, M., Pryor, J., & Yates, P. (2005). *Becoming a researcher: A companion to the research process*. Maidenhead, England: Open University Press.
- Elmore, R. (2000). *Building a new structure for school leadership*. The Albert Shanker Institute. Washington: DC:
- Emirates News Agency(2006) Emiratisation and the labour force. Retrieved March 18 2009, from <http://www.wam.org.ae/servelet>.
- Emirates News Agency(2007) Training and qualifications. Retrieved May 21 2009, from <http://www.wam.org.ae/servelet>.
- Emirates News Agency (2008 ). *Alkhaleej.Roles of Principals*. Retrieved 10 May, 2009, from <http://www.alkhaleej.ae/portal/58f57e3f-e118-4127-96f9-0978e00c1ca9.aspx>
- Engels, N., Hotton, G., Devos, G., Bouckennooghe, D. & Aelterman, A. (2008). Principals in schools with a positive school culture. *Educational Studies*, 34(3), 159-174.
- Fenwick, L. T.& Pierce, M. C. (2002). Professional development of principals. *ERIC Digest*. Retrieved 21 March, 2010 from <http://www.ericdigests.org/2004-1/principals.htm>
- Fullan, M. (1999) .*Change forces: The sequel*. London: Falmer Press.
- Fullan, M. (2000). The three stories of education reform. *Phi Delta Kappan*, 81(8), 581 -587.
- Fullan, M. (2001). *Partners in learning, learning to lead change: building system capacity leadership for change library*. Retrieved 25 June,2009 from [http://www.michaelfullan.ca/resource\\_assets/ms\\_annotations/fullan1.pdf](http://www.michaelfullan.ca/resource_assets/ms_annotations/fullan1.pdf)
- Fullan, M. (2003). *Change forces with a vengeance*. London: Routledge Falmer.
- Fullan, M. (2006). Leading professional learning: think 'system' and not 'individual school' if the goal is to fundamentally change the culture of schools. *School Administrator*. 63, 10.
- Fullan, M.(2007a).Turnaround leadership. *Journal of Educational Change*. 8(3)291-294.



## References

Fullan, M.( 2007b).*Turnaround Schools/Turnaround Systems*. Retrieved 1 July, 2009, from [http://www.michaelfullan.ca/resource\\_assets/Turnaround\\_Schools\\_Systems.pdf](http://www.michaelfullan.ca/resource_assets/Turnaround_Schools_Systems.pdf)

Gaurerke, W. E. (1959). Internship for school principals.*The Elementary School Journal*, 59(4), 202-210.

Gaynor, A. K. (1998). *Analyzing problems in schools and school systems: A theoretical approach*. Mahwah, NJ: Lawrence Erlbaum Associates .

Geode, R. & Villiers, C.(2003).*The applicability of grounded theory as research methodology in studies on the use of methodologies in IS practices*. Proceedings of the 2003 Annual Research Conference of the South African Institute of Computer Scientists and Information Technologists on Enablement through Technology, Fourways, Gauteng, pp. 208-217.

Gerhardt, S. (2004). *Why love matters. How affection shapes a baby's brain*. Hove: Bruner Routledge.

Graham, C. & Smith, R. (2007) Learning management. In R.D. Lynch & B. Knight (Eds.).*Transdisciplinary knowledge production and learning management*. Sydney: Pearson Education Australia.

Gibson, I. W. (2001). At the intersection of technology and pedagogy: Considering styles of learning and teaching. *Journal of Information Technology for Teacher Education*, 10(1/2), 37-45.

Gillham, B. (2000) *Case study research methods*. London, England: Continuum

Handy, C. & Aitkin, R. (1986). *Understanding schools as organisations*. London: Penguin.

Hara, K. (1995). Quantitative and qualitative research approaches in education. *Education*. 115(3).

Hargreaves, A. & Goodson, I.(2006). Educational change over time? The sustainability and non-sustainability of three decades of secondary school change and continuity. *Educational Administration Quarterly*, 42, 3 - 41.

Harris, G. (2006). *Future scenarios*. Retrieved 2 July, 2009 from [http://www.teacherqualitytoolbox.eu/toolbox/future\\_scenarios](http://www.teacherqualitytoolbox.eu/toolbox/future_scenarios)

Hattie,J,( 2009).*Visible learning, a synthesis of over 800 meta-analyses relating to achievement*, New York: Routledge.

## References

Hetland, H. (2005). *Leading to the extraordinary: Antecedents and outcomes of transformational leadership*. Bergen, Norway: University of Bergen, Department of Social Psychology.

Horsley, M. & Walker, R. (2005). Pacifica Australia: Culturally responsive curriculum and teaching. In D.M. Mc Inerney & S. Van Etten (Eds.). *Focus on Curriculum*. Greenwich, CT: Information Age Publishing.

Jacob, M. (2000). 'Mode 2' in context: The contract researcher, the University and the knowledge society. In M. Jacob & T. Hellstrom (Eds.), *The future of knowledge production in the academy*. Buckingham, UK: Open University Press and The Society for Research into Higher Education.

King, D. (2002). The changing shape of leadership. *Educational Leadership*, 59(8), 61–63.

Lapointe, M., & Davis, S. H. (2006). Effective schools require effective principals: A study of professional development for principals offers. *Leadership*, 36, 16.

Larsen, T., & Samdal, O. (2008). Facilitating the implementation and sustainability of second step. *Scandinavian Journal of Educational Research*, 52(2), 187–204.

LeCompte, M.D., & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2nd Ed.) New York: Academic Press.

Marie. G, (2007). Leadership and educational change. *Lettred'information de la VST*, Retrieved 3 March, 2010 from [http://www.inrp.fr/vst/LettreVST/english/24-january-2007\\_en.php](http://www.inrp.fr/vst/LettreVST/english/24-january-2007_en.php)

McGuigan, J. (2005). Towards a sociology of the mobile phone, *Human Technology Journal*, 1(1). 45–51.

Mohajeran, M., & Ghaleei, J. (2008). Principal role and school structure. *International Journal of Social Sciences*. Retrieved 8 June, 2009, from <http://www.waset.org/ijss/v3/v3-1-7.pdf>

National Association of Elementary School Principals (2001). *Leading learning communities: Standards for what principals should know and be able to do*. Alexandria, VA: National Association of Elementary School Principals.

Neville Freeman Agency (2008). *Teaching for uncertain futures*. Canberra: Teaching Australia.

## References

Nicolescu, B. (2002). *Manifesto of transdisciplinarity*. Albany, NY: State University of New York Press.

Northouse, P. G. (2001). *Leadership theory and practice* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.

North Carolina State University (2006). *Ethnographic research*. Retrieved 7 June, 2009, from <http://www2.chass.ncsu.edu/garson/PA765/ethno.htm>

Nowotny, H, Scott, P, and Gibbons, M.(2001), *Re-thinking science: Knowledge and the public in an age of uncertainty*. London: Polity Press, UK.

Patton, M. Q. (2003). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Peterson, K. (2002). The professional development of principals: innovations and opportunities. *Educational Administration Quarterly*, 38 (2), 213-232.

Powel T.A.,(1998) *HTML : The complete Reference*. USA: Osborne, Mc Graw Hill Publishing

Pigford, A.B.(1995).The leadership dilemma. *Principal*, 75(2), 53-54.

OECD. (2006). *Education at a glance*. Retrieved 2 July, 2009 from <http://www.oecd.org/dataoecd/32/0/37393408.pdf>

OECD ( 2008). *Improving school leadership activity*. Retrieved 10 Jun 2009, from <http://www.oecd.org/edu/schoolleadership>

OECD. (2009).*Creating effective teaching and learning environments: First results from the OECD Teaching and Learning Survey*.Retrieved 10 August 2008, from [http://www.oecd.org/document/0/0,3343,en\\_2649\\_39263231\\_38052160\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/0/0,3343,en_2649_39263231_38052160_1_1_1_1,00.html)  
l

OECD. (2009).*Creating effective teaching and learning environments: First results from TALIS: Leading to Learn: School Leadership and Management Styles across TALIS Countries*. Retrieved 10 August 2008, from <http://www.oecd.org/dataoecd/45/60/43043958.xls>

OECD. (2001). *Education policy analysis*. Retrieved 10 August 2008, from [http://www.oecd.org/document/1/0,3343,en\\_2649\\_34487\\_1924161\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/1/0,3343,en_2649_34487_1924161_1_1_1_1,00.html)

OECD(2006).*Education at a glance*. Retrieved 2 July, 2009 from <http://www.oecd.org/dataoecd/32/0/37393408.pdf>

## References

Oka, T., & Shaw, L. (2000). Qualitative research in social work, *The Qualitative Report Online Journal*. Retrieved 7 June, 2009, from <http://www.nova.edu/ssss/QR/text.html>

Politis, D. (2005). The process of entrepreneurial learning: A conceptual framework. *Entrepreneurship: Theory and Practice*, 29(4).

Raihani, A. (2008). An Indonesian model of successful school leadership. *Journal of Educational Administration*, 46(4), 481-496.

Rice, J. K., & Cohen, K. (2006). *Understanding the costs of professional development initiatives: a framework and application*. Retrieved 24 April , 2010 from [http://seli.stanford.edu/research/documents/pd\\_costs.pdf](http://seli.stanford.edu/research/documents/pd_costs.pdf)

Root, E.L., Brooks, D., Allen, L. t., Bell, J. T., Butta, J. H., Cooper, B. A., Disney, C. D., Hawkins, C. A. & Pizzigati, K. (2005). *Maryland instructional leadership framework*. Retrieved 24 April, 2010 from [http://www.e-lead.org/resources/md\\_ilf.pdf](http://www.e-lead.org/resources/md_ilf.pdf)

Salazar, S. S. (2007). The professional development needs of rural high school principals: a seven-state study. *The Rural Educator*, 28(3), 20- 27.

Schwahn, C. J., & Spady, W. G. (1998). *Total leaders: Applying the best future focused change strategies to education*. Arlington, VA: American Association of School Administrators.

Sergiovanni, T.J. (1994). The roots of school leadership. *Principal*, 74(2), 6-9.

Short, P.M., & Greer, J.T. (1997). *Leadership in empowered schools: Themes from innovative efforts*. Columbus, OH: Merrill.

Silverman, D. (2006). *Interpreting Qualitative Data, What is Qualitative Research?*. New Delhi, India: Sage

Solutes, J.F. (1990). The ethics of qualitative research. In E.W. Eisner & A. Peshkin (Eds.). *Qualitative Inquiry in Education*. New York: Teachers College, Columbia University.

Spillane, J., Halverson, R., & Diamond, J. (2000). *Toward a theory of leadership practice: A distributed perspective*. Evanston, IL: Institute for Policy Research.

Strauss, A. & Corbin, J. (1990 ). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park: SAGE Publications.

## References

Staffo, D. (1993). Guidelines to assist a principal or supervisor in evaluation a physical education lesson/program. *Education*, 114(1), 74 - 77.

Stewart, J. (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio & Leithwood. *Canadian Journal of Educational Administration and Policy*, 1-29.

Stufflebeam, D. L., &Nevo, D. (1993) Principal evaluation: new directions for improvement. *PeabodyJournal of Education*, 68(2), 24-45.

Sutton, C. L., & Konzelmann, S. J. (2000). Self-managed teams in the steel industry: An interview with John Selky. *Journal of Leadership Studies*, 7(2), 96.

Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: combining qualitative and quantitative approaches*. Thousand Oaks: Sage Publications.

The Lewis College. (2007). *Manila Bulletin*. Retrieved 25 June, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5023722322>

Wilkinson. L. (1995).*How to build scenarios*. Retrieved 2 July, 2009 from [http://www.knightdigitalmediacenter.org/images/uploads/How\\_to\\_Build\\_Scenarios.pdf](http://www.knightdigitalmediacenter.org/images/uploads/How_to_Build_Scenarios.pdf).

Wolcott, H.F. (1990). On seeking-and rejecting-variety in qualitative research. In E.W. Einsner & A. Peshkin (Eds.).*Qualitative Inquiry in Education*. New York: Teachers College, Columbia University.

Zikmund, W. G. (2003). *Business Research Methods* (7th ed.). Cincinnati, OH: Thomson.

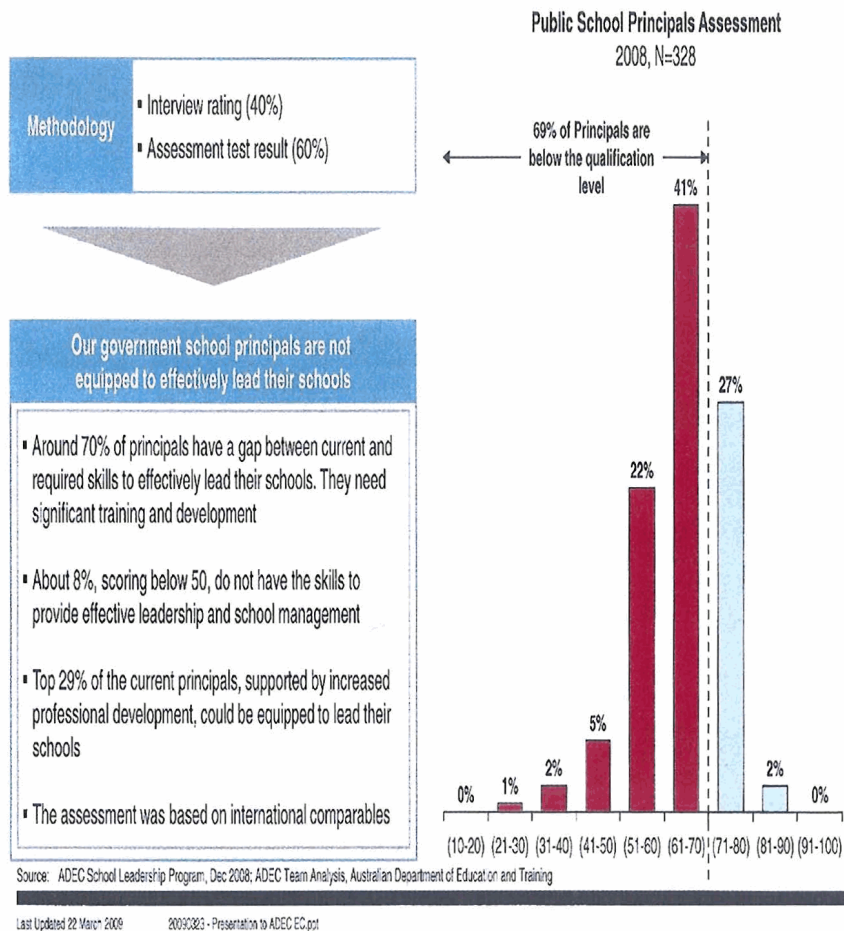
## APPENDICES

- Appendix A** -ADEC document.  
-ADEC approval.
- Appendix B** -PSI development testy.
- Appendix C** -Information for PSI participates.
- Appendix D** -PSI used in research.
- Appendix E** -PSI themes.
- Appendix F** -PSI item and research questions.
- Appendix G** - Principals interview schedule.
- Appendix H** -Principal results validation procedure.

## APPENDICES

### Appendix A

#### ... And challenges with the quality of our principals



## APPENDICES



To: Central Queensland University (CQU)/ AUSTRALIA

Re: Data collection from Abu Dhabi Education Council (ADEC) schools

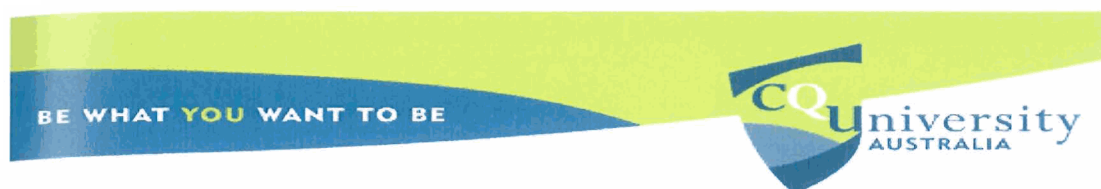
This is to inform you that ADEC grants permission to Mr. **Abdulla Alnuaimi** to collect data from ADEC schools for his doctoral thesis entitled : **Evolving leadership roles of Emirati School Principals: Implications for principal professional development and training: How can Emirati principals be prepared for educational leadership for the Abu Dhabi schools of the future?.**

This permission includes collecting data from principals, administrators, teachers, and students. Data collected for this research project must be used only for the purpose of educational research. The researcher must not reveal any personal information. Rather all personal information must be kept confidential.

Regards,



## Appendix B



### Principals and Supervisors Leadership Survey

#### Development Testing

Dear Colleague

I am in the process of developing testing the above named survey instrument. The main purpose of the instrument is to help identify the problems and issues that you face at your school. The findings will then serve to help address these problems and issues.

Your input at this stage is most valuable as I want to make sure the “right” questions are being asked and if some of the questions below are not suitable or should be changed. You are in a good position to provide this information.

Your comments are sought regarding the followings:

1. *Are the instructions for instrument completion clearly explained for respondents?* If no, please list the questions with poor instructions.
2. *Are the questions well constructed and unambiguous?* If no, please list the problematic questions.
3. *Does the survey instrument cover all the important problems and issues related to the topic?* If no, please indicate what problems issues are not included?

Your suggestions and recommendations will help make sure that the survey will provide valid and useful data on matters that are being addressed in the survey before its wider administration in Abu Dhabi schools zones.

Thank you again for participating in the development testing of the survey.

Abdulla Al Nuaimi

## APPENDICES

### Principals and Supervisors Leadership Survey

#### Directions:

1. You do not need to complete the survey
2. Read each question and address each of the questions above for each of the questions using the *comments* column
3. If you think the question needs to be changed do so by writing the changes on the questions
4. For any additional questions write these in the comments column

No	Questions	Comments
1	I read strategic governmental ADEC policy and related policies to help future planning of my school.	
2	Training courses for me should be periodic and continuous to improve and upgrade many aspects of development	
3	Different training for school principals is needed to improve their managerial skills and satisfy their needs.	
4	A culture of sustainable development training should be promoted through publications and bulletins.	
5	The most recommended way to develop proficiency in a school is to apply graded –system schools.	
6	It is important that administration supervisors regularly visit principals	
7	I am not fully understanding of ADEC policy	
8	English language should be used in schools in the future to teach Math and science subjects.	
9	It is important for me to involve senior staff in school planning	
10	I need to be a principal for extended period of time to be effective	
11	My key roles are planning and management and I should do this every day	
12	To ensure that the school is well managed I must have a key role that enables me to take my decisions?	
13	Only an Emirati principal can deal with Emirati culture	
14	Training is needed to improve my communication with staff.	
15	My skills need improvement for the preparation of staff reports	
16	The lack of administration staff prevents me for doing other important jobs	
17	I am the only decision maker who can take the most proper step regarding school plan.	
18	I need overseas collaborations and supervision by educational experts to develop and adopt ideas for my school.	

## APPENDICES

19	Principals need overseas study for higher degrees	
20	I need more assistance to deal with internal school problems.	
21	Subject supervisors have an important role in the operation of my school	
22	My school would have higher standards if there are more Emirati teachers	
23	Principals need regular training to keep up to date with ADEC policy	
24	Principals need opportunities to contribute to education policy making	
25	There are a lot of changes in the school system that requires me to have new skills and knowledge.	
26	I need to have further professional development and qualifications updating as a principal to be able to effectively cope with new changes	
27	I need more direct support from ADEC to properly manage my school	
28	I need more opportunities to do leadership training	
29	I need more skills and knowledge to continue working as a qualified effective leader.	
30	I have limited knowledge about future schooling in the Abu Dhabi	
31	As a principal I need to concentrate a lot on staffing matters	
32	Carrying out ADEC directives is often difficult for me to do	
33	In the management of my school I need more assistance in developing problems solving skills	
34	I carry out my job in the frame of ADEC policy and related to its policies.	



### مسح للقيادات من مشرفين ومديرين

زميلي العزيز:

أعمل في مراحل اختبار وتطوير أداة المسح المذكورة أعلاه في العنوان، والهدف الأساسي من هذه الأداة هو التعرف على المشاكل والعقبات التي تواجهك في مدرستك .

واعلم أن:

❖ المخرجات ونتائج البحث سوف تخدمك وتساعدك في مواجهة هذه المشاكل والعقبات والتعامل معها بيسر وسهولة .

❖ مساهمتك في هذه المرحلة من العمل لها قيمة عظيمة .  
و أريد التأكد من صحة الأسئلة المطروحة وإذا كانت الأسئلة غير مناسبة ويجب تغييرها ، أطلب منك تزويدنا بالمناسب من الأسئلة .

1- هل التعليمات لتكملة المسح أو الأداء تم شرحها بوضوح لمن يجري عليهم هذا المسح ؟  
إذا كان الجواب ( لا ) أرجوك قم بإعداد قائمة بالأسئلة غير وافية التعليمات .

2- هل تم صياغة الأسئلة بطريقة صحيحة أم غامضة ؟  
إذا كان الجواب ( لا ) أرجوك قم بإعداد قائمة بالأسئلة المستعصية .

3- هل أداة المسح تغطي جميع المشاكل والمواضيع المهمة المرتبطة بالموضوع ؟  
إذا كان الجواب ( لا ) أرجوك أشر إلى المواضيع والمشاكل غير المذكورة .

### ملحوظة مهمة:

اقتراحاتكم وتوصياتكم تساعدنا على التأكد من أن هذا المسح سيزودنا بمعلومات مفيدة وصالحة في المواضيع التي تم طرحها في هذا المسح ، قبل نشرها في مدارس منطقة أبو ظبي .  
شكرا لك مرة أخرى على المشاركة في تطوير اختبار المسح .

عبد الله النعيمي

## مسح للقيادات من مشرفين ومديرين

### التعليمات :

- 1- لست ملزماً بتكملة هذا المسح.
- 2\_ اقرأ كل سؤال ، وضع رأيك في خانة الملاحظات .
- 3\_ إذا كنت تعتقد أن الأسئلة تحتاج إلى تغيير فلا تتردد بكتابة التغييرات.
- 4\_ اكتب الأسئلة الإضافية في خانة الملاحظات .

الرقم	السؤال	الملاحظات
1	قرأت سياسة مجلس أبو ظبي الاستراتيجية وسياسات ذات صلة للمساعدة في التخطيط المستقبلي للمدرسة.	
2	الدورات التدريبية الخاصة بي يجب أن تكون دورية ومستمرة لتطوير وتحديث جوانب عدة من التطوير .	
3	التدريبات المختلفة لمديري المدارس مطلوبة لتطوير المهارات الإدارية وتلبية حاجاتهم .	
4	ثقافة تدريب التطوير المستمر يجب الارتقاء بها من خلال النشرات والمطبوعات وعمل الدعاية اللازمة لها .	
5	الطريقة الأمثل الموصى بها لتطوير الاحترافية في المدرسة نتوصل لها عن طريق تطبيق مبدأ تصنيف المدارس .	
6	موجهو الإدارة يجب أن يزوروا مديري المدارس بانتظام .	
7	سياسة مجلس أبو ظبي ليست مفهومة لي كليا .	
8	استخدام اللغة الإنجليزية واجب في تدريس مادتي الرياضيات والعلوم .	
9	إشراك رؤساء الأقسام في التخطيط المدرسي مهم لي .	
10	أحتاج أن أكون مديراً لفترة طويلة حتى أكون مديراً فعالاً .	
11	التخطيط والإدارة هما دوري الرئيس ويجب ان أفعل ذلك كل يوم .	
12	التأكد من إدارة المدرسة بشكل جيد يستدعي أن يكون لي دور رئيسي يخولني من اتخاذ القرارات .	
13	المديرون الإماراتيون وحدهم يستطيعون التعامل مع الثقافة الإماراتية .	

## APPENDICES

14	الحاجة للتدريب مهمة ؛كي أطوّر اتصالاتي مع الطاقم الإداري في المدرسة .
15	مهاراتي بحاجة للتطوير لإعداد التقارير عن الطاقم الإداري.
16	نقص الطاقم الإداري يمنعني من أن أقوم بأعمال مهمة أخرى.
17	أنفرد بصنع القرار واتخاذ الخطوة المناسبة بما يتعلق بخطط المدرسة .
18	أحتاج تعاون وإشراف جهات خارجية من خبراء تربويين لتطوير وتبني الأفكار في مدرستي .
19	المدراء بحاجة للدراسة في الخارج للحصول على مؤهلات أعلى .
20	أحتاج لمساعدتين للتعامل مع المشاكل الداخلية في المدرسة .
21	موجهو المواد لديهم دور كبير في إدارة المدرسة .
22	مدرستي سيكون مستواها عالي و مؤشرات عالية إذا كان هناك مدرسون مواطنون أكثر .
23	المديرون بحاجة لتدريب منتظم لمواكبة سياسة مجلس أبو ظبي .
24	المديرون بحاجة للفرص ؛ كي يسهموا في صنع سياسة التعليم .
25	التغييرات في النظام المدرسي يتطلب مني معرفة ومهارات جديدة .
26	أحتاج تطويرا احترافيا للمستقبل ومؤهلات حديثة كمدير مدرسة لأتمكن من التأقلم مع التأثيرات الجديدة .
27	أحتاج إلى دعم مباشر من مجلس أبو ظبي لأتمكن من إدارة المدرسة .
28	أحتاج فرصا أكثر لأمارس تدريبات القيادة .
29	أحتاج مهارات ومعرفة أكثر للاستمرار في العمل كقائد مؤهل ومؤثر .
30	لدي معرفة محددة عن مستقبل التعليم في أبو ظبي .
31	أحتاج للتركيز قليلا على أمور الطاقم الإداري .
32	الاستمرار في تطبيق توجيهات مجلس أبو ظبي غالبا تكون صعبة بالنسبة لي .
33	أحتاج لمساعدتين أكثر في تطوير مهارة حل المشاكل في إدارة مدرستي .
34	سأستمر في عملي ضمن إطار سياسة مجلس أبو ظبي والسياسات المتعلقة بها.

### Appendix C



#### **Evolving leadership roles of Emirati School Principals: Implications for principal professional development and training**

##### **INFORMATION FOR RESEARCH PARTICIPANTS**

The aim of this project is to generate new research to assist Abu Dhabi in solving current and future leadership challenges. Specifically the aim of the research is to develop a knowledge base that will contribute to a strategy that will strengthen the leadership characteristics of school principals. In particular, the research will aim to identify current and future leadership challenges facing school principals. The research will focus on identifying current and potential leadership skills. A related aim of the research will be to re-conceptualise leadership requirements and skills from an Emirati perspective. The research is being undertaken as part of a postgraduate research qualification and the data collection component will consist of interviews, questionnaires and source documents. The results of this research will be used to learn about the best approaches for Evolving leadership roles of Emirati School Principals.

##### **Your involvement**

Your participation in the research is voluntary and any information you provide will be anonymous. You may withdraw from the study if you wish and you can do so at any time. You have the right not to answer any question if you wish to do so.

Some interviews will be taped but your permission will be sought before this is done and you have the right to decline this request.

##### **How we will use the information**

The information you provide will be combined with the information provided by other participants and analysed to determine current trends to develop leadership roles of School Principals and to recommend approaches for doing the same in Abu Dhabi schools. The information obtained will be presented in a PhD thesis and might



## APPENDICES

be published. The data collected in this study may be kept for a period of 5 years in accordance with the Central Queensland University's code of conduct.

### **Your permission**

We need your consent in writing to confirm your involvement. You can give this consent by completing and signing the attached 'consent' form. Signing the form means you have agreed to participate in the study but it does not stop you from withdrawing if you change your mind later on.

If you decide to withdraw, please write or telephone the researcher at the address below:

### **Confidentiality**

All information received from you during the study will be kept confidential. It will not be divulged to any one that could reveal your identity. All raw information collected in this study will be kept under lock and key and information in electronic format will be kept in a repository that will be password protected.

### **For contacts and further information**

If you would like further information on the research you may write, telephone or email the researcher:

Abdulla Al Nuaimi  
507/100 Harbour Esplanade  
Docklands, Melbourne 3008  
Vic, Australia

Tel: +61 4 2227838 / +971506192333  
e-mail: [alnuaimi11@hotmail.com](mailto:alnuaimi11@hotmail.com)

Or the Principal Supervisor:

Emeritus Professor John Dekkers  
Adjunct Professor  
Faculty of Informatics & Communication  
Central Queensland University  
Rockhampton  
Queensland 4702  
Australia  
Phone: 00-61-7 4923 2611  
Email: [j.dekkers@cqu.edu.au](mailto:j.dekkers@cqu.edu.au)





## تطور الأدوار القيادية لمديري المدارس الإماراتية : الانعكاسات على التنمية المهنية الرئيسية والتدريب

### معلومات للمشاركين في البحث

الهدف من هذا المشروع هو إنتاج بحث جديد لمساعدة أبو ظبي في حل التحديات الحالية والمستقبلية، ووعلى وجه التحديد تطوير قاعدة المعرفة التي من شأنها أن تسهم في وضع إستراتيجية تعزز الخصائص القيادية لمديري المدارس. وبذلك فإن البحث، وعلى وجه الخصوص يهدف إلى تحديد التحديات الحالية والمستقبلية التي تواجه مدراء المدارس. كما إن البحث سيركز على تحديد المهارات والقدرات الحالية للقيادات، وبالتالي ، فإن البحث يركز على وضع إستراتيجيات ومبادئ توجيهية جديدة لمديري المدارس من أجل تصحيح الوضع الحالي والتخطيط للمستقبل.

### مشاركتم

إن مشاركتكم في البحث هو أمر تطوعي والمعلومات التي تقدمونها ستبقى مجهولة المصدر. يمكنكم الانسحاب من هذه الدراسة إذا رغبتكم كما أنه لكم الحق في عدم الإجابة أو الرد على أي سؤال في أي وقت تشاؤون. قد يكون هناك بعض المقابلات المسجلة ولكن موافقتكم على ذلك ستكون مطلوبة قبل إجراء التسجيل ولديكم الحق في رفض هذا الطلب.

### كيف سنستخدم المعلومات

المعلومات التي ستقدمونها سوف تدمج مع المعلومات التي تقدم من مشاركين آخرين لتحليلها. المعلومات المقدمة يتم عرضها في أطروحة الدكتوراه وربما يتم نشرها. البيانات المجمعة في هذه الدراسة ربما تبقى لفترة خمسة سنوات طبقاً للحدود الخاص بقواعد السلوك في جامعة سنترال كوينزلاند استراليا.

### موافقتكم

نحن في حاجة لموافقتكم المكتوبة لتأكيد مشاركتكم . يمكنكم إعطاء هذه الموافقة بإستيفاء وتوقيع النموذج المرفق. توقيعكم على هذا النموذج يعني أنكم وافقتكم على مشاركتكم في هذه الدراسة ولكن لا توقفكم من الانسحاب في حالة تغيير رأيكم فيما بعد. إذا قررتم الانسحاب نرجو إجراء مكالمة تليفونية للباحثين أو الكتابة لهم على العنوان التالي:

### السرية

جميع المعلومات التي أستلمها منكم خلال إجرائي للبحث سوف تظل سرية ولن يتم الكشف عنها لأي أحد مكنه الكشف عن هويتكم. كما ستكون جميع المعلومات النادرة التي تم جمعها في هذه الدراسة محفوظة "بالتفصيل والمفتاح" والمعلومات الألكترونية ستبقى في مستودع ومحمية بكلمة سرية.

### لمزيد من المعلومات والاتصالات

إذا أردتم مزيد من المعلومات عن الباحث يرجى الكتابة أو إجراء مكالمة تليفونية أو إرسال بريد إلكتروني:  
عبدالله راشد محمد النعيمي

100/507 هاربير إسبلاند

دوكلاندز , ملبورن 3008

فكتوريا , استراليا

هاتف: +971506192333 / +61 4 2227838

## APPENDICES

البريد الإلكتروني: [alnuaimi11@hotmail.com](mailto:alnuaimi11@hotmail.com)

أو إلى المشرف الرئيسي:

أستاذ دكتور جون ديكرز

جامعة سنتر كوينز لاند

روكهامبتون

كوينز لاند 4702

استراليا

هاتف: 00-61-7 4923 2611

البريد الإلكتروني: [j.dekkers@cqu.edu.au](mailto:j.dekkers@cqu.edu.au)

## APPENDICES

### Appendix D



#### **Evolving leadership roles of Emirati School Principals: Implications for principal professional development and training**

Dear Colleague,

The aim of this project is to generate new research to assist Abu Dhabi in solving current and future leadership challenges. The research will also develop a knowledge base that will contribute to a strategy that can strengthen the leadership characteristics of school principals. In addition, the research will identify current and future leadership challenges facing school principals and which will lead to a re-conceptualisation of leadership requirements and skills from an Emirati perspective. The results of this research will be used to generate the best approaches for evolving leadership roles of Emirati School Principals now and in the future.

Researcher\ Abdulla Al Nuaimi

## APPENDICES

### **Personal information:**

Name (optional):..... School name (optional):.....

### **Cycle:**

☐ (1) Primary      ☐ (2) preparatory      ☐ (3) secondary      ☐ All cycles

### **Credentials:**

☐ High school degree      ☐ Diploma      ☐ Bachelor      ☐ Masters

☐ PHD

### **Work experience:**

☐ Less than 5 years      ☐ 5-10 years      ☐ 11-15 years      ☐ 16-20 years      ☐ More  
than 20 years

### **Age:**

☐ Less than 25      ☐ 25-35      ☐ 36-45      ☐ 46-55      ☐ More than 55

### **Marital status:**

☐ Married      ☐ Single      ☐ Divorced  
☐ Widowed

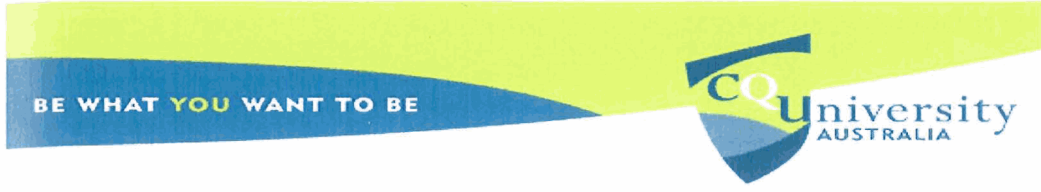
## APPENDICES

*Strong Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strong Disagree (SD).*

No	Questions	SA	A	U	D	SD
1	I am aware of ADEC strategic plan.					
2	Training courses for me should be periodic and continuous to improve and upgrade many aspects of my professional development					
3	school principals need continuous professional development to improve their managerial skills and satisfy their needs.					
4	A culture of sustainable professional development training should be promoted through different ways of media.					
5	The most recommended way to develop proficiency in a school is to apply graded –system.					
6	administration supervisors should visit principals regularly					
7	I have a perfect understanding of ADEC policy					
8	The English language should be used in the teaching of Math and science.					
9	It is important for me to involve senior staff in school planning					
10	I need to be a principal for extended period of time to be effective					
11	My key roles are planning and management and I should do this every day					
12	To ensure that the school is well managed I must have a key role that enables me to take my decisions?					
13	Only an Emirati principal can deal with Emirati culture					
14	Training is needed to improve my communication skills with staff.					
15	I need to improve my skills in the writing and the preparation of staff reports					
16	The shortage in the number of administration staff prevents me from performing other important duties					
17	I am the only decision maker who can take the most proper step regarding school plan.					
18	I need collaboration of and supervision from overseas educational experts to develop and adopt ideas for my school.					
19	Principals need to study abroad to get higher degrees					
20	I need more assistance to deal with internal school problems.					
21	Subject supervisors have an important role in the operation of my school					
22	My school would have higher standards if there were more Emirati teachers					
23	Principals need regular training to keep up to date with ADEC policy					
24	Principals need opportunities to contribute to education policy making					
25	There are a lot of changes in the school system that requires me to have new skills and knowledge.					

## APPENDICES

26	I need further professional development and qualifications updating as a principal to be able to effectively cope with new changes					
27	I need more direct support from ADEC to properly manage my school					
28	I need more opportunities to do leadership training					
29	I need more skills and knowledge to continue working as a qualified effective leader.					
30	I have limited knowledge about future schooling in Abu Dhabi					
31	As a principal I need to concentrate a lot on staffing matters					
32	It is often difficult for me to carry out ADEC directives					
33	I need more assistance in developing problems solving skills in my school					
34	I carry out my job within the framework of ADEC policy					



## تطور الأدوار القيادية لمديري المدارس الإماراتية : الانعكاسات على التنمية المهنية الرئيسية والتدريب

الزميل العزيز

الهدف من هذا المشروع هو إنتاج بحث جديد لمساعدة مجلس أبوظبي للتعليم في إيجاد حلول للتحديات الحالية والمستقبلية، والمتمثلة في تطوير قاعدة المعرفة والمهارات التي من شأنها أن تسهم في وضع إستراتيجية تعزز الخصائص القيادية لمديري المدارس. وبذلك فإن البحث يهدف إلى تحديد التحديات الحالية والمستقبلية التي تواجه مدراء المدارس كما إنه يهدف الى تحديد المهارات والقدرات الحالية للقيادات، مما يؤدي إلى وضع إستراتيجيات ومبادئ توجيهية جديدة لمديري المدارس من أجل تصحيح الوضع الحالي والتخطيط للمستقبل.

الباحث/ عبدالله النعيمي

## APPENDICES

البيانات الشخصية :

الاسم (اختياري) : ..... اسم المدرسة (اختياري) : .....

الحلقة التعليمية : ☐ أولى ☐ ثانية ☐ ثانوي ☐ مشترك

المؤهل التعليمي : ☐ ثانوي ☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتوراه

الخبرة الوظيفية : ☐ أقل من 5 سنوات ☐ من 5-10 ☐ من 11-15 ☐ من 16-20 ☐ أكثر من 20 سنة

العمر : ☐ أقل من 25 سنة ☐ من 25-35 ☐ من 36-45 ☐ من 46-55 ☐ أكثر من 55

الحالة الاجتماعية : ☐ متزوج ☐ أعزب ☐ مطلق ☐ أرمل



## APPENDICES

الرقم	السؤال	موافق بشدة	موافق	متدد	غير موافق	غير موافق بشدة
1	النم سياسة مجلس أبو ظبي للتعليم الإستراتيجية .					
2	البرامج التنموية الخاصة بي يجب أن تكون دورية ومستمرة لتطوير الجانب المهني لدي .					
3	برامج التنمية المهنية لمديري المدارس مطلوبة لتطوير المهارات الإدارية					
4	يجب نشر ثقافة التنمية المهنية من خلال الوسائل المختلفة .					
5	تطبيق مبدأ تصنيف المدارس هي الطريقة المثلى لتطوير الاحترافية في المدارس .					
6	موجهو الإدارة المدرسية يجب أن يزوروا مديري المدارس بانتظام .					
7	سياسة مجلس أبو ظبي للتعليم مفهومة لي كليا .					
8	استخدام اللغة الإنجليزية هام في تدريس مادتي الرياضيات والعلوم .					
9	إشراك رؤساء أقسام المواد "منسقي المواد" في التخطيط المدرسي مهم لي .					
10	أحتاج أن أكون مديرا لفترة طويلة حتى أكون مديرا فاعلا					
11	التخطيط والإشراف هما من مهماتي الرئيسية ويجب أن أؤديها كل يوم					
12	تتطلب إدارة المدرسة بشكل جيد أن يكون لي دور رئيسي يخولني من اتخاذ القرارات .					
13	المدرء الإماراتيون أكثر قدرة على التعامل مع الثقافة الإماراتية .					
14	التدريب على مهارات الاتصال مهم للتواصل مع المجتمع المدرسي .					
15	أحتاج إلى تنمية مهاراتي في إعداد التقارير المختلفة .					
16	نقص الطاقم الإداري يعني من أن أقوم بأعمال مهمة أخرى .					
17	أنفرد بصنع القرار واتخاذ الخطوة المناسبة بما يتعلق بخطة المدرسة .					
18	أحتاج تعاون وإشراف جهات خارجية من خبراء تربويين لتطوير وتبني الأفكار في مدرستي .					
19	المدرء بحاجة للدراسة في الخارج للحصول على مؤهلات أعلى .					
20	أحتاج لمساعدتين مختصين للتعامل مع المشاكل الداخلية في المدرسة .					
21	موجهو المواد لديهم دور كبير في إدارة المدرسة .					
22	مدرستي سيكون مستواها عال و مؤشراتها عالية إذا كان هناك مدرسون مواطنون أكثر .					
23	المدرء بحاجة للتنمية المهنية بشكل منتظم لمواكبة سياسة مجلس أبو ظبي للتعليم .					
24	المدرء بحاجة للفرص ؛ كي يسهموا في صنع سياسة التعليم .					
25	التغييرات في النظام المدرسي يتطلب مني معرفة ومهارات جديدة .					

## APPENDICES

26	أحتاج لتحديث و تطوير مؤهلاتي كمدير مدرسة لأتمكن من التأقلم مع المتغيرات الجديدة .					
27	أحتاج إلى دعم مباشر من مجلس أبو ظبي للتعليم لأتمكن من إدارة المدرسة .					
28	أحتاج فرصا أكثر لأمارس برامج تدريبية في القيادة .					
29	أحتاج مهارات ومعرفة أكثر للاستمرار في العمل كفائد مؤهل ومؤثر .					
30	لدي معرفة محددة عن مستقبل التعليم في أبو ظبي .					
31	أحتاج للتركيز أكثر على شؤون العاملين .					
32	الاستمرار في تطبيق توجيهات مجلس أبو ظبي للتعليم غالبا تكون صعبة بالنسبة لي .					
33	أحتاج للمساعدة في تطوير مهارة حل المشكلات لإدارة المدرسة.					
34	سأستمر في عملي ضمن إطار سياسة مجلس أبو ظبي للتعليم والسياسات المتعلقة بها .					

## APPENDICES

### Appendix E

#### Survey questions-refined pool of questions that identify each of the questions

Themes are-Leadership issues, Management issues, Futures issues, Training issues & planning issues.

No	Questions	Theme
1	I read ADEC policy for future planning of my school	Futures issues
2	Training courses for me should be periodic and continuous improve and upgrade many aspects of development	Training issues
3	Training for school me is needed to improve managerial their skills	Training issues
4	A culture of training should be promoted through publications and bulletins	Training issues
5	The best way to develop a school to have graded schools	Planning issues
6	It is important that administration supervisor regularly visit principal	Management issues
7	English language should be used in schools in the future	Futures issues
8	It is important for me to involve senior staff in school planning	Management issues
9	I need to spend time to make sure that everything to done at my school	Management issues
10	I spend time to make sure that everything is properly organised at my school	Management issues
11	I must have a key role to ensure that the school is well managed	Management issues
12	I need help with an emiratisation program to deal with culture at my school.	Training issues
13	Training is needed to improve my communication with staff.	Training issues
14	My skills need improvement for the preparation of staff reports	Training issues
15	The lack of administration staff prevents me for doing other important jobs	Management issues
16	Planning at my school is only done be me	Leadership issues
17	I need Overseas visits to get new ideas for my school	Futures issues
18	Principals need overseas study for higher degrees	Training issues
19	I need more assistance to deal with school problems	Planning issues
20	Subject supervisors have an important role in the operation of my school	Management & Planning issues
21	My school would have higher standards if there are more Emerati teachers	Futures issues

## APPENDICES

22	Principals need regular training to keep up to date with ADEC policy	Training & Futures issues
23	Principals need opportunities to contribute to education policy making	Futures issues
24	There are a lot of changes in the school system that require me to have new skills and knowledge	Training & Leadership issues
25	I need more qualifications as a principal to be able to effectively cope with new changes	Training & Leadership issues
26	I need more direct support from ADEC to properly manage my school	Planning issues
27	I need more opportunities to do leadership training	Training & Leadership issues
28	I need more skills and knowledge as a leader	Leadership issues
29	I have limited knowledge about future schooling in the Abu Dhabi	Leadership issues
30	As a principal I need to concentrate a lot on staffing matters	Leadership & Management issues
31	Carrying out ADEC directives is often difficult for me to do	Management issues
32	In the management of my school I need more assistance in developing problems solving skills	Training & Leadership issues
33	I am accept of all ADEC policy	Management issues

## APPENDICES

### Appendix F

#### *PSI items and research questions*

No	Questions	Research Question
1	I am aware of ADEC strategic plan.	RQ1
7	I have a perfect understanding of ADEC policy	RQ1
8	The English language should be used in the teaching of Math and science.	RQ1
19	Principals need to study abroad to get higher degrees	RQ1
23	Principals need regular training to keep up to date with ADEC policy	RQ1
29	I need more skills and knowledge to continue working as a qualified effective leader.	RQ1
30	I have limited knowledge about future schooling in Abu Dhabi	RQ1
13	Only an Emirati principal can deal with Emirati culture	RQ1.1
14	Training is needed to improve my communication skills with staff.	RQ1.1
10	I need to be a principal for extended period of time to be effective	RQ1.2
6	administration supervisors should visit principals regularly	RQ1.3
17	I am the only decision maker who can take the most proper step regarding school plan.	RQ1.3
21	Subject supervisors have an important role in the operation of my school	RQ1.3
2	Training courses for me should be periodic and continuous to improve and upgrade many aspects of my professional development	RQ2
15	I need to improve my skills in the writing and the preparation of staff reports	RQ2
21	Subject supervisors have an important role in the operation of my school	RQ2
23	Principals need regular training to keep up to date with ADEC policy	RQ2
24	Principals need opportunities to contribute to education policy making	RQ2
27	I need more direct support from ADEC to properly manage my school	RQ2
28	I need more opportunities to do leadership training	RQ2
33	I need more assistance in developing problems solving skills in my school	RQ2
3	School principals need continuous professional development to improve their managerial skills and satisfy their needs.	RQ2.1
4	A culture of sustainable professional development training should be promoted through different ways of media.	RQ2.1
6	administration supervisors should visit principals regularly	RQ2.1
18	I need collaboration of and supervision from overseas educational experts to develop and	RQ2.1

## APPENDICES

	adopt ideas for my school.	
22	My school would have higher standards if there were more Emirati teachers	RQ2.1
8	The English language should be used in the teaching of Math and science.	RQ2.2
11	My key roles are planning and management and I should do this every day	RQ2.2
12	To ensure that the school is well managed I must have a key role that enables me to take my decisions?	RQ2.2
16	The shortage in the number of administration staff prevents me from performing other important duties	RQ2.2
20	I need more assistance to deal with internal school problems.	RQ2.2
25	There are a lot of changes in the school system that requires me to have new skills and knowledge.	RQ2.2
26	I need further professional development and qualifications updating as a principal to be able to effectively cope with new changes	RQ2.2
31	As a principal I need to concentrate a lot on staffing matters	RQ2.2
32	It is often difficult for me to carry out ADEC directives	RQ2.2
9	It is important for me to involve senior staff in school planning	RQ2.3
18	I need collaboration of and supervision from overseas educational experts to develop and adopt ideas for my school.	RQ2.3
22	My school would have higher standards if there were more Emirati teachers	RQ2.3
26	I need further professional development and qualifications updating as a principal to be able to effectively cope with new changes	RQ2.3
5	The most recommended way to develop proficiency in a school is to apply graded –system.	RQ3
34	I carry out my job within the framework of ADEC policy	RQ3

## APPENDICES

### **Appendix G**

#### Principal Interview

##### Introduction

The researcher is conducting research concerning leadership and roles of Principals in Abu Dhabi schools. In particular, the research concerns the problems and issues the principals face, their professional development and training needs and preparation for the future.

Dear principal,

You have, already completed the Principals' Survey. Data you submitted has been analysed, and the interview questions concern finding out more to help explain the survey results.

This interview will take about 30 minutes. All information provided is confidential, and you do not have to answer any of the questions you are asked if you cannot, or do not wish to, do so.

Thank you again for participating in this interview.

Abdulla Al Nuaimi

## APPENDICES

### Interview Questions

#### 1) Questions About School Principals' Roles

Q12 What are your key roles as Principals?

Q16 There is a shortage of support for Principals. What particular duties need more of your attention? What prevents you from doing other duties?

Q11 A role of the Principal is planning and management. Why don't you give this role to your assistant?

#### 2) Questions about Schools Principal Leadership & Management

Q 10 The results indicated that a similar percentage agreed and disagreed that "you need to be a Principal for an extended period of time to be effective." Why?

Q9 Why is it important to involve senior staff in planning? How is it to be done?

Q24 What opportunities do Principals need to contribute to education policy making? What types of policies?

#### 3) Questions about Principals' Needs & Issues

Q20 The survey results indicated that Principals need more assistance to deal with internal school problems. What problems are being encountered at your school? Why do you need assistance from outside? What problems need to be solved from outside?

Q25 What new skills and knowledge do Principals want?

Q29 What skills and knowledge do you need to be an effective Principal?

Q30 What particular knowledge do you need about the future of schooling in Abu Dhabi?

#### 4) Questions about Principals' Training and Professional Development



## APPENDICES

Q3 Why do you need continuous PD to improve managerial skills and knowledge? What particular managerial skills and knowledge?

Q4 Why need there be sustainable PD and why promoted through media? What other ways? Why ADEC?

Q14 What training and PD is needed for communication skills?

### 5) Questions on ADEC Involvement

Q32 What are the particular directives, and why are they difficult to carry out?

Q27 What kind of support do you need from ADEC?

Q1 How have you learned about the ADEC strategic plan?

## مقابلات المديرين

مقدمة

يقوم الباحث بإجراء دراسة بخصوص القيادة والأدوار المنوطة بالمديرين في مدارس أبو ظبي على وجه الخصوص ، والمشاكل البحثية والقضايا التي يواجهها المديرون ، والتطوير المهني واحتياجات التدريب والإعداد للمستقبل. ولقد اكملت بالفعل ، المسح المطلوب . وقد تم تحليل البيانات التي قَدِّمَتها ، كما أن أسئلة المقابلة سوف تساعد على الحصول على المزيد من المعلومات لشرح نتائج المسح.

هذه المقابلة سوف تستغرق قرابة 30 دقيقة. وسوف تبقى جميع المعلومات المقدمة منكم سرية ، ولديكم الحق في الرد أو عدم الرد على أي من الأسئلة إذا كنتم لا تستطيعون أو لا ترغبون في بذلك.

شكرًا لكم مرة أخرى على استجابتكم للمشاركة في هذه المقابلة.

عبدالله النعيمي

**أسئلة المقابلة**

(1) أسئلة حول أدوار مديري المدارس

- س 12 - ما أدواركم الرئيسة كمديرين ؟
- س 16 - يوجد نقص في دعم المديرين. ما الواجبات التي تحتاج منكم إلى مزيد من الاهتمام بخاصة وما العوائق التي تمنعكم من القيام بواجبات أخرى؟
- س 11- دور المدير هو التخطيط و الإدارة. لماذا لا تكلف مساعدك بالقيام بهذا الدور؟

(2) أسئلة حول قيادة مديري المدارس وإدارتهم

- س 10- أشارت النتائج إلى أن هناك نسبة مماثلة وافقت وأخرى لم توافق على "أنت بحاجة إلى أن تكون مديرا لفترة ممتدة من الزمن لكي تكون فعالا" لماذا؟
- س 9 - ما أهمية إشراك كبار الموظفين في مجال التخطيط؟ كيف يمكن تفعيل ذلك؟
- س 24- ما الفرص التي يحتاجها المديرون للمساهمة في صنع السياسة التعليمية؟ ما أنواع هذه السياسات؟

(3) أسئلة حول احتياجات المديرين وقضاياهم

- س 20- أشارت نتائج الفحص إلى أن المديرين بحاجة إلى مزيد من المساعدات للتعامل مع المشكلات المدرسية الداخلية . ما المشكلات التي تواجهها في مدرستك؟ لماذا تحتاج الى مساعدة من الخارج؟ ما المشكلات الى تحتاج الى حل من الخارج؟
- س 25- ما الجديد من المهارات و المعرفة التي يريدونها المدراء؟
- س 29- ما المهارات و المعارف التي تحتاجها لتصبح مديرا فاعلا؟
- س 30 - ما نوع المعرفة التي تحتاج أن تلم بها حول مستقبل "المدرسة" في أبو ظبي؟

## APPENDICES

4) أسئلة حول تدريب المديرين وتطويرهم مهنيًا

س 3 - لماذا تحتاج إلى الإستمرارية فى التطوير المهني لتحسين المهارات الإدارية وزيادة المعرفة؟  
حدد تلك المهارات الإدارية وأنواع المعرفة التي تحتاج إليها ؟

س 4 - لم الحاجة إلى التطوير المهنيّ المستدام ، ولماذا يُرَوَّج له من خلال وسائل الإعلام؟ وما  
الطرائق الأخرى؟ ولماذا مجلس أبوظبي للتعليم ؟

س 14- ما التدريب والتطوير المهني الذي ينبغي توافرها لمهارات التّواصل؟

5) أسئلة حول مشاركة مجلس أبوظبي للتعليم

س 32 - ما التّوجّهات الخاصّة بعينها ، ولماذا يصعب القيام بها؟

س 27 - ما نوع الدعم الذي تحتاج أن يمدّك به مجلس أبوظبي للتعليم ؟

س 1 - كيف علمت عن الخطة الإستراتيجية لمجلس أبوظبي للتعليم ؟

## APPENDICES

### Appendix H

#### Principal and Supervisor Leadership Survey

This survey consists of 14 questions and some principals answer the questions. Please read the answers then choose your choice. To complete this survey put a response using the 5 point as follows:

*Strong Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strong Disagree (SD).*

No	Questions	SA	A	U	SD	D
1	Answer to Q 12					
2	Answer to Q 16					
3	Answer to Q 11					
4	Answer to Q 10					
5	Answer to Q 9					
6	Answer to Q 24					
7	Answer to Q 20					
8	Answer to Q 25					
9	Answer to Q 30					
10	Answer to Q 3					
11	Answer to Q 4					
12	Answer to Q 14					
13	Answer to Q 32					
14	Answer to Q 27					

**Evolving Leadership Roles of  
Emirati School Principals:  
Implications for professional  
development and training**

***Volume 2***

**Coursework component**

TABLE OF CONTENTS

Assignment 1.....1

Assignment 2.....12

Assignment 3.....24

Assignment 4.....31

Assignment 5.....41

Research Proposal.....55

Ethical clearance Applications.....84

## Assignment - 1

### **Mode-2 Knowledge Production**



## Assignment - 1

### **Table of Contents**

Assignment-1 .....	1
1. The proposed topic title and contextualization statement.....	3
1.1 The Title .....	3
1.2 Background and contextualization of the proposed research .....	3
2. Research problem statement .....	5
3. Rationale statement .....	6
4. Significance statement .....	6
5. Research aim statement.....	7
6. Research questions statement.....	8
7. Objectives statement .....	8
8. Knowledge production statement.....	9
9. References .....	11

## Assignment - 1

### 1. The proposed topic title and contextualization statement

#### 1.1 The Title

Evolving leadership roles of Emirati School Principals: Implications for principal professional development and training: How can Emirati principals be prepared for educational leadership for the Abu Dhabi schools of the future?

#### 1.2 Background and contextualization of the proposed research

The United Arab Emirates (UAE) is experiencing rapid and accelerated change in education. Compared to educational change in other countries, in the UAE, years of change are being compressed into months of reform (ADEC, 2008). The UAE is wishing to invest heavily in education to develop the human capital of its people. It also wishes to become the cultural and educational centre of the Arab world. This investment extends to an extensive infrastructure and building plan including, new schools, technical education facilities, and university precincts; and provision of advanced ICT hardware and software for teaching and learning purposes.

As well as investment in physical and capital infrastructure, Abu Dhabi has also invested significantly in human resources. These investments include accelerated principal training and rapid expansion of the teaching force. In term of school investment, new curricula has been developed and implemented, and a new credentialing and examination system has been introduced (ADEC, 2008). Underpinning these developments is investment in the latest technology, so as promote innovation and change in a networked environment.

The pace and scale of development and innovation are creating new demands on Abu Dhabi educational leaders and principals. These demands include managing the current educational institutions, at the same time as implementing a range of new programs and government educational policy initiatives. These demands are also calling into question the current skill set of educational leaders and require new skills

## **Assignment - 1**

and capacities. This may require significant new investment in preparing future principals and educational leaders.

It is well documented in the research literature that effective principals are strong educators; anchor their work in central issues of learning and teaching; and are able to undertake continuous school improvement (Fullan, 2007& Hattie, 2009). In the Emirati context, principals are also the guardians of their rich and traditional culture (ADEC, 2008). It follows that Emirati principals use Emirati cultural understandings in communicating with parents, managing the school community and representing and reflecting key aspects Abu Dhabi's emirate society.

As well as meeting Emirati cultural requirements Emirati principals also need to lead their schools through the goal-setting process in which student achievement data is analysed, improvement areas are identified and actions for change are initiated. This requires principals to work collaboratively with staff and school community to identify discrepancies between current and desired outcomes, setting and prioritizing goals to help close the gap (Fullan, 2000). This is intended to result in improvement and monitoring strategies aimed at accomplishing the goals, and communicating goals and changing efforts to the entire school community.

Clearly the growing demands on Emirati principals are very considerable. For example, they must ensure that school improvements and other priorities are properly addressed through professional development opportunities for their staff. As well, Principals must also ensure that staff development needs are identified and align with school improvement priorities (WAM, 2008).

To meet these learning needs, a well developed plan for the future leadership characteristics of principals should be initiated and implemented so as to improve the leadership of Abu Dhabi schools (ADEC, 2008). The research will broadly identify major school developments that may have direct or indirect influence on school leadership, such as school environment, school infrastructure, human resource capacities, and enhanced involvement of local communities in school life. By investigating how schools are expected to develop in the future, the future leadership needs of principals can be identified. Accordingly, the findings can serve as a springboard for ADEC to further investigate related leadership matters.

## Assignment - 1

Research has revealed that the role of the school principal is crucial in providing an effective educational environment.

The current educational challenges facing Abu Dhabi has resulted from the pace of educational reform and change and the rapid promotion of Emirati principals in addition to the normal challenges of managing school.

### 2. Research problem statement

This research project is concerned with problems and issues faced by school principals in Abu Dhabi.

Investigations by the Abu Dhabi Education Council (ADEC), has revealed that many principals do not have the appropriate academic qualification level. As well, the pace of reform and change requires principals' knowledge and skills to be enhanced. Principals report that they are experiencing problems in communicating with their staff and parents.

As a consequence of these issues the following problems have arisen:

1. Principals are reporting difficulties in problems in implementing ADEC directives and initiatives, especially the Emiratisation initiative;
2. Schools are experiencing increased behavioural and learning problems and student are not liking the school;
3. Difficulties in government schools are encouraging a drift of students into the private sector; and
4. School evaluations report negative student perception of the educational experience.

This research intends to identify and examine the factors and issues that influence principals in their performance in leading their schools in the new context of less management control from ADEC, less support for principals from supervisors of principals and the Ministry of Education, increased conflict within schools that are poorly managed; and reduced interaction with local school communities.

The research will focus on the development of new strategies and guidelines for principals to meet their learning needs. These strategies will be developed through an

## **Assignment - 1**

analysis of future schooling in the UAE and the new knowledge and skills that principals will need to lead them.

### **3. Rationale statement**

This research topic concerns current and future leadership roles of school principals in Abu Dhabi schools.

The rationale of this research is that research is needed to find out the skills and knowledge required by Emirati school principals to improve school management and to have school achieve international standards. The skills and knowledge required now has expanded as the education system has developed and is likely to change further.

As a result, the future skill and knowledge sets of Abu Dhabi school principals need to be identified as the education system continues to develop and change.

In order to achieve a high quality of education in Abu Dhabi public schools, some fundamental leadership challenges must be tackled. One of these problems is to enhance the skills and training and preparation and ultimately the quality of public school principals and enhance their leadership characteristics in Abu Dhabi.

### **4. Significance statement**

The research will represent a major contribution to the efforts to find strategies to develop leadership roles of school principals in Abu Dhabi. Currently there is no Abu Dhabi sourced study of school principal leadership. One study has been conducted on principal leadership characteristics by an international consulting group (ADEC, 2008). This study was a limited cross sectional study located in a fixed time frame. The proposed research will develop a significant futures orientation, link leadership capacities to projected changes in the educational system and identify leadership challenges and skills required and how to meet them.

As well, the project will lead to a greater understanding of aspects of Emirati leadership in an Emirati educational context.

This research is important for the Abu Dhabi government as it can be used to solve leadership problems and develop the leadership skills of principals. This will allow principals to enhance their performance improve their leadership capacities.

## Assignment - 1

This proposed research is significant because it is the first of its nature to be carried on educational leaders in Abu Dhabi and will be a cornerstone for other researchers to build on.

### 5. Research aim statement

The aim of this research is to generate new knowledge to assist Abu Dhabi in solving current and future leadership challenges. Overcoming these challenges will improve the performance of school human resources and enhance educational outcomes of the students this is particular with respect to the Emiratisation process.

A critical aim of this research is to develop a skills and knowledge base that will contribute to a strategy that will strengthen the leadership characteristics of future school principals. In particular, the research will aim to identify current and future leadership challenges facing school principals. The research will also focus on identifying current and potential leadership skills. This will enable the Abu Dhabi education system to increase its capacity to address current challenges and to enhance the performance of educational leaders.

A related aim of the research will be to re-conceptualise future leadership requirements and skills from an Emirati perspective. This will require the research project to understand the leadership frame in the evolving and dynamic Abu Dhabi educational context. This will require the project to:

- establish what 'leadership' means to principals of schools within the context of evolving cultural paradigms in the UAE;
- document the future influences, challenges and developments in the wide range of learning and teaching roles in schools in the UAE;
- research how to recognize effective performance of principals and their capabilities, now and in the future;
- identify the support mechanisms may be of assistance in developing these capabilities; and
- develop means to bridge the gap between local and international leadership standards.

## Assignment - 1

### 6. Research questions statement

To address the aims the following research questions have been developed:

#### **RQ1. What leadership skills and knowledge do principals need to provide effective leadership in Abu Dhabi schools?**

*RQ1.1 What specific skills and knowledge are required by principals for communicating with staff, parents, students and the community?*

*RQ1.2 What specific skills and knowledge are required by principals for effective management and operation of their school?*

*RQ1.3 How will these skills and knowledge sets change and evolve in the future?*

#### **RQ2. What learning and development programs are required to prepare principals for effective leadership?**

*RQ2.1 What principles underpin guidelines and policies developed to enhance leadership skills?*

*RQ2.2 What challenges (present and future) do principals have in carrying out their roles?*

*RQ2.3 What strategies can be used for principals to become more effective?*

#### **RQ3. How is effective performance of future principals and their capabilities to be recognised now and in the future?**

### 7. Objectives statement

To address the RQ's the following objectives will be undertaken.

1. Undertake a literature review to establish principal knowledge and skills needed for effective leadership in an Abu Dhabi context (RQ1.1 and RQ1.2).
2. Undertake a literature review to identify policy, practises and strategies required for effective principals' leadership (RQ2.1).
3. Audit current leadership requirements (RQ2.3 & RQ3).
4. Collect data using interviews and surveys with educational leaders and principals to explore future leadership needs and requirements. Survey strategies required for future leadership challenges (RQ2.3 & RQ3).

## Assignment - 1

5. Analyse the research data to develop proposed leadership preparation strategies that can be used to develop recommendations to improve secondary school leadership (RQ1 & RQ3).

### **8. Knowledge production statement**

Mode 2 type knowledge production emphasises the following aspects:

- the context in which knowledge is generated and applied;
- the multiple perspectives that heterogeneous professional and social communities bring to the research problem;
- the transdisciplinary nature of the research and its research methodologies; and
- the location of the research in practical problems and issues facing professional and social communities (Jacob, 2000).

This proposed research responds to issues central to the Abu Dhabi educational context. As outlined in the rationale and contextualisation statement, the Abu Dhabi educational system is experiencing continual and rapid change. This is placing pressures on educational leadership. This proposed research has been developed from conversations and discussions that reflect this leadership context. The research is designed to shape and inform this conversation. Not only has the proposed research emerged from this professional community but will be deeply embedded in it (Graham & Smith, 2007). Data will be collected from the community and principals and the results from the study are expected to shape and influence future conversations and discourse. The educational leadership community is small, and bounded by Emirati national identity. The research is framed by this community and seeks to reframe it – a key emphasis of mode 2 knowledge production.

The proposed research seeks to identify possible school futures and then undertake interviews and discussion to elicit principals' visions and expectations of the futures of schooling in Abu Dhabi. It then seeks to align these developments with future leadership requirements to plan for future principal preparation. This approach in the research will involve connecting with multiple perspectives from amongst current principals and education leaders (Gibons, 2001). It follows that the proposed research will proceed in multiple sites and school contexts. The research will synthesise multiple



## **Assignment - 1**

views. As well, the research will incorporate aspects of Emirati educational leadership and develop a fully complex picture of principals' knowledge and skills in their professional context. This close interaction with the profession and its future is a significant element of mode 2 knowledge generation.

Mode 2 knowledge production requires application of transdisciplinary process to the production of knowledge. According to Graham & Smith (2007) 'the first significant attribute of transdisciplinary knowledge production, then, is that it integrates what we presently know as single disciplines. Integration has the effect of combining concepts and methodological approaches so that the separate components are fused into a new whole. The knowledge generated by the new whole is greater than the derivative disciplinary parts'.

This research will synthesise thinking and approaches and knowledge from a number of diverse disciplines. The literature review in Assignments 2 and 3 will identify the disciplinary source of much of current and future knowledge about effective school leadership. However, this disciplinary developed knowledge, will have limited impact in the

Emirati cultural context of effective school leadership in Abu Dhabi. The current research will be transdisciplinary in that it seeks to test out leadership ideas with Emirati principals. This cultural and professional context operates as a lens to define and interpret the meaning of effective leadership practices in an Emirati context for Emirati principals. This cultural context has not been researched previously even though it is the prism through which educational innovations and changes are interpreted and implemented by Emiratis. This transdisciplinary (Nowotny, 2001) focus is expected to promote significantly more professional input and participation in this research than previous research conducted by international non Emirati consultants.

Though concerned with future schooling, the research is located at the core of effective leadership practice in Abu Dhabi schools. It is this leadership practice that has provided the practical problems to be investigated (Nicolescu, 2002), the research methodology which will incorporate the multiple perspectives of the participants and professional community which will and utilise any findings and applications. The approach of seeking to identify futures schooling scenarios and validate these by

## Assignment - 1

seeking the views of the profession will provide new mode 2 knowledge for the professional community.

### 9. References

- Abu Dhabi Education Council (ADEC) (2008). *School Leadership Program*, Team Analysis & Australian Department of Education.
- Fullan, M. (2000). The Three Stories of Education Reform. *Phi Delta Kappan*, 81(8), 581. Retrieved June 24, 2009, <http://www.questia.com/PM.qst?a=o&d=5001203312>
- Fullan, M. (2007), Turnaround Leadership: *Journal of Educational Change*. 8, Number 3, August 2007, pp. 291-294(4) John Wiley & Sons, Inc., Canada.
- Graham, C. & Smith, R. (2007) Learning Management, *Transdisciplinary Knowledge production and learning management*. Smith, R. Lynch, D & Knight, B; Pearson Education Australia, 2007, pp.57-59.
- Gibson, I. W. (2001). 'At the intersection of technology and pedagogy: Considering styles of learning and teaching. *Journal of information technology for teacher education*, 10(1/2), 37-45.
- Hattie, J., 2009. *Visible learning*, a synthesis of over 800 meta-analyses relating to achievement, Routledge, New York, Pp 83-85.
- Jacob, M. (2000). 'Mode 2' in context: The contract researcher, the University and the knowledge society.' In M. Jacob & T. Hellstrom (Eds.), *The future of knowledge production in the academy* (pp. 11-27). Buckingham, UK: Open University Press and The Society for Research into Higher Education.
- Nicolescu, B. (2002). *Manifesto of transdisciplinarity* (K-C. Voss Trans.). Albany, NY: State University of New York Press.
- Nowotny, H, Scott, P, and Gibbons, M 2001, *Re-Thinking Science: Knowledge and the Public in an Age of Uncertainty*, London: Polity Press, UK. Pp 3 & 7.
- WAM, Emirates News Agency, 21 Apr. 2008 Alkhaleej. Roles of Principals, Retrieved June 20, 2009, <http://www.alkhaleej.ae/portal/58f57e3f-e118-4127-96f9-0978e00c1ca9.aspx>

## **Transdisciplinary Research**

## **Table of Contents**

<b>Assignment-2.....</b>	<b>12</b>
<b>1. The Title.....</b>	<b>14</b>
<b>2. Transdisciplinary research in relation to the research problem and research.....</b>	<b>14</b>
<b>3. The transdisciplinary policy and educational context.....</b>	<b>15</b>
<b>4. Sources of the literature and their transdisciplinary nature.....</b>	<b>16</b>
<b>5. Transformational leadership literature.....</b>	<b>17</b>
<b>6. Instructional leadership literature.....</b>	<b>18</b>
<b>7. Applications from business management and organizational theory literature.....</b>	<b>19</b>
<b>8. Transdisciplinary nature of the research topic and questions.....</b>	<b>20</b>
<b>9. References.....</b>	<b>21</b>

## **1. The Title**

Evolving leadership roles of Emirati School Principals: Implications for principal professional development and training: How can Emirati principals be prepared for educational leadership for the Abu Dhabi schools of the future?

## **2. Transdisciplinary research in relation to the research problem and research**

A critical aspect of transdisciplinary research is its subjectivity. According to Graham & Smith (2007) ‘ The third significant attribute of transdisciplinary knowledge production is that it combines subjective intuition and objective research such that individuals are able to articulate their role in solving the problems of a complex society’.

This aspect of transdisciplinary research is most appropriate when approaching research where the researcher is located in a professional community. Furthermore this educational leadership community in Abu Dhabi has jointly developed the research problem with the researcher. As well this educational leadership community will be responsible for the conversations that will develop research solutions that the community will implement to overcome leadership challenges. In this way ‘Transdisciplinary has the potential by way of reflexivity (thinking back on what has been learned) to integrate the individual into the research process and thereby create a better society’ (Graham & Smith, 2007).

Transdisciplinary research also develops frameworks that assist in integrating knowledge from a variety of disciplines. This integration is more likely then to inform multi layered responses to complex professional problems. In particular, the transdisciplinary approach assists in the development of connections and links between the discipline based research. It these connections and links, that provide more practical frameworks for problem solution and resolution.

Transdisciplinary approaches to research emphasis a futures orientation because they incorporate unpredictability. Because they integrate the multiple agendas represented

by various disciplines they provide new perspectives on future knowledge production. This research emphasizes a future orientation in developing research on future developments in schooling and the attendant educational leadership requirements of the future.

To identify the transdisciplinary nature of the research an extensive literature review was completed. This literature review attempts to identify the disciplinary sources of the literature and its transdisciplinary nature.

### **3. The transdisciplinary policy and educational context**

The policy and educational context of the research presents a complex and multi dimensional transdisciplinary research problem that is not amenable to single discipline solution.

This research project's focus is to provide research that can ultimately enhance the leadership skills of principals in Abu Dhabi public schools. The Abu Dhabi education system is presently undergoing rapid and wide ranging change and development (Abu Dhabi Council 2007). A national goal of Abu Dhabi schools is to achieve international standards (ADEC, 2008). In this respect principals will need to both guide school reform and innovation and manage dynamic schools. These two objectives of educational leadership are contrasted in the literature on educational leadership. This literature review will consider the context of the research project and report on research about how school leaders, specifically principals can build essential leadership capacity that supports school success and student achievement in a rapidly changing education system for the future. This futures component of the research will require a transdisciplinary approach to the research problem and its solution.

As well, the Emirati context of effective leadership is critical to the research problem. The research will be examining effective leadership in Emirati schools by Emirati principals. Effective leadership in this context is a complex and multi dimensional construct underpinned by a strong Emirati culture that has yet to be explicated in the literature. As a result the research question and problem has a significant transdisciplinarity.

#### **4. Sources of the literature and their transdisciplinary nature**

The research literature has been developed from four different disciplines and paradigmatic approaches. The literature then reflects the ways that different discipline researchers have approached the problem of effective leadership.

These paradigms include a transformational approach to leadership best reflected in the research of Fullan (2000, 2003, 2007). His approach reflects insights from research on leadership conducted at the Ontario Institute of Education in Canada.

Another approach concerns instructional leadership aimed at developing a positive learning environment and promoting the schools ability to achieve student learning. This approach is best reflected in the research of (Lapointe & Davis, 2005). This research has evolved into the development of leadership standards and frameworks (Gaynor, 1998). That alerts principals to key aspects of leadership concerned with student's achievements and instructional strategies.

Another approach to the area of effective educational leadership has been to apply insights from business management and organizational theory to the tasks of leadership in education. Key proponents of this approach include Covey (2001) and others (The Lewis College, 2007). A feature of this research approach is to identify the personal attributes of educational leaders that correlate with effective leadership. There is a large corpus of research that focuses on this approach to educational leadership.

The final paradigm reflects the policy context of leading schools and educational systems (OECD, 2008). Leadership is a critical factor in any educational system and there is a considerable body of research that reports on leadership policies, leadership training and leadership evaluation. Currently, an OECD (2009) study into effective leadership practices is challenging policy makers to develop new approaches to conceptualizing effective school leadership. A new way understanding the issues in effective leadership has been developed out of this policy oriented approach to researching effective leadership. In 2001 the OCED published materials on the future of schooling which sought to explore possible shapes of the future school and its implications for school leadership (OCED, 2008).

Common to all the above approaches in the literature is consistent use of case study and evaluation methodologies from a qualitative perspective. Also common have been lighthouse and case studies of inspirational leadership. These multiple paradigms contain varied shared understandings and widely different research questions and

## Assignment-2

methodologies that reflect the vision of educational leadership from each paradigm. Despite sharing common understandings and methodologies the literature reveals that the research has been very discipline based. These disciplines have informed policy and practice in western nations, but the cultural context of Emirati educational leadership will require integration of these separate disciplinary approaches to develop frameworks to guide policy and practice in Abu Dhabi.

The following sections provide more detail on the impact on policy and practice of each disciplinary approach to effective leadership.

### **5. Transformational leadership literature**

Transformational leadership is the current frame guiding research and thinking into providing educational leadership that assist schools to respond to the external educational environment, and manage schools to meet new challenges and introduce innovation and change (Covrig, 2000). The work by Fullan (2000, 2003, 2006) on school leadership dominates the literature. As well, Fullan's leadership and principals training materials dominate principal preparation professional learning and training.

Fullan's (2000) research identifies leadership as being one of the most important factors improving schools and overcoming common problems schools face, such as reducing the gap between high and low performance of students and enhancing student achievement.

According to Fullan (2000, 2003, 2006) educational change requires schools to develop shared meanings. This leadership function focuses on relating meanings together in an interrelated web that is based on values and relations in the context of the school. This priority in leadership reflects a transformational approach (Caldwell, 2006) to leading schools. It specifically addresses the role of change in schools. In the Fullan inspired literature, change is constant. Furthermore change is an uncertain balance between stability and excitement where all educational partners need be totally involved.

Fullan's research acknowledges that for effective change to occur the following processes must be followed:

- Teachers must own the changes in the three areas of teaching skills, classroom climate, and professional characteristics.
- The principal's must lead transformational improvement.
- The students should be heard and have a voice, their opinion counts.



## Assignment-2

- Regional support must assist the school towards change.
- Educational consultants can support needed strategies to implement change.
- Parents and the community must be involved.
- Governments and their good systems and authority.

These points are often referred to as the seven principles of school leadership.

Fullan also discussed ways to attract teachers into teaching, outlined necessary teacher professional development; and stresses the importance of collaboration, communication and looking outward in forming and modeling successful innovative teachers.

Finally Fullan (2001) recommended six messages about change which guide most educational leaders in preparing to implement changes. These are

- If people cannot find meaning in any reform it cannot have an impact.
- Existing strategies will not get us to where we want to go.
- Although short-term gains can be achieved by standards based reform it is deadly if the conclusion is that schools should do more of the same.
- The 'learning organisation/community' is more than a cliché.
- We need to consider the collective good.
- We have to learn to live with change.

It follows from the above that Fullan's research is important because Emirati principals are faced with constant change due to the rapid evolution of the school system. However, school change in an Emirati school context will require an extension of Fullan's approach to take into account the cultural aspects of school leadership in Abu Dhabi.

### **6. Instructional leadership literature**

There is a significant literature on instructional leadership. This literature focuses the role of the principal managing the school and enhancing student learning outcomes within the parameters and structure of the educational system (Mohajeran & Ghaleei, 2008).

An extension of this approach to effective leadership in the current literature is the development of a worldwide leadership standards and frameworks movement. Guidelines and frameworks for leadership/principal roles have been developed in most OECD nations (OECD, 2008). These standards and frameworks have often been developed by principals' themselves

through their principals' associations. The standards and frameworks are based on current best practice in effective leadership. They are there used to both guide the preparation of new principal; evaluation principal performance and defined effective leaderships (Ambach, 2006).

Some education systems have established institutions to train and develop school leaders. Examples include the National College for School Leadership in England, the Australian Leadership Academy and the proposed Victorian Institute of Education Leadership (ACED, 2009). The work of these leadership academies is often developed around applying the leadership standards and framework developed by the educational leadership profession.

Transformational and instructional leadership have been contrasted the literature and proceed from different research paradigms. This limits their application to the Abu Dhabi context because the UAE is undergoing educational expansion, change and development at a very rapid rate (Policy Agenda 2007-2008). Effective leadership in Abu Dhabi will require significant development of both instructional and transformational leadership capacities.

In this context recent research by Hattie (2009) provides evidence of the relative importance of both leadership approaches in relation to student achievement. Hattie (2009) reported a number of meta-analyses studies which attempted to measure the impact of instructional and transformational leadership styles on student achievement. Hattie (2009) concluded "It is school leaders who promote challenging goals, and then establish safe environments for teachers to critique, question, and support other teachers to reach these goals together that have most effect on student outcomes. School leaders who focus on students' achievement and instructional strategies are the most effective"p83. Although this conclusion strongly supported instructional approaches, the dynamic Abu Dhabi education system must support transformational leadership.

## **7. Applications from business management and organizational theory literature**

The extensive literature on business management and organizational theory has also been applied to the problems of effective educational leadership. Research by Covey (2001) and Handy and Aitkin (1986) for example, have assisted educators to identify key elements in

the personal attributes of leaders and in the structure of the educational organization that influence effective leadership. Although important in the literature this approach to effective leadership is limited in the Abu Dhabi context. The rapid pace of change and Emiratisation of the principalship have focused attention on transformational and instructional leadership approaches to overcome the challenges that will occur in the schools of the future.

Sutton & Konzelmann, (2000) in an example from this paradigm articulated an approach to the operation and management of businesses that addresses ways to more effectively engage the leaders (managers) with their staff. This approach – closing the knowing-doing gap does have application to school leadership and management in the Abu Dhabi context.

## **8. Transdisciplinary nature of the research topic and questions**

The review of literature shows that the research field is dominated by long standing disciplinary research focused around transformational and instructional leadership, and application of business management and organizational behavior approaches. However, my research problem and the entire area of effective leadership transcends these discipline focused approaches. It will require the interpretation of current disciplinary approaches to effective leadership from an Emirati cultural perspective. This will require an exploration of effective leadership for the evolving educational system and leadership challenges in Abu Dhabi schools. The transdisciplinary approach has yet to be developed in the literature. My research will address this lack of research that proceeds from a transdisciplinary focus.

Recent literature on the development of leadership standards and leadership academies from the policy literature (discussed in assignment 3 in the gaps in the literature) can act as a guide to effective leadership practice and offers some promising new ideas. However, leadership standards are highly contextual and reflect the cultural context of their creation. My research will contextualize this research in the process of developing a transdisciplinary approach.

My research will develop a transdisciplinary extension of OECD policy research and research publications (2001, 2008) that is outlined in Assignment 3. This OECD research investigated schooling futures in the OECD nations. In 2004 a number of researchers (Coogan & Baumgart, 2003) extended this research by exploring these OECD developed futures with the school leaders. The insights from this research is intended to provide a platform for developing a transdisciplinary approach in my own research

## 9. References

- Abu Dhabi Education Council (ADEC) (2008). *School Leadership Program*, Team Analysis & Australian Department of Education; Abu Dhabi : ADEC
- Ambach, G. (2006). Leadership Education for the 'Fortune 300' of Education: To Generate Investment in Executive Development, We Must Focus Efforts on Leaders Who Are Serving the Highest Concentration of Low-Performing Students and on Leaders of a New 'Federal' Partnership for Education, Mr. Ambach Avers. *Phi Delta Kappan*, 87(7), Pp 519. Retrieved June 25, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5015361135>
- Caldwell, B. J. (2006). *Re-imagining Educational Leadership*: Camberwell, Victoria: Australia Council for Educational Research.
- Cogan and Baumgart (2003). *Schooling for Tomorrow, View of Educators and Policy Makers in the Asia-Pacific Region Towards Schooling for the Future*: Survey Findings, Futureoscope, Poitiers, France, 12th-14th February 2003.
- Covey, S. (2001). "The 7 Habits" 11 years later: Applying the habits in a technological world. *Management Quarterly*, 42(1), 2+. Retrieved June 24, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5002434127>
- Covrig, D. M. (2000). The organizational context of moral dilemmas: The role of moral leadership in administration in making and breaking dilemmas. *Journal of Leadership Studies*, 7(1), p 40. Retrieved June 24, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5001777648>
- Fullan, M. (2000). The three stories of education reform. *Phi Delta Kappan*, 81(8), Pp581. Retrieved June 24, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5001203312>

- Fullan, M. (2001) *Partners in learning, learning to lead change: building system capacity leadership for change library*, Retrieved June 25,2009, [http://www.michaelfullan.ca/resource\\_assets/ms\\_annotations/fullan1.pdf](http://www.michaelfullan.ca/resource_assets/ms_annotations/fullan1.pdf)
- Fullan, M. (2003). *Change forces with a vengeance*. London: RoutledgeFalmer. Retrieved July 2, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=108047719>
- Fullan, M. (2006, November). Leading professional learning: think 'system' and not 'individual school' if the goal is to fundamentally change the culture of schools. *School Administrator*, p 63, 10+. Retrieved July 1, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5018123321>
- Fullan, M. (2007), Turnaround leadership: *Journal of Educational Change*, 8(3), pp. 291-294(4).
- Gaynor, A. K. (1998). *Analyzing Problems in Schools and School Systems: A Theoretical Approach*. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved June 25, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=13647832>
- Graham, C. & Smith, R. (2007) Learning Management , *Transdisciplinary Knowledge production and learning management*. In R Smith, D Lynch & B Knight; Pearson Education Australia, 2007, pp.57-59.
- Handy, C. and Aitkin, R. (1986), *Understanding schools as organisations*. London: Penguin.
- Hattie.J, (2009), *Visible Learning, Principals and school leaders*: New York, Routledge
- Lapointe, M., & Davis, S. H. (2006, September/October). Effective Schools Require Effective Principals: A Study of Professional Development for Principals Offers These Findings about the Qualities and Impact of Strong Programs. *Leadership*, 36, 16+. Retrieved June 25, 2009, from Questia database:

## Assignment-2

<http://www.questia.com/PM.qst?a=o&d=5028550513>

Mohajeran and Ghaleei, 2008, Principal role and school structure, *International Journal of Social Sciences*, <http://www.waset.org/ijss/v3/v3-1-7.pdf>

The Lewis College. (2007, November 6). Manila Bulletin, p. NA. Retrieved June 25, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5023722322>

OECD, 2009, *Creating Effective Teaching and Learning Environments: First results from the OECD Teaching and Learning Survey*" Retrieved 10 August 2008, from [http://www.oecd.org/document/0/0,3343,en\\_2649\\_39263231\\_38052160\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/0/0,3343,en_2649_39263231_38052160_1_1_1_1,00.html)

OECD, 2008, *improving school leadership activity*, Education and training policy division, Retrieved 10 Jun 2009, from [www.oecd.org/edu/schoolleadership](http://www.oecd.org/edu/schoolleadership)

Abu Dhabi Council (2007). *Policy Agenda 2007-2008, The Emirate of Abu Dhabi*, Retrieved 10 August 2008, from [http://www.abudhabi.ae/egovPoolPortal\\_WAR/ShowPropertyServlet?nodePath=%2FAdsic+Repository%2FSites%2FPortal%2FContent%2FADSIC%2FEN%2FStandardDocuments%2FDownloads%2Fpolicy-agenda-2007-08%2Fpdf%2F%2Fcm%3Adata](http://www.abudhabi.ae/egovPoolPortal_WAR/ShowPropertyServlet?nodePath=%2FAdsic+Repository%2FSites%2FPortal%2FContent%2FADSIC%2FEN%2FStandardDocuments%2FDownloads%2Fpolicy-agenda-2007-08%2Fpdf%2F%2Fcm%3Adata),

Sutton, C. L., & Konzelmann, S. J. (2000). Self-managed teams in the steel industry: An Interview with John Selky. *Journal of Leadership Studies*, 7(2), p96. Retrieved July 1, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5001778467>

## **Applied Research**

## Assignment - 3

### **Table of Contents**

Assignment-3 .....	24
1. Conclusions from the literature review .....	26
2. Exploring gaps in the literature .....	27
3. Benefit of the proposed research .....	28
4. References .....	30



## **1. Conclusions from the literature review**

In Assignment 2 a substantial literature review was provided. This literature review documented the relatively disparate literature from a number of disciplines and paradigms.

The review of the literature suggests:

- There is a gap in the literature concerning research on principal roles and leadership. This is particularly the case for Abu Dhabi;
- A number of paradigms can be used to consider and describe principal roles and effective leadership;
- In Abu Dhabi the principal needs to undertake transformational and managerial/ instructional roles simultaneously;
- The importance of understanding and knowledge concerning future direction of schooling (OECD, 2006) is essential in formulating policy and guidelines for effective principal roles in future schools and for addressing current problems and issues;
- It is possible to document the roles of principals that are needed for effective leadership (Fullan, 2003);
- For schools to operate effectively and efficiently and to meet objectives, strong leadership is required by the principal (Fullan, 2006); and
- Student outcomes from schooling depend on principal's actions (Hattie, 2009).

The review of the literature identified a futures focused study that can be adapted for an Emirate leadership context. The work by Cogan et al (2003) will be used to form the transdisciplinary basis for the development of a research methodology that is future focused, reflects the community of practice and provides a way of exploring effective leadership for Emirati principals.

The research methodology is intended to use surveys and interview schedules about future scenarios for schooling to be used with principals and ADEC officials to ascertain their perceptions about the future development of the school system in Abu Dhabi and how these developments align with effective leadership.

### Assignment - 3

This futures focused research that includes the community of leadership practice can be used as a basis to develop a culturally sensitive policy and staff development program for principal more effectively manage the schools of the future.

## **2. Exploring gaps in the literature**

The literature review revealed a way of approaching evolving principal leadership requirements is the futures schooling research that has been established by the OECD (2001, 2008). This research concerns a vision of schools for the future, commencing with a report on the shape of the schools for the future. This approach has encouraged educators to undertake futures oriented thinking about the likely shape of tomorrow's schools. A future vision of schools can be backward mapped to identify key system leadership requirements for the principals and educational leadership learning. This will be thrust of my research proposal.

The OECD report was followed by a futures policy framework in 2001. In 2004, a futures focused principal training program was established by the OECD (2006), and a special future thinking in action professional learning program, was developed for principals training to meet the requirements of school of the future. Beginning in 2006 an extensive international evaluation of the schools of the future was conducted and published a 2006 edition of the International Journal of Education Research. This research explored school futures, and the implications of changes in schooling on leadership roles, in a special issue of this journal. This research locates principal's preparation and training as responding to the rapid and wide ranging social changes that increasingly influence school, through rapid development of new school policies following the above development. In 2008 the OECD developed a major policy study on effective school leadership that drew on the earlier research undertaken on schooling for the future

Cogan (2002) and his team of researchers are recognized for their international research on futures schooling in different countries. Cogan & Baumgart (2003) and others such as Harris (2006) applied the schooling futures scenarios developed by OECD/CERI (2001) Schooling for Tomorrow project. They presented some key findings on the views expressed by educational leaders in the Asia-Pacific region concerning the likelihood and desirability of the different future schooling scenarios and outlined the next phase of the research that will follow up the survey with detailed interviews. Six scenarios were developed; the purpose of them was to sharpen understanding of how schooling might develop in the years to come and the

potential role of policy to help shape these futures. The scenarios were developed taking into consideration many aspects such as future attitudes, expectations, political support, goals, functions, teaching force, geo-political dimension, organizations and structures.

Based on the above survey, the results were analyzed to study the different factors that influenced such a selection of school scenarios. The next phase of this critical study was a series of interviews with educational leaders and principals in the Asia-Pacific region due to be completed in 2009.

This research identified not only the future shape of schooling but also the implication of these schooling futures for effective school leadership. This literature and its approach are highly applicable to the dynamic and rapidly changing Abu Dhabi educational system. Currently there has been no application of the Cogan (2003) and OECD (2001) in a UAE or even wider Arabic or Gulf Cooperation Council context. This gap in the literature can be overcome by this study. This research is also significant for Emirati principals in Abu Dhabi and UAE who not only work in rapidly changing schools, but with a multi cultural and diverse teaching force, from different cultures and backgrounds from different Arab countries (and now many non-Arab countries) which are also undergoing rapid change themselves.

Finally, all of the above studies also suggest that effective school management in Abu Dhabi also requires significant instructional leadership to meet the needs of parents and students in a transformational context where the system and its teaching force are undergoing rapid change.

### **3. Benefit of the proposed research**

The research will represent a major contribution to the efforts to find strategies to develop leadership roles of school principals in Abu Dhabi. Currently there is no Abu Dhabi sourced study of school principal leadership. One study has been conducted on principal leadership characteristics by an international consulting group (ADEC, 2008). This study was a limited cross sectional study located in a fixed time frame.

In this context the research is framed by previous investigations by the Abu Dhabi Education Council (ADEC). These investigations have revealed that many principals do not have the appropriate academic qualification level. As well, the pace of reform and change requires principals' knowledge and skills to be enhanced. Principals report that they are experiencing problems in communicating with their staff and parents (ADEC, 2008).

### Assignment - 3

As a consequence of these issues the following problems have arisen:

1. Principals are reporting difficulties in problems in implementing ADEC directives and initiatives;
2. Schools are experiencing increased behavioral and learning problems;
3. Difficulties in ADEC schools are encouraging a drift of students into the private sector; and
4. School evaluation reports negative student perception of the educational experience.

The proposed research will develop a significant futures orientation, link leadership capacities to projected changes in the educational system and identify leadership challenges and skills required and how to meet them.

A major benefit of this research will be to locate conversations about addressing these challenges within the Abu Dhabi community of educational leaders. This can enhance the ability of this community to develop structure that can improve the ability to enhance research and policy.

Another significant benefit of the study will be greater understanding of aspects of Emirati leadership in an Emirati educational context. This research is important for the ADEC as it can be used to solve leadership problems and develop the leadership skills of principals. This will be a significant benefit as it will assist principals to enhance their performance improve their leadership capacities.

A critical benefit of the proposed research arises from the fact that it will be the first of its nature to be carried out with educational leaders in Abu Dhabi. As a result it will shape and develop the research landscape and provide a platform for future researchers to build on.

## Assignment-3

### 4. References

- Abu Dhabi Education Council (ADEC) (2008). *School Leadership Program*, Team Analysis & Australian Department of Education; Abu Dhabi : ADEC
- Cogan, B. (2002). *Educational policy and administration*, Retrieved July 1, 2009  
<http://www.cehd.umn.edu/EDPA/People/Cogan.html>
- Cogan, B and Baumgart. L (2003). *Schooling for tomorrow, View of Educators and Policy Makers in the Asia-Pacific Region Towards Schooling for the Future: Survey Findings*, Futureosope, Poitiers, France, 12th-14th February 2003.
- Fullan, M. (2003). *Change forces with a vengeance*. London: RoutledgeFalmer. Retrieved July 2, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=108047719>
- Fullan, M. (2006). Leading professional learning: think 'system' and not 'individual school' if the goal is to fundamentally change the culture of schools. *School Administrator*, p 63, 10+. Retrieved July 1, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5018123321>
- Harris, G. (2006). *Future scenarios*, Retrieved 2 July, 2009 from  
[http://www.teacherqualitytoolbox.eu/toolbox/future\\_scenarios](http://www.teacherqualitytoolbox.eu/toolbox/future_scenarios)
- Hattie.J, (2009), *Visible learning, principals and school leaders*. New York: Routledge .
- OECD, (2001), *Education policy analysis*, Retrieved 10 August 2008, from  
[http://www.oecd.org/document/1/0,3343,en\\_2649\\_34487\\_1924161\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/1/0,3343,en_2649_34487_1924161_1_1_1_1,00.html)
- OECD, (2006), *Education at a glance*, Retrieved 2 July, 2009 from  
<http://www.oecd.org/dataoecd/32/0/37393408.pdf>

Assignment- 4

**Futures Dimension**

## **Table of Contents**

Assignment- 4 .....	31
1. Introduction.....	33
2. Scenario Planning .....	33
3. Conclusion .....	39
4. References.....	40

## **1. Introduction**

This present assignment aims at further developing understandings of and guidelines for designing and conducting scenarios to effectively influence policy for sustainable schools principals' effective leadership training. This is a futures oriented problem. This assignment will report on different futures scenarios in order to identify the "robust" strategy scenario, so as to assist in making better decisions which may lead to better performance of principals.

## **2. Scenario Planning**

Scenario planning, or scenario thinking, is a strategic planning tool used to make flexible long-term plans. Scenarios provide alternative views of the future. They identify some significant events, main actors and their motivations, and they convey different perspectives on how the world functions. Building and using scenarios can help secondary school principals at Abu Dhabi explore how they might face the future (Wilkinson, 2008).

The project will research schools of the future and how schooling will develop in the future in Abu Dhabi. Possible schooling scenarios will be presented to educational and principals in *meeshawrat* and other Emirati leadership formats, and research will identify the consensus among leaders about future changes and their implications for effective leadership training and preparation going forward.

In this context it will be worth identifying some current changes in the leadership context of Abu Dhabi schools to explore future trends (Neville Freeman Agency, 2008). These changes include;

- Emiratisation has encouraged more Emirati teachers to become principals.

Many of these new Emirati principals are young and relatively inexperienced. This trend is likely to continue as more and more Emiratis assume leadership roles in the education system;

- Developing new incentive structures to reward principals who display effective leadership. This policy was implemented in 2002 as part of the 2020 Education strategy;



## Assignment- 4

- Movement towards more self managed schools that allows principals to play a greater role in developing the vision of the school and allocating resources to achieve this vision. This process is increasing the scope of educational leadership, the role of the principal and the importance of their leadership;
- Emphasis in principal training around supporting staff and leading staff and instructional leadership. This development is emphasizing a new role for principals to play; and
- More recently a new trend has emerged, appointment of external expert advisors with significant leadership experience from outside Abu Dhabi to assist Emirati principals. This connection with outside leaders is developing new ideas on the best way to be an effective educational leader in Abu Dhabi; and
- ADEC itself is developing new capacities to support educational leaders and train them.

All these trends are likely to continue and can be extrapolated into the future. A number of these extrapolated trends can be used to develop potential scenarios to explore possible futures for the context of my research and its application to future effective leadership preparation. The factors underpinning the scenarios are:

- 1- The level of ADEC incentives for principals to enhance their performance and skills;
- 2- Principal's readiness to embrace change and innovate in the school;
- 3- Principal's capacity to participate in learning and professional development;
- 4- Principal's capacities to adhere to and implement ADEC policies; and
- 5- The capacity of leadership training and preparation to be owned by the principals and be core to their leadership tasks.

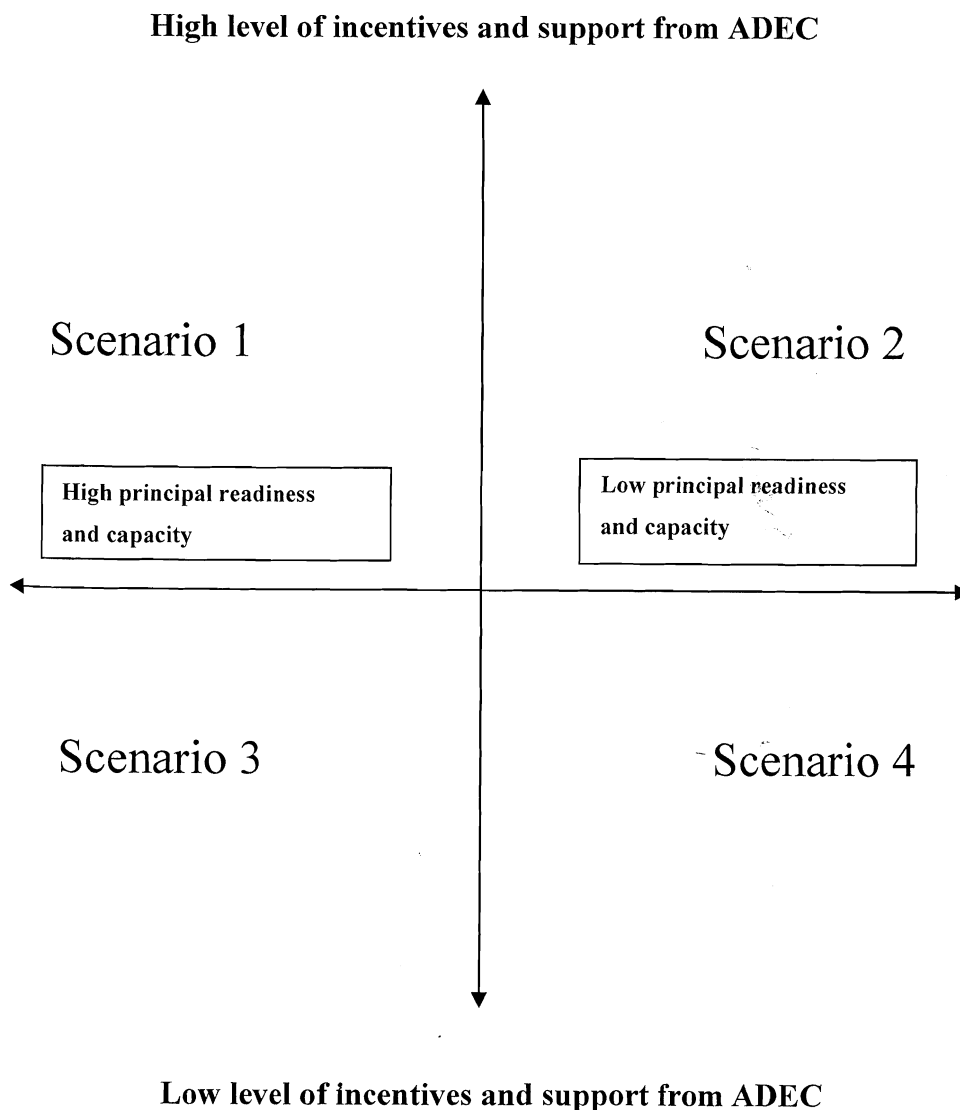
It is also wise to note that the Abu Dhabi education system is undergoing rapid change and development. Changes in society including; rising wealth; new emphases on Emirati culture and shared understandings; the rise of the private education sector dominated by expatriate teachers; and demographic changes in the Emirati and non Emirati population. These changes will influence schools in the future and challenge effective school leadership practices in the future.

Future scenarios that will impact on the application and importance of my research can be built on the interaction between the factors influencing effective leadership identified above. The scenarios are developed around the interaction between the ADEC incentives for principals to be more effective leaders and the capacity of leaders to benefit from instructional

## Assignment- 4

and transformational leadership preparation. Four scenarios can be ascertained from such interactions

1. High level incentives and support from ADEC in addition to high level of principals' capacity to benefit from training and professional learning
2. High levels of incentives and support from ADEC with low levels of principals' capacity to benefit from training and professional learning.
3. Low level of incentives and support from ADEC in addition to high level of principals' capacity to benefit from training and professional learning.
4. Low level of incentives and support from ADEC in addition to low levels of principals' capacity to benefit from training and professional learning.



## Assignment- 4

### **Scenario 1**

- Advanced access to high level effective leadership training and support
- High level access to principal mentors and international advisors
- High support through the Mowajah
- Promotion to attractive schools
- High performance evaluation standards achievement
- Strong Linkage between system (ADEC) and school strategic plan
- Achievement High academic achievement levels
- Cooperation of parents with the school

### **Scenario 2**

- Advanced access to effective leadership training but little impact on practice
- Inability to utilize expert advisors
- Support of Mowajah ineffective
- Weak linkage between system (ADEC) and school strategic plan
- The spread of negative practices among students
- Lack of improvement in educational standards

### **Scenario 3**

- Principal training and leadership needs not met
- Principals make progress in using expertise but the expertise is withdrawn
- Principals implement strategic plans without system direction
- System increase in variability of student results as certain principals follow result enhancement practices, the system does not build on these individual, school practices
- Lack of investment in system best practice, individual schools vary in leadership practices
- Sustainable learning environments not created system wide
- Competition with private sector, high quality Emirati principals leave to work in private sector

### **Scenario 4**

- Limited access to effective leadership training and little impact on practice
- Expert advisors and training ineffective and not supported
- Support of Mowajah ineffective, Mowajah lose ability to support weak principals
- Lack of linkage between system (ADEC) and school strategic plan
- The spread of negative practices among students
- Decline in educational standards and student achievement
- Spreading of and negative behaviors in schools
- High staff and principal turnover, shortage of Emirati principals

### **2.1 High level incentives and support from ADEC in addition to high level of principals capacity to benefit from training and professional learning**

This is the best case scenario. ADEC was established in 2006 to establish an educational system management and leadership function, to improve the Government school system. This research topic has been jointly developed with ADEC to develop principal training for effective leadership across all the schools that comprise the Abu Dhabi school system. In 2008 ADEC is implementing a new school curriculum.

Although desirable and the best case scenario, this is also an unlikely scenario. This is because the process of Emiratization has involved rapid promotion of principals who need to upgrade their qualifications and improve their leadership skills. This research is one of the first initiatives to develop an overview of principals training and professional learning to improve effective leadership. It arises out of the current difficulties that principals are reporting. Many principals are not yet ready for advanced training and leadership learning.

ADEC is providing system wide investment in principals training and access to advanced professional preparation but the system is relatively new and at the moment many principals do not have the capacity to take advantage of the access and leadership training being developed. This explains the wide variation in school and principals' performance in a context where ADEC is investing heavily in system wide leadership initiatives.

### **2.2 High levels of incentives and support from ADEC with low levels of principals' capacity to benefit from training and professional learning.**

In such a scenario, there is a willingness from ADEC to give high support level to schools but principals are not willing or able to grasp the chance to use this support for improving the outcomes of their schools. In many ways this is the current scenario where ADEC is investing heavily in the new education system but many principals lack capacity to take advantage of these professional learning opportunities and improve their educational leadership to advance the school's outcomes.

## Assignment- 4

ADEC was only established in 2006, in part, to overcome some of the challenges created from the first round of Emiratisation, which promoted so many new principals. It is difficult to see this situation changing in the next 5-10 year medium term. So this is the most likely scenario going forward.

One of the problems created by this scenario is great variability in school leadership, school outcomes and student behavior. This research is aimed at overcoming this challenge and assisting the educational system in Abu Dhabi to meet this most likely outcome.

### **2.3 Low level of incentives and support from ADEC in addition to high level of principals' capacity to benefit from training and professional learning.**

This is the scenario that confronted the Abu Dhabi education system prior to the establishment of ADEC in 2006. Principals training and leadership needs were not being met. Some principals were leading and managing schools well but they were in a minority and the education system was not able to benefit from their best practice. *Mowajah* had few resources for principal professional learning and many principals were leaving the educational system.

Sustainable learning environments were not being created and system inequity was growing. All these problems accentuated the drift of students from government to private schools. These problems brought into question the Government's key policy aim and practice of Emiratisation.

This is not a likely scenario for the future as ADEC is investing heavily and is likely to continue to do so.

**2.4 Low level of incentives and support from ADEC in addition to low levels of principals' capacity to benefit from training and professional learning.**

This scenario is considered the worst among all scenarios, where no real support is being provided by ADEC and at the same time, principals are unable to engage in professional learning. However, it is an unlikely scenario given the way that ADEC is currently developing a system wide approach to principal training and continuing to invest in principals in an attempt to improve the outcomes of the education system.

Scenario four in some ways reflects the Abu Dhabi education system of five years ago when there was limited access to effective leadership training and little impact on practice, little linkage between system and school strategic planning and concern about low educational standards.

**3. Conclusion**

The most likely scenario for the future facing my research is scenario 2, an extrapolation from the current situation facing ADEC and our school system. The best case scenario will be scenario 1. This scenario will be more likely if my research can assist in developing professional learning for principals so that they may increase their readiness and capacity to engage in further professional learning.

4. **References**

Wilkinson. L. (1995). *How to build scenarios*. Hotwired, retrieved 2 July,2009 from [http://www.knightdigitalmediacenter.org/images/uploads/How\\_to\\_Build\\_Scenarios.pdf](http://www.knightdigitalmediacenter.org/images/uploads/How_to_Build_Scenarios.pdf).

Neville Freeman Agency (2008). *Teaching for uncertain futures*. Canberra: Teaching Australia.

## Research Method



## Assignment - 5

### **Table of Contents**

Assignment- 5 .....	41
Introduction and the research problem.....	43
Part A .....	44
1. Central concept to be explored. Scope and limitations of the study. ....	44
2. Methodology .....	46
Part B.....	49
Case Study1 .....	49
Case Study2.....	50
References .....	53

### **Introduction and the research problem**

This assignment presents details of the proposal research design and methodology to be used to explore the topic title '*Evolving leadership roles of Emirati School Principals: Implications for principal professional development and training*'. The United Arab Emirates (UAE) is experiencing rapid and accelerated change in education. Compared to educational change in other countries, in the UAE years of change are being compressed into months of reform. The UAE is wishing to invest heavily in education to develop the human capital of its people. It also wishes to become the cultural and educational centre of the Arab world. This investment extends to an extensive infrastructure and building plan including, new schools, university precincts and complexes and provision of ICT hardware and software for teaching and learning purposes.

It is well documented in the research literature that effective principals are strong educators; anchor their work in central issues of learning and teaching; and are able to undertake continuous school improvement (Caldwell, 2006). In the Emirati context, principals are also the guardians of their rich and traditional culture. It follows that Emirati principals use Emirati cultural understandings in communicating with parents, managing the school community and representing and reflecting key aspects Abu Dhabi's emirate society.

As well as meeting Emirati cultural requirements Emirati principals also need to lead their schools through the goal-setting process in which student achievement data is analysed, improvement areas are identified and actions for change are initiated. This requires principals to work collaboratively with staff and school community to identify discrepancies between current and desired outcomes, and setting and prioritizing goals to help close the gap.

Investigations by the Abu Dhabi Education Council (ADEC, 2008), has revealed that many principals do not have the appropriate academic qualification level. As well, the pace of reform and change requires principals' knowledge and skills to be enhanced. Principals report that they are experiencing problems in communicating with their staff and parents.

## **Assignment - 5**

As a consequence of these issues the following problems have arisen:

1. Principals are reporting difficulties in problems in implementing ADEC directives and initiatives, especially the Emiratisation initiative;
2. Schools are experiencing increased behavioural and learning problems;
3. Difficulties in government schools are encouraging a drift of students into the private sector; and
4. School evaluations report negative student perception of the educational experience.

This research intends to identify and examine the factors and issues that influence principals in their performance in leading their schools in the new context of less management control from ADEC, less support for principals from supervisors of principals and the Ministry of Education, increased conflict within schools that are poorly managed; and reduced interaction with local school communities (ADEC,2008).

The research will focus on the development of new strategies and guidelines for principals to meet their learning needs. These strategies will be developed through an analysis of future schooling in the UAE and the new knowledge and skills that principals will need to lead them.

This assignment contains two parts

PART A: Proposed Research Design and Methodology.

PART B: Case Studies of similar studies.

### **Part A**

#### **1. Central concept to be explored. Scope and limitations of the study.**

##### **1.1 Central concepts to be explored**

The central concepts in the proposed research concerns:

- Effective leadership in Emirati schools; and
- Effective leadership requirements in the future.

## Assignment - 5

The literature review has documented the relatively disparate literature from a number of disciplines and paradigms. The nature of the literature and its multi paradigm research base is transdisciplinary.

The review of the literature suggest

- There is a gap in the literature concerning research on principals' roles and leadership. This is particularly the case for Abu Dhabi.
- A number of paradigms can be used to consider and describe principal roles and leadership. In Abu Dhabi the principal needs to undertake transformational and managerial/ instructional roles simultaneously (ADEC, 2008). But this must be undertaken within Emirati leadership conventions that emphasize shared problem solving in a process termed *meeshawrat*. *Meeshawrat* refers to the way that Emirati principals share solutions to problems by pooling resources. This is strong leadership convention in Abu Dhabi and the UAE. However, this process is challenged in an environment of constant change.
- The importance of understanding and knowledge concerning future direction of schooling (OECD, 2006) is essential in formulating policy and guidelines for effective principal roles in future schools and for addressing current problems and issues.
- It is possible to document the roles of principals that are needed for effective leadership (Fullan, 2003).
- For schools to operate effectively and efficiently and to meet objectives, strong leadership is required by the principal (Fullan, 2006).
- Student outcomes from schooling depend on principal's actions (Hattie, 2009).

The proposal research will be confined the Abu Dhabi-UAE and especially to public schools. The limitations of the research will be as follows

### **1.2 Scope and limitation of the research**

The sample will be a group of approximately 50 school principals and 10 administration supervisors (who have experience in school leadership and principal supervision) who come together for *Meeshawrat*. In such groups principals identify their leadership problems, give advice to other principals and share resources to overcome the problems identified. Typical problems shared in *Meeshawrat* include principal self reporting of leadership conflicts, below average educational results of the students, lack of professional development programs. The selection criteria will identify approximately 5 *Meeshawrat*

## Assignment - 5

groups who are experiencing significant difficulties in the providing effective leadership. Principals supervisors (*mowajah*) will be asked to identify such *Meeshawrat* groups. *Mowajah* will also be asked to contribute to the study sample. However, the sample will not be representative of all school principals.

The research questions in the interviews and possibly focus in group will examine the future direction of schools in Abu Dhabi, and the effective leadership challenges these directions will generate. This can be seen as a limitation because other issues concerning leadership and the role of the principal role will not be considered. The interview questions arise from the effective leadership concerns identified by ADEC, MoE and other Education Councils in UAE.

The data collection will be interviews with *Mowajah* and some school principals, and focus groups with *Meeshawrat*. This is a limitation because the sample represents only a relationally narrow perspective of views about these issues in Abu Dhabi educational leadership. As well, it could be that principals may not be aware of critical problems and issues to their schools.

## **2. Methodology**

### **2.1 Qualitative and quantitative research**

The main objectives of my research are to identify and propose research methodology to transform leaders in Abu Dhabi schools to be effective leaders and ultimately to achieve international standards in UAE schools.

According to Creswell (2009) research methods comprise of three types, quantitative, qualitative and mixed methods. In my project a qualitative methodology research is proposed. Qualitative research is a field of investigation and analysis that intersects disciplines and subject matters to understand human behaviour and the reasons that govern such behaviour (Denzin et al, 2005). Qualitative research focuses on contextualization and interpretation. As qualitative research has an interpretive character, in my research it will be undertaken within the context of Abu Dhabi government schools and conform to the leadership cultural conventions of *meeshawrat*. According to McGuigan (2005) qualitative research can be used to study everyday life in the researcher's own culture and society. In this way it will be possible to understand and cover what lies behind the subject that is little yet known (Strauss & Corbin, 1990). The qualitative method is considered to be the most convenient for

## Assignment - 5

researching systems development (Beynon-Davies & Williams, 2003). It is also important to know the opinions of the people in organizations and their culture (Geode & Villiers 2003).

My research will concentrate on the UAE educational sector dealing with people and their direct and indirect relationship with other governmental sectors (Oka and Shaw, 2000: URL). In this research, therefore, the qualitative research method is considered to be ethnographic, which according to its definition is: a form of research focusing on the sociology of meaning through close field observation of socio-cultural phenomena. Focusing on a community (not necessarily geographic, considering also work, leisure and other communities), selecting information from those who are known to have an overview of the activities in the community (North Carolina State University, 2006).

The collected data will be obtained from different sources and by different means. Interviews, focus groups, observations and investigations will be used to collect data in the field. I suggest performing interviews with official governmental figures (*Mowajah*) who have related experiences, visions, and information about the research topic and who convene *meeshawrat*. In addition, interviews will be carried out with the present leaders, teachers, parents and governmental administrative sector.

### **2.2 Using quantitative and qualitative approach**

The aim of the quantitative research approach is to find out the facts which exist in creating reality (Wolcott, 1990). The quantitative researcher, thus, uses a statistical procedure, while the qualitative research approach interprets meaning. In this approach, the researcher is put as a key point of research. The researcher's personal knowledge and research experience fully power the research (Silverman, 2006).

One strength of the qualitative research approach in education is that it can accent the researcher's viewpoint in the research process as well as on its results. Solutes (1990) states that the qualitative research approach in education can encompass interpersonal, social, and cultural contexts of education more fully than the quantitative research approach. The researcher's viewpoint is clearly placed on the research and researcher can provide richer and wider-ranging description than in the quantitative research approach (Dunne, M. et al, 2005).

Qualitative research approach is 'to provide a form of therapeutic self-knowledge which will liberate individuals from irrational compulsions' (Hara, 1995a).



## Assignment - 5

The other strength of this approach is that it is able to explain the psychological dimensions of human beings which are impossible to represent numerically in a quantitative way (Carr & Kemmis, 1986). Educational research weaves a complex web and some issues are difficult to solve in a quantitative statistical way. There are limitations in a numerical presentations of the complexity of human behaviour investigated in educational research (Hara, 1995b).

A qualitative research approach can be expressed comprehensively by verbally analyzing human behavior. In consequence, it is possible to investigate the nature of human behavior and its mental dimension (Wolcott, 1990).

### **2.3 The researcher Position**

Based on sections 2.1 and 2.2 it is clear that using a qualitative approach is suited for this research for the following two main reasons.

Firstly in the context of this research there is a need for the researcher to obtain an in depth understanding of the problems and issues that are faced by principals expressed through *meeshawrat*. This will require undertaking in depth interviews, focus groups and explore matters such as

- What are the needs and demands of principals in order to do their jobs properly and how will they change?;
- What specific knowledge and skills are needed now and in the future? ;
- What schools will look like in the future?;
- What are the training and staff development is needed to meet the requirements of ADEC?; and
- What do principals need to know more about leadership, particularly in fulfilling their transformational and instructional roles?;

This matters concern the research questions in the proposed research.

Secondly, in undertaking this research it is necessary to examine the research questions in the cultural context of Abu Dhabi. In this way is more likely that useful and reliable information can be obtained using interviews and focus groups aligned to the Emirati leadership process of *meeshawrat* rather than other techniques. This is because

- In Abu Dhabi problems and issues tend to be usually solved by talking and discussion in *meeshawrat*.
- Using Arabic language it is easier for principals to express themselves more fully.

## Assignment - 5

### **2.4 Qualitative approaches for the proposal research**

The research explores the problems and issues faced by public school principals. As presented in other the other Assignments little research has been done in this area in the UAE context. In fact there appears to be no definitive research done in this area for Abu Dhabi, and no research following Emirati leadership and cultural patterns of communication.

There is support for this approach in the research literature that recognises the influence of culture on the choice of methodology (Bishop, 2005). New developments in epistemology and research from a south pacific base (Tongan and Samoan) has led to a re-evaluation of research instruments and research methodology in the Pacific. In particular the bounded nature of much traditional qualitative research, its disempowering impact, and its neglect of the links between what is said and who says it have led to the development of taloanoa approach to research methodologies( Horsley & Walker, 2005). Taloanoa does not reflect the traditional concepts of reliability and validity but the learning of researchers and participants that in trustworthiness contributes to their group and family culture, and well being through connectedness.

### **Part B.**

#### **Case Study1**

**Name of the author:** Al-Hamdan and Al-Yacoob (2005)

**The title of study:** Evaluation of section heads' performance at Kuwait secondary schools.

**Purpose of study:**

The purpose of the researchers was to develop a policy for monitoring the professional growth of principals and heads of departments in Kuwaiti secondary schools. The policy focused on enhancing the performance of principals by supporting their self-confidence, and promoting joint work with school management to optimize the educational process and reduce leadership problems.

**Description of study:**

In their study the researchers examined the viewpoints of those involved in evaluating the performance of principals and supervisors. The research was based on an evaluation form designed to evaluate principals. The survey form was designed to identify the strength and weakness of principals' performance.

The study was carried out on a sample of: section heads, principals, and supervisors at secondary schools. The sample size of the study was 159 section heads, 32 principals, and 104 supervisors. The response rate among participants was 94 percent. The instrument of the study



## Assignment - 5

was a 15-item questionnaire designed to collect the views of section heads, principals and supervisors at secondary schools. The questionnaire was submitted for evaluation in its pre-final form to eight arbitrators: two of them were principals, one section head, one supervisor, one statistical researcher, and three teachers of educational management, psychology and educational research. The internal consistency of the instrument was found to be 0.61.

The results were analyzed and a number of conclusions and recommendations were considered. For example, the research concluded that a specially tailored performance evaluation form for the section head should be available with teacher evaluation forms.

### **Outcomes of study:**

The outcome of the authors' study provided recommendations for developing a performance evaluation form, which consisted of five sections:

- information about the section head and the teacher;
- self-evaluation data by the section head and the teacher;
- comments on the early part of the study year;
- the ten points against which performance is evaluated with regard to character and administrative skills; and
- end of year comments.

### **Usefulness of case study for present research;**

This case study can be used to inform my research in a number of ways:

- The survey form can be used to develop questions for the interviews and focus groups in my research;
- The survey questions can inform my research by indicating key issues that principals identified as challenges in effective leadership;
- The way I can choose my sample of principals and supervisor was informed by the sample selection provided in the study;
- The research neglected Emirati cultural and communication patterns important in leadership in an Abu Dhabi context; and
- The research provided an overview of research on principal evaluation that informed by literature review.

## **Case Study2**

**Name of the author:** Raihani (2008)

**The title of study:** An Indonesian model of successful school leadership

### **Purpose of study:**

The purpose of this study was to investigate principals' leadership in successful Indonesian secondary schools using multiple sources of data. This article concentrates on the

## Assignment - 5

characteristics and practices of principals' leadership in successful schools in Yogyakarta, Indonesia and also develops a model of Indonesian successful school leadership.

### **Description of study:**

The *International Successful School Principalship Project (ISSPP)*, with researchers in eight different countries (Australia, Canada, Denmark, China (Hong Kong), England, Norway, Sweden, and the USA), was formed on the basis of Day et al's (cited in Raihani 2008) studies on successful head-teachers in successful schools in England. From this study, Day et al, built up a 'values-led contingency leadership' model, which included dimensions of values and vision, integrity, context, continuing professional development, and reflection.

There are two types of schools in the Indonesian education system in terms of ministerial affiliation. First type belongs to the Ministry of National Education (MNE) and the other type schools affiliated to the Ministry of Religious Affairs (MRA). The MNE schools represent about 80 percent of the total number of Indonesian schools. The main difference between these school types is that in MRA there is a stronger focus on religious teaching than in MNE schools.

For the Yogyakarta case studies, three successful public secondary schools (SMAN A, SMAN B, and SMAN C) were selected on the basis of evaluative criteria identified in the ISSPP project. First, the schools showed improvement in their performance at an excellent rate and secondly, the schools where the principal had been for at least two years in the principalship position.

In each school interviews were conducted by individual or focus group with the principal, vice-principal, three teachers, one support staff member, two groups of students, one group of parents, and the school committee president. The data were interpreted both inductively and deductively.

### **Outcomes of study**

Three themes emerged from the interviews identifying the characteristics of the success of a school: better student output, good school conditions and supportive school cultures. Even in schools under MNE administration i.e. not officially religious, the religious beliefs and values of the Indonesian principals, and other members of the school communities, strongly affected their leadership practices. The respondents were concerned with students who are committed to religion as one of the most important outcomes.

On setting strategies for schools development the principals underpinned their beliefs and values by their understanding of the school contexts, and could formulate a clear and realistic vision for their school's development. School development strategies were classified

## Assignment - 5

into three: pre-conditional strategies, core strategies, and supporting strategies. Pre-conditional strategies include those that were intended to create the pre-conditions for effective implementation of core strategies. Supporting strategies were developed to initiate improvements, facilitate, and make it possible to effectively implement changes.

Finally, the leadership outcomes of the principals included student outcomes and school outcomes. Overall, the principals based their leadership on foundations from which their vision and strategies were generated. They were able to transform their schools to become better for students to learn. More importantly, they had the ability to enhance the continuous improvement of their students and their schools

### **Usefulness of case study for present research:**

This case study can serve as a method and guide for developing a situational research at Abu Dhabi public schools and as a tool for evaluation.

Specifically the case study provides an insight as to how building staff capacity in the school leadership domain can improve schools. The study develops action research methodology to identify the problem, develop an analysis, and propose actual recommendations to effect change in school leadership development. The approach can be used in my proposed study. As well the study shows that a school plan for principals' training and development, integration of the school plan with other plans could be used in Abu Dhabi. In this case ADEC can use such information for the identification of personal and professional qualifications and competencies required to develop leadership capabilities of school principals. The research was also conducted in Bahasa Indonesian and incorporated cultural understandings in both the research methodology and interpretation of the results.

## Assignment - 5

### **References**

- Abu Dhabi Education Council (ADEC) (2008). *School Leadership Program*, Team Analysis & Australian Department of Education; Abu Dhabi : ADEC
- Al-Hamdan J.M. & Al-Yacoub A.M., (2005), Evaluation of section heads' performance at Kuwait secondary schools; *International Journal of Educational Management*, 19 (3), pp. 233-245;
- Beynon-Davies, P & Williams, M 2003, The diffusion of information systems development methods, *Journal of Strategic Information Systems*, 12(1), pp. 29-46.
- Caldwell, B. J. (2006). *Re-imagining educational leadership*: Camberwell, Victoria: Australia Council for Educational Research.
- Carr, W. & Kemmis, S. (1986). *Becoming critical: education, knowledge, and action research*. London: The Falmer Press.
- Creswell, J.W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed). New Delhi, India: Sage
- Denzin, N.K. & Lincoln, Y. (2005). Introduction: *The discipline and practice of qualitative research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed.), Thousand Oaks, CA: Sage.
- Dunne, M., Pryor, J., & Yates, P. (2005). *Becoming a researcher: A companion to the research process*. P82. Maidenhead, England: Open University Press. Retrieved June 7, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=113693600>
- Fullan, M. (2003). *Change forces with a vengeance*. London: RoutledgeFalmer. Retrieved July 2, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=108047719>
- Fullan, M. (2006, November). Leading professional learning: think 'system' and not 'individual school' if the goal is to fundamentally change the culture of schools. *School Administrator*, p 63, 10+. Retrieved July 1, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5018123321>
- Geode, R & Villiers, C 2003, *The applicability of grounded theory as research methodology in studies on the use of methodologies in IS practices*, Proceedings of the 2003 annual research conference of the South African institute of computer scientists and information technologists on Enablement through technology, Fourways, Gauteng, pp. 208-217.

## Assignment - 5

- Hara, K. (1995a). *Quantitative and qualitative research approaches in education. education, 115*(3), p351+. Retrieved June 7, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5000309329>
- Hara, K. (1995b). *Quantitative and qualitative research approaches in education. education, 115*(3),p 351+. Retrieved June 7, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5000309329>
- McGuigan, J (2005), Towards a sociology of the mobile phone, *Human Technology Journal*, 1(1) p. 45, Retrieved June 7, 2009, from  
<http://www.humantechnology.jyu.fi/archives/abstracts/mcguigan05.html>
- North Carolina State University (2006), *Ethnographic Research*, Retrieved June 7, 2009, from <http://www2.chass.ncsu.edu/garson/PA765/ethno.htm>
- Oka, T & Shaw, L (2000), Qualitative research in social work, *The Qualitative Report Online Journal*. Retrieved June 7, 2009, from <http://www.nova.edu/ssss/QR/text.html>
- Raihani,A. (2008), An Indonesian model of successful school leadership; *Journal of Educational Administration*, 46(4), 2008, pp. 481-496
- Silverman, D. (2006), *Interpreting Qualitative Data, What is Qualitative Research?* (Pp 33-36), New Delhi, India: Sage
- Solutes, J.F.(1990). *The ethics of qualitative research*. In E.W. Eisner & A. Peshkin (Eds.) *Qualitative Inquiry in Education*. New York: Teachers College, Columbia University.
- Strauss, A & Corbin, J (1990), *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, Newbury Park: SAGE Publications
- Wolcott, H.F. (1990). *On seeking-and rejecting-variety in qualitative research*. In E.W. Einsner & A. Peshkin (Eds.), *Qualitative Inquiry in Education*. New York: Teachers College, Columbia University.
- OECD, (2006), *Education at a glance*, Retrieved 2 July, 2009 from  
<http://www.oecd.org/dataoecd/32/0/37393408.pdf>

## Research Proposal

# Research Proposal

## Table of Contents

Research Proposal .....	55
1. Introduction .....	57
2. Topic identification and Background to the study .....	58
3. Rationale and Significance of the study .....	59
4. Contribution to knowledge, expected outcomes and utilisation of results .....	60
5. Research aim, research questions and objectives .....	62
6. Literature review .....	63
7. Methodology .....	73
8. Research design .....	77
9. Scope and limitation .....	78
10. Proposed Chapter Structure .....	78
11. Timeline .....	79
12. References .....	80



# Research Proposal

## **1.Introduction**

The United Arab Emirates (UAE) is experiencing rapid and accelerated change in education. Compared to educational change in other countries, in the UAE years of change are being compressed into months of reform (ADEC, 2008). The UAE is wishing to invest heavily in education to develop the human capital of its people. It also wishes to become the cultural and educational centre of the Arab world. This investment extends to an extensive infrastructure and building plan including, new schools, university precincts and complexes and provision of ICT hardware and software for teaching in learning purpose.

It is well documented in the research literature that effective principals are strong educators; anchor their work in central issues of learning and teaching and able to undertake continuous school improvement. In the Emirati context, principals are also the guardians of their rich and traditional culture. It follows that Emirati principals use emirate cultural understandings in communicating with parents, managing the school community and representing and reflecting key aspects Abu Dhabi's emirate society.

As well as meeting Emirati cultural requirements Emirati principals also need to lead their schools through the goal-setting process in which student achievement data is analysed, improvement areas are identified and actions for change are initiated. This requires principals to work collaboratively with staff and school community to identify discrepancies between current and desired outcomes, setting and prioritizing goals to help close the gap.

This research explores the leadership roles of Emirati school principals with a view of addressing problems and issues currently experienced and to develop professional and training for principals the future.



## Research Proposal

### **2 Topic identification and Background to the study**

The UAE is wishing to invest heavily in education to develop the human capital of its people. It also wishes to become the cultural and educational centre of the Arab world. This investment extends to an extensive infrastructure and building plan including, new schools, technical education facilities, and university precincts; and provision of advanced ICT hardware and software for teaching and learning purposes.

As well as investment in physical and capital infrastructure, Abu Dhabi has also invested significantly in human resources. These investments include accelerated principals training and rapid expansion of the teaching force. In terms of school investment, new curricula has been developed and implemented, and a new credentialing and examination system has been introduced (ADEC, 2008). Underpinning these developments is investment in the latest technology, so as promote innovation and change in a networked environment.

The pace and scale of development and innovation are creating new demands on Abu Dhabi educational leaders and principals. These demands include managing the current educational institutions, at the same time as implementing a range of new programs and government educational policy initiatives. These demands are also calling into question the current skill set of educational leaders and require new skills and capacities. This may require significant new investment in preparing future principals and educational leaders.

It is well documented in the research literature that effective principals are strong educators; anchor their work in central issues of learning and teaching; and are able to undertake continuous school improvement (Fullan, 2007b; Hattie, 2009). In the Emirati context, principals are also the guardians of their rich and traditional culture (ADEC 2008). It follows that Emirati principals use Emirati cultural understandings in communicating with parents, managing the school community and representing and reflecting key aspects Abu Dhabi's emirate society.

As well as meeting Emirati cultural requirements Emirati principals also need to lead their schools through the goal-setting process in which student achievement data is analysed, improvement areas are identified and actions for change are initiated. This requires principals to work collaboratively with staff and school community to identify discrepancies between

## Research Proposal

current and desired outcomes, setting and prioritizing goals to help close the gap (Fullan 2000). This is intended to result in improvement and monitoring strategies aimed at accomplishing the goals, and communicating goals and changing efforts to the entire school community.

Clearly the growing demands on Emirati principals are very considerable. For example, they must ensure that school improvements and other priorities are properly addressed through professional development opportunities for their staff. As well, Principals must also ensure that staff development needs are identified and align with school improvement priorities (WAM, 2008).

To meet these learning needs, a well developed plan for the future leadership characteristics of principals should be initiated and implemented so as to improve the leadership of Abu Dhabi schools (ADEC, 2008).

This research intends identify and examine the factors and issues that influence principals in a negative way and thus affect their performance in leading their schools through having less management control, low interaction with staff and students, less interaction with communities. Thus, the research has as it focused the development of new strategies and guidelines for principals to rectify the current situation and to plan for the future.

### **3. Rationale and Significance of the study**

#### **3.1 Rationale of the Study**

In order to achieve a high quality of education in Abu Dhabi public schools, some fundamental leadership challenges must be tackled. One of these problems is to enhance the skills and training and preparation and ultimately the quality of public school principals and enhance their leadership characteristics in Abu Dhabi.

As alluded to in the previous section research is needed that provides strategies and policy that address problems to issues experiment by school principals.

Particularly there is a need to know the skills and knowledge required now by principals and that for the future as changes are expected. As a result the future skill and knowledge sets of Abu Dhabi school principals need to be identified as the education system continues to develop and change.

# Research Proposal

## **1.2 Significance of the Study**

Currently there is no Abu Dhabi sourced study of school principal leadership. One study has been conducted on principal leadership characteristics by an international consulting group (ADEC, 2008). This study was a limited cross sectional study located in a fixed time frame. The proposed research will develop a significant future orientation, link leadership capacities to projected changes in the educational system and identify leadership challenges and skills required and how to meet them.

This proposed research is also significant because it is the first of its nature to be carried on educational leaders in Abu Dhabi and will be a cornerstone for other researchers to build on.

The research will represent a major contribution to the efforts to find strategies to develop leadership roles of school principals in Abu Dhabi. As well, the project will lead to a greater understanding of aspects of Emirati leadership in an Emirati educational context.

This research is also important for the Abu Dhabi government as it can be used to solve leadership problems and develop the leadership skills of principals. As a consequences principals to enhance their performance improve their leadership capacities.

## **4. Contribution to knowledge, expected outcomes and utilisation of results**

Based on the research to be the researcher will be able to synthesize and analyse the research data in order to develop a policy and a plan that could be implemented at schools to improve qualifications and competencies of school principals. Such actions are to address the current situation as well as for the future. Accordingly the main action plan based on research outcomes are as follows:

- ❖ To develop a training syllabus for principals guided by the governmental educational curricula.
- ❖ To develop the instructional material to education leaders and consultants.
- ❖ Generate a training program for developing quality leadership, evaluation is the conducted based on objectives and standards of the training.
- ❖ Prepare guidelines that can be used to establish the performance capabilities of principals in fulfilling their roles.

The analysis of the result also intends to covers the identification of the acquired leadership qualities for principals.

## Research Proposal

Based on ADEC (2008) documentation that would need to include.

- Ability to utilize management functions especially planning and decision making. On the planning level, school principal should be able to prepare school plans and integrated with education plans developed by ADEC.
- Ability to develop and implement quality management system taking into consideration education standards set by the ADEC.
- Ability to evaluate and improve staff capacity to match with temporary education trends and developments on pedagogical and technical levels.
- Ability to develop and supervise curricula sharing relevant stakeholders mainly administrators, teachers and students.
- Ability to establish and develop linkage with other educational institutions that might help in development and act as external evaluators
- Possession of interpersonal and communication skills and competencies and create a culture conducive to positive interaction and cooperation.
- Ability to handle problems and conflicts through identifying the important elements of a problem situation by analyzing relevant information; framing problems; identifying possible causes; identifying additional needed information; framing and reframing possible solutions; exhibiting conceptual flexibility; assisting others to form reasoned opinions about problems and issues.
- Ability to exercise positive judgment through reaching logical conclusions and making high-quality, timely decisions given the best available information.
- Ability to exercise control and maintain discipline implementing code of conduct for students and teachers as well.
- Ability to motivate others through building commitment to a course of action; creating and channelling the energy of self and others; planning and encouraging participation; supporting innovation; recognizing and rewarding effective performance; providing coaching, guidance, or correction for performance that needs improvement; serving as a role model.
- Ability to efficiently utilize human and none human resources and maintain optimization.
- Ability to review and control school budget and its utilization.

## Research Proposal

### **5. Research aim, research questions and objectives**

#### **5.1 Aim of the Study**

The aim of this project is to generate new research to assist Abu Dhabi in solving current and future leadership challenges. Specifically the aim of the research is to develop a knowledge base that will contribute to a strategy that will strengthen the leadership characteristics of school principals. In particular, the research will aim to identify current and future leadership challenges facing school principals. The research will focus on identifying current and potential leadership skills.

A related aim of the research will be to re-conceptualise leadership requirements and skills from an Emirati perspective. This will require the research project to understand the leadership frame in the Abu Dhabi educational context. This will require the project to:

- establish what 'leadership' means to principals of schools within the context of evolving cultural paradigms in the UAE;
- document the influences, challenges and developments in the wide range of learning and teaching roles in schools in the UAE;
- research how to recognize effective performance of principals and their capabilities, now and in the future;
- identify the support mechanisms may be of assistance in developing these capabilities; and
- develop means to bridge the gap between local and international leadership standards.

#### **5.2 Research Question**

To address the aims the following research questions have been developed:

**RQ1 What leadership skills and knowledge do principals need to provide effective leadership in Abu Dhabi schools?**

*RQ1.1 What specific skills and knowledge are required by principals for communicating with staff, parents, students and the community?*

*RQ1.2 What specific skills and knowledge are required by principals for effective management and operation of their school?*

*RQ1.3 How are these skills sets changing and evolving?*



## Research Proposal

### **RQ2 What learning and development programs are required to prepare principals for effective leadership?**

*RQ2.1 What principles underpin guidelines and policies developed to enhance leadership skills?*

*RQ2.2 What challenges (present and future) do principals have in carrying out their roles?*

*RQ2.3 What strategies can be used for principals to become more effective?*

### **RQ3 How is effective performance of principals and their capabilities to be recognised now and in the future?**

#### **5.3 Objectives of the study**

To address the RQ's the following objectives will be used

- Undertake a literature review to establish principal knowledge and skills needed for effective leadership in an Abu Dhabi context (RQ1.1 and RQ1.2).
- Undertake a literature review to identify policy, practises and strategies required for effective principals' leadership (RQ2.1).
- Audit current leadership requirements (RQ2.3 & RQ3).
- Collect data using interviews and surveys with educational leaders and principals to explore leadership needs and requirements. Survey strategies required for future leadership challenges (RQ2.3 & RQ3).
- Analyse the research data to develop proposed leadership preparation strategies that can be used to develop recommendations to the improve secondary school leadership (RQ1 & RQ3).

## **6. Literature review**

### **6.1 The purpose of the literature review**

This research project's focus is to provide research that can ultimately enhance the leadership skills of principals in Abu Dhabi public schools. The Abu Dhabi education system is presently undergoing rapid and wide ranging change and development (Policy Agenda, 2007- 2008). A national goal of Abu Dhabi schools is to achieve international standards (ADEC, 2008). In this respect principals will need to both guide school reform and innovation and manage dynamic schools. These two objectives of educational leadership are contrasted in the literature on educational leadership. This literature review will consider the context of the research project and report on research about how school leaders can build essential leadership capacity that supports school success and student achievement in a rapidly changing education

## Research Proposal

system for the future. This is to be done by synthesis of the four major paradigms from the research literature. These multiple paradigms contain varied shared understandings and widely different research questions and methodologies that reflect the vision of educational leadership from each paradigm.

The leadership role of the principal is essential in any educational reform since principles are responsible of initiating school improvement efforts and maintaining school effectiveness (Pigford, 1995; Schwahn & Spady, 1998; Sergiovanni, 1994; Short & Greer, 1997).

The literature review then reflects the ways that different researchers have approached the problem of effective leadership. This includes policy context considerations.

The above mentioned paradigms include a transformational approach to leadership best reflected in the research of Fullan (2000, 2003, 2007a). His approach reflects insights from research on leadership conducted at the Ontario Institute of Education in Canada.

Another approach concerns instructional leadership aimed at developing a positive learning environment and promoting the schools ability to achieve student learning. This approach is best reflected in the research of (Lapointe & Davis 2005). This research has evolved into the development of leadership standards and frameworks (Gaynor 1998). That alerts principals to key aspects of leadership concerned with student's achievements and instructional strategies.

Another approach to the area of effective educational leadership has been to apply insights from business management and organizational theory to the tasks of leadership in education. Key proponents of this approach include Covey (2001) and others (The Lewis College 2007). A feature of this research approach is to identify the personal attributes of educational leaders that correlate with effective leadership. There is a large corpus of research that focuses on this approach to educational leadership.

The final paradigm reflects the policy context of leading schools and educational systems (OECD 2008). Leadership is a critical factor in any educational system and there is a considerable body of research that reports on leadership policies, leadership training and leadership evaluation. Currently, an OECD (2009) study into effective leadership practices is challenging policy makers to develop new approaches to conceptualizing effective school leadership. A new way understanding the issues in effective leadership has been developed out of this policy oriented approach to researching effective leadership. In 2001 the OCED published materials on the future of schooling which sought to explore possible shapes of the future school and its implications for school leadership (2008).

## Research Proposal

Common to all the above approaches in the literature is consistent use of case study and evaluation methodologies from a qualitative perspective. Also common have been lighthouse and case studies of inspirational leadership.

The new leadership paradigm must move districts and schools toward becoming a collaborative learning community, focused on student learning. To be as so, the following points should be highlighted:

- Effective educational leaders raise expectations for students, staff members and the entire school system and implement actions based on high expectations.
- Effective educational leaders build a shared vision and inspire and motivate others in pursuit of that vision.
- Effective educational leaders build a collaborative community and use open, continuous communication to inform, inspire and seek input toward the common goal, student learning.
- Effective educational leaders create and support a professional climate that ensures continuing professional growth for all members of the educational community.
- Effective educational leaders delegate authority and responsibility appropriately while maintaining accountability.
- Effective educational leaders take risks and tolerate risk taking by others in support of research-based, effective redesign and change.
- Effective educational leaders support new, proven initiatives and develop and manage necessary resources to support and maintain such initiatives.
- Effective educational leaders engage in shared decision making and create opportunities for sharing knowledge and data about critical issues.
- Effective educational leaders are knowledgeable and have strong communication skills. They effectively apply their knowledge and skills to build support for the school system and diffuse negative pressures.
- Effective educational leaders work collaboratively to identify future district, school and student needs and plan appropriately to meet those needs.



## Research Proposal

### 6.2 Research on leadership

#### 6.2.1 Introduction

As an Emirati principal for more than five years, and later as a supervisor of principals, the literature review encouraged me to reflect on effective leadership in Abu Dhabi schools. I found that reflections concerning leadership based on my experiences have been similarly documented in the literature are elaborated below on reflection found that there were more essentially 2 types of leadership. The first type is called by me instructional leadership and is used when rules or issues need to be provided staff. These includes deciding on dates for exams where have already been decided by the Ministry of Education. Instructional leadership does not usually require discussion or debate. The second type of leadership is called by me transformational leadership. It is used when problems and issues need to be addressed and can require discussion with staff. Working as a supervisor I would recommend to all principals applying both techniques according to situation.

#### 6.2.2 Transformational leadership literature

Transformational leadership is the current frame guiding research and thinking into providing educational leadership that assist schools to respond to the external educational environment, and manage schools to meet new challenges and introduce innovation and change (Covrig 2000). The work by Fullan (2000, 2003, 2007a) on school leadership dominates the literature. As well, Fullan's leadership and principals training materials dominate principal preparation professional learning and training (1999).

Transformational leadership is a process that changes and transforms individuals (Northouse, 2001). In other words, transformational leadership is the ability to get people to want to change, to improve, and to be led. It involves assessing associates' motives, satisfying their needs, and valuing them (Northouse, 2001). There are four factors to transformational leadership, (also known as the "four I's"): idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Idealized influence describes managers who are exemplary role models for associates. Managers with idealized influence can be trusted and respected by associates to make good decisions for the organization.

\* Inspirational motivation describes managers who motivate associates to commit to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals of increased revenue and market growth for the organization.

## Research Proposal

- Intellectual Stimulation describes managers who encourage innovation and creativity through challenging the normal beliefs or views of a group. Managers with intellectual stimulation promote critical thinking and problem solving to make the organization better.
- Individual consideration describes managers who act as coaches and advisors to the associates. Managers with individual consideration encourage associates to reach goals that help both the associates and the organization.

Fullan's (2000) research identifies leadership as being one of the most important factors improving schools and overcoming common problems schools face, such as reducing the gap between high and low performance of students and enhancing student achievement.

According to Fullan (2000, 2003, 2007b) educational change requires schools to develop shared meanings. This leadership function focuses on relating meanings together in an interrelated web that is based on values and relations in the context of the school. This priority in leadership reflects a transformational approach (Caldwell 2006) to leading schools. It specifically addresses the role of change in schools. In the Fullan inspired literature, change is constant. Furthermore change is an uncertain balance between stability and excitement where all educational partners need be totally involved.

Fullan's research acknowledges that for effective change to occur the following processes must be followed:

- Teachers must own the changes in the three areas of teaching skills, classroom climate, and professional characteristics.
- The principal's must lead transformational improvement.
- The students should be heard and have a voice, their opinion counts.
- Regional support must assist the school towards change.
- Educational consultants can support needed strategies to implement change.
- Parents and the community must be involved.
- Governments and their good systems and authority.

These points are often referred to as the seven principles of school leadership.

Fullan also discussed ways to attract teachers into teaching, outlined necessary teacher professional development; and stresses the importance of collaboration, communication and looking outward in forming and modeling successful innovative teachers.

## Research Proposal

Finally, Fullan (2001) provides six messages about change which guide most educational leaders in preparing to implement changes. These are:

- If people cannot find meaning in any reform it cannot have an impact.
- Existing strategies will not get us to where we want to go.
- Although short-term gains can be achieved by standards based reform it is deadly if the conclusion is that schools should do more of the same.
- The 'learning organisation/community' is more than a cliché.
- We need to consider the collective good.
- We have to learn to live with change.

Fullan's research is considered important to the research project because Emirati principals are faced with constant change due to the rapid evolution of the school system. However, school change in an Emirati school context will require an extension of Fullan's approach to take into account the cultural aspects of school leadership in Abu Dhabi.

### **6.2.3 Instructional leadership literature**

There is a significant literature on instructional leadership. This literature focuses the role of the principal managing the school and enhancing student learning outcomes within the parameters and structure of the educational system (Mohajeran & Ghaleei, 2008).

Effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Research conducted by King (2002), Elmore (2000), and Spillane, Halverson, and Diamond (2000) confirms that this important role extends beyond the scope of the school principal to involve other leaders as well. The key players in instructional leadership include the following:

- 1) Central office personnel (superintendent, curriculum coordinators, etc.)
- 2) Principals and assistant principals
- 3) Instructional coaches

## Research Proposal

Some key elements of instructional leadership include the following:

1) Prioritization: Teaching and learning must be at the top of the priority list on a consistent basis. Leadership is a balance of management and vision (NAESP, 2001). While leaders cannot neglect other duties, teaching and learning should be the area where most of the leaders' scheduled time is allocated. Focus on alignment of curriculum, instruction, assessment, and standards: If student achievement is the goal and that goal is measured by standards-based assessments, the curriculum, instruction, and assessments all must be aligned with the standards. If there is a disconnect among these elements, student achievement will not be evident. Alignment is an ongoing process as standards, curriculum, and assessments cycle through improvements.

2) Data analysis: In their focus on improving achievement, effective leaders use multiple sources of information to assess performance (NAESP, 2001). Decisions at all levels must be based on pertinent data. Central office staff can use data to help principals become more effective instructional leaders and to make decisions regarding policy and curriculum. Principals can use data to help guide the instructional focus and professional development of teachers. Coaches can use data to determine the effectiveness of instructional strategies. Coaches can also assist teachers in using data to establish student grouping arrangements and pinpoint specific student intervention needs.

3) Culture of continuous learning for adults: Effective instruction is a skill that can never be perfected. All teachers can benefit from additional time and support to improve their instruction. Research indicates that effective principals have "a view of instructional improvement as an ongoing process" (Chase & Kane, 1983).

An extension of this approach to effective leadership in the current literature is the development of a worldwide leadership standards and frameworks movement (World YWCA Strategic Framework, 2008). Guidelines and frameworks for leadership/principal roles have been developed in most OECD nations (OECD, 2008). These standards and frameworks have often been developed by principals' themselves through their principals' associations. The standards and frameworks are based on current best practice in effective leadership. They are therefore used to both guide the preparation of new principals; evaluation principal performance and defined effective leaderships (Ambach, 2006).

## Research Proposal

Some education systems have established institutions to train and develop school leaders. Examples include the National College for School Leadership in England, the Australian Leadership Academy and the proposed Victorian Institute of Education Leadership (ACED, 2009). The work of these leadership academies is often developed around applying the leadership standards and framework developed by the educational leadership profession.

Transformational and instructional leadership have been contrasted the literature and proceed from different research paradigms. This limits their application to the Abu Dhabi context because the UAE is undergoing educational expansion, change and development at a very rapid rate (Policy Agenda, 2007-2008). Effective leadership in Abu Dhabi will require significant development of both instructional and transformational leadership capacities.

In this context recent research by Hattie (2009) provides evidence of the relative importance of both leadership approaches in relation to student achievement. Hattie (2009) reported a number of meta-analyses studies which attempted to measure the impact of instructional and transformational leadership styles on student achievement. Hattie (2009) concluded "It is school leaders who promote challenging goals, and then establish safe environments for teachers to critique, question, and support other teachers to reach these goals together that have most effect on student outcomes. School leaders who focus on students' achievement and instructional strategies are the most effective"p83. Although this conclusion strongly supported instructional approaches, the dynamic Abu Dhabi education system must support transformational leadership.

### **6.2.4The international policy context literature**

Another way of approaching evolving principal leadership requirements is the futures schooling research established by the OECD (2001, 2008). This research concerns a vision of schools for the future, commencing with a report on the shape of the schools for the future. This approach has encouraged educators to undertake futures oriented thinking about the likely shape of tomorrow's school. A future vision of schools can be backward mapped to identify key system leadership requirements for the principals and educational leadership learning.

The OECD report was followed by a futures policy framework in 2001. In 2004, a futures focused principal training program was established by the OECD (2006), and a special future thinking in action professional learning program, was developed for principals training to meet the requirements of school of the future. Beginning in 2006 an extensive international evaluation of the schools of the future was conducted and published in the International Journal of Education Research (2006). This research explored school futures, and the implications of



## Research Proposal

changes in schooling on leadership roles in a special issue of the journal. This research locates principal's preparation and training as responding to the rapid and wide ranging social changes that increasingly influence school, through rapid development of new school policies. In 2008 the OECD developed a major policy study on effective school leadership that drew on the earlier research undertaken on schooling for the future

Cogan (2002) and his team of researchers are recognized for their international research on futures schooling in different countries. Cogan & Baumgart (2003) and others such as Harris (2006) applied the schooling futures scenarios developed by OECD/CERI (2001) Schooling for Tomorrow project. They presented some key findings on the views expressed by educational leaders in the Asia-Pacific region concerning the likelihood and desirability of the different future schooling scenarios and outlined the next phase of the research that will follow up the survey with detailed interviews. Six scenarios were developed; the purpose of them was to sharpen understanding of how schooling might develop in the years to come and the potential role of policy to help shape these futures. The scenarios were developed taking into consideration many aspects such as future attitudes, expectations, political support, goals, functions, teaching force, geo-political dimension, organizations and structures.

The Cogan (2002) led study took the six scenarios developed through the original project "Schooling for Tomorrow" and utilized these in a survey and interview format with educators and policy leaders (Cogan & Baumgart, 2003). The result from this survey revealed that Scenario 4 "schools develop as focused learning organizations, meeting individual needs and encouraging lifelong learning", and Scenario 3 "schools function principally as core social centres under varied arrangements and in tune with the society's diverse needs" were regarded as being most desirable when associated with re-schooling but also have low potential of implementation. On the other hand, Scenario 1 "schools remain robust, bureaucratic organizations with strong pressures towards uniformity through well-defined curriculum and assessment strategies attuned to explicit standards." Was thought to be the most probable whereas Scenario 2 "schools develop as extensions of the market model for education; governments encourage diversification and competition" was also thought as a probable scenario but on the second place after scenario 1 though scenario 2 emphasized on market approach to educators.

Based on the above survey, the results were analyzed to study the different factors that influenced such a selection of scenarios. The next phase of this critical study was a series of interviews with educational leaders and principals in the Asia-Pacific region due to be completed in 2009.

## Research Proposal

This research identified not only the future shape of schooling but also the implication of these schooling futures for effective school leadership. This literature and its approach are highly applicable to the dynamic and rapidly changing Abu Dhabi educational system.

The above research by Cogan is also significant for Emirati principals in Abu Dhabi and UAE who not only work in rapidly changing schools but with a multi cultural and diverse teaching force, from different cultures and backgrounds from different Arab countries (and now many non-Arab countries) which are also undergoing rapid change themselves. Effective school management in Abu Dhabi also requires significant instructional leadership to meet the needs of parents and students in a context where the system and its teaching force are undergoing rapid change.

### **6.2.5 Applications from business management and organizational theory literature**

The extensive literature on business management and organizational theory has also been applied to the problems of effective educational leadership. Research by Covey (2001 ) and Handy and Aitkin (1986 ) for example, have assisted educators to identify key elements in the personal attributes of leaders and in the structure of the educational organization that influence effective leadership. Although important in the literature this approach to effective leadership is limited in the Abu Dhabi context. The rapid pace of change and Emiratisation of the principalship have focused attention on transformational and instructional leadership approaches to overcome the challenges that will occur in the schools of the future.

The research by Sutton and Konzelmann (2000) is a further example from this paradigm. This research articulated an approach to the operation and management of businesses that addresses ways to more effectively engage the leaders (managers) with their staff. This approach – closing the knowing –doing gap does have application to school leadership and management in the Abu Dhabi context. This is particularly the case in the Emirati as principals are currently experiencing problems and issues within school community (eg teachers, students and parents) and with ADEC. In part this is due to a knowledge gap between the principals and others with whom to principal needs to work with to regularly communicate.

### **6.3 Conclusions from the literature review**

The literature review has documented the relatively disparate literature from a number of disciplines and paradigms. The nature of the literature and its multi paradigm research base is transdisciplinary.

The review of the literature suggest the following:

## Research Proposal

- There is a gap in the literature concerning research on principal roles and leadership. This is particularly the case for Abu Dhabi.
- A number of paradigms can be used to consider and describe principal roles and leadership
- In Abu Dhabi the principal needs to undertake transformational and managerial/instructional roles (ADEC, 2008).
- The review also lighted the importance of understanding and knowledge concerning future direction of schooling (OECD, 2006) is essential in formulating policy and guidelines for effective principal roles in future schools and for addressing current problems and issues. To do this it is possible to document the roles of principals that are needed for effective leadership (Fullan, 2003).
- Fullan (2006) has documented the way schools can operate effectively and efficiently and to meet objectives, strong leadership is required by the principal. This indicates
  - Student outcomes from schooling depend on principal's actions (Hattie, 2009).
  - The above review of the literature will inform the research project in the following ways
  - The work by Cogan and Baumgart (2003) can be used as a basis for the development of the survey and interview schedule to be used with principals and ADEC officials.
  - Policy guides and framework as referenced to above can be used as a basis to develop a culturally sensitive policy and staff development program etc for principal roles and leadership.

## **7. Methodology**

### **7.1 Introduction**

The main objectives of my research are to identify and propose research methodology to transform leaders in Abu Dhabi schools to be effective leaders and ultimately to achieve international standards in UAE schools.

According to Creswell (2009) research methods comprise of three types, quantitative, qualitative and mixed methods. In my project a qualitative methodology research is proposed. Qualitative research is a field of investigation and analysis that intersects disciplines and subject matters to understand human behaviour and the reasons that govern such behaviour (Denzin et al, 2005). Qualitative research focuses on contextualization and interpretation. As qualitative research has an interpretive character, in my research it will be undertaken within the context of Abu Dhabi government schools and conform to the leadership cultural conventions of *meeshawrat*. According to McGuigan (2005) qualitative research can



## Research Proposal

be used to study everyday life in the researcher's own culture and society. In this way it will be possible to understand and cover what lies behind the subject that is little yet known (Strauss & Corbin, 1990). The qualitative method is considered to be the most convenient for researching systems development (Beynon-Davies & Williams, 2003). It is also important to know the opinions of the people in organizations and their culture (Geode & Villiers, 2003).

My research will concentrate on the UAE educational sector dealing with people and their direct and indirect relationship with other governmental sectors (Oka & Shaw 2000). In this research, therefore, the qualitative research method is considered to be ethnographic, which according to its definition is: "a form of research focusing on the sociology of meaning through close field observation of socio-cultural phenomena. Focusing on a community (not necessarily geographic, considering also work, leisure and other communities), selecting information from those who are known to have an overview of the activities in the community (North Carolina State University, 2006).

The collected data will be obtained from different sources and by different means. Interviews, focus groups, observations and investigations will be used to collect data in the field. I suggest performing interviews with official governmental figures (*Mowajah*) who have related experiences, visions, and information about the research topic and who convene *meeshawrat*. In addition, interviews will be carried out with the present leaders, teachers, parents and governmental administrative sector.

### **7.2 Using quantitative and qualitative approaches**

The aim of the quantitative research approach is to find out the facts which exist in creating reality (Wolcott, 1990). The quantitative researcher, thus, uses a statistical procedure, while the qualitative research approach interprets meaning. In this approach, the researcher is put as a key point of research. The researcher's personal knowledge and research experience fully power the research (Silverman, 2006).

One strength of the qualitative research approach in education is that it can accent the researcher's viewpoint in the research process as well as on its results. Solutes (1990) states that the qualitative research approach in education can encompass interpersonal, social, and cultural contexts of education more fully than the quantitative research approach. The researcher's viewpoint is clearly placed on the research and researcher can provide richer and wider-ranging description than in the quantitative research approach (Dunne, M. et al, 2005).

Qualitative research approach is 'to provide a form of therapeutic self-knowledge which will liberate individuals from irrational compulsions' (Hara, 1995a).

## Research Proposal

The other strength of this approach is that it is able to explain the psychological dimensions of human beings which are impossible to represent numerically in a quantitative way (Carr & Kemmis, 1986). Educational research weaves a complex web and some issues are difficult to solve in a quantitative statistical way. There are limitations in numerical presentations of the complexity of human behaviour investigated in educational research (Hara, 1995b).

A qualitative research approach can be expressed comprehensively by verbally analyzing human behavior. In consequence, it is possible to investigate the nature of human behavior and its mental dimension (Wolcott, 1990).

### **7.3 The researchers' position**

Based on Sections 7.1 and 7.2 it is clear that using a qualitative approach is suited for this research for the following two main reasons.

Firstly in the context of this research there is a need for the researcher to obtain an in depth understanding of the problems and issues that are faced by principals expressed through *meeshawrat*. This will require undertaking in depth interviews, focus groups and explore matters such as

- What are the needs and demands of principals in order to do their jobs properly and how will they change?;
- What specific knowledge and skills are needed now and in the future? ;
- What schools will look like in the future?;
- What are the training and staff development is needed to meet the requirements of ADEC?; and
- What do principals need to know more about leadership, particularly in fulfilling their transformational and instructional roles?;

This matters concern the research questions in the proposed research.

Secondly, in undertaking this research it is necessary to examine the research questions in the cultural context of Abu Dhabi. In this way is more likely that useful and reliable information can be obtained using interviews and focus groups aligned to the Emirati leadership process of *meeshawrat* rather than other techniques. This is because

- In Abu Dhabi problems and issues tend to be usually solved by talking and discussion in *meeshawrat*.

## Research Proposal

- Using Arabic language it is easier for principals to express themselves more fully.

### **7.4 Qualitative approaches for the proposal research**

The research explores the problems and issues faced by public school principals. As presented in other the other Assignments little research has been done in this area in the UAE context. In fact there appears to be no definitive research done in this area for Abu Dhabi, and no research following Emirati leadership and cultural patterns of communication.

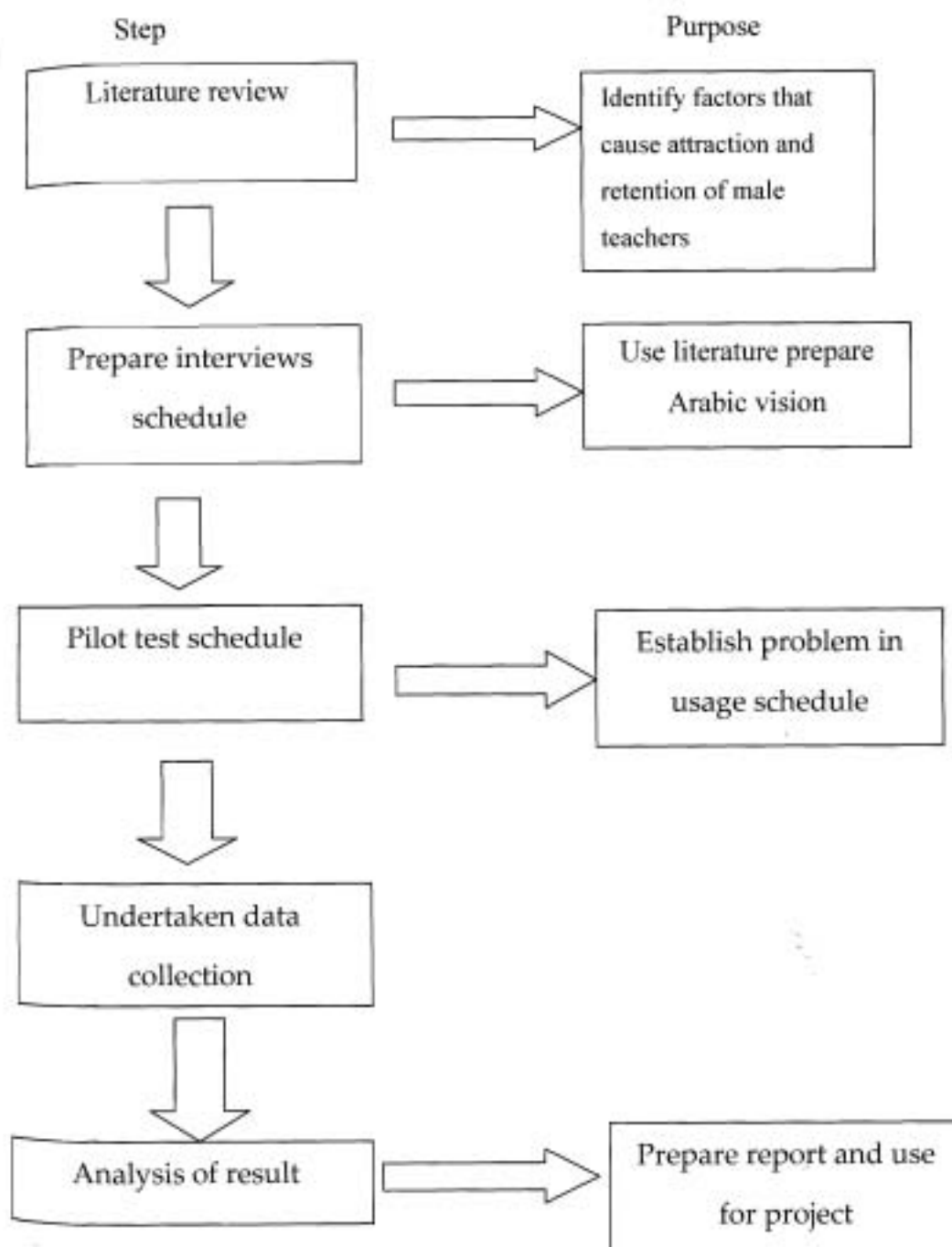
There is support for this approach in the research literature that recognises the influence of culture on the choice of methodology (Bishop, 2005). New developments in epistemology and research from a south pacific base (Tongan and Samoan) has led to a re-evaluation of research instruments and research methodology in the Pacific. In particular the bounded nature of much traditional qualitative research, its disempowering impact, and its neglect of the links between what is said and who says it have led to the development of taloanoa approach to research methodologies( Horsley & Walker, 2005). Taloanoa does not reflect the traditional concepts of reliability and validity but the learning of researchers and participants that in trustworthiness contributes to their group and family culture, and well being through connectedness.

## Research Proposal

### 8. Research design

Research design to be adopted has been informed by the literature as described above.

The research design will be as follows



## Research Proposal

### **9. Scope and limitation**

The proposal research will be confined the Abu Dhabi-UAE and specially to public schools. The limitations of the research will be as follows:

- The sample will be a group of approximately 50 school principals and 10 administration supervisors because they have experience for school leadership. The selected criteria for this group will be based on low performance of the principal, the below average educational results of the students in concerned schools, schools with no programs for human resources development and other criteria within the same scope. As such the sample will not be representative of all school principals.
- The research questions focuses only on aspect of leadership and principal role. This can be seen as a limitation because other matters concerning leadership and principal role are not considered. The particular focus that has been used is considered as a way of finding some of the solutions to problems needed for ADEC, MoE and other Education Councils in UAE.
- The data collection will be interviews with school principal. This is limitation because they represent only a relationally narrow perspective of views that may be reasonable for problems and issues. As well it could be that principals may not be aware of critical problems and issues to their schools.

### **10. Proposed Chapter Structure**

#### **Chapter 1 – Introduction**

This chapter will introduce the nature of research topic, define its scope and state the significance and rationale for carrying it out in the Emirati context. It will also state the aims and objectives and the research questions. It will then conclude with an outline of the structure of the thesis.

#### **Chapter 2 – Literature review**

This chapter will put the research into context through a discussion of the literature concerning principal role and leadership. The reviews will consider a number of leadership paradigms and policy guidelines and use this information to guide the research.

#### **Chapter 3 – Research Methodology**

This chapter will detail the research qualitative methodology to be used to examine the stated research questions.

#### **Chapter 4– Results and discussion**

## Research Proposal

This chapter will be devoted to the description and analysis of the data collected. Data collection results will be explained with respect to original research questions.

### **Chapter 5 – Conclusions and Recommendations**

This chapter will present the findings of the study, its implications. Possible strategies and guidelines will be documented that can be used to address identified principal roles and leadership problem and issues as it applies to the Emiratis.

## **11. Timeline**

The following timeline was proposed for this research.

Date	Task	Project write up progress	Milestones
Sept- Nov 2009	<ul style="list-style-type: none"><li>Finalise research proposal</li><li>Develop methodology</li><li>Submit Ethical clearance for approach</li><li>Finalise data collection</li></ul>	<ul style="list-style-type: none"><li>Prepare draft Literature review</li><li>Prepare draft methodology chapter</li></ul>	<ul style="list-style-type: none"><li>Submit proposal for examination</li><li>Submit Ethical application for approach</li></ul>
Dec- Jan 09-2010	Commence analysis of data	<ul style="list-style-type: none"><li>Commence write-up of data analysis</li></ul>	
Feb-April 2010	Continue data analysis	<ul style="list-style-type: none"><li>A finalise draft of literature review &amp; methodology</li></ul>	
May-June 2010		<ul style="list-style-type: none"><li>Draft data analysis</li><li>Draft of all project chapters</li></ul>	<ul style="list-style-type: none"><li>Submit project for examination</li></ul>



## Research Proposal

### 12. References

- Abu Dhabi Education Council (ADEC) (2008), *School Leadership Program*, Team Analysis, & Australian Department of Education.
- Ambach, G. (2006). Leadership Education for the 'Fortune 300' of Education: *To Generate Investment in Executive Development, We Must Focus Efforts on Leaders Who Are Serving the Highest Concentration of Low-Performing Students and on Leaders of a New 'Federal' Partnership for Education*, Mr. Ambach Avers. Phi Delta Kappan, 87(7), 519. Retrieved June 25, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5015361135>
- Australian Council of Education and development (ACED), (2009), *School Leadership*
- Beynon-Davies, P & Williams, M. (2003), *The Diffusion of Information Systems Development Methods*, Journal of Strategic Information Systems, 1(12), no.1, pp. 29-46.
- Caldwell, B. J. (2006). *Re-imagining Educational Leadership*: Camberwell, Victoria: Australia Council for Educational Research.
- Carr, W. & Kemmis, S. (1986). *Becoming Critical: Education, Knowledge, and Action Research*. P138. London; Philadelphia: The Falmer Press.
- Cogan, B. (2002). *Educational Policy and Administration*, Retrieved July 1, 2009  
<http://www.cehd.umn.edu/EDPA/People/Cogan.html>
- Cogan and Baumgart (2003). *Schooling for Tomorrow*, View of Educators and Policy Makers in the Asia-Pacific Region Towards Schooling for the Future: Survey Findings, Futureosope, Poitiers, France, 12th-14th February 2003.
- Covey, S. (2001). "The 7 Habits" 11 Years Later: Applying the Habits in a Technological World, *Management Quarterly*, 42(1), 2+. Retrieved June 24, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5002434127>
- Covrig, D. M. (2000). The Organizational Context of Moral Dilemmas: The Role of Moral Leadership in Administration in Making and Breaking Dilemmas. *Journal of*

## Research Proposal

*Leadership Studies*, 7(1), 40. Retrieved June 24, 2009, from Questia database:

<http://www.questia.com/PM.qst?a=o&d=5001777648>

Creswell, John.W.3<sup>rd</sup> ed. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, p3, New Delhi, India.

Denzin, N.K. & Lincoln, Y. (2005). "Introduction: The discipline and practice of qualitative research". In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed.), pp.1-32. Thousand Oaks, CA: Sage.

Dunne, M., Pryor, J., & Yates, P. (2005). *Becoming a Researcher: A Companion to the Research Process*.P82. Maidenhead, England: Open University Press. Retrieved June 7, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=113693600>

Fullan, M. (1999) *Change Forces: The Sequel*. London, Falmer Press.

Fullan, M. (2000). The Three Stories of Education Reform. *Phi Delta Kappan*, 81(8), 581.

Retrieved June 24, 2009, from Questia database:

<http://www.questia.com/PM.qst?a=o&d=5001203312>

Fullan, M. (2003). *Change Forces with a Vengeance*. London: RoutledgeFalmer. Retrieved July 2, 2009, from Questia database:

<http://www.questia.com/PM.qst?a=o&d=108047719>

Fullan, M. 2007a, Turnaround Leadership: Journal of Educational Change, Volume 8, Number 3, August 2007 , pp. 291-294(4) John Wiley & Sons, Inc., Canada.

Fullan, M. 2007b, *Turnaround Schools*/Turnaround Systems, California,

[http://www.michaelfullan.ca/resource\\_assets/Turnaround\\_Schools\\_Systems.pdf](http://www.michaelfullan.ca/resource_assets/Turnaround_Schools_Systems.pdf)

Gaynor, A. K. (1998). *Analyzing Problems in Schools and School Systems: A Theoretical Approach*. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved June 25, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=13647832>

Hara, K. (1995a). Quantitative and Qualitative Research Approaches in Education. *Education*, 115(3), 351+. Retrieved June 7, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5000309329>



## Research Proposal

- Handy, C. and Aitkin, R. (1986), *Understanding Schools as Organisations*. London: Penguin.
- Hara, K. (1995b). Quantitative and Qualitative Research Approaches in Education. *Education*, 115(3), 351+. Retrieved June 7, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5000309329>
- Hattie, J. (2009), Visible Learning, *Principals and school leaders*: New York, Pp 83-85.
- Lapointe, M., & Davis, S. H. (2006, September/October). Effective Schools Require Effective Principals: A Study of Professional Development for Principals Offers These Findings about the Qualities and Impact of Strong Programs. *Leadership*, 36, 16+. Retrieved June 25, 2009, from Questia database:  
<http://www.questia.com/PM.qst?a=o&d=5028550513>
- McGuigan, J. (2005), *Towards a Sociology of the mobile phone*, Human Technology Journal, 1(1), no. 1, p. 45,  
<http://www.humantechnology.jyu.fi/archives/abstracts/mcguigan05.html>
- Mohajeran and Ghaleei, 2008, *Principal Role and School Structure*, International Journal of Social Sciences, <http://www.waset.org/ijss/v3/v3-1-7.pdf>
- North Carolina State University 2006, 'Ethnographic Research', viewed 3rd May 2007,  
<http://www2.chass.ncsu.edu/garson/PA765/ethno.htm>
- Oka, T & Shaw, L 2000, 'Qualitative Research in Social Work', The Qualitative Report Online Journal, <http://www.nova.edu/ssss/QR/text.html>
- OECD, 2009, Creating Effective Teaching and Learning Environments: First Results from TALIS - Chapter 6: Leading to Learn: School Leadership and Management Styles across TALIS Countries: Tables and Figures
- OECD, 2008, IMPROVING SCHOOL LEADERSHIP ACTIVITY, Education and Training Policy Division, [www.oecd.org/edu/schoolleadership](http://www.oecd.org/edu/schoolleadership)
- Policy Agenda 2007-2008 The Emirate of Abu Dhabi,  
[http://www.abudhabi.ac/egovPoolPortal\\_WAR/ShowPropertyServlet?nodePath=%2FADSIC+Repository%2FSites%2FPortal%2FContent%2FADSIC%2FEN%2FStandardDocuments%2FDownloads%2Fpolicy-agenda-2007-08%2Fpdf%2F%2Fcm%3Adata](http://www.abudhabi.ac/egovPoolPortal_WAR/ShowPropertyServlet?nodePath=%2FADSIC+Repository%2FSites%2FPortal%2FContent%2FADSIC%2FEN%2FStandardDocuments%2FDownloads%2Fpolicy-agenda-2007-08%2Fpdf%2F%2Fcm%3Adata)
- Politis, D. (2005). The Process of Entrepreneurial Learning: A Conceptual Framework.

## Research Proposal

- Entrepreneurship: Theory and Practice*, 29(4), 399+. Retrieved June 8, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5011361760>
- Silverman, D. (2006). Interpreting Qualitative Data, What is Qualitative Research? (Pp 33-36), Retrieved June 6, 2009, New Delhi, India.
- Solutes, J.F. (1990). The Ethics of Qualitative Research. In E.W. Eisner & A. Peshkin (Eds.) *Qualitative Inquiry in Education* (pp. 247-257). New York: Teachers College, Columbia University.
- Strauss, A & Carbin, J. (1990), *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, SAGE publications, Newbury Park.
- Sutton, C. L., & Konzelmann, S. J. (2000). Self-Managed Teams in the Steel Industry: An Interview with John Selky. *Journal of Leadership Studies*, 7(2), 96. Retrieved July 1, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5001778467>
- The Lewis College. (2007, November 6). Manila Bulletin, p. NA. Retrieved June 25, 2009, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5023722322>
- WAM, Emirates News Agency, (2008 ), *Alkhaleej. Roles of Principals*, <http://www.alkhaleej.ae/portal/58f57e3f-e118-4127-96f9-0978e00c1ca9.aspx>
- Wolcott, H.F. (1990). On Seeking-and Rejecting-Variety in Qualitative Research. In E.W. Eisner & A. Peshkin (Eds.). *Qualitative Inquiry in Education* (pp. 120-152). New York: Teachers College, Columbia University.

# **Ethical Clearance Applications**

Commercial-in-Confidence

# National Ethics Application Form

Version 2008 - V2.0

**Proposal title: Evolving Leadership Roles of Emirati School Principals: Implications for Principal Professional Development and Training**

**For submission to:**

**Central Queensland University's Human Research Ethics Committee (EC00158)**

**Name: Mr Abdulla Al Nuaimi**

**Address: 507/100**

**Harbour.Esplanade.Docklands,Melbourne,Vic 3008**

**P.o.box 23199 Al Ain United Arab Emirates**

**Abu Dhabi Education Council, Al**

**Ain Education Zone**

**Melbourne- Docklands VIC 3008**

**UAE,Abu Dhabi,Al Ain**

**p.o.box:23199**

**Contact: (Bus) +97137557735**

**(AH) +971506192333**

**(Mob) 0402227838 (Australia)**

**(Fax) -**

**Proposal status: Complete**

**Proposal description:**

The aim of the research project is to investigate how the leadership roles of Emirati school

principals may change in the medium to long term future; and the implications of these changes for future professional development of Emirati principals.

The education system of Abu Dhabi has been developing at a rapid pace with considerable

expansion, the UAE is investing heavily in human capital, and in an Emiratisation program for

educational leaders. Many Emirati principals are recently appointed and lack experience.

This research will survey Emirati principals about future anticipated learning needs. As well, a

series of focus groups will be held with Emirati principals to identify the professional development they require.

**Previously submitted to:**

Commercial-in-Confidence

## **Administrative Section**

### **1. TITLE AND SUMMARY OF PROJECT**

#### **1.1. Title**

##### **1.1.1 What is the formal title of this research proposal?**

Evolving Leadership Roles of Emirati School Principals: Implications for Principal Professional Development and Training

##### **1.1.2 What is the short title / acronym of this research proposal (if applicable)?**

Evolving Leadership Roles of Emirati School Principals: Implications for Principal Professional Development

#### **1.2. Description of the project in plain language**

##### **1.2.1 Give a concise and simple description (not more than 400 words), in plain language, of the aims of this**

**project, the proposal research design and the methods to be used to achieve those aims.**

The aim of the research project is to investigate how the leadership roles of Emirati school principals may

change in the medium to long term future; and the implications of these changes for future professional development of Emirati principals.

The education system of Abu Dhabi has been developing at a rapid pace with considerable expansion, the

UAE is investing heavily in human capital, and in an Emiratisation program for educational leaders.

Many

Emirati principals are recently appointed and lack experience.

This research will survey Emirati principals about future anticipated learning needs. As well, a series of focus

groups will be held with Emirati principals to identify the professional development they require.

Page 2 of 24

Commercial-in-Confidence

### **2. RESEARCHERS / INVESTIGATORS**

#### **2.2. Principal researcher(s) / investigator(s)**

##### **2.2.0 How many principal researchers / investigators are there? 1**

##### **2.2.1. Principal researcher / investigator 1**

###### **2.2.1. Name and contact details**

**Name:** Mr Abdulla Al Nuaimi

**Address:** 507/100 Harbour Esplanade, Docklands, Melbourne, Vic 3008

P.o.box 23199 Al Ain United Arab Emirates

Abu Dhabi Education Council, Al Ain Education Zone

Melbourne- Docklands VIC 3008

UAE, Abu Dhabi, Al Ain p.o.box:23199

**Organisation:** CQUniversity

**Area:** FABIE

**Position:** Professional Doctorate Student

**Contact (Bus)** +97137557735 (AH) +971506192333

(Mob) 0402227838 (Australia)(Fax) -

**Email:** alnuaimi11@hotmail.com

##### **2.2.2... Summary of qualifications and relevant expertise NS 4.8.7 NS 4.8.15**

Bachelor of science UAE University

Graduate Certificate of Educational Leadership UAE University

Former Secondary Teacher 1991-1994, Secondary School Assistance Principal 1995-1998, Secondary School Principal for 1999-2004, Supervisor for school administration for 2005-2007.

Member of the Committee for the development of e-education in the Ministry of Education.

##### **2.2.2... Please declare any general competing interests**

I am a committee member of the professional training group for principals, and was a former Principal and

principals' supervisor. This might be seen as a competing interest but my work in this area is supervised by

ADEC senior management, who will assist in the proper performance of my duties and my research.

## Ethical Clearance Applications

### **2.2.2... Name the site(s) for which this principal researcher / investigator is responsible.**

The researcher will be responsible for the site that the research will be conducted in. This will be the Al Ain education zone in the Abu Dhabi Emirate.

### **2.2.3 Describe the role of the principal researcher / investigator in this project.**

The principal researcher is undertaking the professional doctorate. This research project is the basis of the professional doctorate dissertation. The principal researcher has prepared the literature review. Under supervision, the principal researcher has designed the research methodology and the research instruments

to be used in the study. An industry advisor in the UAE, has also been appointed by CQUniversity to support and supervise the principal researcher during the course of the research.

### **2.2.4 Is the principal researcher / investigator a student? Yes**

### **2.2.4...What is the educational organisation, faculty and degree course of the student?**

Organisation Professional Doctorate at CQUniversity

Faculty FABIE

Degree course Professional Doctorate

### **2.2.4... Is this research project part of the assessment of the student? Yes**

### **2.2.4... Is the student's involvement in this project elective or compulsory? Compulsory**

### **2.2.4... What training or experience does the student have in the relevant research methodology?**

The student has completed and passed the initial six courses (year 1 in the professional doctorate program)

including research methodology, confirmation of candidature presentation and independent review of the

proposed research. The Industry partner has also provided supervision and support and has liaised with the

educational authorities in the UAE.

Page 3 of 24

Commercial-in-Confidence

### **2.2.4... What training has the student received in the ethics of research?**

The students has received ethics training in course courses 4 (Applied research) and 5 (Research method)

in the initial the initial six courses of the professional doctorate in year 1. In, addition a research proposal

was developed and submitted to the Abu Dhabi Education Council in July 2009. this proposal considered

ethical issues. In year two of the professional doctorate the Research project is being developed. To complete the ethics requirements of this Research project Dr. Horsley has organised workshops on the National Statement on Ethical Conduct in Human Research.

### **2.2.4... Describe the supervision to be provided to the student. NS 4.8.8**

Professor Dekkers and Dr. Horsley provide regular, targeted supervision in the professional doctorate. In

addition, to regular contact by mail and email and phone; Professor Dekkers require attendance at intensive

week long research workshops at the Noosa campus. under the terms of the professional doctorate

program the researcher is obliged to meet with their industry supervisor in UAE every week to enhance the

research program.

### **2.2.4... How many supervisors does the student have? 3**

### **2.2.4...Supervisor 1**

### **2.2.4...Provide the name, qualifications, and expertise, relevant to this research, of the students' supervisor**

Title Prof

First Name John

Surname Dekkers

### **Summary of qualifications and relevant expertise**

Prof. Dekkers is an Emeritus professor at CQUniversity and an experienced doctoral supervisor and an active researcher at CQUniversity for the past 25 years. He is

the major RHD supervisor in the School of Learning and

Innovation.



## Ethical Clearance Applications

### **2.2.4...Supervisor 2**

**2.2.4...Provide the name, qualifications, and expertise, relevant to this research, of the students' supervisor**

**Title** Dr

**First Name** Khalifa

**Surname** Mustafa Abu-AShour

**Summary of qualifications and relevant expertise**

Associate Professor in the Faculty of Education at UAE University.

Appointed by CQUniversity as an industry advisor.

Professional doctorate in Educational administration and educational management. Supervisor of over 50 PhD students.

See attached CV

### **2.2.4...Supervisor 3**

**2.2.4...Provide the name, qualifications, and expertise, relevant to this research, of the students' supervisor**

**Title** Dr

**First Name** Mike

**Surname** Horsley

**Summary of qualifications and relevant expertise**

Dr. Horsley is an experienced doctoral supervisor and an active researcher. In his previous position he was an Associate Professor at the University of Western Sydney.

### **2.3. Associate researcher(s) / investigator(s)**

**2.3.1 How many known associate researchers are there? (You will be asked to give contact details for these associate researchers / investigators at question 2.3.1.1)**

0

**2.3.2 Do you intend to employ other associate researchers / investigators? No**

### **2.4. Contact**

Provide the following information for the person making this application to the HREC.

#### **2.4.1. Name and contact details**

Page 4 of 24

Commercial-in-Confidence

**Name:** Mr Abdulla Al Nuaimi

**Address:** 507/100 Harbour Esplanade, Docklands, Melbourne, Vic 3008

P.o.box 23199 Al Ain United Arab Emirates

Abu Dhabi Education Council, Al Ain Education Zone

Melbourne- Docklands VIC 3008

UAE, Abu Dhabi, Al Ain p.o. box: 23199

**Organisation:** CQUniversity

**Area:** FABIE

**Position:** Professional Doctorate Student

**Contact (Bus)** +97137557735 (AH) +971506192333

(Mob) 0402227838 (Australia)(Fax) -

**Email:** alnuaimi11@hotmail.com

### **2.5. Other personnel relevant to the research project**

**2.5.1 How many known other people will play a specified role in the conduct of this research project?**

0

**2.5.2 Is it intended that other people, not yet known, will play a specified role in the conduct of this research project?**

No

### **2.6. Certification of researchers / investigators**

**2.6.1 Are there any relevant certification, accreditation or credentialing requirements relevant to the conduct of this research?**

No

### **2.7. Training of researchers / investigators**

## Ethical Clearance Applications

**2.7.1 Do the researchers / investigators or others involved in any aspect of this research project require any additional training in order to undertake this research?**

No Page 5 of 24

Commercial-in-Confidence

### **3. RESOURCES**

#### **3.1. Project Funding / Support**

##### **3.1.1. Indicate how the project will be funded**

###### **3.1.1... Type of funding.**

**[Please note that all fields in any selected funding detail column (with the exception of the code) will need to be completed.]**

###### **Sponsor**

Name of Grant / Sponsor UAE President Ministry

Amount of funding Prof doc

Code (optional) 13 1301/13 1399

Confirmed / Sought Confirmed

Detail in kind support The researcher will be provided with the research support provided by CQUniversity. The researchers is also supported by the Abu Dhabi Education Council.

Indicate the extent to which the scope of this

HREC application and grant are aligned

There is close alignment between the research scholarship from the President to future professional development needs of Emirati principals in the context of anticipated future changes in the Abu Dhabi education system and the roles of Emirati principals

###### **3.1.1... How will you manage a funding shortfall (if any)?**

The research scholarship to complete the CQUniversity Professional Doctorate as an international student

also provides funds to conduct the research in the Abu Dhabi educational community.

##### **3.1.2 Will the project be supported in other ways eg. in-kind support/equipment by an external party eg. sponsor**

No

#### **3.2. Duality of Interest**

##### **3.2.1 Describe any commercialisation or intellectual property implications of the funding/support arrangement.**

No IP commercialisation is anticipated.

##### **3.2.2 Does the funding/support provider(s) have a financial interest in the outcome of the research?**

No

##### **3.2.3 Does any member of the research team have any affiliation with the provider(s) of funding/support, or a financial interest in the outcome of the research?**

No

##### **3.2.4 Does any other individual or organisation have an interest in the outcome of this research**

Yes

###### **3.2.4... Indicate the interested party and describe the interest.**

The President of the UAE and the Abu Dhabi Education Council (ADEC) have jointly contributed to the general area of the research topic in partnership with the student.

This joint contribution was the basis of the awarding of the student a scholarship to undertake the Professional Doctorate and investigate this topic through study at CQUniversity.

ADEC will support the research by allowing the researcher to access the Emirati principals in the Al Ain educational zone.

The scholarship meets the current international research student doctorate fees and sustenance to the value of 50,000 per annum.

As well, ADEC has assisted in the appointment of an appropriate industry supervisor at Al Ain educational zone.

##### **3.2.5 Are there any restrictions on the publication of results from this research? No**

Page 6 of 24 Commercial-in-Confidence



## **4. PRIOR REVIEWS**

### **4.1. Ethical review**

#### **4.1.0. Duration and location**

**4.1.0... In how many Australian sites, or site types, will the research be conducted?** 0

**4.1.0... In how many overseas sites, or site types, will the research be conducted?** 1

Provide the following information for each site or site type (Australian and overseas, if applicable) at which the research is to be conducted

#### **4.1.0...Site / Site Type 1**

##### **4.1.0... Site / Site Type Name**

Al Ain Education Zone

##### **4.1.0... Site / Site Type Location**

The Abu Dhabi Education Council (ADEC) education system is divided into three education zones. Each zone constitutes a major educational region for the purposes of educational administration and management.

Al Ain is one of the three education zones in Abu Dhabi.

Al Ain zone is located in Al Ain city.

##### **4.1.0...Provide the start and finish dates for the whole of the study including data analysis**

**Anticipated start date** 26/02/2010

**Anticipated finish date** 26/06/2010

**4.1.0... Are there any time-critical aspects of the research project of which an HREC should be aware?**

No

**4.1.1 To how many Australian HRECs (representing site organisations or the researcher's / investigator's organisation) is it intended that this research proposal be submitted?**

1

#### **4.1.1...HREC 1**

**4.1.1... Name of HREC** Central Queensland University's Human Research Ethics Committee (EC00158)

**4.1.1...Provide the start and finish dates for the research for which this HREC is providing ethical review.**

**Anticipated start date or date range** 26/02/2010

**Anticipated finish date or date range** 26/06/2010

**4.1.1... For how many sites at which the research is to be conducted will this HREC provide ethical review?**

1

#### **4.1.1...Site 1**

**4.1.1... Name of site** Al Ain Education Zone

**4.1.1... Which of the researchers / investigators involved in this project will conduct the research at this site?**

**Principal Researcher(s)** Associate Researcher(s)

Mr Abdulla Al Nuaimi

**4.1.2 Have you previously submitted an application, whether in NEAF or otherwise, for ethical review of this research project to any other HRECs?**

No

## **4.2. Research conducted overseas**

**4.2.1 Are there any local requirements which are necessary for the conduct of this research?**

Yes

**4.2.1... Describe the requirements and how they will be met?**

The research will need to use the ADEC educational management system for contacting the Emirati principals

working in this Al Ain educational zone.

Page 7 of 24

Commercial-in-Confidence

This will be necessary to access a forum in which the research on the views of principals on their evolving

roles and their professional learning needs can be undertaken.

## Ethical Clearance Applications

ADEC has agreed to provide me with permission to convene such a research focus group where principals will be able to complete a questionnaire and where I will be able to conduct focus groups on the questionnaire.

### **4.3. Peer review**

**4.3.1 Has the research proposal, including design, methodology and evaluation undergone, or will it undergo, a peer review process? NS 1.2**

Yes

**4.3.1... Provide details of the review and the outcome. A copy of the letter / notification, where available, should be attached to this application.**

The research has been peer reviewed through presentation at confirmation of candidature at CQUniversity.

(and a Colloquium panel ) The entire research proposal was reviewed at the confirmation of candidature. In

addition, an industry advisor Dr. Abu-Ashour, from the UAE University in Al Ain has also reviewed the research methodology and research instruments and research plan. In addition, the Abu Dhabi Education

Council has evaluated the research proposal and has provided a certificate to indicate that they support the

project, collection of data and that the project meets their research requirements.

Page 8 of 24

Commercial-in-Confidence

## **Ethical Review Section**

### **Summary**

#### **Applicant / Principal Researcher(s)**

##### **Mr Abdulla Al Nuaimi**

*Bachelor of science UAE University*

*Graduate Certificate of Educational Leadership UAE University*

*Former Secondary Teacher 1991-1994, Secondary School Assistance Principal 1995-1998, Secondary School*

*Principal for 1999-2004, Supervisor for school administration for 2005-2007.*

*Member of the Committee for the development of e-education in the Ministry of Education.*

##### **Potential conflicts of interest**

*I am a committee member of the professional training group for principals, and was a former Principal and principals'*

*supervisor. This might be seen as a competing interest but my work in this area is supervised by ADEC senior*

*management, who will assist in the proper performance of my duties and my research.*

##### **Other Relevant Personnel**

##### **Prof John Dekkers**

*Prof. Dekkers is an Emeritus professor at CQUniversity and an experienced doctoral supervisor and an active*

*researcher at CQUniversity for the past 25 years. He is the major RHD supervisor in the School of Learning and Innovation.*

##### **Dr Khalifa Mustafa Abu-AShour**

*Associate Professor in the Faculty of Education at UAE University.*

*Appointed by CQUniversity as an industry advisor.*

*Professional doctorate in Educational administration and educational management. Supervisor of over 50 PhD*

*students.*

*See attached CV*

##### **Dr Mike Horsley**

*Dr. Horsley is an experienced doctoral supervisor and an active researcher. In his previous position he was an*

*Associate Professor at the University of Western Sydney.*

Page 9 of 24

Commercial-in-Confidence

## **5. PROJECT**

### **5.1. Type of Research**

**5.1.1** Tick as many of the following 'types of research' as apply to this project. Your answers will assist

HRECs in considering your proposal. A tick in some of these boxes will generate additional questions

relevant to your proposal (mainly because the National Statement requires additional ethical matters to be

considered), which will appear in Section 9 of NEAF.

**This project involves:**

☒ Research using qualitative methods NS 3.1

☒ Research on workplace practices or possibly impacting on workplace relationships NS 4.3

☒ Research conducted overseas involving participants NS 4.8

**5.1.2 Does the research involve limited disclosure to participants?** NS 2.3 No

**5.1.3 Are the applicants asking the HREC / review body to waive the requirement of consent?** NS 2.3.5

No

### **5.2. Research plan**

**5.2.1 Describe the theoretical, empirical and/or conceptual basis, and background evidence, for the research**

proposal, eg. previous studies, anecdotal evidence, review of literature, prior observation, laboratory or

animal studies (4000 character limit). NS 1.1

One of the consistent issues and problems in the development of Abu Dhabi education system is the lack of

Emirati educational leaders and principals.

Emirati principals carry with them Emirati culture. This culture includes the traditional understandings of what

it means to be Emirati; a cultural tradition that goes back thousands of years; an understanding of Emirati

students and their behavior, family and social context. As well, each emirate has developed a slightly different culture. This difference has a big impact on student behavior and family life. Emirati principals are

aware of these differences and their impact on Emirati students.

To preserve its rich culture and introduce new generations to the shared Emirati understandings that reflect

society and the style of life, an Emiratisation policy to promote Emiratis to educational leadership positions

was undertaken. Many Emirati principals are recent appointments and lack educational leadership experience.

As a result there is a need to develop leadership training and professional development for Emirati principals.

This research will attempt to explicate the evolving nature of the role of Emirati principals in the medium to

long term future.

It will then attempt to explicate the implications of this to inform professional development for Emirati principals to better prepare them to be more effective leaders in the future.

**5.2.2 State the aims of the research and the research question and/or hypotheses, where appropriate.**

This research aims to identify key professional challenges facing Emirati principals.

The research will also to contextualise these challenges in relation to future trends and developments in the

education system in Abu Dhabi and the UAE.

The research will also explore the views of Emirati principals as to their own expressed professional development and professional learning needs.

The research will use a questionnaire and focus groups to explore the needs and views of Emirati principals.

The development of these instruments has drawn on different educational leadership paradigms from the

literature; those of instructional leadership and educational management.

## Ethical Clearance Applications

**5.2.3 Has this project been undertaken previously?** No

### **5.3. Benefits/Risks**

**5.3.0 Does the research involve a practice or intervention which is an alternative to a standard practice or intervention?**

No

Page 10 of 24

Commercial-in-Confidence

**5.3.2 What expected benefits (if any) will this research have for the wider community?**

The main benefit to the community of this research is to report on the professional needs of principals; the

the challenges that school futures will create for educational leaders and identify areas of need for professional development of Emirati principals.

This knowledge will inform the development of future emirati principal professional development programs.

Subsidiary benefits for the community include developing research that will assist future researchers in investigating the emiratisation of the teaching force. Also the research aims to raise the profile and visibility

of teaching in Abu Dhabi and the UAE.

**5.3.3 What expected benefits (if any) will this research have for participants?** NS 2.1

Emirati principal participants in the research will have the opportunity to express their views about;

a. future directions of the Abu Dhabi/UAE education system

b. the educational leadership required to meet these future challenges; and

c. their professional learning needs.

Since these views will be used to inform the enhancement and design of future professional learning courses the research will have direct benefit for the participants.

This research will allow Emirati principals to help shape and determine their own professional development

agenda and program. Another benefit of the research is to allow principals to reflect their own professional

learning needs and those of their schools in their responses. This means that a major benefit of the research

is to empower principals by seeking their views on appropriate professional learning and development for themselves.

**5.3.4 Are there any risks to participants as a result of participation in this research project?** NS 2.1

Yes

**5.3.5 Explain how the likely benefit of the research justifies the risks of harm or discomfort to participants.**

NS 1.6

There are minimal risks to principals who participate in the questionnaire and focus groups proposed by this

research. The main burden in filling in the questionnaire is the time requirement for completion.

However,

participants were free to fill in the questionnaire or not; and response was entirely voluntary. Also all responses were anonymous. In regard to the focus groups; attendance and participation is voluntary and the

responses will be analysed and reported in such a way as to preserve anonymity. Participants are free to

withdraw from the focus groups at any time for any reason. As a result the minimal risks of the research are

justified by the benefits of seeking the views of principals in determining their own views on their future professional learning programs.

**5.3.8 Are there any other risks involved in this research? eg. to the research team, the organisation, others**

No

**5.3.9 Is it anticipated that the research will lead to commercial benefit for the investigator(s) and or the research sponsor(s)?**

No

**5.3.11 Is there a risk that the dissemination of results could cause harm of any kind to individual participants - whether their physical, psychological, spiritual, emotional,**

## Ethical Clearance Applications

social or financial well-being, or to their employability or professional relationships - or to their communities?

No

### **5.4. Monitoring**

Refer to NS 3.3.19 - 3.3.25

#### **5.4.1 What mechanisms do the researchers / investigators intend to implement to monitor the conduct and**

#### **progress of the research project? NS 5.5**

The researcher will follow HREC monitoring principles. The researcher will report regularly to the supervisors on the ethical conduct of the research and will have the National Statement on Ethical Conduct in Human

Research with them in Abu Dhabi at all times.

Page 11 of 24

Commercial-in-Confidence

## **6. PARTICIPANTS**

### **6.1. Research participants**

6.1.1 The National Statement identifies the need to pay additional attention to ethical issues associated with research involving certain specific populations.

This question aims to assist you and the HREC to identify and address ethical issues that are likely to arise in your research, if its design will

include one or more of these populations. Further, the National Statement recognizes the cultural diversity of Australia's population and the

importance of respect for that diversity in the recruitment and involvement of participants. Your answer to this question will guide you to additional

questions (if any) relevant to the participants in your study.

#### **6.1.1 Tick as many of the following 'types of research participants' who will be included because of the**

**project design, or their inclusion is probable, given the diversity of Australia's population. If none apply,**

**please indicate this below.**

**a) Primary intent of research**

**b) Probable incidental recruitment**

**c) Design specifically excludes**

People whose primary language is other than English (LOTE)

☒ ☐ ☐ ☐

Women who are pregnant and the human foetus NS 4.1

☐ ☒ ☐ ☐

Children and/or young people (ie. <18 years) NS 4.2

☐ ☐ ☒ ☐

People in existing dependent or unequal relationships NS 4.3

☒ ☐ ☐ ☐

Aboriginal and/or Torres Strait Islander peoples NS 4.7

☐ ☐ ☒ ☐

You have indicated that it is probable that Women who are pregnant and the human foetus may be coincidentally recruited into this project. The National Statement identifies specific ethical considerations for these groups(s).

#### **6.1.3... Please explain how you will address these considerations in your proposed research.**

It can be anticipated that half the participants in both the questionnaire and the focus groups may be women

and that coincidentally some may be pregnant. However, participation is voluntary in both the questionnaire

and the focus group and participants may withdraw at any time for any reason with out penalty. The responses to the questionnaire and focus group will be de-identified.



## Ethical Clearance Applications

### **6.2. Participant description**

**6.2.1** How many participant groups are involved in this research project? 1

**6.2.2** What is the expected total number of participants in this project at all sites?

20

#### **6.2.3. Group 1**

**6.2.3...** Group name for participants in this group

Al Ain Education Zone: Emirati principals

**6.2.3...** Expected number of participants in this group

20

**6.2.3...** Age range

30-55

**6.2.3...** Other relevant characteristics of this participant group

The project is aimed at researching the views of Emirati principals from the Al Ain education zone.

**6.2.3...** Why are these characteristics relevant to the aims of the project?

Emirati principals are the target group for the research.

**6.2.4. Your response to questions at Section 6.1 - Research Participants' indicates that the**

**following participant groups are excluded from your research. If this is not correct please**

**return to section 6.1 to amend your answer.**

Page 12 of 24

Commercial-in-Confidence

Children and/or young people (ie. <18 years)

Aboriginal and/or Torres Strait Islander peoples

**6.2.4...** Have any particular potential participants or groups of participants been excluded from this

**research? In answering this question you need to consider if it would be unjust to exclude these potential**

**participants. NS 1.4**

The research is being conducted in Abu Dhabi to administer questionnaires and focus groups to Emirati

principals. It will not include Aboriginal and Torres Strait Islander people.

### **6.3. Participation experience**

**6.3.1** Provide a concise detailed description, in not more than 200 words, in terms which are easily

**understood by the lay reader of what the participation will involve.**

The participants will fill in a questionnaire that will take approximately 15 minutes to complete and then be

involved in a focus group based on the questionnaire for approximately 45 minutes.

### **6.4. Relationship of researchers / investigators to participants**

**6.4.1** Specify the nature of any existing relationship or one likely to arise during the research, between the

**potential participants and any member of the research team or an organisation involved in the research.**

The researcher has worked for ADEC. I have been a school principal and a principals supervisor. As a result

many of the Emirati principals know me,

There is an existing relationship based on professional expertise in managing schools and as an educational

manager.

**6.4.2** Describe what steps, if any, will be taken to ensure that the relationship does not impair participants'

**free and voluntary consent and participation in the project.**

ADEC will forward the letter inviting the school principals to complete the questionnaire.

After the questionnaires have been analysed ADEC will then forward another letter to school principals inviting them to participate in focus groups.

Also the participants will be informed that the researcher will be seeking their views as to their professional

learning needs.

## Ethical Clearance Applications

**6.4.3 Describe what steps, if any, will be taken to ensure that decisions about participation in the research do not impair any existing or foreseeable future relationship between participants and researcher / investigator or organisations.**

Principals are senior leaders in the Abu Dhabi (ADEC) education system and will be able to decide whether they participate in the research or not.

**6.4.4 Will the research impact upon, or change, an existing relationship between participants and researcher / investigator or organisations.?**

No

**6.4.5 Is it intended that the interview transcript will be shown or made available to participants? 3.1.15**

No

### **6.5. Recruitment**

**6.5.1 What processes will be used to identify potential participants?**

The researcher will prepare a letter of invitation to be sent to all schools in Al Ain education zone, to be forwarded by ADEC, who manages the schools.

**6.5.2 Is it proposed to 'screen' or assess the suitability of the potential participants for the study?**

No

**6.5.3 Describe how initial contact will be made with potential participants.**

Contact will be made to principals and supervisors by the ADEC. Contact will be made to 2 groups (Male

principals & Female principals. It is anticipated that approximately 20 principals will respond to the invitation

to meet them in one school in Al Ain education zone.

**6.5.3... Do you intend to include both males and females in this study? Yes**

**6.5.3... What is the expected ratio of males to females that will be recruited into this study and does this**

**ratio accurately reflect the distribution of the disease, issue or condition within the general community?**

Approximately 50 % of principals are female and 50% male.

**6.5.4 Is an advertisement, e-mail, website, letter or telephone call proposed as the form Yes**

Page 13 of 24

Commercial-in-Confidence

**of initial contact with potential participants?**

**6.5.4... Provide details and a copy of text/script.**

نیمرتحملا سرادملا عازدم قداسلا

ثحیلا عوضوم ؤشقانمل یمیعنلا دمحم دشار هللاذبع ثحابلا شع لیهستل میلتئل یبظوبأ سلجم ؤلاسر یلع عاب

.....قءاسلا .....قءردمب مكلذو ، یویرتلا نادیملا یف سرادملا عازدمل یدایقلا لمعلا ریوئٹ

.....خیرتلا

Al Ain Education Zone (ADEC)

Dear Principals,

You are invited by Abu Dhabi Education Council to attend a focus group of researcher Abdulla Rashid Al

Nuaimi to discuss the questions of leadership development for school administrators in the educational field.

The school name .....

The time..... Date .....

**6.5.5 If it became known that a person was recruited to, participated in, or was excluded from the research, would that knowledge expose the person to any disadvantage or risk?**

No

### **6.6. Consent process**

**6.6.1 Will consent for participation in this research be sought from all participants? Yes**

**6.6.1... Will there be participants who have capacity to give consent for themselves? Yes**

**6.6.1... What mechanisms/assessments/tools are to be used, if any, to determine each of these participant's**

**capacity to decide whether or not to participate?**

## Ethical Clearance Applications

The participants are senior educational leaders in the ABy Dhabi education system and will make their own informed decision to participate or not.

**6.6.1... Are any of the participants children or young people?** No

**6.6.1... Will there be participants who do not have capacity to give consent for themselves?**

No

**6.6.1... Describe the consent process, ie how participants or those deciding for them will be informed about, and choose whether or not to participate in, the project.**

Potential participants will be forwarded a letter by ADEC written by the researcher inviting them to the venue

for the focus groups. The potential participants can decide whether to participate or not.

**6.6.1... If a participant or person on behalf of a participant chooses not to participate, are there specific**

**consequences of which they should be made aware, prior to making this decision?** 4.6.6 - 4.6.7

No

**6.6.1... Might individual participants be identifiable by other members of their group, and if so could this**

**identification could expose them to risks?**

No

**6.6.1... If a participant or person on behalf of a participant chooses to withdraw from the research, are there**

**specific consequences of which they should be made aware, prior to giving consent?**

No

**6.6.1... Specify the nature and value of any proposed incentive/payment (eg. movie tickets, food vouchers)**

**or reimbursement (eg travel expenses) to participants.**

No incentive is planned or envisaged.

**6.6.1... Explain why this offer will not impair the voluntary nature of the consent, whether by participants' or**

**persons deciding for their behalf.** NS 2.2.10 - 2.2.11

N/A

**6.6.1... Are the participants from which you are recruiting attending for therapeutic care? If yes please**

**provide the details of this care.**

No

**6.6.3 Do you propose to obtain consent from individual participants for your use of their stored data/samples for this research project?**

Yes

Page 14 of 24

Commercial-in-Confidence

## **7. PARTICIPANTS SPECIFIC**

### **7.1. Participants whose primary language is other than English (LOTE)**

You have indicated that the project involves persons whose primary language is other than English (LOTE)

**7.1.1 Describe what steps will be taken to ensure each participant's free and voluntary consent and**

**participation in the project given that the person's language is other than English ?**

The letter invitation will be in Arabic the mother tongue of all.

The information sheet describing the project will be provided in arabic as well.

The discussion data will be collected in arabic as well.

**7.1.2 In what language(s) will the research be conducted?**

[X] Other

**7.1.2... Specify the language(s)**

Arabic (UAE Arabic)

**7.1.2... Will an interpreter to be present during discussions with the participants about the research project?**

No

**7.1.2... Why will an interpreter not be present during discussions with participants about the research project?**



## Ethical Clearance Applications

The researcher is Emirati and a fluent UAE arabic speaker.

### **7.1.3 Will participants be provided with written information in the language in which the research will be conducted?**

Yes

### **7.4. People in dependent or unequal relationships**

You have indicated that the project involves persons in dependent relationships. You may need to reconsider your answers in Section 6.4 to

ensure that the information provided is accurate and consistent.

### **7.4.1 Describe the dependent relationship between the participants and the researcher / investigator,**

**members of the research team, and/or any person involved in the recruitment/consent process.**

NS 4.3.6

The researcher is a senior member of ADEC and is well known as an education expert and an educational

leader. However, it is well known in Abu Dhabi that he is working on a project to involve Emirati principals in

articulating their views as to their future professional learning needs.

### **7.4.2 How will the process of obtaining consent enable persons in dependent relationships to give voluntary consent**

Voluntary consent for participation will be ensured by the processes of ADEC forwarding the letter of invitation to the Emirati principals. The principals will decide whether they wish to attend with no

impairment

of the future relationship.

### **7.4.3 Will there be any specific risks to participants in this research project as a result**

**of the dependent relationship?**

No

### **7.4.4 If a participant chooses to withdraw from the research, how will the ongoing dependant relationship with the participant be maintained?**

It is anticipated that the researcher will be designing the futures focused professional learning opportunities

and not be in any supervisory role in ADEC.

### **7.5. People in other countries**

You have indicated that the project involves research conducted overseas.

### **7.5.1 In what language(s) will the research be conducted?**

[X] Other

### **7.5.1... Specify the language(s)**

Arabic (UAE Arabic)

### **7.5.1... Will an interpreter to be present during discussions with the participants about the research project?**

No

### **7.5.1... Why will an interpreter not be present during discussions with participants about the research project?**

The researcher is Emirati and a fluent UAE arabic speaker.

Page 15 of 24

Commercial-in-Confidence

### **7.5.2 Will participants be provided with written information in the language in which the research will be conducted?**

Yes

### **7.5.3 Describe the procedures by which overseas participants can obtain further information or complain about the research project?**

The details of CQuniversity research ethics contacts will be provided in arabic in the project information sheet. Participants may also contact the industry supervisor Dr. Abu-Ashour, at UAE University, whose details will also be provided

### **7.5.4 What cultural sensitivities are relevant to the participants in this research project?**

The research will be using the traditional Emirati ways of communication to discuss issues of importance to society.

Page 16 of 24

## Ethical Clearance Applications

Commercial-in-Confidence

### **8. CONFIDENTIALITY/PRIVACY**

#### **8.1. Do privacy guidelines need to be applied in the ethical review of this proposal?**

**8.1.1** Indicate whether the source of the information about participants which will be used in this research

**project will involve:**

☒ collection directly from the participant

#### **8.1.1... Information which will be collected for this research project directly from the participant**

**8.1.1...** Describe the information that will be collected directly from participants. Be specific where appropriate.

Two types of information will be collected.

1. The responses of each principal and supervisor to the questionnaire prepared by the researcher will be recorded and collected.

2. Focus groups responses and discussion will be reported, noted and recorded.

**8.1.1... The information collected by the research team about participants will be in the following form(s).**

**Tick more than one box if applicable.**

☒ non-identifiable

#### **8.2. Using information from participants**

**8.2.1** Describe how information collected about participants will be used in this project.

The questionnaire responses will be collated and used to develop a series of reports on different aspects of

professional development and professional learning needed. The focus group discussion will be based on

the items in the questionnaire. The data will be collected, analysed and presented in such a way the individual responses will not be identifiable.

**8.2.2** Will any of the information used by the research team be in identified or re-identifiable (coded) form?

No

**8.2.4** List ALL research personnel and others who, for the purposes of this research, will have authority to

use or have access to the information and describe the nature of the use or access. Examples of others are:

**student supervisors, research monitors, pharmaceutical company monitors .**

The researcher and the researcher's supervisors' Prof John Dekkers at CQUniversity and Dr. Abu-Ashour at

UAE University. Dr. Horsley may have access in intensive professional doctorate sessions at CQUniversity

Noosa.

#### **8.3. Storage of information about participants during and after completion of the project**

**8.3.1** In what formats will the information be stored during and after the research project? (eg. paper copy,

**computer file on floppy disk or CD, audio tape, videotape, film)**

Data will be recorded, transcribed and entered into files for coding and entry into spreadsheets for the calculations required by structural modelling. The focus groups data will be entered into coding programs

such as leximancer and ethnograph. The data will be stored on the researcher's computer and sent to the

supervisor for storage on CQUniversity systems. The files will be transferred to a CD Rom and the original

files deleted.

**8.3.2** Specify the measures to be taken to ensure the security of information from misuse, loss, or

## Ethical Clearance Applications

**unauthorised access while stored during and after the research project? (eg. will identifiers be removed and**

**at what stage? Will the information be physically stored in a locked cabinet?)**

The data will be stored initially on the researchers computer during data analysis. This computer is dedicated

to this research. After the data has been completed, the data will be stored in a locked cabinet in a locked

office at CQUniversity Noosa Campus.

**8.3.5 The information which will be stored at the completion of this project is of the following type(s). Tick**

**more than one box if applicable.**

☒ non-identifiable

**8.3.6 For how long will the information be stored after the completion of the project and why has this period been chosen?**

All data will be stored for a period of 5 years in a locked filing cabinet at CQUniversity Noosa campus.

This

period will allow the researcher to revisit the data for purposes of verification, clarification, and /or comparison to other data sets. This duration has been chosen as it is in accordance with the CQUniversity

research code of conduct.

Page 17 of 24

Commercial-in-Confidence

**8.3.7 What arrangements are in place with regard to the storage of the information collected for, used in, or**

**generated by this project in the event that the principal researcher / investigator ceases to be engaged at**

**the current organisation?**

Should the researcher and supervisor leave the organisation then all the project data would be destroyed.

**8.4. Ownership of the information collected during the research project and resulting from the research project**

**8.4.2 Who is understood to own the information resulting from the research, eg. the final report or published form of the results?**

The researcher

**8.4.3 Does the owner of the information or any other party have any right to impose limitations or conditions on the publication of the results of this project?**

No

**8.5. Disposal of the information**

**8.5.1 Will the information collected for, used in, or generated by this project be disposed of at some stage?**

Yes

**8.5.1... At what stage will the information be disposed?**

After 5 years the information and data will be disposed of.

**8.5.1... How will information, in all forms, be disposed?**

The paper will be shredded, the files deleted and the discs will be wiped.

**8.6. Reporting individual results to participants and others**

**8.6.1 Is it intended that results of the research that relate to a specific participant be reported to that participant?**

No

**8.6.1... Explain/justify why results will not be reported to participants.**

The results from the data collection will be used to complete the professional doctorate thesis. After the thesis has been examined a report on the results will be prepared by ADEC for the participants involved in

the questionnaire and focus group research.

**8.6.2 Is the research likely to produce information of personal significance to individual participants?**

No

## Ethical Clearance Applications

**8.6.3 Will individual participant's results be recorded with their personal records?** No

**8.6.4 Is it intended that results that relate to a specific participant be reported to anyone other than that participant?**

No

**8.6.5 Is the research likely to reveal a significant risk to the health or well being of persons other than the participant, eg family members, colleagues**

No

**8.6.6 Is there a risk that the dissemination of results could cause harm of any kind to individual participants - whether their physical, psychological, spiritual, emotional, social or financial well-being, or to their employability or professional relationships - or to their communities?**

No

**8.6.7 How is it intended to disseminate the results of the research? eg report, publication, thesis**  
Publication in a professional doctorate thesis.

Publication in a report to ADEC for dissemination to the educational community in each educational zone.

Publication in papers in refereed journals.

**8.6.8 Will the confidentiality of participants and their data be protected in the dissemination of research results?**

Yes

**8.6.8... Explain how confidentiality of participants and their data will be protected in the dissemination of research results**

The individual principal and supervisor will not be identifiable in the dissemination. Their confidentiality will

be protected.

Page 18 of 24

Commercial-in-Confidence

## **9. PROJECT SPECIFIC**

### **9.8. Research on workplace practices or possibly impacting on workplace relationships**

You have indicated that the project involves research in the workplace.

**9.8.0 Indicate at whose workplace the research is to be conducted (tick more than open if applicable):**

One or more of the investigator's

**9.8.1 What is the relationship of the researcher / investigator to the workplace , eg. proprietor, student, consultant, employee? Past or present?**

The researcher is a former school principal and education leader in Abu Dhabi Schools.

He was a former principal and principal supervisor in ADEC with a specific role supporting principals to manage their schools.

**9.8.2 What is the status in the workplace of all of the proposed participants, eg. Employee, client, consultant?**

All of the participants in the research have extremely high status in the workplace as Emirati principals. They

are seen as senior leaders in ADEC.

**9.8.3 What measures will be taken to minimise the risk to workplace relationships?**

The research will be conducted under the auspices of ADEC to provide an appropriate professional distance

between the researcher and the participants. The research will be the initial research that asks Emirati principals for their views on futures oriented professional learning needs, and is expected to generate interest and participation.

### **9.9. Research conducted overseas**

**9.9.1 You have indicated that this research will be conducted overseas. Please list the countries/jurisdictions that this research will be undertaken in.**

The research will be undertaken in Al Ain education zone in Abu Dhabi in the UAE.

**9.9.2 How will the principal researcher / investigator monitor the conduct of the members of the research**

## Ethical Clearance Applications

**team who will be working overseas?** NS 4.8.10

The researcher will be monitored by the Industry supervisor from the University of UAE. Dr.Abu Ashour, who

has been appointed by CQUniversity. Professor Dekkers will also be supervising the research.

**9.9.3 How have the researchers / investigators taken into account the opinions and expectations of**

**participants and their communities about the effect of any limits of resources on: (a) the way the research**

**will be conducted; (b) participants' post-research welfare; and (c) application of the results of the research?**

NS 4.8.12

The research has been designed to align with traditional Emirati cultural practices. It conforms with ethical

norms in the UAE. The research is fully supported by the Abu Dhabi Education Council, the supreme educational body in both Abu Dhabi and the UAE. (see attached letter)

**9.9.4 On what basis is the research lawful in the jurisdiction(s) where it is to be conducted?** NS 4.8.13

The research has been approved by the President Ministry of Abu Dhabi and by the Abu Dhabi Education Council (ADEC).

You have indicated that the project involves research conducted overseas.

**9.9.5 Will this research project involve access to, use, collection or acquisition of culturally sensitive artefacts?**

No

**9.9.6 Are there local factors which make it problematic to comply with ethical standards expressed in the National Statement**

No

Page 19 of 24

Commercial-in-Confidence

## **10. DECLARATIONS AND SIGNATURES**

### **10.1 Project Title**

Evolving Leadership Roles of Emirati School Principals: Implications for Principal Professional Development and Training

### **10.2 Human Research Ethics Committee to which this application is made**

Central Queensland University's Human Research Ethics Committee (EC00158)

### **10.3 Signatures and undertakings**

**Applicant / Principal Researchers (including students where permitted)**

I/we certify that:

- All information is truthful and as complete as possible.
- I/we have had access to and read the National Statement on Ethical Conduct in Research Involving Humans.
- the research will be conducted in accordance with the National Statement.
- the research will be conducted in accordance with the ethical and research arrangements of the organisations involved.
- I/we have consulted any relevant legislation and regulations, and the research will be conducted in accordance with these.
- I/we will immediately report to the HREC anything which might warrant review of the ethical approval of the proposal NS 5.5.3 including:
  - serious or unexpected adverse effects on participants;
  - proposed changes in the protocol; and
  - unforeseen events that might affect continued ethical acceptability of the project.
- I/we will inform the HREC, giving reasons, if the research project is discontinued before the expected date of completion NS 5.5.6 see NS 5.5.8(b);
- I/we will adhere to the conditions of approval stipulated by the HREC and will cooperate with HREC monitoring requirements. At a minimum annual progress reports and a final report will be provided to the HREC.



## Ethical Clearance Applications

### **Applicant / Chief Researcher(s) / Principal Researcher(s)**

Mr Abdulla Al Nuaimi \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

CQUniversity Signature Date

### **Supervisor(s) of student(s)**

I/we certify that:

- I/we will provide appropriate supervision to the student to ensure that the project is undertaken in accordance with the undertakings above;
- I/we will ensure that training is provided necessary to enable the project to be undertaken skilfully and ethically.

Prof John Dekkers \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Signature Date

Dr Khalifa Mustafa Abu-AShour \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Signature Date

Dr Mike Horsley \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Signature Date

### **Heads of departments/schools/research organisation**

I/we certify that:

- I/we are familiar with this project and endorse its undertaking;
- the resources required to undertake this project are available;
- the researchers have the skill and expertise to undertake this project appropriately or will undergo appropriate training as specified in this application.

Page 20 of 24

Commercial-in-Confidence

\_\_\_\_\_  
Title First name Surname

\_\_\_\_\_  
Position Organisation name

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date Signature

Page 21 of 24

Commercial-in-Confidence

## **11. ATTACHMENTS**

This page and all pages that follow don't need to be submitted to your HREC.

### **11.1 List of Attachments**

#### **Core Attachments Attachments which may be**

#### **required/appropriate.**

Recruitment/invitation Copy of advertisement, letter of invitation etc  
Participant Information Copy or script for participant

Copy or script for parent, legal guardian or person responsible as

appropriate

Consent Form Copy for participant

For parent, legal guardian or person responsible as appropriate

For, optional components of the project eg. genetic sub study

Peer review Copy of peer review report or grant submission outcome

HREC approvals Copy of outcome of other HREC reviews

#### **Attachments specific to**

#### **project or participant**

#### **group**

#### **Attachments which may be**

#### **required/appropriate.**

Research conducted in the workplace

or possibly impacting on workplace

relationships

Evidence of support/permission from workplace where research will be

conducted

Research conducted overseas

involving participants

English translation of participant information/consent forms

## Ethical Clearance Applications

Evidence of support/permission from overseas organisations involved in the research

People whose primary language is other than English (LOTE)

English translation of participant information/consent forms

Children and/or young people (ie. <18 years)

Information/consent form for parent, legal guardian or person responsible

Aboriginal and/or Torres Strait

Islander peoples

Evidence of support / permission of elders and/or other appropriate bodies

Page 22 of 24

Commercial-in-Confidence

### **11.2 Participant information elements**

#### **Core Elements**

Provision of information to participants about the following topics should be considered for all research projects.

#### **Core Elements Issues to consider in participant information**

About the project Full title and / or short title of the project

Plain language description of the project

Purpose / aim of the project and research methods as appropriate

Demands, risks, inconveniences, discomforts of participation in the project

Outcomes and benefits of the project

Project start, finish, duration

About the investigators / organisation Researchers conducting the project (including whether student researchers are involved)

Organisations which are involved / responsible

Organisations which have given approvals

Relationship between researchers and participants and organisations

Participant description How and why participants are chosen

How participants are recruited

How many participants are to be recruited

Participant experience What will happen to the participant, what will they have to do, what will they experience?

Benefits to individual, community, and contribution to knowledge

Risks to individual, community

Consequences of participation

Participant options Alternatives to participation

Whether participation may be for part of project or only for whole of project

Whether any of the following will be provided: counselling, post research

follow-up, or post research access to services, equipment or goods

Participants rights and responsibilities That participation is voluntary

That participants can withdraw, how to withdraw and what consequences may follow

Expectations on participants, consequences of non-compliance with the protocol

How to seek more information

How to raise a concern or make a complaint

Handling of information How information will be accessed, collected, used, stored, and to whom data will be disclosed

Can participants withdraw their information, how, when

Confidentiality of information

Ownership of information

Subsequent use of information

Storage and disposal of information

Unlawful conduct Whether researcher has any obligations to report unlawful conduct of participant

## Ethical Clearance Applications

Financial issues How the project is funded  
Declaration of any duality of interests  
Consensation entitlements  
Costs to participants  
Payments, reimbursements to participants  
Commercial application of results  
Results What will participants be told, when and by whom  
Will individual results be provided  
What are the consequences of being told or not being told the results of  
Page 23 of 24  
Commercial-in-Confidence

### **Core Elements Issues to consider in participant information research**

How will results be reported / published  
Ownership of intellectual property and commercial benefits  
Cessation Circumstances under which the participation of an individual might cease  
Circumstances under which the project might be terminated

#### **Research Specific Elements**

Provision of information to participants about the following topics should be considered as may be relevant to the research project.

### **Specific to project or participant group**

#### **Additional issues to consider in participant information**

Research conducted in the workplace  
or possibly impacting on workplace  
relationships  
Whether employee performance will be measured  
Whether results (identified or aggregate) will be provided to employer  
Aboriginal and/or Torres Strait  
Islander peoples  
describe consultation process to date and involvement of leaderswhether  
ATSI status will be recorded Page 24 of 24