

**THE ROLE OF DEPARTMENT HEADS AS CHANGE AGENTS IN THE
IMPLEMENTATION OF EDUCATIONAL REFORM IN THE UNITED ARAB
EMIRATES**

by

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I declare that **THE ROLE OF DEPARTMENT HEADS AS CHANGE AGENTS IN THE IMPLEMENTATION OF EDUCATIONAL REFORM IN THE UNITED ARAB EMIRATES** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE
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.....

DATE

ACKNOWLEDGEMENTS

*In the name of Allah, the beneficent, the merciful.
Allah says, "Are those who know equal to those who know not?
It is only those who are endowed with understanding
that receive admonition."
(The Holy Qur'aan, surah 39, ayat 9)*

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SUMMARY

The implementation of educational reform in the United Arab Emirates (UAE) imposes a change agent role on secondary school department heads however the assistance-intensive process is inhibited by the current educational structure. As the concept of teacher empowerment becomes accepted, some department heads have the ability to develop a professional learning community while others are unable to do so. The present study considers the present and ideal role of the department head as a change agent facilitating the implementation of educational reform in the UAE. A sequential mixed method mode of inquiry with two phases was employed. In phase one, department heads were profiled from a self, superior and subordinate perspective and a conceptual framework related to patterns of effective change agent behaviour was developed. Findings show that effective change agent characteristics of department heads included priorities related to change implementation and teacher support, a collaborative leadership style, seven strategies related to a participatory, supportive and facilitative approach and ten skills that motivate, energise and encourage teachers. The identification of two ineffective department heads by teacher informants in phase one provided an opportunity to study the work of effective and ineffective department heads as cases in-depth. Case study findings confirm the conceptual framework because effective heads were rated high for all characteristics identified, while ineffective heads were rated low. All department heads accepted the change agent role unofficially with no additional time release, but effective heads took ownership of the process and empowered teachers while ineffective heads provided assistance on request. Effective heads used interpersonal skills and asserted themselves as technical experts while ineffective heads were passive and were considered to be traditional teachers. Strategies and skills employed by effective heads included *resource linking*, *collaborative problem solving*, *facilitation*, *support* and *administration/organisation* while ineffective department heads used *resolution giving* and *providing technical assistance*. Time constraints, restrictive school schedules and role ambiguity were identified as major impediments to the change agent role of department heads in his study. Nevertheless, the new curriculum is being implemented in all of the departments studied verifying that the department head is an untapped resource in the change process.

KEYWORDS

change agent, department head, educational reform, Vision 2020, role ambiguity, role conflict, instructional leadership, change agent characteristics, change agent outcomes, professional learning community.

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List of Abbreviations

Abbreviation	Meaning
ABEGS	Arab Bureau for Education of the Gulf States
AED	UAE Dirham
AHDI	Arab Human Development Index
AHDR	Arab Human Development Report
BIPDE	Bureau of Institutional Planning Development and Evaluation
CCIMD	Center for Curriculum and Instructional Materials Development
CDETME	Center for the Development of Educational Testing, Measurement and Evaluation
CRC	Curriculum Resource Center
EFA	Education For All
FNC	Federal National Council
GCC	Gulf Cooperation Council
HDI	Human Development Index
H.H	His/Her Highness
IBE	International Bureau of Education
NIE	National Institute of Education (Singapore)
NTL	National Training Laboratories
MOEY	Ministry of Education and Youth
MOP	Ministry of Planning
UAE	United Arab Emirates
UAEU	United Arab Emirates University
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
ZU	Zayed University

CHAPTER 1: EDUCATIONAL REFORM AS A NECESSITY FOR THE DEVELOPMENT OF A KNOWLEDGE-BASED ECONOMY

1.1 INTRODUCTION

Education needs to change its role so as to produce a well-trained and multi-skilled labour force. The pervasiveness of technology in an increasing knowledge-based and service-based economy together with new labour market demands for quality and flexibility in products and services puts a premium on human skills to sustain economic growth and competitiveness (Mogaby, 1999:279). Therefore, according to Abdel Mawgood (2000:6), “no country can develop a stable post-industrial economy unless it has the backing of a well-educated community.” He added that, “education is a means for shaping growth to desired national ends. The power of nations is no longer measured by their natural resources, capital surplus, population or army but by the quality of thoughtful, innovative minds of a population that are able to lead the development of their nation in the context of a new global environment” (Abdel Mawgood, 2000:12). This implies a growing realisation of the importance of how people function in the labour market.

In the United Arab Emirates (UAE), the development of human resources and the massive expansion of the education system take on yet another important dimension. Foreign labour constituted 90.9% of the total UAE labour force in 2003 (MOP, 2004:12) with the majority of UAE nationals being employed in the public sector. Given that the UAE’s national population is a minority (estimated to be 22% of the total population of 3.6 million in 2003; MOP, 2004: Table 2/20) and that the pace of economic development is increasing, the UAE labour market will most likely encounter further demand for foreign labour unless the national labour force acquires the skills and expertise needed to become more competitive.

Human development indicators for the UAE (UNDP, 2004:139) show significant progress in terms of:

- A human development index (HDI) of 0.824 ranking the UAE forty-nine out of one hundred and seventy-seven countries;

- Improvement in the life expectancy at birth which is currently estimated at 74.6 years;
- Improvement in the percentage of adult literacy which is currently estimated at 77.3%;
- Improvement in the combined primary, secondary and tertiary gross enrollment ratio with the UAE now at 68%; and
- Amelioration of female literacy and enrollment rates, with present female enrollment in secondary education as a percentage of males at a ratio of 1.13.

As impressive as these indicators appear, the Arab Human Development Report (AHDR, 2003:21-22) suggests that the HDI is not a true reflection of progress in Arab countries. An alternative human development index (AHDI) has been proposed which confirms that the UAE, like most other Arab countries “suffers from knowledge deficits where human capabilities are weak and poorly utilised” (AHDR, 2003:29). In an age of knowledge intensity, poor knowledge acquisition is a serious shortfall making educational reform a top national priority in the UAE. It is therefore, necessary to consider education in the UAE.

1.2 EDUCATION IN THE UAE

Education may be considered an investment in human capabilities where a return on the investment is expected by society and individuals (Mograby, 1999:285). The only way to improve the productivity of a society is by improving the skills of its labour force and by raising the educational attainment of its citizens. Since the federation of the UAE in 1971, special efforts have been directed to education as reflected by article seventeen of the UAE constitution which states that, “education is an essential element in achieving the progress of society, it is mandatory in the elementary stage and free for all stages” (Mograby, 1999:285). The expansion of education in the UAE over the last thirty years has been significant since schools providing education from year one to year twelve are now accessible to all communities in all the Emirates, over 6 500 national teachers have been trained and employed and a national curriculum has been implemented in government schools (Abdel Mawgood, 2000:8). However, according to Abdel Mawgood (2000:8) problems of waste, inefficiency and low

productivity are deeply seated in the education system, necessitating a new vision for the future development of education in the UAE.

Vision 2020 is the title of the educational reform plan for the UAE which has been developed by the Ministry of Education and Youth (MOEY) in 1999 in response to the 1995 world declaration of Education for All (EFA). Termed the vision of success, the mission statement of Vision 2020 is that “by the year 2020 the Ministry of Education and Youth will have all graduated students from its schools equipped with knowledge, skills, competencies, learning styles and commitment to national development that enable them to secure the future prosperity of the people of the United Arab Emirates” (MOEY, 2000:9). In his foreword to the educational reform document *Education Vision 2020: Pillars, strategic objectives, projects and implementation programmes for UAE education development* the then UAE Minister of Education, Dr. Al-Sarhan, considered the scope of Vision 2020 to be “diverse, integrated and comprehensive” (MOEY, 2000:6). According to Abdel Mawgood (2000:6), “Vision 2020 offers a better educational future where all students in the UAE will have access to general education of the highest quality [and it] aims at making fundamental changes to educational objectives, structures and processes in order to affect a qualitative change in educational outputs.”

The period 1998 to 2000 was considered, “the planning of the planning” (MOEY, 2000:138) in which preparation, consideration and planning for the development of education was conducted. The first phase of the implementation plan began in 2000 and ends in 2005. In terms of progress, the first EFA country assessment report for the UAE (Al-Shamsi, 2000:1) indicated development and progress in seven areas under the authority of MOEY, namely, early childhood care, basic education, private education, improvement of learning achievement, adult literacy, training in essential skills and in education for better living. Although the general goals and objectives for educational reform have been defined within the UAE context (Al-Shamsi, 2000:1), the EFA country report for the UAE highlights challenges encountered with the management of Vision 2020 as an educational change process (reform) at implementation level (Al-Shamsi, 2000:9). The difficulties related to reform management is not a new concept because the implementation of change continues to remain a dilemma in most educational settings (Stiegelbauer, 1994:1).

In accordance with the current perception of shared educational leadership (Lambert, Walker, Zimmerman, Cooper & Lambert, 1995:1-202; Elmore, 2000:1-198; Olson, 2000:1-7; Spillane, Halverson & Diamond, 2001:23-28; and Lambert, 2002:37-40) in which the principal is no longer considered to be the only instructional leader, this study will focus on department heads (or subject coordinators – see Section 1.6) in UAE public secondary schools in their role as change agents in the implementation of educational reform.

1.3 AIM AND OBJECTIVES

The aim of this study is to investigate the present and ideal role of the department head as a change agent facilitating the implementation of educational reform in public schools of the United Arab Emirates. In order to explore this aim, the following specific objectives are defined, namely,

- To identify change agent characteristics (priorities, style, strategies, and skills) that are employed by department heads in their role as change agents;
- To explore the outcomes that result from change agent activities of the department head when implementing a new curriculum;
- To develop a conceptual framework of effective change agent characteristics that could be used to identify effective department heads in their role as change agents of educational reform; and
- To explore in-depth the work of effective [and ineffective] department heads in terms of their current role expectations, support context, change agent characteristics employed, the outcomes achieved and the perceived rewards and frustrations experienced by the department head in the performance of his/her duties.

The aim and objectives of this study are considered to be an extension of research conducted by Beaton (1985:1-230), Strudler (1987:1-202), Stoops (1990:1-204), Henderson (1993:1-235), Miles, Saxl and Lieberman (1985:69-94; and 1998:157-193), Weller (2001:73-81) and Mayers and Zepeda (2002:49-64). A comprehensive review of these studies provides direction for the research design of this study.

1.4 RESEARCH DESIGN

A sequential mixed method research design was considered appropriate for the purposes of this study because it enabled the “mixing of quantitative and qualitative research methods, approaches and paradigm characteristics” (Johnson & Christensen, 2004:30). The sequential design of this study was set up with two phases, the first of which was quantitative and the second qualitative so that the “the results of one method could develop or inform the other method” (Greene, Caracelli & Graham, 1989 as cited by Creswell, 2003:16). According to Creswell (2003:16), the advantage of combining quantitative and qualitative methods is that the biases inherent in one method are overcome by the use of the other method.

In phase one of this study department heads involved with assisting secondary school teachers with the implementation of educational reform were profiled by means of responses to questionnaires from three perspectives, namely:

- Self (department head);
- Superior (subject supervisor); and
- Subordinate (two teachers from the department nominated by the department head)

The self, superior and subordinate perspectives provided a holistic view on the participant’s profile in terms of his/her change agent characteristics. Descriptive statistics using frequency tables enabled a comparison of priorities, leadership style, strategies, skills, and outcomes ranked by department heads and their informants.

In phase two of this study the initial intention was to identify and study in-depth participants who were regarded as effective change agents because their profiles matched a conceptual framework developed as an indicator of “patterns of effective change agent behaviour” (Miles *et al.*, 1998:162). However, a change in focus was deemed necessary when questionnaire responses from two teacher informants introduced the ineffective category by stating that none of the characteristics on the questionnaire applied to the department head concerned. This finding presented an

opportunity to compare effective and ineffective department heads in their role as change agents of educational reform. The terms *effective* and *ineffective* are used in this study within the context described in Section 1.6.

Therefore, in phase two of this study, purposive sampling enabled the identification of two effective and two ineffective department heads. Qualitative research instruments were employed to study their work in-depth resulting in the collection of information-rich data. Data in phase two were analysed holistically using phenomenology where the researcher constructs a picture that takes shape as he or she collects data and examines the parts (McMillan & Schumacher, 1993:376). The phenomenological method is an inductive, descriptive research method with which the researcher investigates and describes all phenomena, including human experience in the way these phenomena appear, “in their fullest breadth and depth” (Spielberg, 1965:4).

A more detailed account of the research design, data collection strategies and data analysis procedures are provided in chapter four.

1.5 DELIMITATIONS OF THIS STUDY

It is important to recognise that a number of boundaries or delimitations exist within the scope of this study, namely,

- Participants in this study were employees in the public education sector. Employees of private schools in the UAE were not considered because educational reform in the private sector is not under the direct governance of the MOEY;
- Although questionnaires were translated into Arabic before dissemination, the informants may not have clearly understood the precise meanings of terms used for describing the various change agent characteristics (priorities, style, strategies and skills) and outcomes; and
- Interview data were collected in English with the assistance of a translator because Arabic is the mother tongue language of the UAE. Nevertheless, language difficulties in comprehending or understanding the questions asked

or the answers given may have occurred during sampling, data collection and data analysis with the possibility of nuances being missed or misconstrued.

1.6 DEFINITION OF CONCEPTS

For the purpose of this study the following key terms are conceptually and operationally defined:

- *Change agent* – An assistance person whose role includes the responsibility of initiating or facilitating educational change (Strudler, 1987:9; and Henderson, 1993:8).
- *Department head* – A member of a high school teaching staff who, in addition to performing the usual duties of a teacher in a subject-matter department (for example, mathematics, geography or science) has been assigned the responsibility of administering some of the affairs of the department (Sergiovani, 1984, as cited by Henderson, 1993:20-21). This post is equivalent to that of the subject coordinator in UAE public schools. For the purposes of this study, the term department head will be used instead of subject coordinator because of terminology match with other education systems and for the expansion of the findings of this study to research elsewhere.
- *Educational reform* – Changes or improvement to the educational system brought about by national concerns related to the provision of education suited to the changing needs of a society (National Commission on Excellence in Education, 1983:15);
- *Effective department head* – Identified as effective because the individual's profile matches the conceptual framework developed for patterns of effective change agent behaviour (Figure 5.1). Therefore, the characteristics identified as effective are rated high (typical) for the individual. This does not mean that the department head is effective in all areas related to the successful implementation of change;

- *Ineffective department head* – Identified as ineffective because the individual's profile does not match the conceptual framework developed for patterns of effective change agent behaviour (Figure 5.1). Therefore, the characteristics identified as effective are rated low (atypical) for the individual. This does not mean that the department head is ineffective in all areas related to the successful implementation of change;
- *Outcomes* – Any perceived effect on teachers, administrators or schools that result from the intervention of change agents;
- *Priorities* – Duties or responsibilities of the department head that are considered to be most important, or that needs attention before anything else (Longman Dictionary, 1997:635);
- *Profile* – A complete description of the department head as a change agent of educational reform from a self, superior and subordinate perspective;
- *Role ambiguity* – An insufficient knowledge of expectations of the job as a result of role conflict.
- *Role conflict* – The simultaneous occurrence of two or more role expectations such that compliance with one makes compliance with the other more difficult (Mayers & Zepeda, 2002:54);
- *Skills* – Knowledge, abilities or special qualifications that enables an individual to perform tasks related to his/her role as change agent. Skills are generic tools required for accomplishing different strategies (Henderson, 1993:62);
- *Strategies* – A carefully planned method of translating theory and assumptions into action in order to achieve a goal (Henderson, 1993:58);

- *Style* – The distinguishing way in which one does something (Longman Dictionary, 1997:805); and
- *United Arab Emirates* – A federation of seven Emirates established on December 2, 1971 and located on the southeastern corner of the Arabian Peninsula. The Emirates are Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al-Quwain, Ras Al-Khaimah and Fujairah. Six of the Emirates are bordered on the North by the Arabian Gulf, the seventh (Fujairah) is bordered by the Gulf of Oman. On the west, the UAE is bordered by Saudi Arabia, on the east by Oman and on the south by Rub Al-Khali (the empty quarter) of Saudi Arabia. The United Arab Emirates is approximately 83 000 square kilometers with an estimated population of 3.6 million (MOP, 2004: Table 2/20).

1.7 ORGANISATION OF THE STUDY

This chapter introduces the study and presents the problem formulation. In addition, it provides the aim and objectives and an explanation of the main concepts.

The second chapter contextualises this study. It presents information related to the development of education in the UAE and the major challenges facing the UAE educational system. In addition, Vision 2020, the educational reform plan of the UAE, is explored in detail in terms of its policy pillars, strategic objectives and the various implementation projects relevant to secondary education in the UAE.

The third chapter provides an exposition of educational reform from a global perspective. It highlights change agent characteristics (namely, strategies, leadership style, skills and outcomes) as described by empirical research findings. In addition, a detailed account of the role and responsibilities of the department head and the potential and limitations of this position in terms of instructional leadership is explored.

The fourth chapter presents a detailed account of the research design. It includes the methods and procedures used for sampling, collection of data and for analysing the

collected data. In addition, ethical considerations for the use of human beings as subjects are discussed.

The fifth chapter presents a detailed analysis of the findings obtained in phase one of this study. A conceptual framework related to the patterns of effective change agent behaviour is developed from the findings in phase one of this study.

The sixth chapter provides an account of the case studies of the two effective (see Section 1.6) department heads identified as a result of a profile match with the conceptual framework developed in phase one of this study. A detailed analysis of the effective department head's work as an internal change agent of educational reform is provided.

The seventh chapter provides an account of the case studies of the two ineffective (see Section 1.6) department heads identified by teacher informants. As with the effective heads, a detailed analysis of the ineffective department head's work as an internal change agent of educational reform is provided.

The eighth and final chapter offers a summary of this study. Pertinent conclusions and recommendations are derived and areas for future research are identified.

1.8 CONCLUSION

Internationally, education and training is known to influence the economic growth and development of any country. Educational reform is necessary in order to meet the modern demands for a well-trained and multi-skilled labour force. Research findings confirm the potential for department heads to be instructional leaders (Mayers & Zepeda, 2002:50). Therefore, the implementation of educational reform challenges them with the role of an internal change agent.

The next chapter considers the history of education in the UAE from the early nineteenth century to the present. A discussion of reform efforts related to Vision 2020 and pertaining to UAE secondary school education is provided, as this is an area in which department heads have an opportunity to fulfill the change agent role.

CHAPTER 2: THE DEVELOPMENT OF EDUCATION IN THE UAE AND VISION 2020, THE EDUCATIONAL REFORM PLAN OF THE UAE

2.1 INTRODUCTION

The development of public education in the UAE is recent as the entire country has undergone tremendous transformation within a short period of time (Al-Suwaidi, 1999:3). Before the oil revolution the UAE was dependent on pearl fishing therefore, it was marginalised in the global economy. The discovery of oil and the resulting economic prosperity enabled the development of a public education system where education and learning are recognised as key components for the development of UAE society. Therefore, the UAE government has invested both quantitatively and qualitatively in the development of education. Al-Suwaidi (1999:331), cautions that “the current pace of innovation promises new achievements that may surpass the imagination and transcend the limits of reality as we know it with far reaching implications for the social, political and economic systems of the future.” The UAE is challenged within the present highly competitive global environment with major structural changes which must maintain political stability and the integrity of its social system. As a result, “the objectives and focus of education in the UAE is changing and voices are heard which advocate a new role for education in the economic and social development of the UAE” (Suliman, 2000:167).

The present chapter attempts to place this study into context by providing a description of the development of education in the UAE. A discussion of the challenges facing the UAE educational system is followed by a detailed exposition of the UAE education reform plan, Vision 2020. Topics addressed include, the underlying policy pillars, strategic objectives and selected implementation projects of Vision 2020 related to secondary school education.

2.2 HISTORICAL PERSPECTIVES OF EDUCATION IN THE UAE

Western culture and systems of government have had a limited impact on UAE society despite British occupation of the region from 1820 to 1969 (Talhami, 2004:6). While the British had a presence within the political units constituting the Trucial

States¹, they did not formally organise them as protectorates of the British Empire. As a result, the central power, the rudimentary administrative system and the Islamic judicial authority all evaded British control and the various political units of the Trucial States managed their own internal affairs. This unusual situation provided by the British resulted in the preservation of a conservative culture and way of life (Talhami, 2004:6).

2.2.1 Early beginnings

Islam is one of the few religions in the world that emphasises literacy since reading of The Holy *Qur'aan* is a vital component of the faith. Evidence from the *Qur'aan*, the *ahadith* (Prophet Mohammed's [peace be upon him] sayings) and the *sunnah* (the Prophet Mohammed's [peace be upon him] tradition which every devout Muslim should emulate) supports the fact that "learning is part of every Muslim's duty" (Suliman, 2000:3).

The first verse of The Holy *Qur'aan* revealed to the Prophet Mohammed (peace be upon him) is, "Read in the name of thy lord" (The Holy *Qur'aan*, *surah* 96 *ayat* 1)². Subsequent verses stress this idea although the nature of knowledge may have evolved. For example, "God will raise all you who believe, as well as those who are given knowledge in rank" (The Holy *Qur'aan*, *surah* 58 *ayat* 12). Prophet Mohammed's (peace be upon him) sayings (*ahadith*) also stress the importance of learning. Some of his most often quoted sayings in this respect are, "seek knowledge, though it be in China (meaning distant lands)" and "seeking knowledge is an obligation for every male and female Muslim." The prophet Mohammed (peace be upon him) is also reported to have released prisoners of war after they had taught ten Muslims to read and write. These are a few examples of the place of learning and education in Islam.

¹ The name given to the United Arab Emirates by the British before unification in 1971.

² Referencing is done in accordance with the divisions used by Ali (1946:xxi). According to subject matter, the Holy *Qur'aan* is arranged into 114 *surahs* (chapters) consisting of a number of *ayats* (verses). According to Ali (1946:xxi), the most convenient form of quotation is to name the *surah* and the *ayat* (verse).

The scarcity of authentic documents and the reliance on oral accounts has meant sketchy recollections of the beginnings of education in the UAE. However a few sources (Al-Misnad, 1985:15; Al-Mutawaa, 1990:26; and Talhalmi, 2004:4) indicate that education in the UAE began in approximately the nineteenth century as an organised effort to teach literacy to men and women in the *kuttab*, a religious school devoted to the teaching of Arabic and the reading of the Qur'aan. Later, claims by Mohammed Ali Mahmoud Attamimi in a series of articles in the Al-Ittihad newspaper (1984 as cited by Suliman, 2000:139) is that the first school for boys was opened in 1905 in Sharjah by his father Sheikh Ali Mahmoud Attamimi. It was named Attaymia Al-Mahmoudia School after its founder Mahmoud and a spiritual leader, the thirteenth century Islamic scholar Ibn Taymiya, whose precepts it followed.

Various other schools followed a similar model. For example, in 1910 the establishment of the Al-Ahmadia School in Dubai provided education to one-hundred and sixteen students (Al-Mutawaa, 1990:23). Later in 1927 and 1930, the As-Salmiya School and the Al-Islah School were opened respectively (Al-Rasheed, Ajawi & Al-Mutawaa, 1980:7). The Al-Islah School charged lower fees and admitted orphans and the needy free of charge. Finally, in 1947 a branch of Attaymia School opened in Hira (Al-Rasheed *et al.*, 1980:7). These first schools were concentrated in Sharjah and Dubai and they were financed by individual merchants although some assistance was received from the ruler and financially able students paid a nominal fee (Al-Rasheed, *et al.*, 1980:7).

Compared to the *kuttab*, these schools saw the introduction of an established time frame of school days and scheduled lesson durations. Instead of prayer time marking the beginning and end of lessons, the length of a class period was marked by minutes (Al-Harbi, 1988:36). The school year was fixed and the students were usually admitted at the beginning of the year. The curriculum was largely inspired by the traditional school (the *kuttab*) and the same subjects (Arabic and Islamic Studies) were taught although in a more organised fashion. Later, "the curriculum was expanded to include modern subjects like history, geography and mathematics although a large part of the curriculum was still occupied by traditional subjects" (Suliman, 2000:140).

The physical setting of schools also underwent radical transformation. Classrooms were now used although some still had no chairs or tables and younger students still sat on mats (Al-Harbi, 1988:37). The administrative system was largely on a local level with the principal being appointed by the patron to run the school and there were no formal links with other schools. The absence of detailed statistics apart from chronicles in which approximate numbers of students are quoted for a given school makes it impossible to get a comprehensive picture about the impact of these schools on the community (Bel Fakih, 1993:106). Nevertheless, they were an important step in setting up institutions that went beyond memorising The Holy *Qur'aan*.

Unfortunately, these schools had to be closed down in the late 1940s because of economic hardships suffered by their patrons after the decline of the pearling industry (Suliman, 2000:141). Moreover, the main activities of the trading emirates were adversely affected by World War II, therefore, assistance was solicited from neighbouring Gulf Corporation Council (GCC) countries that had already experienced an education revolution.

2.2.2 Education after 1953

Kuwait helped to build the first school in the Emirate of Sharjah in 1953 which provided education to four-hundred and fifty boys between the ages of six and seventeen years (Al-Harbi, 1988:6). Sharjah was also the first emirate to establish a school for girls, enrolling around seventy students. The curriculum and inspectors of these schools were provided by the Kuwaiti Ministry of Education (Fenelon, 1976:98). Most of the school teachers were employed from other Arab countries, like Palestine, Egypt, Lebanon and Iraq.

Tayram (1987:33) writes that the British did not look favourably on these missions because they discouraged the development of education, opposed the recruitment of Egyptian and Iraqi teachers and deported some of them suspected of disseminating subversive ideas amongst students. Faced with the wave of educational missions from neighbouring Arab countries, the British Political Resident in Sharjah "...recommended that Her Majesty's government should build schools in Sharjah and Dubai [to counter] the propaganda spread by the Saudis regarding their intention to

extend the benefits of education and agricultural development” (Tuson, 1990:35). Subsequently, Queen Elizabeth donated four thousand pounds to build a new wing at the Al-Qassimia School on the occasion of the visit of Lord Mountbatten to the area in 1956 (Tuson, 1990:35).

This period also saw the opening of trade schools in Sharjah in 1958, in Dubai in 1964 and in Ras Al-Khaimah in 1969 (Ministry of Information and Culture, 1985:36). Agricultural schools and religious schools based on the modern model were opened in the 1960s. Five different curricula were being taught in various schools throughout the Trucial States (Tuson, 1990:44). The neighbouring countries of Kuwait, Egypt, Qatar, Jordan and Saudi Arabia each sponsored schools using their own teachers and curricula, and provided free textbooks to students of the now UAE. The subjects taught at these schools were traditional (religious studies, Arabic, social studies, mathematics and science) but Tuson (1990:46) notes that new subjects were introduced. They included art, physical education and the addition of English at middle school level.

The discovery of oil provided the necessary finances for the UAE to develop its own public education system. Abu Dhabi was one of the first emirates to invest in education with the Abu Dhabi Development Plan providing between US\$ 30-35 million for the development of schools in the period 1968 to 1972 (Talhami, 2004:6). To understand the great advances made by Abu Dhabi in this area it is important to remember that there were only five-hundred and twenty eight students attending five elementary schools (four for boys and one for girls) countrywide in 1966, but by 1970, the number of schools in the UAE had increased to thirty and the student population to 13 916 (Talhami, 2004:6).

2.2.3 Unification

In 1971, six Emirates, namely, Abu Dhabi, Sharjah, Dubai, Ajman, Umm Al-Quwain, and Fujairah were united. Ras Al-Khaimah joined the unification a year later in 1972. The state was thus formally established with a declaration from the former President of the UAE, the late H.H. Sheikh Zayed bin Sultan Al-Nahyan, that the aim of the newly established independent country was to maintain independence, stability and

cooperation. He further stated that one of the major functions of this unification was that the government would endeavour to provide a better life for all UAE citizens as well as to support and assist Arab causes and interests (Adam, 2003:20). The new UAE constitution included provisions for education as a means of social and economic development.

H.H. Sheikh Zayed declared that, “Youth are the real wealth of the nation. We must develop academically and technically qualified citizens able to serve their country in its future progress.” In numerous speeches H.H. Sheikh Zayed compared the enduring human capital of the country to the ephemeral nature of oil wealth and reiterated the need for a generation of qualified individuals as the best insurance against the drying out of the oil wells (Suliman, 2000:147). Human resource is considered the most important element in the development of the UAE. Therefore, the ultimate goal of education is to achieve sustainable human development offering a wide range of life options and opportunities for all people (MOEY, 2000:43).

The general policy of education was sketched in the Provincial Constitution of the UAE and in July 1979 a national curriculum was developed, administered and implemented by the Ministry of Education (MOEY, 1981:72). The government has since unification increased its investment in the development of education throughout the UAE with 17-18% of the federal budget being spent on education annually (MOEY, 2000:128). In the last thirty years considerable expansion of the education system in the UAE has occurred. The following statistical data indicate quantitative expansion in the UAE education system from the academic years 1972/1973 to 2002/2003, namely,

- The number of schools has increased by 84.9%;
- The number of classes has increased by 90.8%;
- The number of students has increased by 88.4%;
- The number of administrative and teaching staff has increased by 92.2% and;

- A decrease in class size as a result of investment in more school buildings is noted (24.2% at kindergarten level, 26.3% in primary, 29.2% in preparatory, 24.5% in secondary and 20% in technical schools).

(derived from MOEY, 1973; and 2003)

Qualitative expansion includes the development of a national curriculum with relevant thematic maps and objectives for the various educational stages, the local development of textbooks and teaching materials and the participation of trained national teachers. In addition, on-going collaboration with the education ministries of other GCC countries and membership to the Arab Bureau for Education of the Gulf States (ABEGS) facilitated and supported the UAE educational system and its national curriculum.

However, despite such significant quantitative and qualitative developments over a short period of time, Abdel Mawgood (2000:13) points out that “the UAE education system has not proved capable of responding effectively to either individual or national development needs.” Various other evaluation and sector analysis studies (Al-Sulayti, 1999:271; Mograby, 1999:279; and Benjamin, 1999:309) agree with this perception. Therefore, the UAE educational system faces major challenges in terms of providing quality education which adequately equips nationals to play a significant role in the development of their country’s economy.

2.3 MAJOR CHALLENGES FACING THE UAE EDUCATION SYSTEM

The International Bureau of Education (IBE) was incorporated into the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 1969 to facilitate dialogue about worldwide educational challenges and reform efforts (IBE, 2004:1). A review of IBE conferences since the Dakar Forum in 2000 (IBE, 2001 and 2004) shows that the UAE educational system is challenged by similar external and internal factors affecting educational systems in developing countries globally. The UAE has therefore joined global efforts to provide quality education for all in order to meet the external and internal challenges it faces.

2.3.1 External challenges

2.3.1.1 Political challenges

The two significant political challenges affecting the UAE include: the strategic role of the UAE in the Gulf and the institution of e-governance.

a. Strategic importance of the UAE

Under the leadership of the late H.H. Sheikh Zayed, the UAE has become a prosperous and prominent country in the Middle East (MOEY, 2000:30). Commercial relations with Arab and foreign countries have been boosted and the UAE has contributed to comprehensive development efforts with other countries. Despite the fact that the UAE faces “no immediate threat of invasion, overwhelming debts, organised domestic opposition or economic collapse...it must grapple with the same challenges facing poorer Middle Eastern countries, namely rapid population growth, lack of economic diversification, low oil prices, low water supplies and a dependence on foreign labour” (Foley, 1999:1). Moreover, the UAE military force either on its own or in combination with those of GCC countries cannot deter its principal security threat, thought to be Iran. Although the UAE is not currently threatened by invasion or economic collapse it will have to “reform its society, upgrade its education system and develop collective and integrated security arrangements with its allies to maintain its security in the future” (Foley, 1999:1).

b. E-governance

The entry of technology into every facet of life has changed how people live, how they work, how companies do business and how governments serve their constituents. The result is the emergence of e-governance. E-governance involves using technology to bring the government to recipients of services, businesses and other partners and clients in new ways (Van der Walt, 2000:121). The challenges involved in creating an e-government infrastructure include:

- Implementing the quickest, most cost-efficient means of disseminating government information in appropriate languages;

- Participating in innovative strategies of information sharing for human development and playing a leading role in producing state-of-the-art development of information;
- Developing human resources by training and education as the key to implementation and the on-going education of users of government networks;
- Establishing directories of information resources available in government on all subjects but with an emphasis on developmental issues and nation building;
- Utilising electronic devices wherever possible to enable people to make enquiries and to retrieve information; and
- Developing partnerships to establish multipurpose community centers which disseminate useful information on government development projects and other matters in a user-friendly manner to members of the community.

(Stones, 2000:4)

As is evident human resource development in terms of relevant education and critical training skills are the only mechanisms that will enable the UAE to be in a position to address the political and social challenges it faces.

2.3.1.2 Social challenges

All human societies are subject to change and in any cultural context the traditional is set against the modern. Modernity is gaining ground, be it through the political, economic and/or military power that it gives to nations which adopt it or by virtue of its attractiveness to human societies rooted in other cultures under the banner of development (IBE, 2004:9). Each society approaches modernity in its own way, with its own heritage and by taking it on board, transforms it with cultural and social consequences which may be creative or destructive but which is always very specific (IBE, 2004:9). For its part, globalisation adds opportunities to modernisation but also growing inequalities and risks. According to Sheikh Mohammed bin Rashid Al-Maktoum, “globalisation is a fact of life and the whole world is its home, not a certain country or group of countries. We [the UAE] have no option but to interact with this fact because interdependency between nations of the world is growing, not decreasing” (Sheikh Mohammed bin Rashid Al-Maktoum Website, 2004:4). He

added that “just like other effects of the information revolution globalisation has its advantages and disadvantages. It is important for us [the UAE] to seek the advantages and confront the disadvantages of globalisation” (Sheikh Mohammed bin Rashid Al-Maktoum Website, 2004:4).

Therefore, the challenge for the UAE will be to reconcile the traditional orientation of its educational system with the aspiration for modernity (Rassekh, 2001:9). According to an article in the Gulf News (Staff Reporter, 2003:1), organisers of a conference entitled, *Globalisation trends and its effect on the UAE* at the UAE University (UAEU) confirm that, “education will provide the discerning tools that will enable the UAE to maintain its cultural, social and religious identity while advancing towards globalisation in this age of communication and information revolution.” Education therefore, plays a key role in sustaining the culture and tradition of UAE society while supporting social and economic development.

2.3.1.3 Economic challenges

Following the 1991 Gulf War, oil exporting countries have encountered economic fluctuations due to the instability of oil prices and the resultant budget deficits. Economic diversification to reduce the country’s dependence on oil increases the need for competence training and management development in other sectors of the economy (Rassekh, 2001:9). In addition, the UAE economy at present depends heavily on the employment of foreign workers who dominate the workforce as nationals account for only 9.1% of the total workforce (2003 estimates; Ibrahim, 2004:1). At present, fewer national graduates enter the workforce and unemployment rate is high amongst nationals compared to expatriates in the UAE. A report compiled by a sub-committee on education, information and culture at the Federal National Council (FNC) revealed that 29 900 nationals registered as unemployed in 2002 and that a further 12 600 registered by November 2003 (Ibrahim, 2004:1). According to this report, the rise in unemployment amongst nationals is due to the incompatibility of their academic training with labour market requirements (Ibrahim, 2004:1).

Employers complain that schools are not providing adequately trained and technically qualified workers, resulting in an acute shortage of indigenous workers in both

quantitative and qualitative terms. Employers also cite a mismatch between the skills developed by education and training and the skills needed by industry. Therefore, the UAE government has had to consider educational reform and the development of national strategies to improve education and training. According to Judy (2003:148), the following two concerns require attention in order to prepare the national workforce for a knowledge-based economy:

- High-quality basic and general education, especially in science, mathematics, Arabic and English is a pre-requisite for preparing individuals for citizenship and a productive life; and
- Universities and other tertiary institutions must strike the balance between the need to prepare professionals and the need for middle level workers. The acute shortage of technical expertise needs to be addressed with the introduction of incentives for students attending technical schools and colleges.

While political, social and economical challenges are external to the educational system, internal challenges are also evident.

2.3.2 Internal challenges

According to Abdel Mawgood (2000:6) “drastic changes in education philosophy, objectives, content, learning means and tools are required for a relevant education for the future.” In order to achieve this, strategic changes in the organisational structure of the MOEY, efforts towards policy integration, the elimination of internal and external inefficiencies, improvement of teacher quality, improvement of the national curriculum, an introduction of quality assurance measures and increasing the use of information technology both as a teaching aid and as a management tool have been identified.

2.3.2.1 The organisational structure of the MOEY

Education is not an isolated entity, with international trends showing an integration of education, training and employment. For example, Austria and Britain have placed

education and training under the supervision of the Minister of Education, Training and Research (Eicher, 1996:127). Restructuring of the MOEY has been considered a key component to the educational reform process. The previously fragmented management of education needs to be transformed into a coherent and integrated system. According to Abdel Mawgood (2000:17) a new organisational structure is required in order to encourage a culture conducive to systematic planning, evaluation and accountability focused on continuous and sustainable improvement within the sector.

2.3.2.2 Lack of policy integration

The restructuring of the MOEY assists with better integration of interrelated sectors but it is vital that the new structure is supported by effective policy integration across government departments. For example, according to MOEY (2000:44),

- Education is compulsory only to the end of the primary stage of the education ladder. This policy conflicts with the aims of a general education for all and the universal trend of the completion of secondary education as a minimum; and
- The salary and benefit incentives offered for the recruitment of nationals into the armed forces induces a large number of young men to leave school in the tenth and eleventh year, limiting their potential for later employment in other sectors of the economy.

Clear and coherent policies to guide decision-making and to facilitate reform and strategic planning are required so that educational reform objectives are integrated with the overarching government policy framework that surrounds education in order to achieve national goals.

2.3.2.3 Internal and external inefficiencies

In the absence of change in the internal efficiency of the educational system, it is estimated that over the next ten years, 100 000 young nationals will leave school before the completion of their secondary education (MOEY, 2000:45). The education

system will therefore produce 28 000 male graduates and 45 000 female graduates which is only two thirds as many as those who leave before graduating (MOEY, 2000:45). With such an educational wastage, UAE nationals will not be able to compete in the labour market with non-nationals for higher level occupations. Approximately 10% of students repeat at all levels of the educational ladder (MOEY, 2000:45). The consequences of these drop-out and repeat rates are enormous in terms of time and resources (Abdel Mawgood, 2000:9). The result is an increased input into, and a decreased output from the system.

The achievement of national development objectives through the creation of special capital intensive industries that employ large proportions of high level skills is not well served by the current output of the education system. The internal inefficiencies of the education system contribute to significant external inefficiencies resulting in a significant manpower gap. This can only be closed if systematic strategies are implemented addressing the internal problems of waste and repetition. Further, a closer linkage through systematic manpower planning is required between the outputs of the school education system and the required inputs of higher education and the workforce.

2.3.2.4 Teacher quality

Given the current ratio of UAE nationals to expatriates within the total population, the maintenance of cultural values and norms of society is a central function of education. The fundamental goal of Emiratisation is to protect and preserve the indigenous culture that has defined the UAE and to assure continued social coherence in the face of an overwhelming influx of foreign participants from other cultures. This is best achieved through a public school system staffed by well-qualified UAE national teachers. Currently, expatriates make up 73% of teaching staff employed in public schools therefore nationals are a minority because of a lack of trained expertise (MOEY, 2003). The standard and quality of expatriate teachers is variable and their commitment to the education system beyond the period of contract is questionable. Long-term investment in training expatriate teachers may not be adequately recouped. Although the public sector is currently the largest employer of the national workforce, the overall ratio of nationals to non-nationals is 1:10 (MOEY, 2000:46). In education,

this ratio is less than 1:3, an indicator of the leading role that the education sector plays in the Emiratisation process (MOEY, 2000:46). Furthermore, Emiratisation is fundamental to the improvement of teacher quality and for the attainment of national goals as a national teacher is more likely to invest in, and commit to the education of future generations.

2.3.2.5 A relevant school curriculum

Improving the school curriculum is one of the main imperatives in improving the quality of education. With the high and ever increasing minimum threshold of knowledge and competencies required by modern economies, there is clearly a need for profound scrutiny of the present school curriculum. There is agreement amongst educational reformers that the content and organisation of the UAE national curriculum should be reformed. According to Suliman (2000:161) the current education system is irrelevant and of a low-quality because it is dominated by textbooks, examinations and a teacher-centered classroom culture emphasising rote memorisation which fails to foster creativity or quality learning. A study conducted by the Department of Childhood in Sharjah entitled *Call for flexible school curriculum* (Zeitoun, 2002:1) concluded that the “UAE school curriculum must break out of its rigid form and apply new methods that encourage students to think, analyse and be creative.” The study explained that academic curricula must satisfy pupil’s mental needs and not merely depend on memorisation of lessons with the aim of passing the examinations (Zeitoun, 2002:1).

There is therefore, a need to train students to locate, evaluate and make effective use of information. Educational materials should be flexible and relevant enough to stimulate students to take an active role in the learning process because rote learning and memorisation are no longer adequate teaching strategies in the age of globalisation. Effective teaching of cooperative learning and more advanced critical thinking skills requires better qualified teachers and an almost unlimited access to a variety of information resources. Reform is required to assist schools with improving their capabilities of instilling the skills required for numerical and information literacy skills for the twenty-first century (Zeitoun, 2002:1).

2.3.2.6 Quality assurance

In education and training quality assurance takes different forms such as accreditation, external evaluation, self-evaluation and a combination of the three. In England for example, quality assurance is gauged by school results during national examinations while in the United States, the move is towards maintaining national standards for skills and competencies and holding schools accountable for student performance (Newman, King & Rigdon, 1997:41). In the UAE, educational services are evaluated according to student results in the final examination set by the MOEY (MOEY, 1998:114). According to Al-Sulayti (1999:277), these national examinations are considered subjective and unreliable therefore, reform efforts in terms of evaluation and quality assurance are required.

In terms of quality towards building competencies for life, appropriate and up-to-date content, changes in the curriculum and changes within institutional environments are required (IBE, 2004:15). Competencies within an established framework in which minimum outcomes are identified are ways in which quality assurance is being addressed on a worldwide scale (IBE, 2004:15).

2.3.2.7 Information technology

The current use of information technology to enhance student learning and to improve administrative efficiency and productivity in UAE schools is limited. Enormous opportunities exist to improve the quality of teaching and learning through the gradual introduction of the use of information technology within the curriculum. According to Mograby (1999:302), the increased use of information technology will not only facilitate the achievement of student-centered learning but will, in conjunction with the introduction of learning resource centers provide efficiency in the total number of teacher contact hours in the UAE. Administrative efficiency is also expected through the use of information technology in the creation of management information systems for personnel, student records and finance, as well as the use of computer-assisted training for teachers (MOEY, 2000:135). Improving the computer literacy of all students is a necessary condition in overcoming the current gap between the outputs of the school system and the requirements of the labour market. In addition, the

introduction of an Education Management System will ease management and communication between the various MOEY entities. The availability of such a system within schools will make information more accessible and enable on-going evaluation of the education system.

It is clear from the above that the current educational system is not capable at present of meeting the requirements of a changing UAE therefore, educational reform is a necessity. In order to provide direction for reform an extensive evaluation of the UAE educational system and strategic planning by various MOEY nominated committees was conducted from 1998 to 2000 (see MOEY, 2000:42-51). The result is *Vision 2020*, the UAE educational reform plan which identifies the changes to be implemented over a twenty year period. With this vision, the UAE has joined the global initiative of providing quality education for all its citizens.

2.4 VISION 2020

Vision 2020 is designed to be a comprehensive and cohesive plan for the development of education in the UAE, in order to meet the national development requirements of the twenty-first century. Vision 2020 is a continuous and cyclical process with a mission directed towards ensuring that “by the year 2020 the MOEY will have all graduated students from its schools equipped with the knowledge, skills, competencies, learning styles and commitment to national development that enable them to secure the future prosperity of the people of the United Arab Emirates” (MOEY, 2000:9).

According to Abdel Mawgood (2000:19), the implementation of this vision will ensure that by 2020 school education in the UAE will be characterised by:

- World standard curriculum and assessment practices which emphasise independent thinking skills and challenge students to be oriented to the future and not to the past;
- Student-centered learning, enhanced wherever possible by the use of technology;

- Students as problem solvers with highly developed technical, analytical, creative and leadership capacities committed to lifelong learning;
- Teachers who are educated in modern teaching methods and equipped to provide the highest possible standards of student learning and who understand that their key role is to facilitate learning;
- Principals who are true educational leaders committed to achieving the best possible outcomes for students in their schools;
- A MOEY that drives efficient and effective performance and is committed to continuous improvement through on-going policy development and review, development of strategic and operational planning practices and an adoption of both formative and summative evaluation capacities and procedures; and
- High levels of community involvement in and support for education.

The planners of Vision 2020 foresee that the outcome of such an education would enable the UAE to address and overcome the major challenges it faces now and will encounter in the future (see Section 2.3). The discussion that follows provides information from the official UAE educational reform document, *Education Vision 2020: Pillars, Strategic Objectives, Projects and Implementation Programmes* (MOEY, 2000:1-163) which has been passed by the Ministerial Educational Committee and the Minister's Council in 1999 and brought into effect in 2000 (MOEY, 2000:23).

According to this document, Vision 2020 is based on seven strategic policy pillars and twenty-six strategic objectives on which all other policies, implementation plans, operation programs and implementation projects are centered. The policy pillars and strategic objectives are considered to be “the real reference for educational development and are the guidelines for educational leadership when planning developing or evaluating institutional performance” (MOEY, 2000:55).

2.4.1 Policy pillars

The seven policy pillars are:

- *Education as a driving force for national development* - Increasing coherence and interaction between the education system and the subsidiary societal system is necessary in order to serve national development goals and to achieve sustainable development for the UAE;
- *Productivity and cost effectiveness across the system* - Integration of all cycles and levels of education. This will lead to the success of educational efforts in capacity building and an improvement in the quality of human resources;
- *Quality and continuous improvement* – The development of the educational infrastructure will increase the quality of its economic, social and cultural outputs. This will ensure that the education system responds efficiently and effectively to present problems and to the challenges of the future. In addition, it will be able to adapt positively to local, regional and international development trends. Careful scrutiny and improvement of educational processes will lead to quality education, producing a generation capable of building an advanced and productive society;
- *Education as a drive for culture and knowledge* – Increasing and promoting the contribution of the educational system in cognitive and cultural development is necessary to enable UAE society to compete in the global economy;
- *Adaptive and responsive infrastructure* – Completing and developing infrastructure as well as institutional structures of the educational system will improve the quality of its economic and social outputs. The educational system should be able to respond effectively to present and future challenges, and react to change and development trends locally, regionally and internationally;
- *Societal involvement, contribution and support* – UAE society should participate in planning, financing and managing education. This policy pillar calls for institutional structures and infrastructures to be aligned with

the reform strategy and for the integration of formal, non-formal and private education. In addition, community resources to finance education will play a vital role in developing education and enhancing its quality; and

- *Restructured and articulated education levels* – Improvements in the educational system and its inputs (objectives, curricula and instructional materials, teaching competencies, methods and means of evaluation) are necessary in order to qualify a generation of people capable of creativity and innovation, and to build a productive, well developed society.

(MOEY, 2000:56)

Central to Vision 2020 and the policy pillars are twenty-six strategic objectives. These objectives translate into targets to be achieved in the implementation phase (MOEY, 2000:57).

2.4.2 Strategic objectives

The strategic objectives are comprehensive, integrated and correlated (MOEY, 2000:61). They seek a paradigm shift with quality education being the key focus in order to enhance social, economic and cultural outcomes. According to MOEY (2000:61), “although the objectives are looking into the future they offer the opportunity to develop a new and different education system to cope with life in the new millennium.” The strategic objectives of Vision 2020 are:

1. All teachers will have a minimum qualification of a college degree;
2. All principals will have a minimum qualification of a college degree and at least 50% will have a post-graduate qualification in educational administration or educational supervision;
3. Rates of Emiratisation among the workforce at all educational levels should increase to at least 90% with support staff to 100%;
4. Each kindergarten will provide a computer ratio of 1:10, primary 1:4, preparatory 1:2 and secondary 1:1;

5. All government school buildings will be fitted out in accordance with the norms and standards developed and approved by the MOEY related to functionality, safety and aesthetics;
6. The ratio of high school graduates will be 90% of the cohort that enroll in the first grade;
7. All schools will have libraries which are capable of becoming learning resource centers for students (places of individualised learning) and which reduces the dependency on face-to-face teaching;
8. A continuous learning society will be established linking formal, non-formal and informal streams of education;
9. A complete eradication of illiteracy and innumeracy, and closure of the literacy gaps of early school leavers;
10. The quality of the education system is expected to improve to ensure that UAE students appear within the top ranks of international benchmarks and competitions;
11. The system will respond to national development requirements and demands for a quality and quantity national workforce with a consequent reduction in expatriate workers;
12. General and vocational education will be a two-way stream and the integration between private, public, academic, technical and higher education will be achieved;
13. The principle of EFA will be achieved with equal opportunity for both sexes in all regions;
14. Individualised curriculum and instruction will be in place to respond effectively to individual differences, producing a generation of creative and inventive students through the development of an enriched and accelerated curriculum for advanced students;
15. Secondary education will be made compulsory and general without branching, and specialisations for post-secondary education will be delayed;
16. There will be a shift in emphasis on methods and practices in education – a move from teacher to student, teaching to learning and from memorisation to student-centered learning and thinking;
17. Student activities (like art and sport) will be integrated into formal learning and into career guidance, psychological counseling and other related areas;

18. The intention is to foster students with integrated personalities – who know their country and nation, who respect institutions, and who are accountable, non-extreme, articulate and tolerant;
19. A high level of student achievement that is measured against international standards in languages, mathematics, science and information technology will be realised;
20. Sustainable human development will be achieved through education by providing opportunities for individuals to improve themselves;
21. A deep sense of professional pride and accountability will be required for those in the education profession in terms of high standards and commitment, with concomitant incentives;
22. The budget will be restructured to optimise spending on quality educational outcomes. Resources available for teaching and learning and the efficiency of administrative and technical support will be benchmarked against international standards;
23. A high level of societal support for the implementation of Vision 2020 will be maintained;
24. There will be improved communication and information sharing using the potential of information technology, leading to cost efficiencies and better working arrangements amongst teachers, administrators, students and the community;
25. The curriculum, instruction and school organisation will be refocused to ensure that schools are oriented to the future, equipping students with skills, such as option analysis, that are needed to cope with the challenges of a rapidly changing global society; and
26. All students will come to the first grade physically, socially and cognitively ready to learn.

(MOEY, 2000:63-65)

It must be noted that the strategic objectives directly support the seven strategic policy pillars. Table 2.1 shows the relationship between the strategic pillars and the objectives.

TABLE 2.1: THE RELATIONSHIP BETWEEN THE STRATEGIC PILLARS AND THE OBJECTIVES OF VISION 2020

VISION 2020 POLICY PILLARS						
Education as a drive for national development	Productivity and cost effectiveness across the system	Quality and continuous improvement	Education as a drive for culture and knowledge	Adaptive and responsive infrastructure	Societal involvement, contribution and support	Restructured and articulated education levels
<p>11. The system will respond to national development requirements and demands for a quality and quantity national workforce with a consequent reduction in expatriate workers.</p> <p>13. The principle of EFA will be achieved with equal opportunity for both sexes and for all regions.</p> <p>18. The intention is to foster students with integrated personalities – who know their country and nation, respect institutions, are accountable, articulate and tolerant.</p> <p>20. Sustainable human development will be achieved through education by providing opportunities for individuals to improve themselves.</p> <p>25. The curriculum, instruction and school organisation will be refocused to ensure that schools are oriented towards the future equipping students, with skills such as option analysis that are needed to cope with the challenges of a rapidly changing global society.</p>	<p>1. All teachers will have a minimum qualification of a college degree.</p> <p>2. All principals will have a minimum qualification of a college degree and at least 50% will have a post-graduate qualification in educational administration or educational supervision.</p> <p>3. Rates of Emiratisation among the workforce in all educational levels should increase to at least 90% with support staff to 100%.</p> <p>4. Each kindergarten will provide a computer ratio of 1:10, primary 1:4, preparatory 1:2 and secondary 1:1.</p> <p>21. A deep sense of professional pride and accountability will be required for those in the education profession – high standards, social status and commitment, with concomitant of incentives.</p>	<p>12. General and vocational education will be made a two-way stream and the integration between private, public, academic, technical and higher education will be achieved.</p> <p>7. All schools will have school libraries which are capable of becoming a learning resource centers for students (places for individualised learning) and which reduces the dependency on face-to-face teaching.</p> <p>9. A complete eradication of illiteracy and innumeracy and closure of the literacy gaps of early school leavers.</p> <p>10. The quality of the education system is expected to improve to ensure that UAE students appear within</p>	<p>6. The ratio of high school graduates will be 90% of the cohort that enroll in the first grade.</p> <p>14. Individualised curriculum and instruction will be in place to respond effectively to individual differences, producing a generation of creative and inventive students through an enriched and accelerated curriculum to be developed for advanced students.</p> <p>19. A high level of student achievement will be realised that is measured against international standards in languages, mathematics, science and information technology will be realised.</p>	<p>5. All governmental school buildings will be owned by the state and fitted out in accordance with the norms and standards developed and approved by the MOEY related to functionality, safety and aesthetics.</p> <p>22. There will be a shift in emphasis on methods and practices in education – a move from teacher to student, teaching to learning and from memorisation to student-centered learning and thinking.</p>	<p>8. A continuous learning society will be established linking formal, non-formal and informal streams of education.</p> <p>23. A high level of societal support for Vision 2020 implementation will be maintained, as well as for its contribution to national development through strategically planned communication activities.</p> <p>26. All students will come to the first grade physically, socially and cognitively ready to learn.</p>	<p>12. General and vocational education will be made a two-way stream and the integration between private, public, academic, technical and higher education will be achieved.</p> <p>15. Secondary education will be made compulsory and general without branching and specialisation for post-secondary education will be delayed.</p>

TABLE 2.1: THE RELATIONSHIP BETWEEN THE STRATEGIC PILLARS AND THE OBJECTIVES OF VISION 2020 (CONTINUED)

VISION 2020 POLICY PILLARS						
Education as a drive for national development	Productivity and cost effectiveness across the system	Quality and continuous improvement	Education as a drive for culture and knowledge	Adaptive and responsive infrastructure	Societal involvement, contribution and support	Restructured and articulated education levels
	<p>22. The budget will be restructured to optimise spending on quality educational outcomes. Resources available for teaching and learning and the efficiency of administrative and technical support will be benchmarked against international standards.</p> <p>24. There will be improved communication and information sharing using the potential of information technology leading to cost efficiencies and better working arrangements amongst teachers, administrators, students and the community.</p>	<p>the top rank of international benchmarks and competitions.</p> <p>17. Student activities (like art and sport) will be integrated into formal learning and in career guidance, psychological counseling and other related areas.</p> <p>19. A high level of student achievement will be realised that is measured against international standards in languages, mathematics, and science and information technology.</p>				

Source: Abdel Mawgood, (2000: Appendix 1)

The changes foreseen by the policy pillars and strategic objectives of Vision 2020 are not piecemeal, incremental or operating on the margins of reform. An educational system is an integrated structure, where modifications of any portion impact the whole. Realising Vision 2020 through the achievement of the strategic objectives will require rigorous and coordinated action within an implementation framework that considers all aspects of the education system at the same time, therefore, the implementation model must address the agenda for change in an integrated and coherent way to ensure that the focus of all activities is on the improvement of the quality of student learning.

2.4.3 Proposed implementation plans and strategies

The proposed implementation plans and strategies link the separate initiatives and projects of Vision 2020 into a simple and easily communicated format placing high-quality teaching and student learning at the centre of the reform effort and ensuring that all of the interlocking projects link in a coherent fashion into six implementation elements, namely:

- *Policy environment* – environment in which educational policies and decisions are made;
- *Curriculum* - development of curricula with their broadest concepts as learning opportunities which involve methodologies and related technologies;
- *Education manpower* – an enhancement of education workforce efficiency and effectiveness;
- *Resources* – the mobilisation of resources and evaluating them for the educational development programme;
- *Accountability and evaluation* - development of performance, assessment, evaluation and accountability systems; and
- *Information technology* - development and utilisation of information technology in teaching at all levels.

(MOEY, 2000:70)

Within each of these implementation elements, specific reform projects have been designed, planned and programmed to enable educational reform to move in three parallel directions, namely,

- *Modernisation* – an attempt to reform and develop the present system, utilising available resources and increasing performance efficiencies;
- *Reorganisation* – to create a new integrated infrastructure through restructuring; and
- *Institutional change* – this is a radical change in order to provide quality education for human resource development in the UAE.

Table 2.2 provides the taxonomy of implementation projects while Table 2.3 provides the time frame for implementation of the first phase of Vision 2020 (2000-2004). According to Dr. Obaid Al-Muhairy, Director of the Center of Curriculum Development (2004, personal communication), an evaluation of the development and progress achieved for all projects during the first phase is expected in 2005.

TABLE 2.2: TAXONOMY OF IMPLEMENTATION PROJECTS FOR VISION 2020.

IMPLEMENTATION ELEMENTS					
Policy Environment	Curriculum	Education Manpower	Accountability And Evaluation	Resources	Information Technology
<ol style="list-style-type: none"> 1. Reorganisation of the MOEY to support education and development programmes. 2. Upgrading the planning programming and evaluation functions through the establishment of the Bureau for Institutional Planning, Development and Evaluation (BIPDE). 3. Improving private education. 4. Tracer study to assess and evaluate education outcomes. 5. Education information development. 6. Schooling and reorganisation of the education ladder. 7. Unit cost and economic effectiveness. 8. Management development in the Ministry and in Educational Zones. 9. Education Higher Council. 10. Integration of general and higher education. 	<ol style="list-style-type: none"> 1. Improving kindergarten education. 2. Improving primary education. 3. Secondary education development. 4. Establishment of the Curriculum and Instructional Materials Development center (CCIMD). 5. Basic subject curriculum development and student welfare in general education. 6. Thematic maps for general education curricula. 7. Civics education curriculum "Emirates is my country." 8. Adult literacy programme. 9. Gifted and talented students welfare programmes. 10. Development of psychological welfare and counseling. 11. Development of student activities. 12. Studying educational wastage for effective school internal environment. 13. Development of vocational education to meet development needs. 14. Development of laboratories in the secondary stage. 	<ol style="list-style-type: none"> 1. Enhancing teacher's competencies and improving performance. 2. Establishing development in-service training centers in Educational Zones. 3. Reorganisation and improvement of supervision. 4. Professional development for school principals. 5. Development of executive and supervisory leadership in the Ministry and in the Educational Zones. 	<ol style="list-style-type: none"> 1. Center for development of educational testing, measurement and evaluation (CDETME). 2. Performance indicator development to ensure management performance. 3. Institutional culture change and setting up criteria for accountability. 4. International benchmarked tests and achievement criteria. 	<ol style="list-style-type: none"> 1. Reviewing education public expenditure. 2. Design and construction criteria for school buildings. 3. School learning resource centers. 4. National fund to support education development. 5. Development of school libraries. 	<ol style="list-style-type: none"> 1. Utilisation of computers in education. 2. Establishment of information and communication system. 3. Establishment of an Education Management Electronic Information System.

Source: MOEY (2000:73)

All of the projects in each implementation element as outlined in Tables 2.2 and 2.3 are interrelated, so a change in one will affect the rest. Certain key projects of direct relevance to teaching and learning in secondary schools have been chosen for discussion in this chapter. These projects are the most important elements of change for this study as they affect the work of department heads directly involved with teaching and administration at secondary school level.

2.4.4 Implementation elements proposed for reform in secondary education

Proposed changes with respect to the implementation elements of *curriculum*, *resources* and *evaluation* are thought by the MOEY to impact the teaching and learning process, while the implementation element of *education manpower* affect the management of teachers and their training.

2.4.4.1 Changes in curriculum, resources and evaluation

Key projects for teaching and learning include secondary education development, the establishment of the Center for Curriculum and Instructional Materials Development (CCIMD) and the Center for Development of Educational Testing, Measurement and Evaluation (CDETME).

a. Secondary education development

The MOEY started the process of reforming secondary education in 1993. MOEY officials conducted a series of field studies reviewing the curriculum, school buildings and administration and the evaluation methods. The MOEY also reviewed and compared secondary school reform in other Gulf countries and Arab States to international trends (MOEY, 1996:4). Following reports based on these findings, the UAE Cabinet issued a decree in 1993 directing the MOEY to prepare a comprehensive plan for reforming secondary education (MOEY, 1996:5). In April 1996, the MOEY issued a report entitled, *The improved secondary education programme: Framework, programmes and cost* (MOEY, 1996:1-121) with recommendations for five major reform projects in secondary education, namely, curriculum development, workforce training, educational evaluation, psychological and career guidance, and education buildings and equipment (MOEY, 1996:12).

Vision 2020 reviewed and updated the existing reform plan for secondary education, identifying the following objectives as a basis for secondary school reform, namely,

- Coupling education with development to serve overall development purposes;
- Stressing the unity, integration and use of knowledge and the practical side of what students learn at school;
- Providing an intensive general education programme and including the needs of talented and high achieving students into main-stream education;
- Providing secondary education students with modern technology and helping them to develop the potential to become high achievers as judged against international standards;
- Bridging the gap between basic and secondary education on the one hand and secondary and higher education on the other to ensure the success of all elements; and
- Improving all secondary education elements and inputs: teachers, supervisors, psychological and career counselors, curriculums, teaching techniques and means of education.

(MOEY, 2000:89)

The first step in achieving these principles was to revise the structure of general and technical secondary education. Restructuring was necessary because, in the modern world, secondary education is seen as the minimum requirement for joining any specialisation (IBE, 2004:14). Secondary education provides pre-requisite competencies needed for higher and technical education. While the old general education structure imposed early limited specialisation, the new structure introduced general secondary education without specialisation (MOEY, 2000:89). This enabled an integration of knowledge by exposing all students to an array of cultural and scientific school subjects so that each student is afforded the opportunity to master the basic skills of language, science, mathematics and computers (MOEY, 2000:90). Exposure to Islamic culture, civics education, Arabic and Islamic history is believed to train students to deal with other cultures without losing their Arab identity. In addition, the new secondary education structure allows for higher education inputs in

critical specialisations which is necessary for the country's development and in improving the quality and quantity of the national workforce (MOEY, 2000:90).

In order to reform the structure of technical education, a team of local experts and international consultants assessed current technical education in terms of:

- The nature of technical education and its relation with general education;
- The role of technical education in the world of business and industry;
- Options to promote and enhance the quality of technical education; and
- The relationship between technical education, pre-tertiary education and the requirements of tertiary education.

(Harnish, 2003:9)

Based on these findings, the MOEY solicited the assistance of fourteen curriculum experts as consultants to work with UAE technical schools to implement curriculum changes and teacher improvement strategies (Harnish, 2003:9-10). In practice, the new technical education structure provides learners with an array of general education subjects and suitable technical courses depending on the area of specialisation chosen by students. Furthermore incentives to encourage students to take up technical education are being investigated. These include guaranteed admission into technical colleges and assurances of employment (Al-Nowais, 2003:1).

Clearly, the introduction of a new secondary school structure, both for general and for technical education, will have an effect on every teacher in every subject area. Students entering secondary school will be exposed to all subject areas and are expected to complete a general secondary education. Such a change will add to the teaching load, hinder in-depth exploration of various disciplines, and necessitate higher and lower levels catering for varied student ability groups. Teachers have been further burdened by the expectation that they will integrate into their subject areas the overarching aims of developing the innovative, creative and imaginative skills of students, with the goal of achieving independent life-long learning.

Changes in the curriculum are vital for supporting the new secondary education structure and for achieving the strategic objectives of Vision 2020. The curriculum plays a significant role in terms of what is taught and how it is taught. Therefore, the establishment of a CCIMD is one of the ways in which the MOEY aims to improve teaching and learning processes in accordance with the objectives of Vision 2020 (MOEY, 2000:92).

b. Establishing the Center for Curriculum and Instructional Materials Development

The Center for Curriculum and Instructional Materials Development (CCIMD) was established in 2000 and has been mandated with the following responsibilities, namely:

- Planning and building school curricula on the basis of functions and processes and not as separate school subjects;
- Introducing modern techniques in designing, preparing and producing instructional materials;
- Introducing new school curricula which are more responsive to learners' needs and their development as well as meeting present and future societal development requirements;
- Building curricula that increase learners' interest and motivation, tap into teachers' competencies and meet the educational requirements of the present and future needs of society;
- Integrating all curriculum elements by means of objectives, content, techniques and modes of evaluation;
- Integrating curricular and extra-curricular activities as two important learning elements; and
- Producing instructional materials including multimedia and other resources.

(MOEY, 2000:93)

The CCIMD has built thematic maps of curricula so as to ensure integration and functionalism at different stages of general education and developed curricula for various subjects at various levels, in addition to evaluating and recommending supporting resources.

(i) Development of thematic maps

An evaluation of the horizontal themes and vertical frequencies across all levels were made in order to:

- Identify redundant horizontal repetition and vertical frequencies in curriculum content;
- Purge the curriculum of irrelevant items and exercises;
- Replace and remove items considered inappropriate by curriculum experts;
- Identify new items to update the present curricula;
- Develop new subject areas such as the new civics curriculum;
- Reformulate improved thematic curriculum charts; and
- Propose strategies for the further development of the curriculum.

(MOEY, 2000:96)

A review of regional and international curriculum reform experiences helped to guide the development of the new curricula. Continuous interaction amongst the different curriculum teams and teaching staff was also vital for attaining project objectives. A team of selected curriculum experts in each area worked to produce a collective general education curriculum thematic map, from which curricula content for the various levels were identified and developed. At present, kindergarten and primary school curricula supporting grades one to three in all subject areas has been developed. Similar changes are expected for grades four, five and ten and for grades six, seven and eleven by the 2005/2006 and 2006/2007 academic years respectively. Complete implementation of new curricula at all levels is anticipated in the 2007/2008 academic year (Dr. Al-Muhairy, Director of CCIMD, personal communication).

(ii) Provision of resources

The CCIMD evaluates existing resources, produces new resources and makes recommendations for the purchase of resources. Textbooks and other multimedia resources are evaluated in terms of:

- The appropriateness of the content of resources and instructional materials to the objectives of the new curricula;

- Appropriateness to the level of the growth needs of the stage and grade in which the resources are to be used;
- The structural organisation of the content (scope) and the structural characteristics in presentation and gradation (sequence) particularly in the case of textbooks;
- The teaching model used to complement the resource in terms of its tactical and strategic elements; and
- The efficiency and sufficiency of the co-material (teacher's guide, referential units, teaching aids, means of self learning, practice and model books and means of evaluation) that accompany specific resources.

(MOEY, 2000:98)

Based on these findings, some relevant existing resources have been retained while new resources are being developed and purchased as required. For science subjects and computer studies, well-equipped laboratories have been accommodated within the building plans for new schools and in the upgrading schedule of existing schools. Furthermore, all school libraries are being developed as learning resource centers where students are provided with access to diverse resources that promote self-learning opportunities. Libraries are being stocked with up-to-date resources to support school curricula in all subject areas, in addition to housing "creativity incubators" like educational games, videos and films (MOEY, 2000:102). Library personnel are being trained as information specialists to help them develop and direct the learning resource centers for both students and teachers.

Funding by some communities has resulted in the accelerated availability of resources in some schools. For example, H.H. Sheikh Sultan bin Mohammed Al-Qasimi, the Ruler of Sharjah, donated AED four million to equip one-hundred and eighteen public school libraries in the UAE (Zeitoun, 2000:1). Zayed University (ZU) has also set up a Curriculum Resource Center (CRC) to provide state-of-the-art teaching and learning materials for students from kindergarten to grade twelve in English and Arabic (Dawood, 2000:1). According Dr. Jarchow, the then Dean of ZU's College of Education, the provision of such a service will strengthen the university's contact with the MOEY and with public schools (Dawood, 2000:1).

Implementing new curricula requires both support through resources that can be used to teach new content and skills and it requires evaluation tools to assess student progress. Therefore, the CDETME was also established in 2000 to complement the tasks of the CCIMD.

c. Establishing the Center for the Development of Educational Testing, Measurement and Evaluation

The mandate of the Center for the Development of Educational Testing, Measurement and Evaluation (CDETME) is to assess the existing system of evaluation and to identify the main issues and problems for evaluating the new curricula (MOEY, 2000:123). The CDETME has been involved with the following evaluation processes in coordination with the CCIMD, namely,

- Establishing a bank of test items;
- Producing test and assessment manuals for each school subject;
- Assessing books, programmes, teachers and model books for students;
- Devising, producing and standardising testing and evaluation tools;
- Designing and implementing a training plan for teachers to assist them in creating, correcting and analysing tests;
- Providing teacher training and curriculum development personnel in the use of the results of achievement tests for reviewing and improving textbooks and other resources;
- Developing regulations and internal statutes to be adopted in the area of testing and assessment;
- Developing an analogy of tests; and
- Developing performance assessment and institutional evaluation tools in collaboration with the Bureau of Institutional Planning, Development and Evaluation (BIPDE).

(MOEY, 2000:124)

It is important to bear in mind that both the CCIMD and the CDETME are vital links for secondary schools because they are involved with the development of new curricula and the production of standards-based evaluation tools. Because school

personnel are actively involved with curriculum developers, communication is excellent between practitioners and the two centers.

Undoubtedly, effective implementation of the new curriculum and achieving the strategic objectives of Vision 2020 is dependent on the training, development and the effective management of teachers.

2.4.4.2 Education manpower

There is no doubt that producing a new educated generation able to adapt with change, to self instruct, to think creatively and scientifically must be preceded by the formation of an updated generation of teachers (IBE, 2004:15). One of the components of educational reform in any country is ensuring qualified and efficient teachers who are committed to their profession. Research has proven that a teacher's cognitive and professional standard is of the utmost importance for learners. Research has also highlighted that on-going training and professional development of teachers, provides them with updated teaching methods, strategies and skills. Therefore, the development of pre-service and in-service training is vital for the competency of teaching staff entrusted with putting into practice the strategic objectives of Vision 2020.

a. Development of a pre-service teacher education programme

The quality of educational products depends upon the availability of well-trained teaching staff. The rapid increase in the number of schools in the UAE has led to quantity at the expense of quality (MOEY 2000:109). Therefore, there are many teachers who are not qualified or who have not received adequate training (MOEY, 2000:109). The MOEY and national teacher-training institutions have joined to provide pre-service training that will educate future teachers according to the standards, criteria and requirements of the MOEY. This cooperative endeavour has been expanded to cover in-service training so as to enhance and improve teaching competencies and to realise the principles and concepts of continuous education (MOEY 2000:109). The following basic teaching competencies have been identified for teachers in training, namely,

- Taking cognisance of the learner's abilities and viewing him/her as the main focus of the educational process;
- Planning the key role of counseling in the educational process, diagnosing learning problems and helping learners to attain intended aims;
- Mastering computer and educational multi-media skills;
- Integrating cultural, specialist and professional preparation;
- Developing mental skills and cultivating the creativity of the learner;
- Mastering indirect teaching techniques to support self-learning; and
- Mastering the competencies of motivation, organisation, observation, diagnosis and evaluation.

(MOEY, 2000:110)

Zayed University (ZU) officials have already met with UAE education leaders to discuss the university programmes and curriculum at the College of Education (Staff Reporter, 2001:1). Dr. Elaine Jarchow, the then Dean of Education at ZU said that, "Zayed University places great importance on helping to meet the needs of the UAE by educating teachers of tomorrow. Our National Advisory Council on Education provides us with valuable advice on how to modify and improve our programme to work best within the local environment" (as quoted by a Staff Reporter, 2001:1). Coordination and cooperation with various teacher-training institutions has facilitated the training of teachers in the required competencies, however, training must also extend to teachers already in the workforce, as part of in-service training.

b. Teacher professional growth plan

The aim of this project is to overcome the qualitative and quantitative shortages in teaching staff. Objectives include the employment of national teachers, the continuous updating of the skills and the proficiency of teachers, and the general improvement in teacher quality. Accomplishments of the project have been:

- Surveying teacher status in order to identify the qualitative and quantitative shortages of teachers, the problems that teachers face and the reasons for the reluctance of nationals to enter the teaching profession;

- Providing a plan for teacher in-service training that comprise remedial and conversion training and the renovation of teaching skills in light of teachers' changing roles as well as scientific and technological advancement and developmental training;
- Preparing a twenty-year plan in cooperation with teacher-training institutions, to ensure that a flow of national graduates will join the teaching profession;
- Recommending incentives for teachers to attract qualified nationals to join the teaching profession; and
- Establishing in-service training concepts with individualised content and methodologies to meet the actual development needs of teachers, coupled with new training models that utilise available educational technologies.

(MOEY, 2000:112)

While department heads, subject supervisors and peers are able to conduct on-the-job training, regular workshops and seminars by external experts and MOEY staff require the establishment of in-service training centers at the Educational Zone level.

c. Establishing in-service training centers

This project attempts to decentralise training while developing training techniques that are more effective at a decreased cost. The following structures are in place, namely,

- Restructuring in-service training in order to identify its function and its relationship with both central departments and educational districts;
- Furnishing the buildings of the proposed centers in different districts, supplying them with equipment, monitoring their effectiveness and evaluating them;
- Securing mobile in-service training for short one-day training courses at school level;
- Improving in-service training techniques to include workshops, professional reading, distance learning, self-training, case-study and scenario analysis;
- Drawing up a country-wide training plan that is individualised and based on local needs; and

- Connecting with other in-service training centers like the Arab Center for Training and Educational Leadership in Qatar or the International Institute for Educational Planning in Paris to share information about recent trends in in-service training, including objectives, content, techniques, media and technology.

(MOEY, 2000:113)

An article in the Khaleej Times (Mussallam, 2004:1) informs of plans for building a state-of-the-art training center in cooperation with Singapore's National Institute of Education (NIE). According to Mr. Mohammed Salim Al-Dahiri, director of the Abu Dhabi Educational Zone, "the center will be opened in 2007 and will be developed into a regional hub for conducting training programmes for teachers on different teaching methodologies and professional development methods based on recent technologies" (as cited by Mussallam, 2004:1). In the meanwhile training courses are organised at the Abu Dhabi Educational Zone premises in collaboration with the NIE and in collaboration with the Zayed University's Center for Professional Development.

The new training centers however, like the one planned for Abu Dhabi Educational Zone will enable individualised training and provide resources for the professional development of teachers. Whilst training provides teachers with additional tools towards effective teaching, the reorganisation of teacher management and supervision should help to facilitate reform implementation.

d. Reorganising and improving educational supervision

There are two types of supervisors in the UAE, namely school subject supervisors and administrative supervisors. The subject supervisor is the nominated instructional leader who is expected to work with teachers and department heads to follow up on curriculum and instructional materials during implementation. In addition, the subject supervisor and building principals evaluate teachers. In terms of Vision 2020, the "function of the supervisor is to become an educational leader who pursues innovation in the learning process" (MOEY, 2000:116). The discussion on educational supervision that follows is limited to subject supervisors who are responsible for

managing the teaching team, including department heads. In terms of reorganising and improving the supervision of teachers, according to MOEY (2000:117), the following changes have been implemented, namely,

- Developing new methods of teaching and instructional practices;
- Creating an awareness of professional commitment amongst all teachers and raising their sense of accountability;
- Surveying the teaching workforce in terms of qualifications and competencies;
- Expanding the role of the subject coordinator [department head] and providing training in supervisory skills;
- Initiating a supervisor-in-residence job at school level to be a reference in general methods of teaching, not only in his/her specialisation but in all school subjects;
- Initiating the position of a subject expert [senior supervisor] at district level where this expert visits schools, meets with teachers to discuss problems that need to be brought forward to an authority higher than the subject coordinator [department head]; and
- Recognising that the subject expert [or senior supervisor] is the central leader in the reform process and a reference for curriculum, training and examination development.

While many management aspects facilitate a teacher's access to assistance as changes are implemented, the change agent role of the department head is vital for successful implementation of a new curriculum. Expanding the role of the department head in the education reform process and providing training related to supervision provides a strong motivation for the purpose of this study (see Section 1.3).

2.5 CONCLUSION

Education is the engine of change and is itself changed by it (Mograb, 1999:307). The UAE has clearly made significant strides in developing its educational system. These achievements are a reflection of the government's commitment to achieving national development and developing a trained labour force capable of contributing to

the sustainable growth and progress of the UAE, however, this has been a challenging process. Changes in the UAE economy and labour market depend upon education and training, which presents educators with a series of challenges as described in detail in Section 2.3.

Vision 2020 is the UAE educational reform plan based on seven policy pillars and twenty-six strategic objectives which address the political, social, economical and educational challenges that the UAE education system faces. It is a flexible and responsive approach which promotes critical thinking, citizenship and creativity with the aim of producing a qualified and multi-skilled workforce capable of dealing effectively with the challenges of globalisation and the requirements of a knowledge-based economy.

The next chapter considers educational reform in a global context, providing an overview of the history of change, the characteristics of effective change agents and the potential and limitations of the department head as an instructional leader.

CHAPTER 3: A REVIEW OF THE CHANGE PROCESS IN EDUCATION GLOBALLY AND THE CHANGE AGENT POTENTIAL OF THE DEPARTMENT HEAD

3.1 INTRODUCTION

Thirty years of empirical research on change in schools globally has provided a wealth of information on the implementation of successful programmes, processes and innovations in education. According to Scott (1999:xi) individuals and organisations need to engage in continuous adaptation, enhancement and innovation, since the pressure towards change is increasing globally. Despite the influx of change, successful implementation continues to remain a dilemma in most educational settings (Stiegelbauer, 1994:1). Research findings verify that the process of change is complex, multi-dimensional and requires facilitation (Fullan, 2001:1-297; Barbar, 2000:1-250; Boyle, 2000:1-189; and Darling-Hammond, 2000:1-32).

This chapter commences with an exposition of educational reform during the progressive and post-progressive periods from a global perspective. A description of the characteristics (priorities, style, strategies and skills) of change agents and the outcomes thought to be affected by their activities follows. The chapter concludes with a detailed account of the current role and responsibilities of department heads and their potential for instructional leadership.

3.2 A HISTORICAL EXPOSITION OF EDUCATIONAL REFORM

The history of educational change can be divided into two periods, namely, the progressive (pre-1950s to 1970s) and the post-progressive (1980s to the present) periods.

3.2.1 The progressive period

During the 1950s and 1960s, there was a firm belief that there were people who knew the answers to problems at schools. These people, like Steven's rationalists conducted research in their laboratories, shared their findings and gave professional developers

the information and tools needed to implement change (Kennedy, 1999:511). Progressive reformers of this period believed that “good ideas would travel of their own volition into schools and classrooms with the strategy of creating exemplary settings” (Elmore, 1995:18). These laboratory-based experiences were detached from the day-to-day instruction and functioning of schools, consequently, there were “many examples of how educational practices should look like in theory, but fewer examples of successful practice” (Elmore, 1995:26). An example of the first major reform effort with this paradigm basis was the development of the National Training Laboratories (NTL) mandated to train educators in group skills, shared reflection, diagnosis and action (Fullan, 2001:24).

During the progressive period cognition was viewed as an individual function and learning was seen as the acquisition of knowledge and skills through the manipulation of thoughts and symbols inside the mind of the individual (Rust & Freidus, 2001:7). Therefore change in this context refers to an introduction of a new model or innovation with processes being driven by external expertise. In other words, teachers received training, were only allowed to ask questions for clarification and then they were expected to apply the model or innovation to their classrooms based on expert advice. However, with time and several failed efforts, empirical research findings show that most teachers continued using only those parts of the innovation which were closest to their prior practices as soon as funding and external support ended (Fullan, 2001:36). This was to be expected because the change process under this management structure did not transform schools, its discourse or its structures (Rust & Freidus, 2001:9).

Another major force driving reform around the world during this period were the various civil rights movements focusing initiatives on the disadvantaged because education was thought to be one of the major societal vehicles for reducing social inequality. While the legitimacy of these movements is not questioned, what resulted was not only the intrinsic complexity of changing practice, but added to that, the enormous difficulty of tackling the existing power structure and overcoming the prejudice and ignorance of ethnicity, class and gender (Oakes, Quartz, Ryan & Lipton, 1999:15).

In the 1970s, research on change in schools began in earnest. Reform was now seen primarily as classroom change, limited to one teacher, one classroom and one innovation (Elmore, 2000:52). In fact, the central paradigm for planned educational change posited an innovation-focused perspective on the implementation of single changes in curriculum and instruction. The approach to change could therefore, be termed as linear, because innovations were developed to meet predefined needs and outcomes (Stiegelbauer, 1994:3). Not surprisingly, many desired results did not occur because of several deficiencies like, a mismatch to the environment or a lack of practice and training in the innovation. In addition, a number of early researchers (for example Goodlad & Klein, 1970:1-230; Sarason, 1971:1-220; and Gross, Gianquinta & Bernstein, 1971:1-198) found that change had not occurred at the classroom level. While the source of blame for failed educational reform varied, it was an undeniable conclusion that globally education systems and their partners had failed in the delivery of sustainable educational reform (Rohlen, 1999:251).

The reasons for failed educational reform related to the assumption that change was considered to be an event that is selected, announced and simply expected to happen. The emphasis therefore, was on designing and adopting good programmes not on implementing them. Elmore (1995:86) claimed that “these change models missed the complex process by which curriculum decisions get made.” In addition, pressure and incentives to be innovative resulted in many schools adopting reforms for which they did not have the capacity or resources. Thus reforms seemed to have resulted merely in superficial altering of language and structures, with no effect on the major practice of teaching (Fullan, 2001:5). Frustration with the lack of outcomes foreshadowed by such an approach was a major factor in the initiation of research on the change event. This then became the focus of research in the post-progressive period.

3.2.2 The post-progressive period

Research on change during the post-progressive period (1980s to the present) generated an emphasis on the fact that change is a process that no longer affects one teacher in one classroom but a process that affects the very culture of schools (Fullan, 2001:7). The initiatives made during the progressive period were termed first order changes because they addressed the superficial elements of the classroom and the

school system. However, lessons learned from failed reform advocated that sustainable change require second order changes which go deep into the structure of organisations and into the ways in which people work together (Cuban, 1988:343). This kind of change is multi-faceted, slower and involves modifications in attitude and the ways in which people collaborate (Stiegelbauer, 1994:4).

With the publication of the Rand Study (Berman & McLaughlin, 1978:1-132) on educational change a new school of thought began to emerge, namely, that change implementations were most successfully institutionalised when teachers were given time and authority to work with the change process, when they were given the opportunity to assume responsibility for change and when they were provided with on-going support to sustain change (Berman & McLaughlin, 1978:102). New ways of understanding cognition and the learning processes related to it emerged in that cognition and learning are now understood as being situated in a particular physical and social context (Putnam & Borko, 2000:4-15). Knowledge therefore, is produced and shaped within the context of discourse communities, like schools. As Hargreaves (1996:15) noted that, "...one's teaching, what one knows about teaching. What one believes is possible and desirable in one's teaching all vary according to the context in which teaching is done."

Learning is envisioned as a process of social construction where the past and present experiences of the individual and of the group as a whole can be seen as foundational to new understandings. This is because as Rust and Freidus (2001:7) claim: "every experience lives on in future experiences." In other words, the history of an institution and the individuals within it shape the trajectory of any change implementation. It has therefore, become less important to ask about what teachers know but to observe and explore what they think and do at particular times in particular contexts (Putnam & Borko, 2000:11). Seen in this light, successful change efforts are those that emerge from needs that are identified and agreed on by all stakeholders, appropriate to a specific context and transformative for individuals and for institutions.

Following on the Rand Study (Berman & McLaughlin, 1978:1-132), recent research on educational change identifies a set of conditions that strongly correlate with successful change efforts. They include: collaborative cultures that foster professional

learning communities (PLC) and instructional practices that are relevant to the needs of individual students and to the standards of the external community (Weller, 2001:73-81; Mayers & Zepeda, 2002:49-64; and Hipp & Huffman, 2002:1-24). However, the identification of these conditions has not been enough to ensure successful change as research findings concur that innovative structures are profoundly shaped by interpersonal processes that accompany and surround them (Miles, Saxl & Lieberman, 1998:157-193; and Fullan, 2001:59). Therefore, the success of reform efforts in schools is contingent upon effective collaboration over time (Miles *et al.*, 1998:158; and Fullan, 2001:59).

Collaboration does not just happen, facilitation is essential to the process. So who become the facilitators, the nature of their beliefs and experiences, their voices and their knowledge of how adults learn and how groups work are now recognised as critical factors for the facilitation of change (Rust & Freidus, 2001:12). Change agents are recognised as "...catalysts of change, who put plans into operation, lead, support and act as resources, namely, they are people with a license to help" (Miles *et al.*, 1998:169) and their role and leadership is critical for successful and sustainable change.

3.3 CHANGE AGENTS

A change agent may be defined as an assistance person whose role includes the responsibility for initiating or facilitating change (Section 1.6) or a professional who has as his/her major function the advocacy and introduction of innovations into practice (Hargreaves & Fullan, 1998:103). The findings of studies conducted by Fullan (2000:20), Darling-Hammond (2000:26), Miles *et al.*, (1998:152) and Strudler (1996:45) on change processes show that the effective implementation of an innovation is dependent to a considerable degree upon the active intervention of key personnel in change agent roles. Their role seems crucial because school improvement programmes require a lot of time and effort as change has to compete with the day-to-day demands of already active schools (Miles *et al.*, 1998:158).

The potential for educators to serve as change agents evolved as a result of a movement to site-based management in education. Terry (2003:1-8) recommends that

teachers be empowered to assume leadership roles and studies conducted by Miles *et al.*, (1998:156) show that educator change agents act in characteristic ways with their teacher colleagues and with administrators to effect change.

3.3.1 Change agent characteristics

Change agent characteristics include their role, classification, style, strategies and skills.

3.3.1.1 Change agent roles

Most descriptions of a wide variety of change agent roles are based on the work of Havelock (1969 as cited by Henderson, 1993:40) who characterised three specific roles, namely,

- *Process helpers* – who provide technical and interpersonal assistance and facilitates problem-solving, decision making, group interaction and conflict resolution;
- *Resource linkers* – who communicate information about resources both at the instigation of the resource supplier and in response to user requests; and
- *Resolution givers* – who assist with the introduction of innovations in the curriculum or instructional process.

Recent research findings confirm the roles described in earlier literature by Havelock (1969 as cited by Henderson, 1993:40). The roles of change agents have been described as:

- *Negotiator* – develops a set of strategies or skills for facilitating the group and the collaborative process (similar to *process helpers*). In addition, they actively represent the interests of the receiver to some other audience, like administrators (similar to *resource linkers*);
- *Nurturer* – provide encouragement, reinforcement, or emotional support (similar to *process helpers*);

- *Teacher and learner* - transmits information and develops receiver skills usually in a structured way by giving advice and solutions to problems. In addition, they provide materials, money, time or other resources needed by the receiver (similar to *resource linkers*); and
- *Curriculum developer* - collects data for the receiver and then provides feedback in a formative evaluation mode to aid the next step (similar to *solution givers*).

(Rust & Freidus, 2001:7-8)

A combination of the various roles described above may be displayed by change agents depending on the context in which they work, and on whether they are classified as internal or external change agents.

3.3.1.2 Change agent classification

Change agents are classified in the literature as either external or internal depending on their relationship to the educational unit making the change. An *external change agent* is someone who is external to the innovation or project (like a superintendent or consultant) while those directly involved with implementing the innovation or project (like a principal or department head) are regarded as *internal change agents*.

Research on school change has confirmed that external change agents can be effective when they work intensively with individual teachers (McLaughlin & Talbert, 2001:67; and Rust & Freidus, 2001:4). The internal change agent, however, is better positioned to establish working relationships that can modify teachers' behaviour (Fullan, 2000:1-23; Earl, Fullan, Leithwood & Watson, 2000:1-154; and McLaughlin & Talbert, 2001:1-202). Internal change agents are able to prove *homophily* by sharing in the teacher's practicality ethic and by being able to demonstrate and provide training related to the new practice (Odden, 2000:362). McLaughlin and Talbert (2001:29) have found that the most effective change strategies include long-term teacher-specific training and classroom assistance which is best provided by the internal change agent. McLaughlin and Talbert (2001:29) further determined that the effectiveness of an internal change agent was significantly enhanced when they

collaborated with external change agents, particularly where a significant change in teacher behaviour was required (Fullan, 2001:76). This finding was confirmed by Rust, Ely, Krasnow and Miller (2001:16-36) who found that successful programme change correlated well with positive relationships between internal and external change agents.

Whether internal or external, all change agents assist, support and facilitate the process of change by working directly with practitioners. Therefore, their style impacts their ability to initiate, facilitate and lead the process of change.

3.3.1.3 Change agent style

According to Freidus, Grose and McNamara (2001:59) and Fullan (2001:117), change agents in educational settings have three distinct styles of working with and influencing teachers, namely,

- *Directive* - in which teachers are considered passive recipients of an innovation;
- *Collaborative* - in which teachers share decision-making related to the innovation; and
- *Non-directive* - in which the change agent assists teachers in solving problems related to the innovation.

The balance in a change agent's power relationship lies between a directive style on the one hand, and a non-directive style on the other. This has been characterised as a "top down" or a "bottom up" approach to innovation (Henderson, 1993:45). What constitutes a proper balance between these styles is viewed as a critical issue in effective change agent performance (Miles *et al.*, 1998:154).

Change agent style determines the characteristic mix of strategies and skills employed in order to encourage and facilitate the change process. The following sections on change agent strategies, skills and outcomes rely on the conclusions of studies conducted by Henderson (1993:1-209), Miles *et al.*, (1985:69-94; and 1998:157-193),

Weller (2001:73-81), Mayers and Zepeda (2002:49-64) and Hipp and Huffman (2002:1-24).

3.3.1.4 Change agent strategies

A strategy may be defined as a carefully planned method of translating theory and assumptions into action in order to achieve a goal (Section 1.6). Miles *et al.*, (1985:72 and; 1998:159) identified eighteen strategies that were used by external change agents in three different school improvement programmes. Of these, Henderson (1993:54) and Mayers and Zepeda (2001:57) identified thirteen strategies as most characteristic for internal change agents. Since department heads are classified as internal change agents, understanding the following strategies is essential for the purposes of this study, namely,

1. *Resolution giving* - innovations or research findings that are provided to teachers with or without negotiation;
2. *Clinical one-to-one conferencing* – the training of teachers on a one-to-one basis using observation, conferences and awareness of successful practice;
3. *Resource linking* - a dissemination process that involves transmitting external ideas and building them into a teacher's repertoire of skills through on-going training or provision of resources;
4. *Re-educating teachers* – the running of courses and training sessions to develop teachers' skills and understanding of new instructional methodologies;
5. *Supported planning* – assistance provided by means of a transfer of information, skills and resources throughout the planning process;
6. *Monitoring or evaluating* - judging the effectiveness of teachers' performance in order to stimulate change;
7. *Resource adding* - supplying materials and ideas to teachers;
8. *Providing technical assistance* - helping individuals develop competencies in specific techniques;
9. *Energising or motivating* - initiating awareness and involvement, building confidence and establishing a rationale for the techniques being taught;
10. *Controlling client action* - the use of expertise to direct the actions of teachers.

11. *Collaborative problem solving* - involving teachers in the problem-solving process;
12. *Developing a support structure* - creating a network of support by encouraging peer coaching, observation and team-teaching; and
13. *Supporting clients emotionally* - reducing tensions and dispelling fear by reassuring and empathising.

Henderson (1993:58) further grouped these strategies into general, major, auxiliary, and minor strategies as shown in Table 3.1.

TABLE 3.1: GROUPING OF CHANGE AGENT STRATEGIES

GROUPING	STRATEGIES
General Strategies	Providing technical assistance Resource linking Resolution giving
Major Strategies	Re-educating teachers Clinical one-to-one conferencing
Auxiliary Strategies	Energising or motivating Supporting clients emotionally Developing a support structure Supported planning Collaborative problem solving Resource adding
Minor Strategies	Monitoring or evaluating Controlling client action

Source: Henderson (1993:58)

The strategies employed are dependent on a characteristic mix of skills (Fullan, 2001:76) that change agents employ to facilitate successful implementation.

3.3.1.5 Change agent skills

Skills are defined as knowledge, abilities or special qualifications that enable an individual to perform tasks related to the change agent role. Skills are generic tools which may be involved in different strategies (Section 1.6). For example, communication skills such as *talking* and *listening* are important for strategies such as

supporting the client emotionally, collaborative problem solving and providing technical assistance.

The categorisation of skills used by department heads is based on a classification system developed by Miles *et al.*, (1985:75; and 1998:169) where skills were subdivided into general and specific skills.

a. General skills

The following general skills were identified by Henderson (1993:59), Mayers and Zepeda (2002:54) and Weller (2001:76) as particularly relevant for internal change agents:

1. *Talking* – communicating with teachers to impart information, advice and solutions as well as to provide feedback;
2. *Listening* – giving teachers a chance to explain their ideas or thoughts, taking into account their concerns and providing attention to their ideas;
3. *Interpersonal ease* – relating simply and directly to others;
4. *Group functioning* – understanding group dynamics and being able to facilitate team work;
5. *Reading* – ability to absorb information from reading;
6. *Training of groups* – ability to teach adults in a systematic way;
7. *Demonstrating as master teacher* – possessing wide educational experience and having the ability to impart various teaching skills to others;
8. *Giving knowledge of educational content* – transfer of expertise and knowledge of subject content in his/her area of specialty;
9. *Technical expertise* – ability to demonstrate innovations, processes and techniques required in the new programme; and
10. *Administration or organisation* – ability to define and structure time and various work activities.

General skills are supported by specific skills which provide a balance of directive and non-directive approaches. This balance or characteristic mix of skills is a requirement for successful implementation.

b. Specific skills

The specific skills recognised by Miles *et al.*, (1985:23) were confirmed by the studies of Henderson (1993:59-60), Mayers and Zepeda (2002:54) and Weller (2001:76). They include:

1. *Initiative taking* - initiating or encouraging activities with the goal of moving directly towards action;
2. *Support* - the provision of a nurturing relationship;
3. *Conflict mediation* - the resolution and improvement of situations where multiple incompatible interests are at play;
4. *Managing or controlling* - coordinating activities, time and people so as to directly influence them;
5. *Resource bringing* - locating and providing information, materials, practices or equipment useful to teachers;
6. *Trust or rapport building* - the development of a sense of safety, openness and good relationship building;
7. *Confrontation* - the ability to express negative information directly without generating a negative effect;
8. *Collaboration* - the creation of relationships where influence is mutually shared to make decisions with regards to the programme;
9. *Diagnosing individual needs* - forming a valid picture of the needs and problems of an individual client;
10. *Diagnosing organisational needs* - forming a valid picture of the needs and problems of a school; and
11. *Demonstrating/modeling* - sharing knowledge and new behaviour in classrooms or during meetings as a training tool to improve the skills of teachers.

The strategies and skills outlined above enable change agents to facilitate the implementation of change. However, change agent activities translate into outcomes that have been identified in the literature. The findings of Miles *et al.*, (1998:169) showed that the type of outcomes achieved by a change agent is a key factor used to determine his/her effectiveness.

3.3.2 Change agent outcomes

Outcomes may be defined as any perceived effect on teachers, administrators or schools that result from the intervention of change agents (Section 1.6). The ten outcomes described below were first classified by Miles *et al.*, (1985:83; and 1998:172). These have been subsequently verified by Henderson (1993:59-60), Mayers and Zepeda (2002:54) and Weller (2001:76).

1. *Use of new products* – teachers use new products or materials that they have not used in the past;
2. *Programme model implemented* – the extent to which the formal programme is carried out, usually through teachers performing new teaching methods and activities in their classrooms;
3. *School climate change* – feelings, norms or sentiments that have been modified (as perceived by the informants) due to change agent intervention;
4. *Student impact* – students have a favourable attitude to the new teaching method, have altered their behaviour in some way or have acquired new knowledge, skills or understanding;
5. *Supported planning* – the extent to which cohesive planning and problem-solving has been achieved;
6. *Short-run successes or decisions* – small achievements that result in further accomplishments;
7. *Satisfaction with client relationships* – teachers are pleased with their relationship with the change agent;
8. *Organisational change* – changes in the structure or procedures have been modified;
9. *Institutionalisation of models* – programme structures and procedures have been built into classroom instruction; and
10. *Energised and motivated clients* – teachers are enthused about the programme and they wish to improve it.

Most of the research on school improvement and planned changes has focused on district office personnel or on principals who are thought to be instructional leaders in educational environments (for example Elmore, 2000:1-150; Tirozzi, 2001:434-439;

and Lambert, 2002:37-40). However, the present study departs from this model in that it identifies the department head as a potential instructional leader.

3.4 THE DEPARTMENT HEAD

A department head is a member of the high school teaching staff who, in addition to performing the usual duties of a teacher in a subject-matter department, has been assigned the responsibility for administering some of the affairs of the department (Section 1.6). One of the earliest and clearest statements for the establishment of the position of department head in high schools was made by Thomas (1965:49) who stated that:

“As high schools grew in size and complexity, it was soon evident that the principal was no longer able to carry out all the original responsibilities of his position. The assistance needed by the principal and greater attention to subject matter areas soon produced a departmental organisation with department heads as the dominant organisational structure for the secondary school.”

Department heads have a potentially powerful combination of subject expertise and teaching competency as well as a position in the school hierarchy. However, the role of the secondary school department head tends to be poorly defined, open to interpretation and multifaceted in nature (Weller, 2001:73). Principals and central office staff often have difficulties in agreeing on the role of department heads and no universally accepted job description that delineates their role and responsibilities exists (Mayers & Zepeda, 2002:49).

3.4.1 The role of department heads

The striking homogeneity of past inquiry serves to underscore the still vague understanding of the work and role of the high school department head. The images of department heads as reported in the literature have not cast a positive light on their work and they have been characterised as “paper pushers” (Hord & Murphy, 1985:3), “racehorses with plowhorse duties” (Axley, 1947:274), “schizophrenic” (Metty, 1969:1) and “ringmasters in a 36-ring circus” (Siskin, 1997:606).

Most researchers agree that department heads fulfill multiple roles (Aducci, Woods-Houston & Webb, 1990:23). In a survey of attitudes towards the role of department heads, Marcial (1984 as cited by Henderson, 1993:23) found that, central office personnel, principals and other department heads tended to view this position as administrative while teachers viewed it as a staff position lacking in supervisor authority. According to Siskin (1991:56), the work of department heads requires them to be both teachers and administrators therefore they are not fully accepted by either teachers or administrators.

The literature suggests that the method of selecting department heads had not been very effective. The following statement reflects a common view, "...selection has been made, in most cases, as a reward for long service or amassing a notable number of brownie points" (Siskin, 1991:134). Simpson (1992:65 as cited by Mayers and Zepeda, 2002:56) found in her study that there was both a lack of selection criteria and training for teachers who become department heads because:

"The majority of participants had less than eight years of experience in their present school. Less than half of the department heads held any type of degree in education beyond the bachelor level and that the majority had not had any special training related to their new position."

In response to this problem Turner (1996:203) argued for the training of department heads when he stated that, "too few department heads are skilled in executing leadership functions with fellow professionals. Most come directly from the classroom with much more experience working with adolescents." While department heads rarely receive any training for their leadership role, they are expected to manage concurrent teaching and administrative responsibilities. Their experience is therefore derived from on-the-job training or working closely with another department head to "learn the ropes" (Sergiovanni, 1994:89).

3.4.2 Responsibilities of the department head

Department heads are potentially the most influential people in a well organised secondary school but only if their role is properly defined and their responsibilities clearly delineated (Gold, 1998:55). Bliss (1989:309) maintains that the department

head provides the essential link on a continuum of the management and leadership responsibilities held by the principal. However, department heads often find themselves performing at least some tasks that have been traditionally delegated to assistant principals. Sergiovanni (1994:85) found that department heads must often perform any and all duties assigned by a superior.

Sergiovanni (1994:89), for example noted that:

“The typical job description for a department head normally includes duties that are widely varied in complexity and level of responsibility. They include conducting department meetings, visiting classrooms, recommending materials for acquisition, attending formal meetings, implementing administrative directives, orientating teachers to policy, encouraging enrollment in professional groups, developing plans, establishing standards, answering enquiries regarding courses and preparing evaluations.”

Gold (1998:98) on the other hand provides a description of what a department head does in terms of how he/she handles the job by stating that:

“Factors are those aspects of the classroom and school which are experienced directly by students and which influence what they learn. Department heads accomplish their goals to the extent that they are able to shape these factors. Reviews of teacher and school effectiveness literature as well as parallel research on the principal’s role, identified seventeen such factors which either heads or principals are capable of influencing. Such factors include, for example, the instructional behaviours of teachers, forms of assessment and reporting to students, the quality of interpersonal relations between staff and students and the co-curricular programme. As department heads become more effective, in part because of the nature of their goals, they attempt to influence most factors.”

Clearly, the tasks and the expectations of department heads vary because of a lack of defined mandates for the scope of this position. While department heads continue to struggle with role ambiguity and confusion about their duties and responsibilities, the introduction of educational reform introduces another potential role namely, that of internal change agent.

3.4.3 Potential of the department head in the change process

As the aim of this study is to investigate the present and ideal role of the department head as a change agent facilitating the implementation of educational reform in public schools of the United Arab Emirates (Section 1.3), the potential for department heads to take on a change agent role is discussed.

Research conducted by Rogers (1999:23) reveals the importance of interpersonal communication networks within organisations, because these networks influence individuals to either accept or reject innovations. The eventual fate of innovations appears to be affected by “the information exchange potential of the communication network which is related to the degree of homophily, communication proximity and the credibility of the change agent” (Rogers, 1999:65). It was found that communication proximity and credibility of change agents leads to a high rate of adoption and implementation of proposed improvements (Rogers, 1999:69). Several other studies (for example Mayers & Zepeda, 2002:50; and Weller, 2001:74) agree on the importance of in-person assistance with proven practices delivered by a credible and skilled person.

Henderson (1993:29) found that teachers believed that direct contact with the department head regarding instructional matters was extremely important. Specific areas of contact identified as crucial by teachers were:

- Assisting them with planning;
- Helping them to use a wide variety of teaching strategies;
- Planning and implementing in-service training;
- Utilising leadership and group dynamics skills to facilitate change; and
- Assisting them to work cooperatively to achieve goals.

In addition, Sergiovanni (1994:30) suggests that a support system needs to be available to instructors when proposed changes require them to learn something new. A support system encourages the development of materials and helps to break down the traditional isolation of classroom teachers. It further encourages teachers to work

with others thereby generating a sense of ownership of the project and engendering shared professionalism. Teachers, like any other learners, become part of a “learning (or unlearning) process” (McLaughlin & Talbert, 2001:186). While this resocialisation of teachers may appear like reinventing the wheel, McLaughlin and Talbert (2001:186) insist that it plays a critical role in the change process.

Several studies (McLaughlin & Talbert, 2001:1-202; and Weller, 2001:79) have stressed the importance of the “regular meetings of the project staff with local resource personnel in which ideas were shared, problems were discussed and support was given.” According to Weller (2001:80), weekly staff meetings geared to sharing concerns and experiences is a powerful mechanism for assisting the transfer of training to the classroom. Teachers must be given the opportunity to discuss their problems and concerns regarding the implementation of proposed improvements.

The above findings suggest that department heads are well positioned to facilitate the educational reform process because of their expertise and proximity to teachers. However, given that the change process is complex and labour intensive and that department heads already have a multitude of roles and responsibilities it is likely that they may be limited in their effectiveness as change agents.

3.4.4 Role limitations of the department head

Department heads usually have heavy workloads and time constraints. These factors limit their ability to function as instructional leaders. The following list of thirty duties (Table 3.2) compiled by Sergiovanni (1994) illustrates the variety of administrative duties expected of department heads in addition to teaching. They include:

TABLE 3.2: DUTIES OF THE DEPARTMENT HEAD

Teacher management and assistance

- Check lesson plan books if used in the school.
- Make sure teachers in the department turn in report cards.
- Subscribe to professional journals in the subject area.
- Advise librarian on books and periodicals needed for resource materials.
- Recommend teachers for summer school.
- Advise teachers on disciplinary cases.
- Sit in as a representative if grievances are filed.
- Recommend curriculum revisions.
- Evaluate teachers.
- Interview prospective teachers.

School administrative duties

- Submit end-of-year department reports.
- Attend administrative meetings with the principal.
- Make oral reports at board of education meetings.
- Serve on in-service institute committees.
- Serve on negotiation committees.
- Participate in the opening of school activities.
- Participate in parental conferences.
- Attend open house activities in a leadership role.
- Assist the guidance department in preparing orientation booklets.
- In multi-high school districts, coordinate with other chairpersons.
- Be involved in activities sponsored by the State High School Association.

Clerical

- Make out requisitions.
- File purchase orders.
- Approve invoices.
- Take inventory.
- Submit budget requests.
- Approve conference and travel requests.
- Recommend textbooks for adoption.
- Insure a process for audio-visual equipment use in the department.
- Design a key system of accounting for special lab desks, filing cabinets and equipment in the department.

While the list provided in Table 3.2 defines the generic roles that department heads play, Weller's (2001:76) study of two hundred department heads shows that teaching and administrative duties consumed 38% of their time while only 17% of their time was devoted to activities such as curriculum development or assisting teachers in improving instruction. Hence, there is an imbalance with respect to the tasks that

department heads are responsible for. This is to be expected as department heads are generally allotted release-time of only one period per day in which to fulfill their department head responsibilities (Henderson, 1993:33). In addition, Weller (2001:81) found that 60% of department heads taught two or more classes and some taught as many as five classes. Therefore, teaching and developing curricula were negatively correlated. In other words, the more time spent on teaching means that less time was available for curriculum development functions (Weller 2001:81). Given what is known about the nature of change, these expectations would suggest that it would be difficult under the present circumstances for the department head to take on a change agent role.

Nevertheless, as Turner (1996:215) suggests:

“The department head is a relatively untapped source of badly needed help for our embattled schools. In a period of painful retrenchment, of shrinking resources and of mounting pressures to improve quality, administrators should seek to use department heads more effectively.”

3.5 CONCLUSION

Historical and recent perspectives of educational reform provide a relevant overview of the development of change and the need for sustainable change management. A consideration of the meaning and context of change and the importance of people who are charged with the task of managing and implementing change processes are vital for successful reform. Change agent characteristics (role, style, strategies and skills) and outcomes were identified from previous empirical research conducted. Literature shows that the department heads unique position as both teacher and administrator enhances their potential for the role of change agent in educational reform, however, role ambiguity, time constraints and the lack of authority limits this potential. Consequently, department heads remain an ‘untapped source’ (Turner, 1996:215) in the change process.

The next chapter considers the research design of this study. It considers the instruments and procedures employed for the sampling, data gathering and data analysis in order to attain the aims and objectives of this study (Section 1.3).

CHAPTER 4: RESEARCH DESIGN

4.1 INTRODUCTION

The aim of this study is to explore the present and ideal role of the department head as a change agent facilitating the implementation of educational reform in public schools of the United Arab Emirates (Section 1.3). This chapter presents a discussion of the research design developed to investigate the aim and objectives of this study.

Firstly, a justification for the research design chosen and a description of the research setting is provided. Next, the data collection methods including ethical measures, verification strategies and the instruments employed are discussed. Finally, the procedure used for data analysis is provided.

4.2 RESEARCH DESIGN

A research design is a plan, structure and strategy of investigation so conceived so as to provide the most valid, accurate answers possible to research questions (Kerlinger, 1986:279; and McMillan & Schumacher, 1993:31). There are three approaches to research, namely quantitative, qualitative and mixed research designs. Quantitative and qualitative approaches are often portrayed as polar opposites, however “the situation today is less about quantitative versus qualitative and more [about] how research practices lie somewhere on a continuum between the two” (Creswell, 2003:4). The mixed methods research approach has come of age, therefore, to include only quantitative and qualitative methods falls short of the major approaches being used in the social and human sciences today (Tashakkori & Teddlie, 2003:5).

Proponents of mixed research typically adhere to the *compatibility thesis* (Johnson & Christensen, 2004:1) in that they believe that quantitative and qualitative research methods are compatible, and that they can both be used in a single research study. Therefore researchers adopting a mixed methods approach adopt a *pragmatic* outlook where they are not committed to any one system of philosophy and reality and they draw liberally from both qualitative and quantitative assumptions when they engage in research. In affirming current research practices with respect to the *compatibility*

thesis and *pragmatism* (Johnson & Christensen, 2004:1) this study employs a mixed methods research design with a sequential strategy of inquiry. The sequential strategy enables the researcher to “elaborate or expand on the findings of one method with another method” (Creswell, 2003:16).

4.2.1 Features of a mixed research design

The following five features are characteristic of a mixed methods research design, namely,

- Assumptions about the world;
- Goals;
- Multi-method strategies;
- Researcher’s role; and
- Context sensitivity.

In order to provide a context for the choice of this design for the purposes of this study, each feature is described briefly below.

4.2.1.1 Assumptions about the world

The mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds, for example, consequence-orientated, problem-centered and pluralistic (Creswell, 2003:18). Pragmatism is not committed to any one system of philosophy and reality. Inquirers therefore, draw liberally from both qualitative and quantitative assumptions when they engage in their research. Truth is what works at the time, it is not based in a strict dualism between a mind and a reality completely independent of the mind (Creswell, 2003:18). Thus, for the mixed methods researcher pragmatism opens the door to multiple methods, different worldviews and different assumptions as well as to different forms of data collection and analyses characteristic of a mixed methods design (Creswell, 2003:12). Strategies to inquiry in a mixed method study may be sequential, concurrent or transformational. In the present study a sequential strategy is employed.

4.2.1.2 Goals

The goal of the mixed methods research approach is to capture the best of both quantitative and qualitative methods. The researcher collects diverse types of data which provides the best understanding for the research problem (Johnson & Christensen, 2004:4). According Tashakkori and Teddlie (2003:7), “the inquirer could first explore generally to learn about what variables to study and thereafter study select variables with a large sample of individuals, alternatively, they may first survey a large number of individuals and then follow up with a few of the participants to obtain their specific language and voices about the topic.”

4.2.1.3 Multi-method strategies

Proponents of mixed research typically adhere to the compatibility thesis (Johnson & Christensen, 2004:1) in that they believe that quantitative and qualitative research methods are compatible, and that they can both be used in a single research study. Therefore, in a mixed methods research design both predetermined and emerging methods provide opportunities for open and closed-ended questions and multiple forms of data drawing on all possibilities of statistical and textual analysis (Creswell, 2003:17). For the mixed methods researcher, a broader and more complete range of research questions can be answered because the researcher is not confined to a single method or approach. The researcher uses the strength of additional methods to overcome the weakness of another method (Johnson & Christensen, 2004:4). Stronger evidence for a conclusion is provided through convergence and the corroboration of findings.

4.2.1.4 Researcher's role

The researcher collects both quantitative and qualitative data and develops a rationale for mixing (Tashakkori & Teddlie, 2003:9). In addition, a visual picture of the procedures of the study employing the practices of both qualitative and quantitative research is provided and the data obtained is integrated at different stages of inquiry. A mixed method mode of inquiry suits the researcher who enjoys both the structure of quantitative research and the flexibility of qualitative research (Creswell, 2003:23).

4.2.1.5 Context sensitivity

In a mixed methods study, the researcher establishes both context-bound and context-free generalisations (Tashakkorie & Teddlie, 2003:12). The possibility of combining qualitative and quantitative approaches capitalises on the belief that human behaviour and actions are strongly influenced by the settings in which they occur because it forms the framework within which subjects interpret their thoughts, feelings and actions. At the same time it provides evidence of precision in the interpretation of the phenomenon or concept.

The above features of a mixed methods research design makes this approach appropriate for the purposes of this study.

4.2.2 Research design of this study

To guide research on teaching, Rosenshine and Furst (1973:129) recommend the use of the three-stage descriptive-correlational-experimental loop. This study could be considered to be the first stage of the loop, because the purpose of the first stage is to identify potentially effective change agent characteristics employed and outcomes achieved, by department heads acting as change agents of educational reform. In the second stage, variations in the use of these strategies and skills can be correlated with effectiveness criteria (namely, the degree to which curriculum change has been implemented by teachers in UAE public schools). In the third stage of the loop, experimental research can be done to determine whether change agents can be trained in the characteristics identified as effective in correlational studies and whether the training results in improvements based on effectiveness criteria.

Therefore, the present study adopts a descriptive, causal comparative, mixed methods research design utilising a sequential strategy of inquiry. In a sequential strategy the study either begins with a quantitative method followed by a qualitative method or vice versa (Johnson & Christensen, 2004:6). For the purposes of this investigation, inquiry began with a quantitative instrument (questionnaires) which was used to profile department heads in terms of their effectiveness as change agents of educational reform (phase one). The self, superior and subordinate perspectives

provide a holistic view of the department head in his/her role as an internal change agent in the educational reform process.

Effective and ineffective department heads were identified by means of purposive sampling in phase two of this study. The terms *effective* and *ineffective* are used within the context described in Section 1.6. Exploratory case studies were conducted at multiple sites using qualitative instruments (semi-structured interviews, planned observations and document analysis) which were designed after an analysis of results obtained in phase one of this study.

In the UAE, the MOEY fulfils the criteria of a research setting as defined by Holliday (2002:38) namely, it has a sense of boundedness, the provision of a variety of relevant and interconnected data, sufficient richness and accessibility, and it is of a reasonable size.

4.3 RESEARCH SETTING

4.3.1 The Ministry of Education and Youth (MOEY)

The system of education management is centralised in the UAE and falls under the control of the MOEY. Figure 4.1 shows an organisation chart for the structure of the MOEY. It shows that the High Committee for Educational and Instructional Affairs is the main policy making body of the MOEY. It is an inter-ministerial committee comprising the Ministers of Education, Planning, Finance and Industry, Labour and Social Welfare, the Chancellor of UAEU, the Undersecretary of the MOEY and two members nominated by the Minister of Education (Suliman, 2000:164). The main task of this committee is to approve major policy decisions affecting education in the UAE.

The Regulation and Development Committee is an internal body made up of the Minister of Education, the Undersecretary and five Assistant Undersecretaries. It drafts educational policies to be approved by the High Committee for Educational and Instructional Affairs, proposes the education budget, proposes internal regulations on matters like admissions, examinations and promotions, and it determines distribution

within schools like class sizes and the number of teachers (Suliman, 2000:165). These committees assist the Minister of Education in the general running of the MOEY. Two units are attached to the Undersecretary, namely, the Administrative Development Unit and the Public Relations and Information Office. In addition, the Undersecretary has five Assistant Undersecretaries, who head the following departments, namely,

- Educational programmes and curriculum;
- Educational administration;
- Private education and special programmes;
- Student affairs and welfare; and
- Management and financial affairs.

For the purposes of educational administration, the country is divided into nine regions, seven run by Educational Zones which are regional offices and two by a representative office. The Educational Zone is in charge of the day-to-day running of the schools at the level of administration, personnel management and educational supervision (Suliman, 2000:165). School principals, inspectors and other administrators report to the Educational Zone or to a representative office. They cannot circumvent the Educational Zone or representative office and report directly to the MOEY (Suliman, 2000:165).

4.3.2 Schools

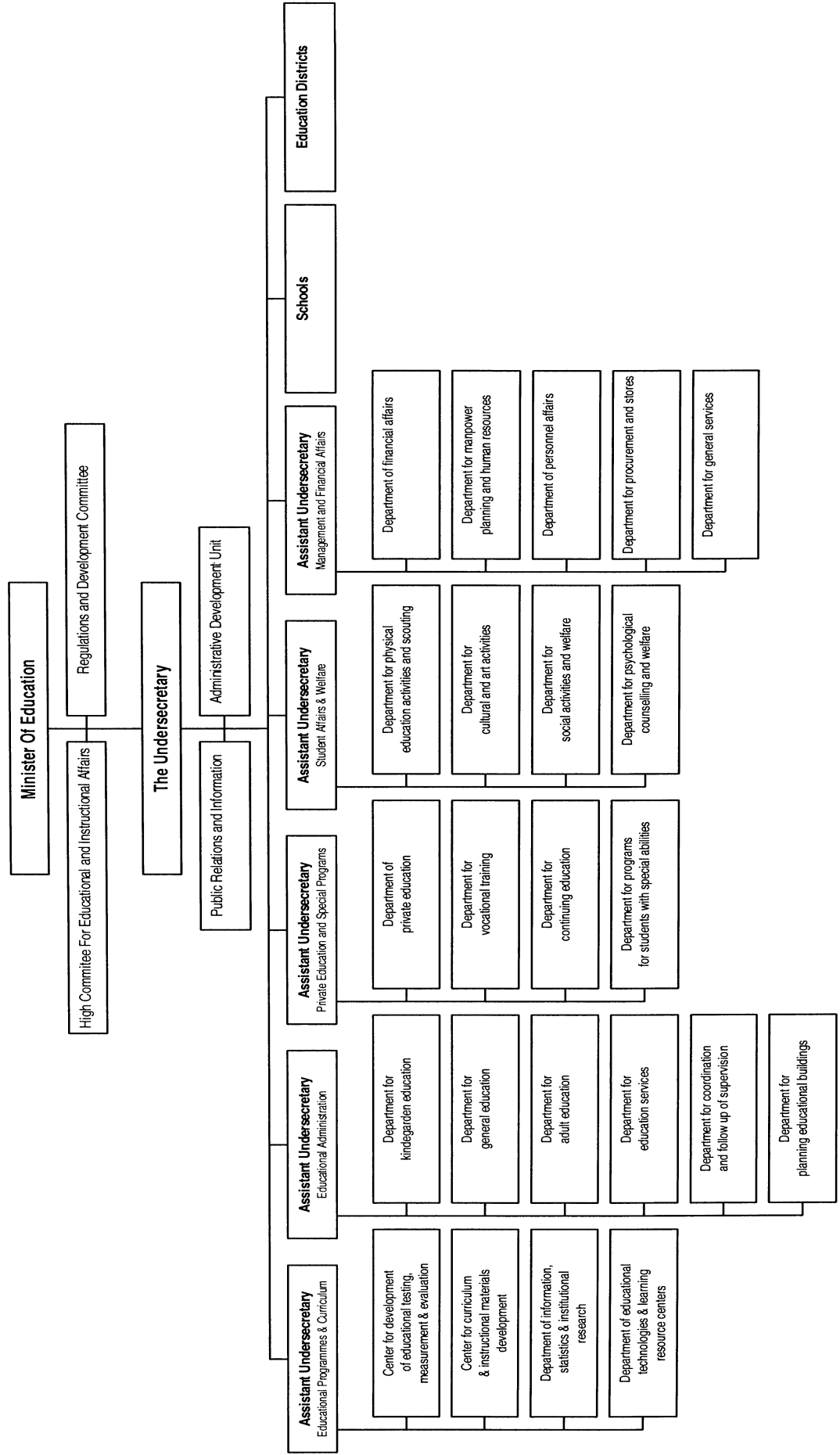
Public schools are segregated on the basis of gender but in some instances mixed classes occur at kindergarten and at elementary levels. In public schools female educators may teach female children at all levels of education and male children up to elementary level, while male educators on the other hand, cannot teach female children at any level in public schools. The organisation of studies in UAE public schools follows a 6-3-3 pattern (six years for elementary school, three years for middle school and three years for secondary school). General, technical and religious education is offered at secondary level. A school typically has two or three levels of administration, namely, a principal, vice-principal and in larger secondary schools,

department heads for various subject areas. Supervisory powers are concentrated at the central MOEY with limited powers for decision-making delegated to the Educational Zones and practically none to the schools. All major decisions, including the employment of teachers, are taken at central level. However, this centralised authority has been questioned with a call from several levels for decentralisation and the provision of more authority at the Educational Zone and school level (Suliman, 2000:168).

4.3.3 Access to the research setting

Approval for conducting this study was obtained from the MOEY in April 2004 by means of an official letter (**Appendix A**). This approval from the Undersecretary's office permitted collaboration and assistance from various departments at the MOEY and at the various Educational Zones. This was necessary in order to obtain background information with respect to educational reform and for the initiation of sampling and data gathering. Prior to starting the investigation, the foremost consideration in this study was the ethical measures necessary for the use of human subjects. Development of the necessary ethical measures is considered to be part of the research methodology of this study.

FIG 4.1: ORGANISATION CHART OF THE MOEY



4.4 RESEARCH METHODS

4.4.1 Ethical measures

Ethics are considered to deal with beliefs about what is right or wrong, proper or improper, good or bad (McMillan & Schumacher, 1993:182). According to Gillespie (1995:884):

“Ethics emerge from value conflicts among those in a profession. These conflicts are expressed in discussions and decisions that relate to individual rights. For example, when conducting a research study, the researcher tries to minimise the risk to individuals. However, there is conflict between a person’s right to privacy versus the researcher’s need to know. Researchers must try to minimise risks to participants, colleagues and society while attempting to maximise the quality of information they produce.”

Educational researchers need to be sensitive to ethical principles because of their research topic, face-to-face interactive data collection, an emergent design and reciprocity with participants (McMillan & Schumacher, 1993:397). Criteria for the research design involve not only the selection of information rich informants and efficient research strategies but also a strict adherence to research ethics (Kumar, 1999:190).

A code of ethics was set up for the purposes of this study and an application to the Zayed University Human Subjects Committee for ethics approval was made. Approval was obtained in May 2004 (**Appendix B**) therefore the aspects which formed the code of ethics employed for the purposes of this study are discussed in the ensuing paragraphs.

4.4.1.1 Informed consent as dialogue

Initial contact with potential participants was made at a seminar conducted by the researcher in collaboration with the various Educational Zones. At the end of the seminar, participants were provided with information related to the study by means of a short power-point presentation. In addition, a letter of information (**Appendix C**) providing details of the study and the appropriate consent forms (**Appendix D**) were

distributed to potential participants. Assurances of confidentiality, anonymity and an explanation for the necessity of other informant (superior and subordinate) participation were provided to department heads. On distribution of the consent forms participant attention was drawn to a clause requesting their consent for the inclusion of superior and subordinate informants. Subject supervisors were chosen for the superior perspective in this study rather than the principal because they have been officially nominated as instructional leaders of UAE secondary schools by the MOEY. Subordinate informants were nominated by their department heads. All participants were invited to ask questions at this forum or to contact the researcher should any additional information be required throughout the duration of the study.

Although Christians (2000:138) mentions that, “subjects must agree voluntarily to participate, that is, without physical or psychological coercion,” and every effort was made to inform participants in a manner that would encourage free choice of participation, the effect of communicating with participants at the seminar could not be negated. Certainly, in the UAE context, potential participants may feel it discourteous to refuse or they may feel as though they were *letting me down* if they refused to participate. In order to minimise this effect, participants were not required to give an immediate response, instead, they were asked to fill-in, sign and fax their consent forms at a later date.

4.4.1.2 Confidentiality and anonymity

Codes of ethics insist on safeguards to protect people’s identities and those of research locations (Christians, 2000:139). All personal data have to be secured or concealed and made public behind a shield of anonymity (Christians, 2000:139). According to McMillan and Schumacher (1993:399), researchers have a dual responsibility, firstly, the protection of the participant’s confidence from other actors in the setting whose private information might enable them to identify them and secondly, the protection of informants from the general reading public. During this study, all reasonable steps to maintain the confidentiality of participants were taken. For example, the findings of the research have been recorded in such a way that participants are not identified because appropriate codes and pseudonyms were used when individual statements were quoted in the final synthesis.

Investigation for phase two of this study ensued only after approval was obtained from the Zayed University Human Subjects Committee. The second application was approved on the basis that extra caution is exercised in masking the identity of participants during the reporting of results (**Appendix E**). Therefore, the names of participants, the names of the emirate in which the schools are located, specific information on student numbers, grade level configurations and programs offered were masked or deliberately left out to protect confidentiality. However, all information pertinent to this study was included.

4.4.1.3 Deception, privacy and empowerment

Deception is viewed by most researchers as violating informed consent and privacy (McMillan & Schumacher, 1993:399). Other researchers suggest that field workers negotiate with participants so that they understand the power that they have in the research process. The power and the decisions that come with it may be an exchange for the privacy lost in the participation of the study (Lincoln, 1990 as cited by McMillan & Schumacher, 1993:399). In this study, participants were made aware of the purpose of the research by means of a power point presentation and a letter of information which was distributed with the consent forms.

4.4.1.4 Harm, caring and fairness

Although physical harm seldom happens to participants in educational research, some persons can experience personal humiliation and loss of interpersonal trust (McMillan & Schumacher, 1993:400). While it is recognised that any study carries the potential for harm to participants, it was hoped that the confidentiality procedures outlined in this proposal would have countered the most obvious problems. For example, attribution of statements was carefully monitored to ensure that participants were not likely to be adversely affected by issues of power and status. This measure was considered so that participants would not feel constrained to share information because of a fear of repercussions from within their institution, workplace or home.

In phase one of this study, an ethical dilemma arose when a subordinate of two department heads indicated that they were unable to complete the questionnaire as

they felt that none of the categories on the questionnaire were applicable to the department head concerned. These responses introduced the *ineffective* change agent category to this study (see Section 1.6). The Zayed University Human Subjects Committee was consulted and a motivation from literature sources (for example, Henderson, 1993) was provided in order to strengthen the second application for an in-depth study of the ineffective department heads identified by subordinates. Once approval from the committee was received further investigation ensued.

4.4.1.5 Participants right to decline

Each participant was verbally informed of their right to decline participation in this study, which would be respected at any time and for any reason. A statement emphasising this right was also placed on the consent forms.

4.4.1.6 Arrangements for participants to receive information

Where participants were interviewed, they were provided with a copy of the transcript for approval before the data were analysed. All participants were provided with the final analysis of the data obtained.

4.4.1.7 Conflicts of interest

While no obvious conflicts of interest were identified initially, advice was sought from the Zayed University Human Subjects Committee when it arose.

It was hoped that, with these ethical measures in place, participants would feel comfortable about sharing their experiences and perspectives openly and without fear of any repercussions. In addition, participants would accept the researcher's involvement within the context of the research setting with the knowledge that information imparted at any stage would be utilised within the ethical bounds provided above.

“Researchers strive for understanding, that deep structure of knowledge that comes from visiting personally with informants, spending extensive time in the field and

probing to obtain detailed meanings. During or after a study, researchers ask, “Did we get it right?” (Stake, 1995:107). This question introduces standards of quality and approaches to verification in research.

4.4.2 Approaches to verification and standards of quality

According to Creswell (1998:194), verification and standards are imposed throughout the data collection, analysis and report writing process of a study. There are multiple views of verification in mixed research however for the purposes of this study, Guba’s (1981 as cited by Krefting, 1991:214–222) model of trustworthiness was chosen. This model is based on the identification of four aspects, namely, truth value, applicability, consistency and neutrality. Truth value considers whether the researcher has established confidence in the findings of subjects or informants and the context within which the study was undertaken (Lincoln & Guba, 1985 as cited by Krefting, 1991:217). Applicability refers to the degree with which findings can be applied to other contexts and settings or with other groups. Consistency alludes to the reproducibility of findings if the inquiry was replicated with the same subjects or in a similar context and neutrality refers to freedom from bias in research procedures and results (Sandelowski, 1986 as cited by Krefting, 1991:216).

This model of trustworthiness (Guba, 1981 as cited by Krefting, 1991:214–222) was used to develop strategies that would introduce standards of quality into this study. The strategies implemented were credibility, transferability, dependability and conformability (Table 4.1).

TABLE 4.1: A SUMMARY OF STRATEGIES USED FOR TRUSTWORTHINESS

Strategy	Criteria	Application
Credibility	Prolonged and varied field experience	Six months of preparatory work at the MOEY prior to data collection in which the researcher familiarised herself with the setting and with potential participants. In addition, the researcher had opportunities to meet, interact with and observe participants in work-related encounters during the research period. Questionnaires were prepared using empirical literature sources and interview materials were designed after an analysis of the data obtained in phase one of this study.
	Reflexivity	A field journal was kept in which field notes were taken during preparation for the study and throughout the duration of the study.
	Triangulation	The data collection methods, field notes, data analysis and literature review were used to verify observations and the categorisation of the data gathered.
	Member checking	Participants were requested to do a terminal member check for accuracy during data collection. Ratings on the questionnaire, transcripts of interviews and field notes were triangulated with literature.
	Participant review	Participants reviewed all of the data collected before data analysis.
Transferability	Peer examination	The promoters of this study reviewed the synthesis of all data gathered.
	Sampling	A random sampling technique was employed in phase one of this study in which thirty-four complete profiles (Section 1.6) were received. In phase two, purposive sampling was conducted to identify effective and ineffective (see Section 1.6) department heads in their role as change agents of educational reform. A detailed overview of the sampling procedure is provided in Sections 4.4.3.1a for phase one and 4.4.3.2a for phase two.
	Sample comparison	The overall population constituted department heads in MOEY public secondary schools from which effective and ineffective department heads as change agents were identified (see Section 1.6).
Dependability	Dense description	A complete description of the methodology employed is provided, including questionnaire design, semi-structured interviews, planned observations and document analysis in Section 4.4.3.
	Dependability audit	Questionnaires and interview questions were developed from the findings of previous empirical research. Pilot tests were conducted before dissemination of research instruments. A full description of the data analysis protocol is provided in Section 4.4.4. In addition, the researcher's promoters provided valuable input with respect to questionnaire and interview design.
	Methodology triangulation	The research methodology is fully described. The data collection methods, field notes, data analysis and literature review were used to triangulate and verify observations and categories identified from the data gathered.
Conformability	Peer examination	The researcher's promoters reviewed the synthesis of all data gathered.
	Evaluation Audit	A consensus discussion of the synthesised data was held with the promoters of this study. The researcher's promoters reviewed the synthesis of all data gathered.
Conformability	Triangulation	As discussed above.
	Reflexivity	As discussed above.

4.4.3 Data collection

A time line related to data collection is provided in Table 4.2 below. It indicates the sampling process, the data collection instruments, its purpose and the time-frame for data collection and data analysis.

TABLE 4.2: TIME LINE OF THIS STUDY IN TERMS OF THE INSTRUMENT OR SAMPLING PROCEDURE USED, ITS PURPOSE AND TIME FRAME

Instrument/Sampling	Purpose	2004								2005				
		May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Questionnaire development	Items developed from a literature review and from the findings of other empirical studies (see Section 3.3). Both English and Arabic versions of the questionnaire (Appendices F and G) were piloted and refined prior to dissemination to participants.													
Random sampling	<ul style="list-style-type: none"> • Eighty department heads were invited to a seminar in which information letters and consent forms were distributed. • Sixty consent forms including the permission to contact superiors and subordinates were received. 													
Questionnaire responses	<ul style="list-style-type: none"> • Thirty-four complete profiles were received. The three perspectives obtained provided a holistic profile of the department heads in their role as change agents of educational reform. • The subordinate responses to two profiles introduced the ineffective category therefore the remaining thirty-two profiles were used for the identification of the effective department heads for phase two. 													
Purposive sampling	<ul style="list-style-type: none"> • Two ineffective department heads were identified by teacher informants (see Section 1.6); and • Two effective department heads were chosen from nine participants whose profiles matched the conceptual framework developed in phase one (Figure 5.1 and Appendix I). 													
Semi-structured interviews	<ul style="list-style-type: none"> • Department Heads - designed to elicit further information about the change agent strategies and skills ranked on the questionnaire (Appendix K). • Supervisors - in order to elicit the history and policy surrounding the role of department heads in the school, including how department heads developed their leadership skills (Appendix J). • Subordinates - in order to elicit further information about the change agent strategies, skills and outcomes ranked on the questionnaire (Appendix H) for the department head concerned. 													
Observations	To witness, experience and record participant interaction and behaviour in certain situations. Also used as a means of experiencing and recording pertinent processes (for example, department meetings and demonstration classes by the department head).													
Review of relevant documents	Used as a means of triangulating data collected during phase one and phase two of this study. Relevant documents included minutes of meetings, internal mail, units developed by the department head, student workbooks etcetera were reviewed.													

4.4.3.1 Phase one

a. Sampling

Random sampling was conducted in phase one of this study. Eighty department heads representing all emirates and various subject areas were invited to participate during a leadership seminar conducted by the researcher (Table 4.2). Potential participants were given a short power-point presentation which explained the purpose, aim and objectives of the study. In addition, the rationale behind superior and subordinate participation was explained. A letter of information (**Appendix C**) and appropriate consent forms (**Appendix D**) which also requested permission from the department head to contact other informants for the purpose of this study was provided. Participants were requested to fill in and fax the consent forms to the researcher a week from the date of the seminar. Sixty affirmative consent forms were received with permission to contact superior and subordinate informants (Table 4.2). Superior and subordinate informants were contacted thereafter and their consent for participation was solicited.

Subordinate informants were nominated by the department head and for the superior perspective, the subject supervisor was chosen rather than the principal because in the UAE, the subject supervisor is the officially nominated instructional leader. While both the subject supervisor and the principal evaluate teachers, only the subject supervisor is responsible for instructional and curriculum matters in specific subject areas.

b. Questionnaire development and dissemination

A questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study (Johnson & Christensen, 2004:164). It encompasses a variety of instruments in which the subject responds to written questions to elicit reactions, beliefs and attitudes (McMillan & Schumacher, 1993:42). In other words, researchers attempt to measure many different kinds of characteristics using questionnaires (Johnson & Christensen, 2004:164). In this study, the questionnaire was used for determining change agent characteristics employed and the outcomes achieved by department heads in their role as change agents of educational reform in the UAE.

Two similar forms of the questionnaire were developed for phase one of this study. **Appendix F** shows both the English and Arabic versions of the questionnaire that was filled in by the department head. **Appendix G** shows an identical questionnaire (both English and Arabic versions), except for the introductory paragraph and part one which required biographical details, which was filled in by superior and subordinate informants.

Part one of both questionnaires required biographical information while part two contained the change characteristics and outcomes that had to be rated from one (most typical) to six (least typical) for each department head. The change agent characteristics and outcomes represented on the questionnaires were selected after an extensive literature review (see Sections 3.3.1 and 3.3.2), namely,

- Change agent priorities (Section 3.3.1.1);
- Change agent style (Section 3.3.1.2);
- Change agent strategies (Section 3.3.1.4);
- Change agent skills (Section 3.3.1.5 with general and specific skills in Sections 3.3.1.5a and 3.3.1.5b respectively); and
- Outcomes of change agent activities (Section 3.3.2).

Both questionnaires were first developed in English and then piloted with the assistance of three bilingual (Arabic and English) department heads who were not participants in this study. The think-aloud technique (Johnson & Christensen, 2004:177) which required pilot participants to verbalise their thoughts and perceptions while they engage in answering the questionnaire was used in the piloting exercise. Comments and suggestions received at the pilot stage, resulted in some of the categories being rephrased or further explained to facilitate better understanding. After re-working the English questionnaire and discussing the changes with pilot participants, both questionnaires were translated into Arabic. Pilot participants then reviewed the Arabic version. Based on the comments received some translation changes were made to ensure that all of the items had the closest meanings to the English version.

The sixty department heads and their subject supervisors who had affirmed their participation in this study were contacted and relevant questionnaires were couriered to them. Participants were required to complete the questionnaire and then return them to the researcher on completion a week later, via a return courier arranged by the researcher. Both subordinates of all of the participating department heads were invited to a teaching methodology workshop conducted by the researcher in which questionnaires were disseminated and completed. In this way, subordinates were provided with a neutral non-threatening environment for their questionnaire responses.

The responses received from the department heads and their various informants resulted in thirty-four complete profiles which were used in phase two of this study (Table 4.2). A complete profile refers to complete questionnaire responses received from all perspectives, namely, department head, superior and the two subordinate informants (see Section 1.6).

4.4.3.2 Phase two

Phase two was initially designed to explore in-depth the work of department heads rated as effective in their role as change agents of educational reform however, comments received for two department heads in the same subject area by one of their subordinates posed an ethical dilemma. Both subordinates claimed that they were unable to rate their department head as they felt that none of the categorical options provided on the questionnaire was applicable to the individual concerned.

This finding presented an opportunity for the comparison of effective and ineffective department heads in their role as change agents of educational reform (see Section 1.6). Beaton (1985:62) and Strudler (1987:85) recommend that a “comparison of more and less effective heads would help to further identify effective strategies and skills needed by those who act as change agents.” In addition Henderson (1993:52) confirms “that by studying less effective change agents more could be learnt about possible impediments to change and the strategies and skills that could be used to overcome them.” Ethics approval for a change in focus in phase two was given by Zayed University Human Subjects Committee, on the basis that the identity of case

study participants be well masked for the purposes of anonymity and confidentiality. Therefore, the identity of participants, the names of the emirate in which the schools are located, specific information on student numbers, grade level configurations and programs offered were masked or deliberately left out to protect the anonymity and confidentiality of participants. However, all information pertinent to this study has been included.

For phase two of this study, a phenomenological approach was used which employed a theory-based data selection process in which strategic decisions about who should be included in the study was made. A purposive sampling method was used as it was an appropriate way of “selecting information rich cases for study in-depth” (Burns & Grové, 1987:218; and Patton, 1990:169 as cited by McMillan & Schumacher, 1993:378).

a. Sampling

Thirty-four complete profiles were received in phase one of this study (Table 4.2). Purposive sampling was conducted in order to identify effective and ineffective department heads (see Section 1.6). The researcher based her judgment of ineffectiveness on subordinate assessments of the work of department heads in the implementation of a new curriculum.

Two department heads were considered to be ineffective from comments made on the questionnaire by their subordinates. Both of the subordinates for these department heads were interviewed (**Appendix H**) in order to verify their perspectives. The designation of ineffective was therefore based on honest, unsolicited remarks made by informants on the questionnaires and during the interviews that were conducted. Refer to Section 1.6 for the context within which the category ineffective is used in this study.

Ratings obtained for change agent characteristics in the overall sample of phase one of this study was used to develop a conceptual framework identifying patterns of effective change agent behaviour (Figure 5.1). A comparison of complete profiles to the elements of effective behaviour was used as a basis for the purposive sampling of effective department heads (see Section 1.6 for the context within which the category

effective is used in this study). Effective department heads were chosen from the remaining thirty-two participants in the following manner:

- The profiles for all participants were compared to the conceptual framework developed (Figure 5.1) in phase one of this study;
- The profiles of nine department heads (**Appendix I**) were found to closely match those identified for highly effective change agents in Figure 5.1;
- Of the nine participants identified as effective, three participants were found to work in the same subject area as the ineffective department heads. These three participants were considered to be the most appropriate candidates for comparative purposes as they would be involved with similar change implementations as those affecting the ineffective department heads;
- In order to limit the case study to two participants, further inquiry was conducted by means of the same semi-structured interview (**Appendix H**) that was previously used to confirm the identification of the ineffective department heads; and
- Finally two department heads were chosen because they were considered by their subordinates to be highly effective as internal change agents based on the quality of assistance they received during the implementation of a new curriculum (Table 4.2).

The case studies presented in chapters five and six provide further details on the actions and attitudes of the four department heads that led to them being characterised as effective or ineffective by their informants (see Section 1.6).

b. Data collection instruments for phase two

(i) Semi-structured interviews

According to Pole and Lampard (2002:126) an individual interview is “a verbal exchange of information between two or more people for the principal purpose of one person gathering information from the other(s).” The interview has become a contemporary means of story telling where persons divulge life accounts in response to interview inquiries (Gubrium & Holstein, 1998 as cited by Fontana & Frey,

2000:647). In recent years researchers have questioned the use of traditional interview techniques because response rates have been declining suggesting that fewer people are willing to disclose aspects of themselves or that they are growing tired of being interviewed. It must be remembered though, that each interview context is one of interaction and relation, the result, therefore, is as much a product of this social dynamic as it is a product of accurate accounts and replies.

Nevertheless, the interview method was considered a suitable instrument for this study because it has been described by Kvale (1983:174) as, “centered on the interviewee’s life-world in which we seek to understand the meaning of phenomena in the participant’s life-world.” The interview focuses on certain themes, is open for ambiguities and changes, and is an inter-personal interaction (Kvale, 1983:174). A semi-structured interview technique was chosen because “it is a basic method of data gathering the purpose of which is to obtain a rich, in-depth experiential account of an event or episode in the life of the respondent” (Fontana & Frey, 2000:646). One of the main advantages of the semi-structured interview is that it provides uniform information, which ensures comparability of data. Four semi-structured interviews were scheduled for the purposes of this study.

- Each subordinate was interviewed once (**Appendix H**) in which the researcher asked for a reflection of their contribution to the implementation of the curriculum. They were also questioned about the strategies and skills used by the department head and they were encouraged to recall specific incidents in which the department head was particularly helpful. Finally, the subordinates were asked to comment about the outcomes of the work of the department head and to identify the strategies and skills employed by the department head in achieving them;
- The interview with the supervisor (**Appendix J**) was designed to elicit the history and policy surrounding the role of the department head in the school. Questions on how department heads developed their leadership skills were also included; and
- The interviews with the department heads (**Appendix K**) sought to elicit further information about the strategies and skills they ranked on the questionnaire. The researcher asked the department heads which strategies and skills they typically

use to implement the new curriculum and the new teaching methods. An attempt was also made to identify the strategies and skills that were brought to the job by the department head, how these had developed whilst in the job and how learning had occurred.

(ii) Document analysis

According to Bryman (1989, as cited by Pole & Lampard, 2002:153) the effective use of archival information in organisational research is often achieved through its use alongside data from other sources such as interviews. Although the analysis of documents was not the focus of this study, the MOEY constitution and supporting policy documents relevant to employment, training, teacher evaluation processes and promotion criteria was made available by the Department of Information and Research at the MOEY. In addition, hiring policies, job descriptions, an examination of professional development activities of department heads, the teaching units developed by them for use in the classroom and the minutes of departmental meetings were also considered. All documents were in Arabic and were translated for the purposes of this study. These documents acted as information sources and were used as a means of triangulating data collected from questionnaires and during interviews.

(iii) Planned observations

According to Foster (1996 as cited by Pole & Lampard, 2002:71), “observation is a matter of collecting information about the nature of the physical and social world as it unfolds before us directly via the senses rather than indirectly via the accounts of others.” It is a demanding and complex task, which can be rewarding because it allows the researcher to get direct access to a social world differing from his/her own. By emphasising the role of the researcher in attributing meaning to what is being observed, Foster implies that observation may be as much about the construction of data as it is about its collection (Pole & Lampard, 2002:71).

Six months of preparatory work at the MOEY was conducted to “acquire background knowledge, to build contacts, to prepare the material required for data gathering and to clarify the approach to question development” (Folch-Lyon & Trost, 1981:443-449; Kingry, Tiedje & Friedman, 1990:124-125; and Morgan & Spanish, 1984:253-270). The process of observation was used to gain entry into the world of the

participants, to witness the activities that constitute their world by being there and by watching. Observation is a research method, which relies on the capacity of the researcher to interpret the situation as it unfolds therefore the researcher is the principal instrument of the method (Wolcott, 1981:247). Although, it is difficult for researchers to plan observation, four strategies suggested by Wolcott (1981:248) were adopted in the early stages of observation, namely, observing and recording as much as possible, observing and looking for nothing in particular, looking for paradoxes and looking for the key problem confronting the group. In this way, the researcher was able to find focus and plan pertinent observation opportunities accordingly. Table 4.3 shows the planned observations conducted for the purposes of this study.

Observations were made without contributing to the discussion. None of the planned observations were audiotaped and the intention of observation was to witness, experience and to record human behaviour. Observation is also an active process, which includes muted cues, facial expressions, gestures, tone of voice and other non-verbalised social interactions, which suggest subtle meanings of language (McMillan & Schumacher, 1993:422). Detailed descriptive field notes were kept of planned and coincidental observations with no pre-specified observation schedule. The notes were written in real-time in a form of personal shorthand attempting to capture the essence of the situation observed. These were later re-worked for clarity and entered into the researcher's field journal. The field journal was kept throughout the research process and it included the following information:

- The daily schedule and logistics of the study;
- Observations;
- Planned observations;
- A methodology log; and
- A personal diary.

Planned observations of various areas relevant to the implementation of the new programme were conducted. Table 4.3 shows the various planned observations carried out particularly to ascertain the support and collaboration provided by department heads, the Educational Zones and the teachers within the various departments studied.

Planned observations were only held for *real events*. For example one ineffective department head did not have regular meetings, therefore no observation of meetings for this department was possible.

TABLE 4.3: PLANNED OBSERVATIONS, PURPOSE AND FOCUS

Planned Observation	Purpose	Focus
Ministry meeting	Discussion of curriculum changes and implementation on the agenda.	Subject supervisors and department heads to contribute feedback on field testing of new curriculum.
Four school visits	Observation of a day in the life of the department head.	Log of activities and daily decisions by the department head.
Supervision round	Two schools visited to observe subject supervisor interactions with department heads.	To observe how information about change is disseminated and what type of feedback is provided.
Three department meetings	Department meetings to discuss implementation plans.	Support and collaborative planning by the departments.
Four grade-level meetings	Teachers from the same departments from different schools in a district meet to develop unit plans.	Peer support and Educational Zone support.

The data obtained from both phase one and phase two of this study were then analysed as described below.

4.4.4 Data analysis

4.4.4.1 Quantitative data analysis

All data on priorities, style, strategies, skills and outcomes were analysed using the Statistical Package for Social Sciences Program (SPSS) to run frequencies and generate tables. All items (priorities, style, strategies, skills and outcomes) on the questionnaires were rank ordered by participants on a scale of one to six, with one being the highest rank (most typical) and six being the lowest rank (least typical). Where an equal rank was assigned to two items on the questionnaire (as was the case on three of the questionnaires), the first item was given the rank assigned by the informant and the next sequential rank was assigned to the second item. This

technique helped to preserve some of the ranking information that would not have been available if missing or invalid data were indicated. In instances where two or more items were given equal ranking (as done by two informants), it was decided that the data was invalid and these were not used in the data analysis. The results were organised into summary tables which consisted of a number of different approaches to quantifying the data (namely, Tables 5.2, 6.1, 6.3, 7.1 and 7.3). Skills are listed under two headings, general skills and specific skills as suggested by Miles *et al.*, (1998:152). Each table consists of four different approaches to quantifying data, namely:

- The first four columns reflect how each of the participants (department head, subject supervisor and two teacher informants) ranked (from one to six) the importance of various change agent characteristics or outcomes;
- The fifth column consists of the total mentions of a particular characteristic or outcome in the four questionnaires.
- Each rank was assigned a value of one to six. Items related to each question and recorded by participants as most essential (ranked first on the questionnaire) were assigned a point value of six. Those related as second most essential were assigned a value of five. Those rated third were assigned a value of four and so forth. The value assigned in column six was derived by weighing participant responses and then computing the total; and
- The mean rank was derived by dividing the questionnaire ranking by the frequency mentioned.

4.4.4.2 Qualitative data analysis

Many studies using qualitative methods are not reflexive enough about the interpreting process. Common platitudes proclaim that the data speak for themselves, that the researcher is neutral, unbiased and invisible (Fontana & Frey, 2000:661). This is very hard to achieve as the researcher becomes buried under an increasing amount of field notes, transcripts, newspaper clippings and audiotapes (Fontana & Frey, 2000:661). In this study, a multi-method approach was used where data gathered from

interviews, observations, and documents supplement each other as part of data analysis process.

Pole and Lampard (2002:190) mention that during data collection, *processual* data analysis occurs because the researcher is continuously engaged with the data as it is collected. *Processual* analysis is important in informing data collection and in shaping the direction of research (Pole & Lampard, 2002:190). Therefore, for the purposes of preliminary data analysis, the researcher read through the field notes and listened to the audio tapes of each session several times in order to get an adequate impression of the discussion climate and to make verbatim transcriptions in which psychological indicators like hesitations, pauses and enthusiasm were noted. In this way an attempt was made to get familiar with the data. In addition, data gathered from initial observations and interviews provided direction for framing further questions on the basis of on-going interpretation and analysis. Summative data analysis was, however, conducted using a combination of Giorgi (1985:10-19) and Kerlinger's (1986:447) data analysis methods. The steps used were as follows:

- All the data (interview transcripts, field notes and relevant documents) were reviewed first in a general manner to obtain a sense of the data and themes emerging. Data were coded for analysis according to the method of qualitative data analysis described by Miles and Huberman (1984:156) and modified by Strudler (1987:102). **Appendix L** shows the codes used as part of the data analysis process for the purposes of this study. Some codes were added and others were not used in order to coincide with the data gathered. All the interview data from the transcripts were divided into individual "chunks" that ranged from a paragraph to a few words and then coded. This procedure enabled a thorough and systematic search for chunks that could be manipulated in a number of ways (namely, by school, informant, department head etcetera);
- As in Strudler's study (1987:105), strategies were not tested for coding reliability instead they were treated as a high inference variable allowing the researcher some latitude for interpretation. However, unlike Strudler's study, a second coder was not employed to check for inter-rater reliability on change agent characteristics. Whereas Strudler had to have an inter-rater reliability check

because he made decisions on change agent characteristics and outcomes from data obtained during interviews, in this study, data from the questionnaire was considered more reliable. Therefore, the data on change agent characteristics and outcomes in the reporting of the results in this study came primarily from questionnaires, while the data from the interviews played a supplementary role;

- A literature control was conducted to identify similarities, differences and contributions of this study to previous research conducted;
- This provided structure to the data gathered and allowed for triangulation between the various research instruments used. Therefore the universum consisted of all responses to the questionnaires, transcriptions, field notes and document analysis; and
- Consensus discussions about the analysis of the data were held with the promoters of this study.

In this way the data were analysed and major categories and sub-categories emerging from the data were identified. The management of data according to biographical information, major categories and sub-categories formed the basis from which the researcher attempted to place into perspective that data obtained in terms of the aim and objectives of this study (Section 1.3).

4.5 CONCLUSION

This chapter presented a detailed description of the research design of this study. It focused on the theoretical purpose and justification of the methodology chosen, ethical considerations, informal and formal data gathering techniques and an explanation of the data analysis method used. The next chapter considers the composite results obtained from the profiles received for all department heads participating in this study. Thereafter, the case studies of the two effective and the two ineffective department heads (see Section 1.6) are presented in chapters six and seven respectively.

CHAPTER 5: ANALYSIS OF RESULTS (PHASE ONE)

5.1 INTRODUCTION

Though change agents are known to be widely used to help with school improvement programmes, little is known empirically about the characteristics they need to function effectively (Miles, Saxl & Lieberman, 1998:157). Therefore, the aim of this study is to investigate the present and ideal role of the department head as a change agent facilitating the implementation of educational reform in public schools of the United Arab Emirates (Section 1.3). The analysis of results obtained for this study extends over the three chapters, namely, chapters five, six and seven. This chapter reports on the analysis of findings from data obtained from responses to a questionnaire (**Appendices F and G**) from three different perspectives (department head, superior and subordinate) while chapters six and seven report on the case studies of effective and ineffective department heads respectively.

The present chapter commences with a synopsis of the biographical information obtained for the department heads. Next, the change agent characteristics identified and rated by all participants is presented, described and analysed. Finally a conceptual framework is developed which enables the identification of effective department heads as change agents of educational reform.

5.2 BIOGRAPHICAL DATA

Biographical data were obtained for thirty-four department heads (Section 4.4.3.1b). The data obtained has been collated as a percentage of the total number of participants and is presented in Table 5.1.

TABLE 5.1: BIOGRAPHICAL DATA OF DEPARTMENT HEADS

Criteria	Results	
Nationality	Egyptian	43%
	Palestinian	27%
	Jordanian	26%
	Iraqi	4%
Gender	Males	70%
	Females	30%
Age	Less than 30 years	0%
	30-40 years	62%
	41-50 years	36%
	41-50 years	2%
Years of teaching experience	Less than 10 years	0%
	10-15 years	72%
	16-20 years	15%
	More than 20 years	13%
Number of years employed in current position	Less than 5 years	8%
	5-8 years	89%
	More than 8 years	2%
Number of years employed in the UAE	Less than 10 years	62%
	10-15 years	36%
	More than 15 years	2%
Highest academic qualification	Postgraduate	14%
	Bachelors degree	86%
	Diploma	0%
Educational Zone	Abu Dhabi	26%
	Dubai	22%
	Sharjah	25%
	Al-Ain	13%
	Ras-Al-Khaimah	5%
	Ajman	2%
	Umm-Al-Quwain	2%
	Fujairah	5%
Type of secondary school	General education	100%
	Technical	0%
	Religious	0%
Department	English	39%
	Arabic	16%
	Mathematics	25%
	Science	15%
	Social Studies	4%
	Other	1%
Department composition	Less than 6 teaching staff	12%
	More than 6 teaching staff	86%
	Support Staff (Technician)	2%

5.3 CHANGE AGENT CHARACTERISTICS

Part two of the questionnaires disseminated to department heads (**Appendix F**) and their superior and subordinate informants (**Appendix G**) required the ranking of change agent characteristics (Section 3.3.1) and outcomes (Section 3.3.2) which were selected after an extensive literature review, namely,

- Change agent priorities (Section 3.3.1.1);
- Change agent style (Section 3.3.1.3);
- Change agent strategies (Section 3.3.1.4);
- Change agent skills (Section 3.3.1.5 with general and specific skills in Sections 3.3.1.5a and 3.3.1.5b respectively); and
- Outcomes of change agent activities (Section 3.3.2).

Complete change agent profiles were obtained for thirty-four department heads (see Section 4.4.3.1 and Table 4.2), however two teacher informants indicated on their questionnaires that they were unable to complete their responses because the categorical options provided did not match the department head concerned (see Section 4.4.3.2). This introduced the ineffective category and an opportunity to compare effective and ineffective department heads (Sections 1.6 and 4.4.3.2). The results presented in Table 5.2 contain a collation of data for the remaining thirty-two department heads according to the analysis procedure summarised below (see Section 4.4.4.1 for a full description):

- The first three columns reflect the total number of mentions of a particular characteristic ranked by three groups of informants (department heads, superiors and subordinates);
- The fourth column provides the total number of mentions of each category by all informants (total frequency);
- The fifth column was derived by weighing participant responses. Each rank in the first three columns was assigned a value of one to six by respondents. Items related to each question and recorded by participants as most essential (ranked first on the questionnaire) were assigned a point value of six. Those related as

second most essential were assigned a value of five. Those rated third were assigned a value of four and so forth. The value assigned in column six was derived by weighing participant responses and then computing the total; and

- The sixth column contains the mean rank which was derived by dividing the questionnaire ranking by the frequency mentioned.

TABLE 5.2: CHANGE AGENT PROFILES OF DEPARTMENT HEADS

CHANGE AGENT CHARACTERISTICS	FREQUENCY				WEIGHT	MEAN RANK
	DEPARTMENT HEAD	SUPERIOR	SUBORDINATE	TOTAL		
PRIORITIES						
Aid school improvement	32	32	64	128	384	3.00
Expand the knowledge of teachers	32	32	64	128	544	4.25
Bring resources to teachers	32	32	64	128	640	5.00
Aid change with product development	32	32	64	128	736	5.75
STYLE						
Manipulative	12	10	19	41	32	0.25
Intuitive	15	12	31	58	128	1.00
Active	14	17	32	63	128	1.00
Facilitative	19	21	45	85	544	4.25
Reflective	10	8	19	37	64	0.50
Passive	7	10	22	39	64	0.50
Directive	6	13	23	42	64	0.50
Working alone	17	6	12	35	128	1.00
Characterised by a sense of humour	8	6	14	28	64	0.50
Inflexible	12	15	19	46	32	0.25
Supportive	25	26	51	102	608	4.75
Collaborative	20	24	48	92	576	4.50
Expert as opposed to collegial	3	2	12	17	32	0.25
Collegial as opposed to expert	14	17	25	56	160	1.25
Systematic	10	5	12	27	64	0.50
STRATEGIES						
Resolution giving	12	7	15	34	32	0.25
Clinical one-to-one conferencing	15	13	19	47	32	0.25
Resource linking	25	23	42	90	256	2.00
Re-educating teachers	6	8	13	27	64	0.50
Supportive planning	12	15	45	72	256	2.00
Monitoring/evaluating	17	9	9	35	64	0.50
Resource adding	4	12	23	39	128	1.00
Providing technical assistance	8	15	43	66	256	2.00
Energising/motivating teachers	29	30	64	123	544	4.25
Controlling teacher's actions	3	3	8	14	32	0.25
Collaborative problem solving	27	25	36	88	448	3.50
Developing a support structure	19	20	33	72	320	2.50
Supporting teachers emotionally	15	12	34	61	256	2.00
GENERAL SKILLS						
Talking	25	23	64	112	416	3.25
Listening	26	27	64	117	384	3.00
Interpersonal ease	32	32	64	128	736	5.75
Group functioning	18	21	23	62	288	2.25
Reading	11	9	18	38	128	1.00
Training, doing workshops	12	11	35	58	128	1.00
Demonstrating as master teacher	15	13	23	51	32	0.25
Giving knowledge of educational	12	9	14	35	32	0.25
Technical expertise	13	15	23	51	64	0.50
Administration/organization	29	32	56	117	480	3.75
SPECIFIC SKILLS						
Initiative taking	15	10	34	59	128	1.00
Support	32	32	64	128	576	4.50
Conflict mediation	9	5	17	31	64	0.50
Managing and controlling	8	10	29	47	64	0.50
Resource bringing	27	25	52	104	480	3.75
Trust/rapport-building	15	22	32	69	288	2.25
Confrontation	7	6	12	25	64	0.50
Collaboration	32	32	64	128	576	4.50
Diagnosing individual needs	22	25	39	86	288	2.25
Diagnosing school needs	10	5	12	27	32	0.25
Demonstration/modeling	15	20	29	64	128	1.00
OUTCOMES						
Use of new products	14	15	34	63	256	2.00
Program model implemented	13	12	23	48	288	2.25
School climate change	18	19	29	66	256	2.00
Student impact	22	24	50	96	288	2.25
Supported planning	26	22	64	112	416	3.25
Short run successes/decisions	12	15	33	60	128	1.00
Satisfaction in relationship with teachers	32	22	43	97	416	3.25
Organisational change	11	21	25	57	64	0.50
Institutionalisation of models	12	10	19	41	64	0.50
Energised or motivated teachers	32	32	64	128	512	4.00
Too early to identify outcomes	0	0	0	0	0	0.00

Summative results are provided in Table 5.3 where the various change agent characteristics and outcomes ranked by informants are placed in the order of highest to lowest average rank as assigned by the various informants.

TABLE 5.3: CHANGE AGENT CHARACTERISTICS IN THE ORDER OF HIGHEST TO LOWEST AVERAGE RANK

<p style="text-align: center;">PRIORITIES</p> <ul style="list-style-type: none"> • Aid change with product development • Bring resources to teachers • Expand the knowledge of teachers • Aid school improvement 	<p style="text-align: center;">GENERAL SKILLS</p> <ul style="list-style-type: none"> • Interpersonal ease • Administration/organisation • Talking • Listening • Group functioning • Reading • Training, doing workshops • Technical expertise • Demonstrating as master teacher • Giving knowledge of educational content
<p style="text-align: center;">STYLE</p> <ul style="list-style-type: none"> • Supportive • Collaborative • Facilitative • Collegial as opposed to expert • Intuitive • Active • Working alone • Reflective • Passive • Directive • Characterised by a sense of humour • Systematic • Manipulative • Inflexible • Expert as opposed to collegial 	<p style="text-align: center;">SPECIFIC SKILLS</p> <ul style="list-style-type: none"> • Support • Collaboration • Resource bringing • Trust/rapport building • Diagnosing individual needs • Initiative taking • Demonstrating/modeling • Conflict mediation • Managing and controlling • Confrontation • Diagnosing school needs
<p style="text-align: center;">STRATEGIES</p> <ul style="list-style-type: none"> • Energising/motivating teachers • Collaborative problem solving • Developing a support structure • Resource linking • Supportive planning • Providing technical assistance • Supporting teachers emotionally • Resource adding • Re-educating teachers • Monitoring/evaluating • Resolution giving • Clinical one-to-one conferencing • Controlling teachers actions 	<p style="text-align: center;">OUTCOMES</p> <ul style="list-style-type: none"> • Energised or motivated teachers • Supported planning • Satisfaction in the relationship with teachers • Programme model implemented • Student impact • Use of new products • School climate change • Short run success or decisions • Organisational change • Institutionalisation of models

The synthesis of results as shown in Table 5.3 provides an opportunity to list the effective change agent characteristics according to a conceptual framework which could be termed as “patterns of effective change agent behaviour” (Miles *et al.*, 1998:163).

5.4 PATTERNS OF EFFECTIVE CHANGE AGENT BEHAVIOUR

Patterns of effective change agent behaviour provide an empirical basis for classifying change agents as average or outstanding (Miles *et al.*, 1998:163). Central to this pattern are the elements of effective change agent behaviour, namely, priorities, leadership style, strategies and skills. Influencing these elements are the change agents entry characteristics, the situational context and the training and support received by change agents (Miles *et al.*, 1998:164). Finally, the outcomes achieved show various areas of the school improvement process which have been affected by the work of change agents.

In order to facilitate an analysis of the results obtained in this study a conceptual framework is developed as a result of an analysis of questionnaire responses and triangulation with various literature sources. Pertinent aspects of this framework include: the situational context, change agent entry characteristics, effective change agent behaviour and outcomes affected by the work of change agents.

5.4.1 The situational context

Since the publication of the book, *The Fifth Discipline* (Senge, 1990:1-250) both the corporate world and leading educators have been struggling with ways to foster and sustain learning communities in change environments (Hipp & Huffman, 2002:1). Practitioners and researchers (for example, Dufour & Baker, 1998:1-154; Darling-Hammond, 2000:4-10; Fullan 2000:1-32; and Hord 2000:1-159) have provided a myriad of images as to how these learning communities should look like, but few have formed these visions into reality. This task has been considerably more formidable than anticipated, thus the challenge of moving from concept to capability continues (Fullan, 2000:29; and Zepeda & Mayers, 2000:43). In response to this challenge, Hord’s (2000:1-159) review of the literature resulted in an identification of

five dimensions in schools that contribute to a professional learning community (PLC). They include:

- Shared and supportive leadership;
- Shared vision and values;
- Collective learning and application of learning;
- Supportive conditions; and
- Shared personal practice.

PLC is “one model [of school improvement] which recognises that school capacities must be grounded in the culture of the school and the normative behaviours of its staff” (Hord, 2000:1). Research conducted by Sergiovanni (1994:1-112) supports the PLC concept because when a school functions as a community, its members embrace shared ideals, norms, purposes and values. Therefore, the situational context within which change is expected to occur is a key factor determining whether change happens and if it is sustained (Hipp & Huffman, 2002:5). In the study conducted by Miles *et al.* (1998:164) change agents in three different improvement programmes were considered. One of the vital conclusions derived from this study is that “context determines meaning because it affects the skills required and delivered” (Miles *et al.*, 1998:159).

Within the UAE context, whole school reform is developing concurrently with curriculum and instructional reform (MOEY, 2000:122). According to the latest EFA country report (MOEY, 2003:69), the success of implementation in the UAE has been largely dependant on the development of a PLC. The MOEY mentions efforts being made to encourage and provide a PLC framework to help schools with the reform process. It is therefore, likely that participants in this study are involved in the process of developing PLC units as the department is the smallest administrative unit. Support and assistance is provided by the Educational Zones while reform targets and finance for implementation is provided by the MOEY. Therefore, it is reasonable to assume that the department heads participating in this study work within a similar reform context, namely, in UAE general education secondary schools as there were no representations from religious and technical schools (Table 5.1).

Traditionally department heads were not expected to be change agents but the introduction of educational reform in UAE public schools has challenged them with this role. Therefore, the biographical information obtained could be considered as change agent entry characteristics for department heads participating in this study.

5.4.2 Change agent entry characteristics

The department heads participating in this study were Arab expatriates (Table 5.1) with the majority being Egyptian nationals. There were no UAE national participants because nationals form less than 1% of the overall number of department heads employed by the MOEY (MOEY, 2003:27). The reason for this is that national MOEY employees tend to be promoted to higher administrative positions without assuming the department head position due to affirmative action (Emiratisation) which enhances national employment and career progression in the education sector.

The majority of participants in this study were male (70%) with fewer female department heads being represented (Table 5.1). Voluntary reasons provided by potential female participants included “...*the lack of time*” or “...*involve[ment] in too many other reform projects*” (field journal entry, April, 2004).

Secondary schools in urban locations (Abu Dhabi, Dubai, Sharjah and Al-Ain) were better represented in this study compared to the rural emirates (Table 5.1). Most participants were in the English, Maths and Science departments with the majority having more than six members of teaching staff. The number of full-time and part-time staff is not known and only two departments noted support staff, namely technicians employed for the science and computer science departments (Table 5.1).

Most department heads had between 10-15 years of teaching experience (Table 5.1) and most have been in their current positions for 5-8 years. In the UAE teaching staff are imported from neighbouring Arab states and are provided with a three year contract which may or may not be renewed. It was therefore not surprising to find that the majority of department heads were in their positions for a little over two employment contracts as evidenced by the number of years employed in the UAE, namely less than 10 years (Table 5.1). The majority of department heads (86%) had a

Bachelors degree as their highest academic qualification while fewer (14%) had postgraduate degrees (Table 5.1). Considering the years of experience, qualifications and that teaching excellence is the primary promotion criteria to the department head position, department heads in this study have the required academic qualifications, educational experience, content knowledge and process skills for their role as change agents of educational reform.

5.4.3 Effective change agent behaviour

Henderson (1993:128) and Fullan (2001:115) mention that the success of change agents in school improvement programmes is dependent on a strategic mix of characteristics employed when supporting teachers through the change process. As department heads are expected to work with and assist teachers in the implementation process (MOEY, 2003:98) various change agent characteristics, namely, priorities, leadership styles, strategies and skills were rated by department heads and their informants.

5.4.3.1 Change agent priorities

It is interesting to note that from a worldwide perspective, “the role of the secondary school department head is largely undefined, open to interpretation and multifaceted in nature” (Weller, 2001:73). No universally accepted job description exists that delineates their responsibilities and role ambiguity seems to be inherent in the position (Mayers & Zepeda, 2002:49). The observations of role ambiguity holds true according to the findings of this study as informants identify implementation of the new curriculum as the department heads’ top priority even though this has not been added to their job description and they were not awarded any time release for this new responsibility. This finding is evidenced by the fact that most of the informants rated *aid change with product development* (Table 5.3) highly and considered it to be the department heads’ top priority. In addition, informants considered *expanding the knowledge of teachers* and *bringing resources to teachers* (Table 5.3) as further priorities. Therefore, the support role provided by the department head with respect to implementation was considered to be important. A similar observation is noted by Henderson (1993:202) when she states that “the job of the department head is task

oriented, concerned with passing on administrative decisions and acting as buffer between the principal and teachers....[therefore] this change agent role proves to be a challenge for department heads.”

It is important to note that unlike external change agents (Miles *et al.*, 1998:162; Fullan, 2001:63; and Rust & Freidus, 2001:29) who are employed specifically for the purpose of assisting teachers with change, department heads in this study were expected to accept their change agent role in addition to their administrative and teaching duties and without any time release. Officially subject supervisors are provided with the title of instructional leader, but considering the limited time they spend physically at schools, their limited contact with teachers and the nature of the support role they provide, it appears as though in practice instructional leadership occurs at departmental head level. Therefore the findings of this study confirm the observations of Henderson (1993:102) and Mayers and Zepeda (2002:62) that department heads are instructional leaders because they transmit information, develop teacher’s skills, provide them with answers, advice and solutions to their problems and arrange for resources, finance and release time.

While priorities focus on purpose, the leadership style of the department head affects his/her effectiveness as a change agent of educational reform. An observation made by a respondent in Strudler’s study (1996:6) is pertinent when she said that “...leadership style either hinders or facilitates the change process.”

5.4.3.2 Change agent style

Style is defined as “the distinguishing way in which one does something” (Section 1.6). Freidus, Grose and McNamara (2001:59) and Fullan (2001:117) showed that change agents in educational settings are likely to display one of three different styles, namely directive, collaborative or non-directive (Section 3.3.1.3).

Table 5.3 shows that leadership styles varied amongst participants in this study. The categories rated highly were *supportive* (mean rank = 4.75), *collaborative* (mean rank = 4.50) and *facilitative* (mean rank = 4.25). In contrast, the categories *inflexible*, *manipulative* and *expert as opposed to collegial* were ranked low (mean rank = 0.25).

Therefore, the findings of this study corroborated with the conclusions of Fullan (2001:117) and Freidus *et al.*, (2001:59), that a collaborative change agent style contributes to successful and sustained change. According to Henderson (1993:45), a collaborative style rejects power relationships that are either “top down” or “bottom up,” instead it facilitates a transfer of communication in both directions. The balance derived from such an approach may be viewed as critical as it determines the mix of strategies and skills employed by the department heads participating in this study.

5.4.3.3 Change agent strategies

A strategy refers to a carefully planned method of translating theory and assumptions into action in order to achieve a goal (Section 1.6). The following strategies were ranked highly by informants in this study (Tables 5.2 and 5.3), namely:

- *Energising and motivating teachers* (mean rank = 4.25);
- *Collaborative problem solving* (mean rank = 3.50);
- *Developing a support structure* (mean rank = 2.50);
- *Resource linking* (mean rank = 2.00);
- *Supportive planning* (mean rank = 2.00);
- *Providing technical assistance* (mean rank = 2.00); and
- *Supporting teachers emotionally* (mean rank = 2.00).

In contrast, the strategies *resolution giving*, *clinical one-to-one conferencing* and *controlling teacher's actions* were ranked low in this study (mean rank = 0.25 for all these strategies).

Strategies that were ranked high by participants in this study correlate well with the priorities and leadership style identified in Sections 5.4.3.1 and 5.4.3.2 respectively and with the list of strategies identified by Miles *et al.*, (1998:176) for external change agents. The choice of strategies and the ranking given may be indicative of the presence of a more current approach to implementing change, namely, that of teacher empowerment.

According to Terry (2003:12), empowerment or shared decision-making, is essential to school reform and to the changing demands of a global world. Teacher empowerment results in the creation of an environment in which teachers work *with* rather than *for* their departments, therefore, the strategies rated high as indicated above were those that motivate, inspire and support teachers. It is therefore, not surprising that strategies not conforming to a participatory approach (like *resolution giving* and *controlling teacher's actions*) were ranked low by participants. The low ranking given to *clinical one-to-one conferencing* is also indicative of the fact that departments prefer working as a team where there is information sharing rather than on a one-to-one basis.

Therefore, the use of strategies that empower, motivate and encourage teachers necessitates skills that create an environment supportive of change. Change agent skills displayed by department heads were ranked by informants as an indication of those skills that are necessary for successful implementation of a new curriculum.

5.4.3.4 Change agent skills

In 1985 Miles *et al.*, (1985:123) found that the majority of the 2 461 change agents they studied were new to their jobs and that they lacked the skills required for their role as change agents. Subsequent investigation of the same programmes as part of a longitudinal study in 1998 (Miles *et al.*, 1998:170) indicated similar findings for new change agents that had entered the study. They also found that despite recommendations for change agent training, no in-service courses were designed to train change agents (Miles *et al.*, 1998:178). This finding is confirmed by an international review of school improvement programmes conducted by Fullan (2001:104) which shows that change agent training is still amiss in most reform contexts even though required change agent skills are reasonably generic despite the vast structural differences across educational systems.

In this study general and specific skills were identified and ranked by informants in an attempt to identify the skills required for effective change agent behaviour by department heads.

a. General skills

In terms of general skills, the findings of this study correlate well with that of Miles *et al.*, (1998:163), Henderson (1993:164), Strudler (1996:13) and Fullan (2001:126) in that *interpersonal ease* (mean rank = 5.75), *administration/organisation* (mean rank = 3.75) and the ability to communicate, in other words to *talk* (mean rank = 3.25) and *listen* (mean rank = 3.00) were rated highly by all informants in this study (Table 5.2). It was interesting to note that *technical expertise* (mean rank = 0.50), *demonstrating as master teacher* (mean rank = 0.25) and *giving knowledge of educational content* (mean rank = 0.25; see Tables 5.2 and 5.3) were rated low by participants in this study.

The skills ranked low in this study were considered to be important in the study conducted by Miles *et al.*, (1998:168). This finding may be indicative of another difference between external and internal change agents in that department heads do not have the capacity to apply all of the required skills because of possible time constraints. In considering the teacher empowerment concept, it could be that a supportive, collaborative and facilitative environment leaves room for more peer coaching opportunities and therefore requires less expert input from the department head because teachers share knowledge and are themselves subject specialists/experts. This observation may also indicate a trade-off that exists when the change agent is also a *participant* in the change process as is the case with department heads. While the lack of opportunity to use the skills ranked low by participants could be viewed as a disadvantage, it may be that it presents opportunities to strengthen sharing within the group where teachers support each other rather than depend solely on the “expert or fountain of knowledge” (Strudler, 1996:45), in this instance the department head.

b. Specific skills

The most highly rated specific skills in Tables 5.2 and 5.3 were *support* (mean rank = 4.50), *collaboration* (mean rank = 4.50) and *resource bringing* (mean rank = 3.75). The ranking given to these specific skills is consistent with the other change agent characteristics ranked highly or as typical in this study. In other words, the development of an environment that facilitates participatory decision making and rapport building is once again reinforced by the high rating given to the selected specific skills mentioned above.

Participants in this study considered *conflict mediation* (mean rank = 0.50), *managing and controlling* (mean rank = 0.50), *confrontation* (mean rank = 0.50) and *diagnosing school needs* (mean rank = 0.25) to be least typical of the department heads (Table 5.3) participating in this study. This was again in contrast to findings in other studies. For example, a confrontation incident reported by Miles *et al.*, (1998:168) shows why this skill can sometimes be necessary:

“Smith [principal] always says yes to teacher requests and didn’t follow through. Toby and Jamie made him stay on target. They made him look at teachers a different way. They told him “don’t say certain things at programme meetings.” It helped morale which counts for 60-70% of the job. The teachers work hard but if morale is down forget it. They [Toby and Jamie] laid it on the line. They said “Hey look!” Skills used: Sometimes a direct confrontation was necessary”

(extract from Miles *et al.*, 1998:168)

An explanation for this finding could be that in the UAE, department heads do not hire or evaluate the teaching performance of the staff in their departments. This is done as a combined effort by the principal and subject supervisor. Therefore, department heads are able to maintain collegiality with their staff because:

- “In front of them [department heads], teachers can be themselves, free to make suggestions or give their opinions, it’s less threatening” (Mayers & Zepeda, 2002:56); and
- “They see her [department head] as a friend who has knowledge and skills” (Terry, 2003:5).

The results obtained once again confirm a collaborative and facilitative team-based approach considered important for the successful facilitation of change. Participants considered a directive, manipulative or controlling environment as a hindrance to change implementation. Miles *et al.*, (1998:170) explains that “change agent behaviour encompasses a host of skills, some more prominent than others, but all of the skills are important in the planning and tactical application of effective change agent strategies that result in successful outcomes.”

5.4.3.5 Change agent outcomes

In their study of external change agents Miles *et al.*, (1998:170) identified certain skills that made a difference by contributing to outstanding change agent performance. In their view and that of programme managers participating in their study “the item that could be used to identify outstanding change agents were the *outcomes* that have been realised due to the change agent’s work” (Miles *et al.*, 1998:170). The outcomes listed by Miles *et al.*, (1998:169) were ranked according to those that are easy to achieve (like *short run successes/decisions, use of new products* and *satisfaction in the relationships with teachers*) and those that were quite difficult to achieve (like *student impact, school climate change, organisational change* and *institutionalisation of models*). Change agents that achieved difficult outcomes were considered to be outstanding or highly effective by Miles *et al.*, (1998:176). Fullan (2001:134) expands by stating that “the outcomes achieved by the assister [change agent] depends not only on skill and the difficulty of the school context, but also the length of time the assister [change agent] has been working in that environment.” Therefore, as implementation is relatively recent for the UAE, the outcomes ranked by informants in the present study may be considered preliminary as it is too early in the implementation process for definite outcomes to be identified.

The outcomes ranked high or as achieved by department heads in this study were ones that Miles *et al.*, (1998:169) considered easily achieved (not indicative of outstanding change agent behaviour). They included:

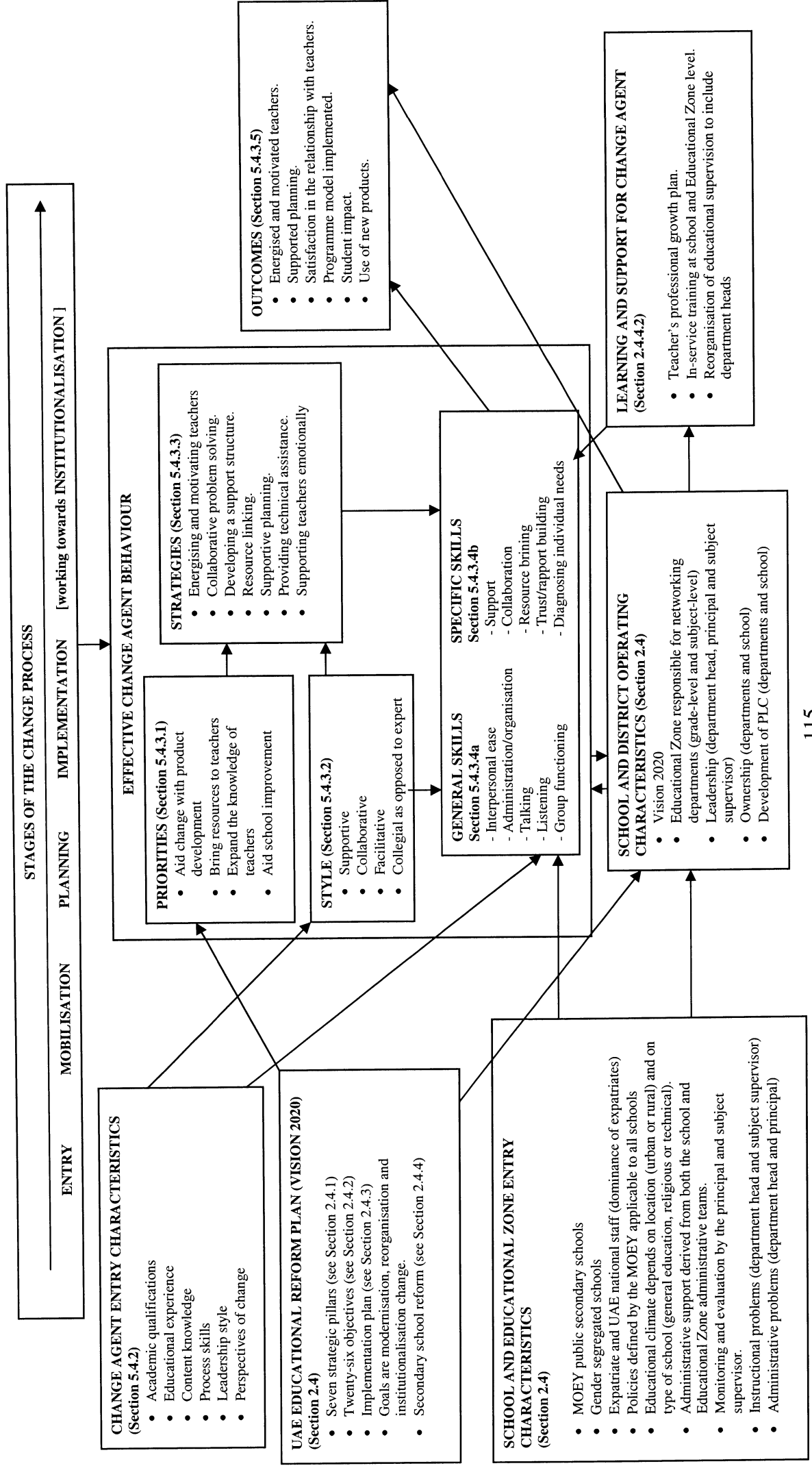
- *Energised and motivated teachers* (mean rank = 4.00);
- *Supported planning* (mean rank = 3.25);
- *Satisfaction in the relationship with teachers* (mean rank = 3.25);
- *Programme model implemented* (mean rank = 2.25);
- *Student impact* (mean rank = 2.25); and
- *Use of new products* (mean rank = 2.00).

Participants responses as above (Tables 5.2 and 5.3) indicate that implementation is taking place and that department heads capable of developing a supportive,

participatory environment are considered to be effective. The more difficult outcomes to achieve like *organisational change* (mean rank = 0.50) and *institutionalisation of models* (mean rank = 0.50) were ranked low (Table 5.3). However, this was to be expected as it is too early in the implementation period to identify definite outcomes. It was for this reason that unlike the study of Miles *et al.*, (1998:176), the outcomes achieved by department heads was not the only criteria used for the distinction between average and outstanding/effective department heads in this study. Instead, a pattern of effective change agent behaviour as displayed in Figure 5.1 was created from the findings discussed in the sections above and in chapter two. Profiles of individual department heads were matched to the framework shown in Figure 5.1 as a means of identifying effective department heads.

Of the thirty-two profiles considered, nine profiles (**Appendix I**) closely matched the framework described in Figure 5.1 (see Section 4.4.3.2). Of the nine profiles, three department heads who were from the same subject area as the ineffective department heads previously identified by teacher informants, were considered suitable as comparative case studies. Interviews with the two teacher informants of each of the three effective department heads enabled the final identification of two department heads who were studied in-depth as case studies (Section 4.4.3.2 and Table 4.2). The case studies of the two effective department heads are discussed in chapter six, while that of the ineffective heads are presented in chapter seven.

FIGURE 5.1: PATTERNS OF EFFECTIVE CHANGE AGENT BEHAVIOUR FOR DEPARTMENT HEADS



5.5 CONCLUSION

There is little doubt that effective, sustainable change in education does not just happen, it must be led (Scott, 1999:170). The implementation of educational reform in the UAE has imposed a change agent role for department heads in UAE secondary schools. However, the new change process as envisioned by researchers such as Fullan (2001:134), Weller (2001:76) and Mayers and Zepeda (2002:43) is assistance-intensive and may be inhibited by the current structure of the UAE educational system. As the emerging concept of teacher empowerment becomes accepted, the traditional practices of the old model break down (Henderson, 1993:202). In the meantime, some department heads find themselves unsuited for the position, while others have the ability to create an environment in which change is promoted, supported and sustained.

This chapter considered the patterns of effective change agent behaviour that led to the identification of effective department heads. The case studies of the two effective department heads are presented in the next chapter while the case studies of the two ineffective department heads are presented in chapter seven.

CHAPTER 6: CASE STUDIES OF TWO EFFECTIVE DEPARTMENT HEADS

6.1 INTRODUCTION

The case studies for the two effective department heads are presented in this chapter. Department heads were identified as effective if their profiles matched the conceptual framework for patterns of effective change agent behaviour derived from phase one of this study (Sections 1.6 and 4.4.3.1). The identity of the informants, the names of the emirate in which the schools are located, specific information on student numbers, grade level configurations and programs offered have been changed or deliberately left out to protect anonymity and confidentiality (see Section 4.4.1.2). However, all information pertinent to this study has been included.

Preceding each case study is a description of the informants and the support context within which change is expected to occur. Thereafter, a detailed analysis of the department head's work as a change agent of educational reform is provided in the form of case studies. The case studies are organised as follows: personal background, priorities and leadership style, strategies and skills employed by the department head, preliminary outcomes that have been affected by the work of the department head and the rewards and frustrations experienced by the department head within the current scope of the position. Finally, summative findings from the case studies of both effective department heads are provided.

The case studies of Mahmood and Hisham, who were considered to be effective (see Section 1.6) as change agents of educational reform, are presented independently below.

6.2 MAHMOOD OF NAJOOM SECONDARY SCHOOL

6.2.1 Informants and support context

Najoom Secondary School (institution's name has been changed to ensure confidentiality) is a large urban secondary school with about eight-hundred and fifty

male students in grades ten to twelve. It is one of five schools serving a community of middle to high income families with a homogenous national male student body. The administrative body of the school consists of the principal, the vice-principal, six department heads and six subject supervisors. Most members of the administrative team are based at the school with the exception of the subject supervisors who visit the school officially for evaluation purposes three or four times per year. Subject supervisors maintain contact with the department head on an on-going basis, either telephonically, by email or at meetings at the Ministry or Educational Zone. There are approximately sixty teachers at Najoom Secondary School of whom eight are full time in Mahmood's department.

6.2.1.1 Informants

This case study involves the following informants (informant names have been changed as a measure of confidentiality), namely,

- Mahmood (the department head);
- Kareem (his subject supervisor);
- Afzal (a teacher in the department for five years); and
- Salman (a teacher in the department for eight years).

Mahmood has been the department head for the last three years and Kareem has been his supervisor for the same period of time. Afzal and Salman were Mahmood's colleagues prior to his appointment but they now report to him directly. During the interviews Mahmood appeared to be an energetic, warm and friendly person. He has a high level of confidence in his leadership abilities both within the department and in the school as a whole.

6.2.1.2 Educational Zone and school support

All of the informants confirmed that the Educational Zone actively supported new initiatives and provided opportunities for teachers to participate in projects and professional development related in-service training. Salman for example reported

being currently involved in, *“an action research project and a curriculum development and assessment project which is helping me [him to] grow professionally.”* The teacher informants felt that they were able to take advantage of these opportunities because of the department head’s *“strong support of their in-service needs.”* Salman reiterates that,

“He [Mahmood] encourages us [the teachers] to attend workshops, seminars and courses by informing us of training opportunities and by giving us the time to go. He [Mahmood] even goes to the extent of volunteering to teach our classes himself if he’s able to.”

Afzal and Salman both expressed concern with regards to the financial support received from the Ministry, but indicated that:

“...the subject coordinator [department head] fights the financial battles, more often than not we’re granted requests for additional resources and teacher release time because Mahmood fights tooth and nail to get what we need. He’s well organised, very persistent and very persuasive.”

The budget was seen as a major problem in the implementation process because *“it takes a while to get the finance approved and then more time before materials finally arrive. It’ll become worse when the focus moves to other subject areas when there’ll be more hands in the pot.”*

Salman characterised the school as being *“...well equipped, efficient and a pleasant place to work in”* and Afzal viewed the department as being *“...goal-oriented and, cohesive with a sound support structure.”* Salman agreed that, *“...the department is the best that I’ve [he’s] had the privilege to work for in my [his] career and I’m [he’s] happy to be a part of it.”*

6.2.1.3 Department overview

Since the early 1990s the position of department head has been held by several incumbents at this school. The position opens up when either the employment contract of the department head is terminated (by the Ministry or by the incumbent himself) or when the department head is promoted (particularly true in the case of

national incumbents). The incumbent occupying the department head position has therefore, changed every two or three years for the past ten years at Najoom Secondary School.

Mahmood, Afzal and Salman commented on the frequent changes in the department head position. They were unanimous in stating their displeasure with the frequent changes in leadership and they felt that it has had a negative impact on the teaching staff. Afzal commented that:

“...changes in leadership cause instability and resentment. That’s why most of the teaching staff stick together and help each other. They sort of depend on one another rather than only looking for direction from the coordinator [department head]. Even though Mahmood was from the ranks, he’s had to work hard to get the department to where it is right now.”

Mahmood also disagreed with the short-term changes:

“I don’t like the idea of changing the leadership of the department so frequently. The position should be evaluated and efforts should be made to retain subject coordinators [department heads] who prove to be good instructional leaders. They should find ways of hanging on to experienced and credible staff who have an interest in the curriculum and who are able to maintain a strong and productive team. When someone leaves and somebody else comes there is no continuation and then everyone starts from square one again.”

Mahmood has had no leadership training related directly to the department head position but he thinks that *“...it would be a good idea if such training was available.”* He feels that he has *“...grown into the job and the lack of training is one of the reasons why I [he] feel(s) the need to study further in order to be a better manager of people and the educational process.”* He added that, *“the scope of work changes as you get a foot into management, and I feel that some form of training beyond orientation is needed.”*

It appears that over the years a good communication network has developed in this department. Monthly meetings, sharing of materials, circulation of memos, copies of new materials, previewing videos as a department and meeting outside the school

setting contributes to a strong sense of belonging. Mahmood believes that good communication is an important leadership skill when he says:

“I believe that the subject coordinators [department heads] are responsible for opening up the communication channels in the department. If they do not, the department stops functioning. I feel that my primary responsibility is to encourage communication through a variety of ways.”

Mahmood uses both formal and informal methods of communication. He provides staff with memos and has regular staff meetings to ensure that they are updated with all the information he receives at management meetings. In addition, he meets with staff members informally during the breaks or in the afternoons after school when *“...we [they] often play a game of football or enjoy lunch together.”* Afzal’s view of the department is that it consists of, *“a group of well trained and experienced teachers who have excellent classroom skills and content knowledge.”* The subject supervisor, Kareem verified this by stating that *“with teachers like these I have every confidence that the students are being taught well.”*

Mahmood’s department demonstrates a high degree of participation in all school activities. The most recent school evaluation report (ER, 2004:4) stated that, *“...this department is involved in many school activities, and the staff willingly volunteer and offer their assistance and expertise in various areas of school development”* (translated from Arabic). In responding to this report, Kareem indicated that *“the teachers in this department are social, friendly and involved. They buzz with energy that’s infectious and they support each other.”* Certainly, Afzal and Salman appear to be high energy extroverts who are very aware of what is going on around them, both in their department and in their school.

Mahmood and his staff have also been involved in the new curriculum design outside their regular in-school teaching assignments through participation in field testing of the new curriculum. Whenever possible, Mahmood volunteers his department’s services for curriculum development work channeled through the Center for Curriculum and Instructional Materials Development (CCIMD), evaluating test items for the Center of Development of Educational Testing, Measurement and Evaluation (CDETME), evaluating print and non-print resources and piloting new ideas in their

classrooms. These extra-curricula involvements can be very time-consuming and require additional work and initiative on the part of the teaching team in Mahmood's department. However, both Afzal and Salman concur that they "...see this as a contribution to their professional development and we [they] enjoy the challenge." The overall impression from interviews, school visits and observation of departmental activities is that this department is a cohesive unit. The members are professional people who actively participate in the school and departmental activities, in the new programme and in their own professional growth. Kareem sums up Mahmood's role as the department head in the following way, "he keeps the lines of communication open, provides a flow of information and he finds ways in which to keep teachers involved and committed."

6.2.2 Profile of Mahmood as a change agent

A complete profile was obtained for Mahmood from responses to a questionnaire administered to informants in phase one of this study (see Section 4.4.4.1 and **Appendices F and G**). The change agent characteristics (Section 3.3.1) and outcomes (Section 3.3.2) represented on the questionnaires were selected after an extensive literature review namely,

- Change agent priorities (Section 3.3.1.1);
- Change agent style (Section 3.3.1.3);
- Change agent strategies (Section 3.3.1.4);
- Change agent skills (Section 3.3.1.5 with general and specific skills in Sections 3.3.1.5a and 3.3.1.5b respectively); and
- Outcomes of change agent activities (Section 3.3.2).

Mahmood's profile is presented in Table 6.1 as a result of questionnaire responses received from three different perspectives, namely, self, superior and subordinate. The match between his profile and the conceptual framework developed in Figure 5.1 and interviews with teacher informants resulted in the final choice of Mahmood as a case study (see Section 1.6). Table 6.1 contains a collation of results obtained for

Mahmood according to the analysis procedure described in Section 4.4.4.1. A summary is provided below:

- The first four columns reflect the rank given to a particular characteristic by the four informants (Mahmood, Kareem, Afzal and Salman);
- The fifth column provides the total number of mentions of each category by all informants (frequency);
- The sixth column was derived by weighing participant responses in the following manner. Each rank in the first four columns was assigned a value of one to six. Items related to each question and recorded by participants as most essential (ranked first on the questionnaire) were assigned a point value of six. Those related as second most essential were assigned a value of five. Those rated third were assigned a value of four and so forth. The value assigned in column six was derived by weighing participant responses and then computing the total; and
- The seventh column contains the mean rank which was derived by dividing the questionnaire ranking by the frequency mentioned.

Summative results derived from Table 6.1 are provided in Table 6.2 where the various change agent characteristics ranked by informants are arranged in the order of highest to lowest average rank assigned by the informants.

TABLE 6.1: PROFILE OF MAHMOOD

CHANGE AGENT CHARACTERISTICS	MAHMOOD	KAREEM	AFZAL	SALMAN	FREQUENCY	WEIGHT	MEAN RANK
PRIORITIES							
Aid school improvement	4	4	4	4	4	12	3.00
Expand the knowledge of teachers	3	3	2	3	4	17	4.25
Bring resources to teachers	2	1	1	1	4	23	5.75
Aid change with product development	1	2	3	2	4	20	5.00
STYLE							
Manipulative	6	5	0	0	2	3	0.75
Intuitive	0	0	0	0	0	0	0.00
Active	1	2	2	1	4	22	5.50
Facilitative	2	3	3	0	3	13	3.25
Reflective	0	0	0	0	0	0	0.00
Passive	5	6	6	0	3	4	1.00
Directive	0	0	5	5	2	4	1.00
Working alone	0	0	0	0	0	0	0.00
Characterised by a sense of humour	0	4	0	4	2	6	1.50
Inflexible	0	0	0	6	1	1	0.25
Supportive	3	0	1	2	3	15	3.75
Collaborative	4	1	4	3	4	16	4.00
Expert as opposed to collegial	0	0	0	0	0	0	0.00
Collegial as opposed to expert	0	0	0	0	0	0	0.00
Systematic	0	0	0	0	0	0	0.00
STRATEGIES							
Resolution giving	0	0	0	0	0	0	0.00
Clinical one-to-one conferencing	6	6	5	5	4	6	1.50
Resource linking	0	0	1	2	2	11	2.75
Re-educating teachers	0	0	6	6	2	2	0.50
Supportive planning	0	3	0	0	1	4	1.00
Monitoring/evaluating	0	0	0	0	0	0	0.00
Resource adding	0	4	0	3	2	7	1.75
Providing technical assistance	1	0	0	0	1	6	1.50
Energising/motivating teachers	4	1	2	1	4	20	5.00
Controlling teacher's actions	0	0	0	0	0	0	0.00
Collaborative problem solving	2	2	0	0	2	10	2.50
Developing a support structure	3	0	3	0	2	8	2.00
Supporting teachers emotionally	5	5	4	4	4	10	2.50
GENERAL SKILLS							
Talking	3	2	2	1	4	20	5.00
Listening	4	3	5	3	4	12	3.00
Interpersonal ease	2	4	1	4	4	17	4.25
Group functioning	1	0	0	2	2	11	2.75
Reading	5	0	0	0	1	2	0.50
Training, doing workshops	0	6	6	6	3	3	0.75
Demonstrating as master teacher	0	0	4	5	2	5	1.25
Giving knowledge of educational content	0	5	0	0	1	2	0.50
Technical expertise	6	0	0	0	1	1	0.25
Administration/organization	0	1	3	0	2	10	2.50
SPECIFIC SKILLS							
Initiative taking	3	1	1	2	4	21	5.25
Support	1	2	2	1	4	22	5.50
Conflict mediation	0	3	0	0	1	4	1.00
Managing and controlling	6	5	0	0	2	3	0.75
Resource bringing	0	0	4	4	2	6	1.50
Trust/rapport-building	0	0	3	0	1	4	1.00
Confrontation	5	6	6	6	4	5	1.25
Collaboration	2	0	0	3	2	9	2.25
Diagnosing individual needs	0	0	0	0	0	0	0.00
Diagnosing school needs	0	4	5	5	3	7	1.75
Demonstration/modeling	4	0	0	0	1	3	0.75
OUTCOMES							
Use of new products	2	2	1	2	4	21	5.25
Program model implemented	1	0	3	0	2	10	2.50
School climate change	6	5	6	5	4	6	1.50
Student impact	3	1	4	1	4	19	4.75
Supported planning	0	4	0	0	1	3	0.75
Short run successes/decisions	4	3	0	4	3	10	2.50
Satisfaction in relationship with teachers	0	0	0	0	0	0	0.00
Organisational change	0	0	0	0	0	0	0.00
Institutionalisation of models	5	6	5	6	4	6	1.50
Energised or motivated teachers	0	0	2	3	2	9	2.25
Too early to identify outcomes	0	0	0	0	0	0	0.00

TABLE 6.2: SUMMATIVE PROFILE OF MAHMOOD

<p style="text-align: center;">PRIORITIES</p> <ul style="list-style-type: none"> • Bring resources to teachers • Aid change with product development • Expand the knowledge of teachers • Aid school improvement 	<p style="text-align: center;">GENERAL SKILLS</p> <ul style="list-style-type: none"> • Talking • Interpersonal ease • Listening • Group functioning • Administration/organisation • Demonstrating as master teacher • Reading • Training, doing workshops • Giving knowledge of educational content • Technical expertise
<p style="text-align: center;">STYLE</p> <ul style="list-style-type: none"> • Active • Collaborative • Supportive • Facilitative • Characterised by a sense of humour • Passive • Directive • Manipulative • Inflexible 	<p style="text-align: center;">SPECIFIC SKILLS</p> <ul style="list-style-type: none"> • Support • Initiative-taking • Collaboration • Diagnosing school needs • Resource bringing • Confrontation • Conflict mediation • Trust/rapport building • Managing and controlling • Demonstration/Modeling
<p style="text-align: center;">STRATEGIES</p> <ul style="list-style-type: none"> • Energising and motivating teachers • Resource linking • Collaborative problem solving • Supporting teachers emotionally • Developing a support structure • Resource adding • Clinical one-to-one conferencing • Providing technical assistance • Supportive planning • Re-educating teachers 	<p style="text-align: center;">OUTCOMES</p> <ul style="list-style-type: none"> • Use of new products • Student impact • Programme model implemented • Short run success or decisions • Energised or motivated teachers • School climate change • Institutionalisation of models • Supported planning

Tables 6.1 and 6.2 provided the basis for the qualitative data gathering in phase two of this study which comprised semi-structured individual interviews, planned observations and document analysis (Section 4.4.3.2b). In the case study that follows the discussion encompasses results obtained from both phases of this study (Sections 4.4.3.1 and 4.4.3.2; Tables 6.1 and 6.2). Within this context Mahmood’s personal background, his priorities, leadership style, strategies, skills and any outcomes affected by his work as the department head as well as the rewards and frustrations he experiences within the current scope of his job is discussed in-depth in the sections that follow.

6.2.2.1 Personal background

Mahmood graduated with an undergraduate Bachelor of Education (BEd.) degree and began his teaching career in his native country where he worked as a teacher for twelve years before moving to the UAE nine years ago. He had been teaching at Najoom Secondary School for six years before being promoted to the department head position three years ago. According to Kareem, Mahmood was chosen for the position of department head primarily because of his classroom expertise. Kareem points out that:

“Mahmood is a strong teacher with good classroom skills. I mean, he has good classroom management and vision. He’s a model teacher with excellent teaching ideas which he shares. He frequently mentors novice teachers and the student interns who are placed at this school and he’s a very easy person to get along with. Everybody likes Mahmood, so it’s not surprising that he’s involved at all levels.”

Mahmood considered his entry characteristics to have been more generic:

“I’m dedicated to teaching and I want to expand professionally and personally. A good subject coordinator [department head] needs to try to meet everyone’s needs. While this is not always possible, the one thing I am certain of is that I have to be an advocate for the teachers in my department.”

Mahmood contends that further training would have been of benefit to him in his position as department head because, *“it’s important to keep up and to get new teaching ideas.”* According to Kareem, *“he [Mahmood] uses the information he learns, he’s keen on trying new things and he’s not afraid to seek advice.”* He added that Mahmood, *“consults with me [him] all the time on better ways of doing things, he’s willing to learn and listen.”* On promotion to the department position Mahmood did receive some orientation but no formal training for this position. The following analysis therefore considers Mahmood’s role as a change agent and a department head within the context of *“...on-the-job training and development.”*

6.2.2.2 Priorities and leadership style

Mahmood indicated that his primary objective as department head “*is to ensure that the curriculum is implemented,*” which he considers to be, “*my [his] biggest leadership challenge.*” The high ranking (Table 6.1) of the priorities *bringing resources to teachers* (mean rank = 5.75) and *aid change with product development* (mean rank = 5.00) indicates that all of the informants recognise Mahmood’s top departmental priority. Kareem considered “*liaison between administration and teaching staff*” to be an additional priority and Mahmood added both “*troubleshooting and problem-solving*” as adjunct priorities on the questionnaire.

Style may be defined as “the distinguishing way in which one does something” (Section 1.6). The most highly ranked style on the questionnaire for Mahmood was *active* (mean rank = 5.50). When questioned about this style Mahmood went on to say:

“I’m an active, high energy, people’s kind of person. I get along well with others and I enjoy my work. Being an extrovert helps me to network and become involved in more team type approaches to problem solving and task sharing.”

Salman pointed out that, “*Mahmood is active, strong, humourous, supportive and assertive.*” He could have added *collaborative* (mean rank = 3.75) and *facilitative* (mean rank = 3.25) because all the other informants mentioned these two traits when describing Mahmood’s leadership style and they all ranked it highly on the questionnaires (Tables 6.1 and 6.2).

Mahmood’s priorities and leadership style form the basis for the strategies and skills he uses in his role as a change agent of educational reform.

6.2.2.3 Strategies

Mahmood teaches a close to normal workload, except for one sixty-minute period. For the purposes of this study, the focus is on Mahmood’s responsibilities as the head of the department rather than as a teacher in it. Therefore, the following analysis of

strategies focuses on Mahmood's involvement with teachers towards the goal of implementing a new curriculum.

Energising and motivating teachers is a strategy that Mahmood feels is really a part of his personality when he says, "I have a great deal of interest and enthusiasm in curriculum implementation...I'm always discussing with teachers what they're doing with it [the curriculum] in their classrooms." Afzal noted that Mahmood is always positive and encouraging and that he leads by "example" and "by paving the way to try new things." Salman also concurred by stating that, "Mahmood's energy and his personal motivation in trying out and discussing different strategies encourages us all to take risks in our own classrooms." These kinds of statements confirm the high ranking given by informants to this strategy (mean rank = 5.00; Table 6.2). In essence, the sharing of materials, knowledge and experiences form the basis for the cohesion experienced within this department.

Mahmood employs a *resource linking* strategy by transmitting ideas and techniques on teaching strategies and then encouraging teachers to include them in their teaching units. He treats teachers as individuals by ensuring that teachers at different stages in the implementation process receive materials appropriate to their stage. This strategy was ranked highly by Afzal (rank = 1; Table 6.1) and although Mahmood did not rank this strategy (Table 6.1), he considered this specific incident to be an example of his use of *resource linking*.

"This semester I'm working with two new teachers in the department. One of them was having trouble teaching a unit. He had difficulties in working with the material and in developing the relevant learner-centered strategies. I saw that this was an issue so instead of being confrontational, I went to talk to some people, looked up some reading material and tried to find alternative ways to help him make a start and get comfortable with the new approaches. I think he really appreciated that we got through it in a non-threatening kind of way."

Mahmood ensures that each teacher has a copy of the official Programme of Studies because it contains the knowledge and skills they are expected to teach to students and the attitudes that they are expected to foster in their classrooms. Although it is not compulsory, Mahmood has also ensured that each teacher has a copy of the Teacher's Resource Manual. The manual provides directions for implementing new teaching

methodology with step-by-step examples taken from the Programme of Studies as to how the strategies are to be used in the classroom. These documents are based on current research of teaching and learning and require changes in teaching methodology. Much of Mahmood's *resource linking* has involved efforts to review and recommend curriculum materials and to ensure that teachers in his department have access to the resources they need to help them implement the programme as required.

Mahmood reports that he does use the strategy of *collaborative problem solving* (mean rank = 2.50; Table 6.1) in his role as department head and it was ranked high by himself and Kareem. He mentioned that most of the problems that arise in the department are taken to the teachers and solved at the departmental level. Mahmood mentioned a particular incident to illustrate:

"I identified a problem and then went out and tried to get some information about it. After that I took the problem to the teachers in the department for feedback and decision making. I generally use a team approach to problem solving rather than 'do this or else' kind of thing."

Kareem, verified that this incident happened and commented that, *"given the people Mahmood works with, he knows that being directive would not work. They are a cohesive group and individually they want to be involved in the decision-making, so he [Mahmood] adapts himself to the situation."* This is confirmed by ranking data, where the style of being *directive* scored a low ranking (mean rank = 1.00) by teacher informants (Tables 6.1 and 6.2). Similarly, Afzal mentions that when a parent complained about some materials he used in one of the grades, *"Mahmood immediately removed the situation from the individual and turned it into a department issue. After all, his rationale is that we all teach using the same material."* Thus the issue was resolved at department level and no individual teacher was taken to task over teaching something that a parent disagreed with.

Mahmood, Salman and Afzal agree that *supporting teachers emotionally* is a strategy that is used by Mahmood. It is a strategy that complements Mahmood's efforts to energise and motivate. The amount of encouragement he provides is an emotional

support for teachers especially those who take risks in implementing the learner-centered approach. Mahmood feels that this support is very important because

“...inquiry is a very difficult teaching strategy to implement particularly when learners and parents have become accustomed to teacher-centered approaches. Also not many teachers have had experience with this teaching strategy and it requires them to get out of the box.”

Afzal reported an incident where, *“Mahmood was supportive of me emotionally,”* (this is discussed later in Section 6.2.2.4b). While resource support was ranked high as a skill used by Mahmood emotional support was not (Table 6.2). Perhaps the emotional connotation implied in the strategy somehow lowered its ranking in the opinion of the informants.

Additional support for teachers is sought through the strategy of *developing a support structure* (mean rank = 2.00; Table 6.1). Mahmood, Kareem and Salman mention that, *“Mahmood got us [them] all involved with few exceptions, then he stepped back enabling change to take place.”* Salman went on to say that, *“we work collaboratively but we’re very independent in this department.”* In fact in all the interviews, the informants mention the supportive nature of their colleagues in the department. Mahmood’s approach has been to initiate group or committee activities and then to encourage them to assist and support each other. Whether this stems from Mahmood’s leadership abilities or has evolved out of necessity because of the turn-over in department heads is unknown. However, teamwork is undoubtedly very much a part of this department’s culture.

All of the informants discussed the importance of Mahmood’s use of the strategy of *resource adding* although Kareem was the only one to rank it (mean rank = 1.75; Table 6.1). It is likely that this strategy was confused with the skill of *resource bringing*. The decision on what resources are required for implementation of the new curriculum is made by the Ministry. Usually a list of acceptable materials that fits the curriculum is sent to all department heads by the subject supervisor. The department head then arranges for sample items to be brought to the school for examination by teachers and then decisions are made of what to purchase for a particular unit or topic. If no response from schools is received, subject supervisors decide on the materials to

be purchased and these are then ordered for the department concerned. Nevertheless, teachers are always looking for supplementary materials because no one resource covers all of the objectives of the curriculum.

Table 6.1 shows that all informants gave a low rank to *clinical one-to-one conferencing* (mean rank = 1.50) and *re-educating teachers* (mean rank = 0.50). This finding was similar to the finding made in Section 5.4.3.3 where these particular strategies were also ranked low in the overall sample of department heads in this study. During the interviews, it seemed clear that this ranking stemmed from the fact that informants related this to regularly scheduled observations or follow-up conferences with individual teachers. Mahmood complained of the lack of time to observe every teacher on an on-going basis.

Class observations revealed that peer coaching is very much a culture of this department. Salman's comment that, "*peer coaching is good for the newer teachers who have limited experience, but not for us who've been here a while*" is valid. Mahmood obviously feels a certain frustration both with the lack of time available for individuals and for taking the peer coaching process forward. He admitted to, "*...not knowing exactly what steps to take to move this process forward.*" The use of peer coaching as a strategy seemed to be of value to inexperienced teachers as they orientate themselves to the department and to the implementation process. However the more experienced teachers thought they needed "*...an infusion of new ideas, methods and techniques*" which Mahmood does not have the time to do at this stage.

As Mahmood reported, "*I'm always looking for new resources, and whatever I find I share it with the others [teachers].*" Mahmood went on to explain that, "*the big thing is trying to give them [the teachers] something practical. Not telling them what to do, but giving them options for the classroom so that they can experiment and try new things.*" Salman agreed that, "*Mahmood is rooted in practicality.*" Afzal spoke of an occasion when "*the proper text was not available for the unit I was teaching, so Mahmood simply photocopied the chapters I required regardless of the cost. He is grounded in the reality of the classroom.*" Mahmood stated that he had followed the policies on copyright laws and provided evidence to show that he obtained permission to copy the material.

Mahmood's primary approach to working with teachers involves the strategy of *providing technical assistance* (mean rank = 1.50) although he was the only person to rank this strategy on the questionnaire (Table 6.1). Mahmood is very conscious of his responsibility of ensuring the successful implementation of the new programme. He believes that "*teachers are professionals and experts in teaching the content area.*" He is particularly concerned with "*helping teachers to change their teaching methodology from teacher-directed instruction to learner-centered instruction,*" which is a requirement in the new programme. In discussing the teaching methodology changes required, both Afzal and Salman agree that Mahmood, "*helps us [them] come to grips with the process of involving students in the learning process,*" and, "*works with us [them] to make us [them] more aware of what is available and new in terms of different instructional strategies.*" Salman has noticed that teachers in the department are relying, "*less on lecture and at the moment lessons are being organised in ways that help students become more actively involved in their own learning.*" He feels that the change would have not occurred as quickly as it did without Mahmood's insistence that teachers in his department develop new units around this particular teaching methodology.

Supportive planning (mean rank = 1.00; Table 6.1) was considered by informants to be an important strategy employed by Mahmood in the implementation process. Kareem, Afzal, Salman and observations verify that Mahmood organises the teachers into groups to which he assigns a task and then he supports each group as they work on the assigned task. This is particularly true in the development of the teaching units. Once the units are developed and the teachers begin to implement them in the classroom, the expectation is somewhat different. "*We add to the teaching unit what works for us in the class. Then we share it with other members of the department,*" stated Afzal. Departmental collaboration appears to be a key factor in describing how this department functions.

None of the informants considered *resolution giving* (Table 6.1 and 6.2) as a strategy used by Mahmood but he does use it. Mahmood talked about being "*creative in suggesting alternative solutions*" to particular problems posed by teachers, and immediately thereafter, he stated that he did not feel comfortable with being considered "*a solution giver.*" Salman reported that "*Mahmood deals with problems*

quickly and supports teachers. He really works at finding solutions.” Mahmood prefers to characterise his use of this strategy as *collaborative problem solving* and *developing a support structure*. Perhaps as Strudler (1996:235) suggests, “resolution giving has the connotation of a unilateral act, one that perhaps conflicts with the facilitative image.”

No informant ranked *controlling teachers actions* (Table 6.1) but Mahmood mentioned telling a teacher to “*stop using the old materials in the new programme*” and at an observed departmental meeting he said to another teacher, “*look this is the material that they [the students] are going to be tested on so you have to make sure that you’re covering it.*” As there is so little supervision by this department head in the classroom, Mahmood was questioned on how he knew when teachers were not following the curriculum. He replied that, “*the students tell me, or they tell other teachers who tell me.*” Apparently students discuss the course amongst themselves so they know which teachers are doing what and how it is being done in different classes. Mahmood reported that when teachers are not teaching the programme as required, “*the students in those classes do not do well on the common exams.*” Common exams are departmental exams based on the requirements of the Programme of Studies developed by the teachers as a team. These are usually end-of-semester exams that are administered to all students at that level irrespective of who is teaching the class.

This finding (were directive strategies were not ranked), supports the finding of Miles *et al.*, (1998:163) when they concluded that *controlling teachers actions*, *monitoring/evaluating* and *resolution giving* are just as essential as less directive strategies like *developing a support structure*, *supportive planning* and *collaboration* within different contexts. Fullan (2001:123) and Miles *et al.*, (1998:170) contend that a strategic mix of skills is required by effective change agents in order to facilitate the change process.

6.2.2.4 Skills

In this study general and specific skills displayed by participants were considered.

a. General skills

All informants reported that Mahmood employed communication skills, the ability to *talk* and *listen*, (Tables 6.1 and 6.2) in his work as department head. Mahmood mentioned that communication skills are an important function of his job, but “*being able to communicate what you feel, what you want and to get it across to people without confusion is not an easy task.*” Afzal, Salman and Kareem rated *talking* (mean rank = 5.00) as a major component of Mahmood’s manner of communication. As a listener Mahmood has difficulties. As Kareem his supervisor points out, “*Mahmood tends to talk too much, sometimes he just needs to listen.*” However, later in the interview he added, “*Mahmood’s strength is not being afraid to ask for advice. His attitude is one of listening and using what he can.*”

The overall ranking given to Mahmood’s listening skills is lower than his talking skills (mean rank = 3.00; Table 6.2). Perhaps there were occasions when Mahmood should have listened but these were not mentioned. Afzal stated that “*...we have a very open communication system within the department where we get together and share ideas, resources and exams. We talk about different things and most of us here socialise outside of school.*” Salman credits the excellent rapport amongst the department’s teachers to Mahmood’s communication skills.

Only Mahmood mentioned *reading* as a communication skill (Table 6.1) but he did not rank it highly on the questionnaire (mean rank = 0.50; Table 6.1). He mentioned enjoying looking for practical, hands-on material related to curriculum issues for use by teachers in their classrooms. He reported that when he “*sees a good article in the Khaleej Times, in journals, books or magazines or anywhere else for that matter, which deals with some aspect of the new curriculum, I [he] puts it into the [teachers’] mailboxes.*” This aspect of Mahmood’s communication was verified by departmental documents that were provided by Afzal and Salman who both kept records of the material that Mahmood circulates. For example, a journal article related to cooperative learning was found in both Afzal and Salman’s files with suggestions from Mahmood on how this teaching strategy could be used in their classrooms.

One of Mahmood’s strengths is *interpersonal ease* (Table 6.2). Mahmood and Afzal rated this skill very highly on the questionnaire (mean rank = 4.25; Table 6.1): “*I*

think that just being able to walk into a classroom and talk to your colleague and to feel that they can be open and honest with you is the way to go.” Salman mentioned that “sometimes he [Mahmood] can be abrupt but he can also admit his mistakes and he works well with the people in the department.” He went on to say that, “Mahmood is easy to get along with. He’s always here, available, helpful and easy to talk to.”

Although only Mahmood and Salman marked *group functioning* skills as noteworthy (mean rank = 2.75; Table 6.1) all of the informants referred to the department as “...a *cohesive group*.” They identified the department as a collective referring to it as “we” or as “my” whenever it was discussed. At no time was there a suggestion that there was an ‘in group’ and an ‘out group’. Afzal did mention that, “*some department members are more involved than others*” and Kareem stated categorically that, “*teamwork and sharing is how this department functions.*”

Kareem and Afzal ranked Mahmood high on the skill *administration and organisation* (mean rank = 2.50; Table 6.1). Mahmood did not rate this strategy on the questionnaire, but he did talk about it in the interview. He felt that one of his main contributions to the department was to acquire the financial resources necessary for the implementation process. He spoke about organising his presentation of the department’s needs in advance in order to provide his supervisor, Kareem with enough information for the Ministry budget meeting. Kareem concurred and reported:

“The first thing we did was to establish a budget for resources and release time based on the development of the material needed during implementation. Doing this is an important task for the subject coordinators [department heads] because they have to do a lot of motivating to get their share of the budget. Some of the money comes from the ministry and the rest is from the school directly. Mahmood did a good job, he was well prepared, provided all the information required and motivated for the extra resources needed. He persisted when cuts were made and eventually got what he wanted.”

Mahmood believes that there was work to be done in this area when he first became department head. He said that, “*in order to function better in this job I realised that I needed organisational skills. You just have to be able to organise yourself first before you can organise others. I think I’ve become better at it.*” He explains that in order to get the work done, he sets out the requirements and “*lets the teachers choose which*

groups they want to be in. I [he] organise(s) the tasks and get them into the direction we [they] need to go, give them a deadline to work towards, then they organise themselves.” Kareem reported that, “Mahmood keeps things organised in that department.” Salman and Afzal also commented on Mahmood’s *organisational skills* with respect to a problem that arose early in the implementation process, where inadequate planning by the Ministry resulted in some textual material specific to the new programme being unavailable when needed by the teachers. They both agreed that Mahmood

“...foresaw the problem and pushed for the ordering of that material so that they would be delivered in time for the teachers to teach. He convinced the principal to use the school finances temporarily for doing this. Mahmood can be very persuasive and he usually gets what he wants.”

Although the skill of *demonstrating as master teacher* was ranked low by the teacher informants (mean = 1.25; Table 6.1) Mahmood mentioned that “*in this department we team teach.*” Afzal and Salman both confirmed this during interviews by concurring that, “*...teachers in the department pair up and work together usually combining their classes for special sessions or projects.*” Mahmood added, that “*teachers have asked me [him] to come in and do particular units or something that they think I [he] do [does] particularly well.*” This is not modeling or demonstrating for the teachers benefit, rather it involves teaching something he knows well to students in another teacher’s classroom. Mahmood also said that he had been invited to conduct lessons for observation by new teachers. He believes that it is important to demonstrate good teaching techniques particularly with new teachers as “*they often lack confidence and they need good examples to learn from. After all, observation contributes to them getting a live picture of how the process works.*”

Mahmood employs the strategy of *training/workshops* (mean rank = 0.75) although this strategy was not well understood by the informants. This was confirmed by the low ranking given to this skill and to the skill of *giving knowledge of educational content* (mean rank = 0.50; Tables 6.1 and 6.2). From observations of Mahmood’s work as the department head, it is clear that he facilitates training through teamwork, departmental meetings, formal discussions about the new curriculum, working together as a team on teaching units and compiling student assessment instruments.

Mahmood considers training to be *“all the work done within the department by my [his] team of teachers. I plan and organise these teams, manage their activities and guide them through the process in an informal and facilitative manner.”* However, planned observations of departmental meetings show that they are not as informal as he suggests. He sends the agenda in advance and attendance is mandatory. Mahmood explained:

“We work well together as a department. We go through the Programme of Studies, the prescribed resources and examine the Teacher’s Resource Manual to see how the various ideas apply, what themes are suggested, what chapters and resources are referred to and so on. Then we discuss how we might approach the task of teaching the material and based on that we try to develop a teaching unit for the topic. When the unit plan is complete, everyone gets a copy of the joint document that the department has produced.”

A review of the documents used by teachers as teaching resources confirms that at every grade level, teachers are provided with the basic teaching unit developed by the team under Mahmood’s guidance. Conversations with teachers in the department and observations of discussions at departmental meetings show that members of the department are familiar with all aspects of the Programme of Studies and with the implementation plan developed by the department as a team. Salman reported that, *“even though we all get the units, each of us prepare individually for implementation in the classroom,”* because as Mahmood explained, *“we expect that the document [teaching unit] once developed should receive personalisation by each individual teacher.”* In addition, he added that, *“in this department teachers are continually trying to improve the basic teaching units developed by adding more student-centered activities and by sharing these with each other. They are therefore, building on and improving the units.”* Kareem concurred when he indicated that the teachers in this department

“...are now in what I call the improvement and consolidation phase, they are ahead of many of the other schools under my charge. I’ve on occasion requested for their units so that I can share these with other schools who are struggling to come to grips with the changes. Mahmood always obliges so there’s a sense of sharing that’s larger than the department.”

Mahmood did not indicate that *technical expertise* was important to him in implementing the new programme and gave it a low ranking on the questionnaire

(mean rank = 0.25; Table 6.1). Salman explained that, “*he [Mahmood] does not design any teaching units himself,*” what he does do as Afzal reports is to:

“...take(s) a pro-active approach. He makes an effort to get inside information through external contacts. He actively seeks information. He goes to workshops, conferences, seminars, checks all the material sent from the Ministry, studies the Programme of Studies for changes in the philosophy or the rationale of the programme, then he involves us collectively.”

The general skills ranked and discussed for Mahmood complements the strategies observed, for example, the communication skills such as *talking* and *listening* are important to strategies such as *supporting teachers emotionally*, *collaborative problem solving* and *providing technical assistance*. In addition, several specific skills were ranked and discussed by informants.

b. Specific skills

Support and *initiative-taking* were the most highly ranked specific skills on the questionnaires (mean rank = 5.50 and 5.25 respectively) and all informants referred to it when talking about a parent complaint incident. It was a situation in which Mahmood provided support, immediately took the initiative and dealt directly with the problem. Kareem reported another example of Mahmood’s initiative-taking:

“Recently Mahmood went to the vice-principal and set out the information and data about the lack of resources in certain areas. Then he followed it up with a phone-call to me. This shows he takes the initiative and that he’ll do his homework well to ensure that the department gets what they need.”

All the informants rated *support* as the most important specific skill employed by Mahmood in his work (Table 6.1). His supervisor, Kareem remarked that “*Mahmood studies a problem and tries to solve it at a school level rather than letting it go further.*” Mahmood however, feels that he is a teacher supporter, a “*teacher advocate*” as he put it. Afzal provided an example of the use of this skill when he described an incident that happened at school: “*A parent complained about some material used in the course and attacked me personally. Mahmood took it [the issue] out of the personal and made it into a department issue as we all use the same material.*”

Kareem spoke in-depth about this issue:

“A group of parents complained directly to the director of the zone about some material that they considered objectionable. I was asked to investigate and to call up a meeting with all those concerned. Mahmood saw no need to put the teacher on the line since all teachers in the department use the same material. He prepared himself very well. He took it upon himself to investigate the resource, to talk to the parents and to the other teachers. His approach was non-confrontational and he did a good job. The parents went away pleased.”

Mahmood explained how he, *“followed it up with a letter to his supervisor [Kareem] suggesting that he come to see the teacher and make the teacher aware of his [Kareem’s] support.”* Kareem mentioned that the teacher concerned appreciated the fact that Mahmood had *“supported him emotionally.”* It was obvious from the discussions and interviews that this incident left a lasting impression on the department. Although the *skill trust and rapport building* was only given a high priority ranking by Afzal on the questionnaires (mean rank = 1.00; Table 6.1), a high level of trust in Mahmood as department head was clearly present, partly as a consequence of his handling of this incident.

All informants discussed Mahmood’s *collaborative* skills and it was ranked high on the questionnaire (mean rank = 1.25; Table 6.1). Mahmood explains that,

“I identified a problem and then went out and tried to get some information about it. I took the problem to the teachers in the department for feed-back and decision making. I generally use a team approach to problem solving rather than ‘do this or else’ kind of thing.”

Afzal believes that Mahmood has a tendency to be *“consultative, keeping us abreast of everything affecting the department.”* Kareem put it into perspective by saying that, *“given the people he [Mahmood] works with, he knows that being directive would not work.”*

Diagnosing school needs was not ranked high by the informants who chose to rank it (mean rank = 1.75; Table 6.1). Afzal did talk about the fact that Mahmood *“sees the big picture on school issues.”* Mahmood agreed and explained that his priorities have changed since he assumed the role of department head: *“I see the school first, the*

department second and the classroom third. That's the opposite of what my priorities were before I became department head." No one elaborated further on how this skill manifests itself.

The informants considered *resource bringing* as an important skill used by Mahmood for assisting teachers. Information obtained during interviews for this skill was grouped with the strategy of *resource adding* (in Section 6.2.2.3) as it was not clear whether informants recognised the difference between these two functions.

All of the informants gave a low ranking to *confrontation* (mean rank = 1.25) while Mahmood and Kareem gave a low ranking to *managing and controlling* (mean rank = 0.75; Table 6.1) confirming Mahmood's *collaborative, facilitative and supportive* leadership style. Only Kareem, ranked *conflict mediation* (Table 6.1) as one of Mahmood's skills, however, other than the incident of the parent complaint, he did not offer any further examples of Mahmood's ability to mediate conflict.

Only Mahmood mentioned *demonstrating and modeling* (Table 6.1) as one of the skills that he uses. This skill has been discussed under *demonstrating as master teacher* (Section 6.2.2.4a).

No informant marked *monitoring/evaluating* and only Mahmood discussed it:

"I don't see the difference between supervising and ensuring curriculum implementation, but evaluation? It would be very hard to keep collegiality [of the department] and be an evaluator. I see them [supervision and evaluation] as being very contradictory. I would be very uncomfortable with that [evaluations]."

Again this finding reflects a similar conclusion to that derived by Miles *et al.*, (1998:170) that more directive skills are a necessity within the mix of skills needed for effective change agent behaviour. The specific skills employed by Mahmood correlate well with the various strategies he employs in his work as change agent. The overall finding of this study that effective department heads are able to provide supportive, collaborative, facilitative and team-based environments (Section 5.4.3.3.) holds true in the case of Mahmood.

As the implementation process is still in its infancy and is being supported while whole-school curriculum reform is being phased in, the expectations of outcomes may be premature, however, the following analysis indicates the progress thus far experienced in this department as preliminary outcomes.

6.2.2.5 Outcomes

Use of new products was an outcome ranked highly by all informants (mean rank = 5.25; Table 6.2). An analysis of the teaching units developed by the teachers show that they cover the requirements outlined in the Programme of Studies. The resources used are those prescribed by the MOEY as being compatible with the programme content. Therefore, there is every reason to believe that the knowledge component of the new curriculum is being implemented. The process skills of inquiry (or learner-centered instruction) are more difficult to identify in the units but observations of classroom activities and student workbooks showed evidence of this component being implemented.

All informants marked *student impact* as an outcome of the new programme (mean rank = 4.75; Tables 6.1 and 6.2). This outcome is one that is difficult to achieve and is one of the criteria used by Miles *et al.*, (1998:172) to distinguish between average and outstanding change agents. However, only Afzal discussed it in the interview. He reported that, “*students like the new programme better [than the old one] as it is more activity orientated.*” Salman noted only that, “*the students like it [this subject] better now,*” but he did not elaborate on how he came to this conclusion. There is little evidence of better student performance in the common exams however it is much too early in the implementation process for effects to be observed at this time. With time, if this outcome holds true, it will confirm Mahmood’s effectiveness as a change agent.

Only two of the informants ranked *programme model implemented* as an outcome (mean rank = 2.50; Table 6.1). It was interesting to note that not all informants who gave a high rank to the *use of new products* considered that the new programme was being implemented. Mahmood however had no doubts: “*All teachers in the department are involved in implementing the new curriculum.*” The difference in perception may be with the implementation of the inquiry process. Mahmood noted

that he was, “*just starting to get on top of what this is all about and how to work at it with the students.*” If this is true for the department head perhaps teachers believe that one of the goals of the programme, the inquiry process, has not yet been fully met.

Mahmood, Kareem and Salman marked *short run successes/decisions* as an outcome however they perceived it differently (Table 6.1). Mahmood believed that the speed with which the teachers implemented the curriculum was the success that had been achieved, while the teachers viewed the student’s positive reactions to the new programme as the success achieved.

Both Afzal and Salman reported that being *energised and motivated* is an important outcome (mean rank = 2.25; Table 6.1). No one explained how they were energised and motivated. Perhaps the implementation process, use of the new resources and collegiality among the staff act to promote this outcome. Mahmood is also viewed as “*an encouraging sort of person.*”

Only Kareem ranked *supported planning* as an outcome affected by Mahmood’s work as change agent (mean = 0.75; Table 6.1). Mahmood’s collaborative and facilitative leadership style has assisted with the cohesiveness of the department and enabled the involvement of all teachers at all stages of the implementation process. Teachers work together to plan new approaches and they are supported and guided through the process by Mahmood. As Mahmood mentions “*We work well together as a department. Every teacher contributes and they all have the responsibility and ownership of it.*”

School climate change and *institutionalisation of models* was given a low ranking (mean rank = 1.50; Table 1.2). This was to be expected as these are outcomes that are difficult to achieve according to Miles *et al.*, (1998:170). The low ranking is therefore indicative of the fact that it may be too early in the implementation process to evaluate this department’s impact on whole school reform.

While no informant ranked *organisational change* (Table 6.1), Mahmood noted that another department head who will be implementing the new curriculum in the near future approached him for information on the implementation process as experienced

by his department. If the other department successfully implements its new programme using the same implementation process as Mahmood's department, then one of the outcomes affected by Mahmood at Najoom Secondary school will be organisational change.

The interim outcomes observed is indicative of progress being made with respect to implementation. The process of change brings with it both rewards and frustrations which directly impact the work of departmental heads as change agents of educational reform.

6.2.2.6 Rewards and frustrations

A major reward for Mahmood is the success of the implementation process he is overseeing:

"I feel the results [of implementation] already because our teachers know what is expected in terms of the new curriculum. When we have discussions, I know that they know something about the Teachers Resource Manual. They have a plan on how they are going to approach this. They have a joint plan [teaching unit] that has been produced on how they are going to approach the teaching of the subject and then we expect them to go a step beyond that, in developing it further independently. I know that progress is happening because we have joint exams and the results show me exactly what's going on in those classrooms."

Mahmood is optimistic that the implementation process will continue and consequently the next step will be, *"in-service in the area of different teaching strategies, trying to expand on what is already out there and making teachers more aware of what is available in terms of the different [teaching] strategies they could use."* Overall Mahmood seems to be very pleased with the implementation process and is looking forward to initiating new improvements.

Mahmood's major frustration is with the organisational structure within the school rather than his department. He feels that he could have functioned better and sooner if he *"did not have so much red-tape to wade through and if I [he] understood the role of management better."* He feels that if he understood the power structure better he would have *"eased into the leadership [of the department] quickly and moved into*

problem solving and working with individual members to keep them in the loop.” He explains that “grey areas in the job and the lack of clarity of the things I [he] need(s) to have a finger in sometimes make my [his] job difficult and frustrating.”

He also complained of the lack of time available for him to fulfill all the duties that form part of his role as department head. He stated: *“This is like having two full time jobs, teaching and managing. There just isn’t enough time to cover all the bases, and some-days I really struggle.”* It is evident that Mahmood’s high energy personality and his ability to network, organise and delegate effectively allow him to capitalise on resources and processes that may be otherwise difficult to obtain because of time constraints. Kareem concurred, *“Mahmood rarely complains, but there are times when I’ve had to tell him to slow down. There’s often not enough time to take care of everything but he [Mahmood] gives off two-hundred percent.”*

The case study of Hisham, the second department head also deemed to be effective (see Section 1.6) as a change agent of educational reform follows.

6.3 HISHAM OF AL-NUR SECONDARY SCHOOL

6.3.1 Informants and support context

Al-Nur Secondary School (institution’s name has been changed to ensure confidentiality) is a large high school with about one thousand male students in grades ten to twelve. As with Najoom Secondary School it is one of three high schools serving a large urban population. Unlike Najoom Secondary School, however, a substantial number of rural students from surrounding areas are transported to this school. The administrative body of the school consists of the principal, two vice-principals, six department heads and six subject supervisors. Most members of the administrative team are based at the school with the exception of the subject supervisors who visit the school officially a few times per year for the purposes of evaluation, however, contact with the department heads are maintained on an on-going basis. There are approximately eighty teachers of whom ten are in Hisham’s department.

6.3.1.1 Informants

This case study involves the following informants (informant names have been changed as a measure of confidentiality and anonymity):

- Hisham (the department head);
- Ismaeel (his subject supervisor);
- Nawaf (a teacher in the department for twelve years); and
- Ali (a teacher in the department for five years).

Hisham has been the department head for four years and Ismaeel has been his supervisor for the last three years. Nawaf is the most experienced teacher in the department and both he and Ali were Hisham's colleagues prior to his appointment as department head. In the interviews Hisham appeared to be a calm, quiet, introspective and reflective person whose focus seemed to be on the process of education rather than on the reliance on teaching content.

6.3.1.2 Educational Zone and school support

The informants were unanimous in their belief that the Educational Zone actively supports the school and teachers in curriculum implementation. They claim that *"...the zone has always been supportive of teachers involving us [them] in the piloting of new programmes and providing necessary in-service training when requests are made."* Nawaf talked about the *"tremendous support"* received from both the subject supervisor and the department head who were both *"...knowledgeable about the rationale, philosophy and goals of the new programme."*

The school was characterised by Nawaf as being *"innovative"* because it offers a variety of programmes that appeal to different learners. Nawaf also reported that most of the other departments in this school were *"doing their own thing"* with little or no interchange of ideas amongst the various departments. Ali noted that, *"this is a big school and all the departments are self-contained. No department seems to know what the other is doing."* However, both Nawaf and Ali characterised their department as a

unit and concurred that, "...my [their] department is cooperative, collaborative and supportive," and "... one in which most people share materials and ideas."

From the inception of the implementation period, the support that the department received from the school administration has been greatly appreciated by the teachers. The subject supervisor Ismaeel stated that:

"Hisham and I worked together on the budget. After a long deliberation we have prioritised the most urgent requirements and fought hard to get those. It's a big concern because soon financial help for implementation will cease and then the department will have to manage on the regular budget. Financial restraint is the biggest challenge facing implementation."

6.3.1.3 Department overview

The position of department head was previously held by one person for ten years. Al-Nur Secondary School has not experienced a rotation of department heads at regular intervals like Najoom Secondary School. The stability associated with long-term appointments was favoured by all informants. Nawaf mentions that *"we are fortunate to have stability in this department's leadership. A constant change of coordinators [department heads] like those occurring in other schools causes disruptions and lack of continuity."*

The informants reported regular, formal department meetings on the third Wednesday of every month, and other informal meetings are held *"sporadically as the subject coordinator [department head] feels necessary."* The informants view the manner in which the department head communicates with the teachers as *"...informal and on a one-to-one basis."* This form of communication was commented on by the teacher informants because they felt that *"individual teachers are sometimes left out of the process."* There was an impression that the department may not be as cohesive as the informants would have liked, but no one alluded directly to this problem.

Hisham and several teachers in the department had been involved in the development of the new programme over and above their in-school assignments. They volunteered to pilot new course and resource materials because they *"feel that this is great*

professional development opportunity as we [they] are able to exchange ideas with other teachers.”

6.3.2 Profile of Hisham as a change agent

A complete profile was obtained for Hisham from responses to a questionnaire administered to informants in phase one of this study (see Section 4.4.4.1 and **Appendices F and G**). The change agent characteristics (Sections 3.3.1) and outcomes (Section 3.3.2) represented on the questionnaires were selected after an extensive literature review namely,

- Change agent priorities (Section 3.3.1.1);
- Change agent style (Section 3.3.1.3);
- Change agent strategies (Section 3.3.1.4);
- Change agent skills (Section 3.3.1.5 with general and specific skills in Sections 3.3.1.5a and 3.3.1.5b respectively); and
- Outcomes of change agent activities (Section 3.3.2).

Hisham’s profile is presented in Table 6.3 as a result of questionnaire responses received from three different perspectives, namely, self, superior and subordinate. The match between his profile and the conceptual framework developed in Figure 5.1 and interviews with teacher informants resulted in the final choice of Hisham as a case study (see Section 1.6). Table 6.3 contains a collation of results obtained for Hisham according to the analysis procedure described as a summary below (see Section 4.4.4.1).

- The first four columns reflect the rank given to a particular characteristic by the four informants (Hisham, Ismaeel, Nawaf and Ali);
- The fifth column provides the total number of mentions of each category by all informants (frequency);
- The sixth column was derived by weighing participant responses in the following manner. Each rank in the first four columns was assigned a value of one to six. Items related to each question and recorded by participants as most essential

(ranked first on the questionnaire) were assigned a point value of six. Those related as second most essential were assigned a value of five. Those rated third were assigned a value of four and so forth. The value assigned in column six was derived by weighing participant responses and then computing the total; and

- The seventh column contains the mean rank which was derived by dividing the questionnaire ranking by the frequency mentioned.

Summative results derived from Table 6.3 are provided in Table 6.4 where the various change agent characteristics ranked by informants are arranged in the order of highest to lowest average rank assigned by the informants.

TABLE 6.3: PROFILE OF HISHAM

CHANGE AGENT CHARACTERISTICS	HISHAM	ISMAEEL	NAWAF	ALI	FREQUENCY	WEIGHT	MEAN RANK
PRIORITIES							
Aid school improvement	4	3	3	4	4	14	3.50
Expand the knowledge of teachers	1	2	1	1	4	23	5.75
Bring resources to teachers	2	1	2	2	4	21	5.25
Aid change with product development	3	4	4	3	4	14	3.50
STYLE							
Manipulative	0	0	0	0	0	0	0.00
Intuitive	0	1	0	0	1	6	1.50
Active	0	5	6	5	3	5	1.25
Facilitative	2	4	0	0	2	8	2.00
Reflective	0	0	0	0	0	0	0.00
Passive	0	0	4	0	1	3	0.75
Directive	5	0	0	6	2	3	0.75
Working alone	0	0	0	0	0	0	0.00
Characterised by a sense of humour	6	0	0	0	1	1	0.25
Inflexible	0	6	0	0	1	1	0.25
Supportive	4	3	1	3	4	17	4.25
Collaborative	1	2	2	2	4	21	5.25
Expert as opposed to collegial	0	0	5	0	1	2	0.50
Collegial as opposed to expert	3	0	3	1	3	14	3.50
Systematic	0	0	0	4	1	3	0.75
STRATEGIES							
Resolution giving	0	0	0	0	0	0	0.00
Clinical one-to-one conferencing	0	0	3	3	2	8	2.00
Resource linking	0	1	4	1	3	15	3.75
Re-educating teachers	5	0	0	6	2	3	0.75
Supportive planning	3	3	2	4	4	16	4.00
Monitoring/evaluating	0	0	0	0	0	0	0.00
Resource adding	4	6	6	0	3	5	1.25
Providing technical assistance	0	5	0	0	1	2	0.50
Energising/motivating teachers	2	0	0	2	2	10	2.50
Controlling teacher's actions	6	0	5	5	3	5	1.25
Collaborative problem solving	1	2	1	0	4	17	4.25
Developing a support structure	0	4	0	0	1	3	0.75
Supporting teachers emotionally	0	0	0	0	0	0	0.00
GENERAL SKILLS							
Talking	5	6	4	3	4	10	2.50
Listening	2	1	1	2	4	22	5.50
Interpersonal ease	1	2	2	0	3	16	4.00
Group functioning	4	4	5	5	4	10	2.50
Reading	3	0	0	0	1	4	1.00
Training, doing workshops	0	5	6	6	3	4	1.00
Demonstrating as master teacher	6	0	4	0	2	4	1.00
Giving knowledge of educational content	0	0	0	0	0	0	0.00
Technical expertise	1	0	0	4	2	9	2.25
Administration/organization	0	3	0	0	1	4	1.00
SPECIFIC SKILLS							
Initiative taking	3	2	1	2	4	20	5.00
Support	1	0	2	1	3	21	5.25
Conflict mediation	0	4	0	4	2	6	1.50
Managing and controlling	5	6	5	0	3	5	1.25
Resource bringing	2	1	4	3	4	18	4.50
Trust/rapport-building	0	0	0	0	0	0	0.00
Confrontation	6	5	6	6	4	5	1.25
Collaboration	0	3	3	0	2	8	2.00
Diagnosing individual needs	0	0	0	0	0	0	0.00
Diagnosing school needs	4	0	0	5	2	5	1.25
Demonstration/modeling	0	0	0	0	0	0	0.00
OUTCOMES							
Use of new products	3	0	4	4	3	10	2.50
Program model implemented	1	2	1	3	4	21	5.25
School climate change	6	6	0	0	2	2	0.50
Student impact	4	1	0	0	2	9	2.25
Supported planning	0	0	0	0	0	0	0.00
Short run successes/decisions	0	0	3	2	2	9	2.25
Satisfaction in relationship with teachers	2	3	2	1	4	20	5.00
Organisational change	0	5	6	5	3	5	1.25
Institutionalisation of models	5	0	5	6	3	5	1.25
Energised or motivated teachers	0	4	0	0	1	3	0.75
Too early to identify outcomes	0	0	0	0	0	0	0.00

TABLE 6.4: SUMMATIVE PROFILE OF HISHAM

<p style="text-align: center;">PRIORITIES</p> <ul style="list-style-type: none"> • Expand the knowledge of teachers • Bring resources to teachers • Aid school improvement • Aid change with product development 	<p style="text-align: center;">GENERAL SKILLS</p> <ul style="list-style-type: none"> • Listening • Interpersonal ease • Talking • Group functioning • Technical expertise • Reading • Training, doing workshops • Demonstrating as master teacher • Administration/organisation
<p style="text-align: center;">STYLE</p> <ul style="list-style-type: none"> • Collaborative • Supportive • Collegial as opposed to expert • Facilitative • Intuitive • Active • Passive • Directive • Systematic • Expert as opposed to collegial • Characterised by a sense of humour • Inflexible 	<p style="text-align: center;">SPECIFIC SKILLS</p> <ul style="list-style-type: none"> • Support • Initiative-taking • Resource bringing • Collaboration • Conflict mediation • Managing and controlling • Confrontation • Diagnosing school needs
<p style="text-align: center;">STRATEGIES</p> <ul style="list-style-type: none"> • Collaborative problem solving • Supportive planning • Resource linking • Energising/motivating teachers • Clinical one-to-one conferencing • Resource adding • Controlling teacher's actions • Re-educating teachers • Developing a support structure • Providing technical assistance 	<p style="text-align: center;">OUTCOMES</p> <ul style="list-style-type: none"> • Programme model implemented • Satisfaction in relationship with teachers • Use of new products • Student impact • Short run success or decisions • Institutionalisation of models • Organisational change • Energised/motivated teachers • School climate change

Tables 6.3 and 6.4 provided the basis for the qualitative data gathering in phase two of this study which comprised semi-structured individual interviews, planned observations and document analysis (Section 4.4.3.2b). In the case study that follows the discussion encompasses results obtained from both phases of this study (Sections 4.4.3.1 and 4.4.3.2; Tables 6.3 and 6.4). Within this context Hisham's personal background, his priorities, leadership style, strategies, skills and any outcomes affected by his work as the department head as well as the rewards and frustrations he

experiences within the current scope of his job is discussed in-depth in the sections that follow.

6.3.2.1 Personal background

Hisham graduated from university with an undergraduate Bachelor of Education degree (BEd.). He does not have any postgraduate training and has not taken any courses in educational administration. He began his teaching career in his native country sixteen years ago and he has been teaching at Al-Nur Secondary School for the last eight years. He was acting department head when the incumbent initially left and then officially became the department head four years ago.

Hisham did not receive any training on assuming the department head position. He maintains that the lack of training stems from the fact that *“no one is really sure what department heads are or what they do.”* He believes that he learnt the job primarily from watching and working closely with the previous department head. Hisham is committed to his professional growth as a teacher and he has been involved in various Educational Zone and Ministry committees. He mentioned reading extensively to keep abreast of issues related to his subject area, teacher education and on current teaching and learning research.

Ismaeel states that Hisham was appointed to the department head position because,

“He has subject matter knowledge and expertise and an excellent teaching record. He functions as a productive member of both the school and the department...the department head is a key administrative position at secondary schools, the liaison between school administration and the teachers.”

Ismaeel noted that Hisham is well liked and respected by the teachers in his department and that *“He is both a negotiator and a mediator for his teachers.”*

6.3.2.2 Priorities and leadership style

Hisham stated that his main priority *“is to encourage the use of effective teaching strategies.”* The high rating obtained for *expanding the knowledge of teachers* and

bringing resources to teachers (mean rank = 5.75 and 5.25 respectively; Table 6.3) is a clear indication that the other informants also recognise this as being Hisham's main priority. He pointed out that, "...a big part of my job is to find resources to help teachers with the new programme."

Hisham characterised his style as *collaborative* (mean rank = 5.25; Table 6.3) and in the interview he stated:

"I'm quite sensitive to different people. I recognise their strengths and weaknesses and I work with them within that context. I don't push because I believe that time is an ally and that things will happen on time."

He also believes that he is getting better at recognising the point at which a decision has to be made. He stated that, "*the trick is to know where the line is and when to draw it.*" The other informants also view Hisham as *collaborative, supportive, facilitative* and *collegial* because all of these characteristics were rated high on the questionnaire (Tables 6.3 and 6.4).

While Hisham's main priorities and leadership style differs from Mahmood, they share commonalities in terms of the strategies and skills they employ to facilitate implementation of the new curriculum.

6.3.2.3 Strategies

Hisham teaches all day except for one sixty minute period. Like Mahmood, the focus of the discussion that follows is on the strategies and skills Hisham uses when working with the teachers in his department in implementing the new curriculum rather than on his work as a teacher in the department.

All informants considered *collaborative problem solving* as a strategy most used by Hisham (mean rank = 4.25; Table 6.3). The teacher informants noted that Hisham collaborates with the small grade-level committees as well as with the entire department during the monthly meetings. The informants noted that Hisham's collegial style supports his strategy of facilitating a shared involvement by all department members in the implementation process. Hisham always tries to get

teachers involved in every phase of the implementation process: *“I like to involve the whole department in decision making and problem solving, even if sometimes I do have to make arbitrary decisions to do it.”* For example, he explained:

“I took another look at the department’s old plans and thought that it needed some changes. I sent it out with a covering letter requesting written submissions from everyone. I made sure I got them all in although one or two people took their time about it. It’s harder to get teachers interested in the paperwork when there is so much innovative teaching to be done.”

Supportive planning was also ranked highly by all informants (mean rank = 4.00; Table 6.3) and is considered to be an important strategy used by Hisham. He does not expect teachers to develop detailed teaching units, however, he insists that department members develop a set of curriculum specifications based on the Programme of Studies. He organises the groups of department members who will do this and he works with them and supports them during this process. He is particularly supportive of individual teachers who develop creative ideas for teaching students. He encourages them, gives them additional ideas and helps provide them with release time so that they can develop their ideas. He then works with them in the classroom to implement their ideas.

Kareem, Nawaf and Ali recognised the strategy of *resource linking* as a prominent part of Hisham’s style (mean rank = 3.75; Table 6.3). Hisham called himself the *“...procurer of resources,”* and views this as a major part of his responsibilities. By his own report he does a lot of reading in order to keep abreast of research on teaching. He passes these ideas onto teachers in the department during their regular meetings or informally on a one-to-one basis. He also copies specific materials for individual teachers when he sees that they have a need for the information. He reported that, *“some teachers in the department are incredibly creative and I encourage that in any way I can.”* Hisham has ensured that all the teachers in his department have a copy of the Programme of Studies and the Teacher’s Resource Manual.

Hisham and Ali were the only informants to rank the strategy of *energising/motivating teachers* highly on the questionnaire (mean rank = 2.50; Table

6.3) but both teacher informants mentioned it during the interviews. Ali pointed out that *“the more the teachers risk innovative teaching, the more we talk about it in the department, the more excited we get and the more we are encouraged to try it.”* Nawaf believes that it is the department head’s motivation, his enthusiasm and his support of teachers who take risks that has led to the *“change of their teaching to becoming more student-centered.”* Hisham did not view himself as the energiser or motivator of the department. He believes that his involvement in this area is *“as coordinator of the activities which lead to high motivation levels.”* He believes his personality as a *“loner”* is not conducive to his use of this strategy so he claims that he compensates by *“acknowledging expertise in others, and in letting everyone know about that expertise.”* Hisham therefore encourages peer sharing, and he organises meetings and committees in such a way so as to promote sharing thereby *energising/motivating teachers.*

Hisham provides *clinical one-to-one conferencing* on request and it was ranked high by the teacher informants (mean rank = 2.00; Table 6.3). Nawaf was the only one to speak about it during the interviews. He reported that *“we’ve discussed peer coaching and team teaching but we’ve never been able to schedule the time to actually do it.”* He added:

“...however, if a teacher is doing something interesting, they’ll ask Hisham to sit in on their class or if they feel that they need help in implementing something new, they’ll also invite him to sit in to give them feedback.” Hisham is very available. He pops into teacher’s classes and always finds something encouraging to say about what he saw going on.”

Hisham believes that *“he needs to be in the classroom more frequently if he’s really to know what teachers are doing, so he tries to drop in as much as possible given the school schedule.”*

Although most informants ranked the strategy of *resource adding*, it was given an overall low rank (mean rank = 1.25; Table 6.3). During the interviews this strategy was identified as being critical to the implementation of the new programme. It was reported by the teacher informants that there was a delay in the arrival of prescribed

resources to the school by the time the new curriculum had to be implemented. Hisham went beyond procuring the required resources. Nawaf reported:

“We had problems with grade ten, topic X. We could not come up with ideas to make it into a cohesive unit. Hisham did a search. He found different resources and tried them out in his own classes. Based on his experience and the information he gave us, we made a decision on what was best. Hisham definitely had a vision for how that particular unit should be taught. He has insight and ideas for teaching.”

During this process, Hisham found a suitable resource from the Kuwaiti programme which fit the UAE programme better than the prescribed resource in question. He sent the alternative resource to the CCIMD with a request that it be approved as a basic resource for the country. Consultation with the director of the CCIMD about this resource shows that Hisham’s stature as a good teacher and a knowledgeable person is recognised at Ministry level and that his recommendations are taken seriously.

Although Hisham, Nawaf and Ali ranked *controlling teacher’s actions* as a strategy (mean rank = 1.25; Tables 6.3 and 6.4), the ranking was low and the strategy was not discussed. The impression created during interviews and observations is that Hisham’s work with individual teachers could possibly be considered as controlling because he is tenacious in his belief that student-centered learning will eventually form the basis for teaching in his department. The use of this directive strategy by effective change agents is confirmed by Miles *et al.*, (1998:170).

Hisham and Ali gave a low ranking to the strategy *re-educating teachers* on the questionnaire (mean rank = 0.75; Table 6.3) and they did not discuss it during the interviews.

Developing a support structure was considered an important strategy used by Hisham even though Ismaeel was the only informant to rank it (mean rank = 0.75; Table 6.3). Ismaeel noted that *“Hisham engenders group collegiality through the way in which he runs the department.”* Ali in addition volunteered:

“I don’t always go to Hisham if I need help. I know the teachers and I feel free to go across the hall and request help from any of them. Right now, Nawaf and I

are doing quite a bit of work together because we have similar teaching and we work well together. There's quite a bit of that going on in the department."

Ismaeel was also the only informant to rank the strategy of *providing technical assistance* (mean rank = 0.50; Table 6.3). Observations made during department meetings and professional development sessions show that Hisham exposes teachers in his department to ideas on student-centered learning strategies. He does this by making the department aware of observations he made in another teacher's classroom, by "*getting the teacher to talk about what they tried and how it worked.*" Nawaf remarked in this regard that "*some teachers in the department are moving towards more innovative teaching,*" but he added, "*...we're not working together on this.*" Hisham did not appear to be concerned about teachers working as a unit because he views change as "*a continuous process in which teacher's will change at his or her own pace.*"

On the questionnaires no informant identified *resolution giving* (Table 6.3) as one of Hisham's strategies. Hisham however did make reference to it in the interview. His strategy for providing solutions "*is to do so through department meetings and by one-to-one consultation.*" Instead of providing solutions himself, he allows teachers to initiate *resolution giving*. Ali noted that, "*Hisham is constantly looking at what we are doing and he gives us lots of guidance and directions.*" However, Ali viewed this type of assistance as providing collegial assistance rather than *resolution giving*.

Monitoring/evaluating was neither ranked nor mentioned in the interviews. Teacher evaluations are usually done annually by the principal and the subject supervisor. While no formal monitoring is done, Hisham feels that he "*has a fairly good idea about what is being taught because of the time he spends in the classroom and because of the results of the common exams.*"

The strategies used by Hisham in his work as change agent is dependent on a strategic mix of skills.

6.3.2.4 Skills

In this case study, general and specific skills employed by Hisham were identified and discussed.

a. General Skills

Communication skills, the ability to *talk* and *listen* were ranked as important skills used by Hisham in his work as department head (Tables 6.3 and 6.4). Hisham and all of his informants commented on his ability to communicate. Listening skills were rated particularly high (mean rank = 5.50; Table 6.3). Hisham stated, “*I’m a low-key person by temperament, so I spend a lot of time listening.*” Ali reported that “*he [Hisham] is sincere about things. He listens well.*” Ismaeel echoed this: “*He talks well, he’s a good negotiator and a good mediator but he is also an excellent listener and can extrapolate information from what he hears.*” During the interview Hisham listened carefully to each question and reflected on it before answering.

Interpersonal ease was reported to be one of Hisham’s strengths (mean rank = 4.00; Table 6.3). It was discussed within the context of skills that have improved since he became department head. This is obviously a skill that Hisham has had to consciously work on: “*I’m too much of a loner, I’m not social enough. I feel that the teachers were more comfortable with the old department head.*” However, the effort that Hisham has put into making himself more accessible has been successful. Ali noted that:

“Hisham has always been available if we approach him, but his interpersonal skills have improved since he first became department head. The department is less fractionalised now because the department head is more available. He communicates with all teachers in the department and we feel free to consult with him whenever we need to. He is open to new ideas and encourages teachers to go the extra mile.”

Nawaf added that “*Hisham is very easy to get along with*” and “*he’s always around if you need him.*”

All informants ranked *group functioning* as a skill used by Hisham (mean rank = 2.50; Table 6.3) as he encourages teachers to share, transfer and use each others ideas and

materials. Hisham seems to be patient with team members who take time to contribute and make changes. This facilitative and collaborative behaviour helps to encourage non-participatory members in a non-threatening way.

Hisham and Ali considered *technical expertise* (mean rank = 2.25) to be an important skill because this is probably a skill expected of the department head who is also considered to be the subject specialist. Ismaeel noted Hisham's expertise in the subject matter as one of the reasons for hiring him as the department head. He also noted that Hisham "*recognises expertise in other staff members.*" Expertise in the subject content is viewed perhaps as a shared skill and something that is not possessed solely by the department head.

Only Hisham ranked the communication skill *reading* (mean rank = 1.00; Table 6.3). He claims that he reads all of the resources and analyses them for departmental use. Hisham reported that:

"Throughout this process we have had to read various textual resources as they became available. The ministry did not have all the resources in place when the curriculum was mandated and when they did arrive, they did not all come in at the same time. So having them come in drips and drabs makes choices difficult. Sometimes you use what you have or search for something that compensates for it."

When he finds an article of general interest to all teachers Hisham drops it into their mailboxes. He also looks for articles of interest to individual teachers.

The informants did not view the strategy of *training/workshops* (mean rank = 1.00; Table 6.3) as one of Hisham's high priorities. No informant discussed this strategy but Ali did mention, "*...some grade-level team meetings.*" However, the teachers did change to the new curriculum and began using the new teaching strategies due to Hisham's ability to get the teachers involved in group activities. When discussing group training in the interview, Hisham explained that,

"The first thing we did was to establish a mission statement and a strategic plan for the department that was reflective of the new Programme of Studies. It was based on the key foci of student-centered learning, the development of process skills and critical thinking."

This goal was accomplished through departmental and group meetings. Nawaf mentioned that, *“Hisham is a very reflective person. When materials arrive he passes them along and encourages the teachers to read and think about it. Then the materials are discussed at departmental meetings.”* Ali noted that *“a professional development day was organised in which we developed core specifications [the knowledge, skills and attitude objectives] as outlined in the Programme of Studies and this became our course outline.”* Hisham reported that *“once the teachers understood the new curriculum we set out a common set of specifications based on it.”*

Upon completion of the core specifications, each teacher was expected to use this as a basis for developing teaching units that reflected, *“...their own teaching style and the needs of students.”* Hisham pointed out that *“doing this led to the realisation that we needed to revise our final common exams to include higher level skills, including critical thinking.”* Hisham appears to have a subtle approach to group training in that he suggests ideas and then moves the department along in the way he wants it to go. Hisham claimed that *“change is apparent in the classroom in that teachers are using student-centered learning practices and they are including the teaching of process skills in their unit planning.”* Nawaf mentions that the implementation of the new curriculum has resulted in *“an improvement in teaching for students as opposed to teaching to students.”* When asked how he arrived at this conclusion, he remarked that it was obvious from the materials and ideas shared within the department. Hisham believes that more refinement is needed: *“Now that we have surfaced from the initial phase of implementation, I see a need to refocus the department on working towards a clearer mission and getting rid of unnecessary content.”* Ali summed up by saying *“We went through the curriculum, we made decisions on materials, we taught it, re-defined the way we taught it, redesigned it, taught it again and re-defined it again and we are continuously building items for common exams.”* Hisham views implementation as a *“continuous process, where you are always ‘on the way’ fine tuning as you go along.”*

Both Hisham and Nawaf ranked the skill of *demonstrating as master teacher* (mean rank = 1.00; Table 6.3), as important to the way Hisham functions. Nawaf describes Hisham as a *“visionary teacher”* and Ali mentioned that Hisham is an *“excellent*

teacher.” However, *demonstrating as a master teacher* is something that Hisham only does when requested to do so.

Kareem was the only informant to rank Hisham’s skill of *administration/organisation* (mean rank = 1; Table 6.3). He said that “*Hisham is thorough in researching and has his people on his side.*” Ali reported that “*Hisham directs the teachers to set goals for themselves at the end of each year for the next year and then he meets with each one at intervals to see how it’s going and if the goals have been achieved.*” He further stated:

“Hisham is the organiser in the department. Sometimes he can be very directive about it. He gives charges to everyone. Of course he bases his decisions on the classes we teach and we are offered options, but we’re expected to do something. There’s definitely leadership in this.”

Hisham also works closely with Ismaeel on curriculum meetings held by the CCIMD because generally students from most junior high schools in the area are directed to Al-Nur Secondary School. Therefore, Hisham feels that it is important to work closely with the junior high school teachers “...so that we’re all on the same wavelength so to speak.”

The general skills employed by Hisham complement the specific skills he employs as a change agent of educational reform.

b. Specific skills

Hisham’s ability to provide his teachers with *support* was highly ranked by all informants except Ismaeel (mean rank = 5.25; Table 6.3). However, in the interviews Ismaeel noted that “*Hisham is very supportive of the teachers. He lets them try things and he lets them take risks.*” Nawaf remarked that “*Hisham deals with different people differently. He’s very, very supportive and encourages teachers to take risks.*”

Ali explained:

“There is quite a bit more risk-taking since Hisham’s become department head. Teachers have become more innovative in the use of teaching strategies with Hisham’s encouragement and support.”

Hisham's *initiative taking* was ranked as an important skill in his job performance by all informants (mean rank = 5.00; Table 6.3). Terms such as "*persistent*," "*risk-taker*" and "*tenacious*" were used to describe his manner of getting teachers to change. Nawaf explained:

"There were some people who resisted the new ideas in this department, saying it's a waste of time. Hisham worked hard to encourage them to try different methods. He would bring in resources, simulation games, videos, get them to make classroom visits to another teacher who was doing something interesting and so on. He coaxed and cajoled them into it [change]."

Hisham also takes initiative with administration on behalf of the department. Ismaeel noted that:

"...he [Hisham] works hard to make sure that the department has staff and materials. He studies the situation and presents his case in a simple fashion, and he will negotiate his position with the other department heads in order to get what he considers necessary for the department."

Hisham's skills of *resource bringing* (described in Section 6.3.2.3 under *resource linking* and *resource adding*) was also ranked as an important skill used by Hisham in the performance of his role as department head (mean rank = 4.50; Tables 6.3 and 6.4).

All of the informants reported that Hisham uses *collaboration* skills in his work although only Ismaeel and Nawaf ranked it on the questionnaire (mean rank = 2.00; Table 6.3). Ismaeel mentioned that "*his way is collegial and collaborative in helping teachers to implement both the new programme and student-centered strategies as required by the programme.*" Hisham explained that "*in this department decisions are made collaboratively. Collaboration and facilitation is my number one role. I am here to make the teacher's job as easy as possible and to remove as many obstacles to teaching as I can.*" Nawaf and Ali both confirm that "*Hisham is non-directive and facilitative in his role as department head.*"

Ismaeel and Ali ranked *conflict mediation* (mean rank = 1.50; Table 6.3) as one of Hisham's skills but no one discussed an incident in the department in which this skill was demonstrated. Instead they discussed Hisham's use of confidence building as a

particular skill by referring to several incidents in which Hisham was encouraging and supportive. This in turn developed teachers' self confidence, especially in the case of new teachers. Nawaf and Ali both mention Hisham's way of opening up staff meetings to teacher discussions. He encourages teachers to talk about their attempts at implementing new teaching strategies and to express their evaluation of the process with other teachers in the department. Hisham believes that "*this process is a tremendous confidence builder for those teachers who are attempting something new and that it encourages others to take risks.*"

Managing/controlling was ranked low by all informants (mean rank = 1.25; Table 6.3 and 6.4) perhaps because this contrasts with the *collaborative* and *facilitative* manner in which Hisham works. Hisham's style is collegial rather than expert and he has a tendency to identify and promote the strengths of others rather than feeling threatened by it.

No informant mentioned Hisham's use of *confrontation* and it was ranked as being least typical of Hisham (mean rank = 1.25; Table 6.3) on the questionnaire. Again, to do so would be a deviation from his *facilitative*, *collegial* and *collaborative* approach of working with teachers. No informant mentioned that Hisham was in any way assertive but Ali remarked that "*Hisham believes in change and its worth. He pushes when people are reluctant to change but he provides them with lots of opportunities to change.*" Thus, although Hisham does not actually use a confrontational approach with teachers who deviate from the programme, he is tenacious in helping them to transition into change.

Hisham ranked *diagnosing school needs* (mean rank = 1.25; Table 6.3) but he did not discuss it in the interviews. Although, none of the informants chose to rank *diagnosing individual needs* (Tables 6.3 and 6.4) as a skill used by Hisham, both Nawaf and Ali mentioned that he "*operates differently with different teachers*" and noted that the readings he puts into their mailboxes are geared to "*individual needs.*"

The informants did not rank Hisham's use of *demonstration/ modeling* (Tables 6.3) as a skill and only one informant discussed it in the interviews. Ali pointed out that "*Hisham will demonstrate a teaching strategy for you if you tell him you're interested*

and if you ask him.” Otherwise, this strategy is not used. The teacher informants pointed out that Hisham will take over a teacher’s class and teach it himself to allow the teacher some free time if that teacher “*is working on some creative idea for student-centered learning.*” There appeared to be an openness and willingness on the part of Hisham for demonstrating and modeling but, even if the teachers wanted it, his current schedule would prohibit its extensive use.

As with Mahmood, the infancy of implementation makes it difficult to provide conclusive outcomes for Hisham’s work at Al-Nur Secondary School, however, the preliminary outcomes that were identified by informants are discussed below.

6.3.2.5 Outcomes

All informants marked *programme model implemented* as the most prominent outcome realised as a result of Hisham’s work (mean rank = 5.25; Table 6.4). An analysis of the planning documents of two teachers in the department and a review of two student workbooks indicated that the programme is being taught, at least in these two teacher’s classrooms. An emphasis on the teaching of process skills and the inquiry process was evidenced by student work. Teachers appeared to be comfortable enough with the new teaching strategies to have students working individually and in groups on various areas of the new curriculum. However, Hisham is probably correct when he suggests that there are still more facts and content being taught than is required.

Based on their descriptions of the way in which Hisham works, the informants appeared *satisfied with the relationships amongst teachers* and they all ranked it highly on the questionnaire (mean rank = 5.00; Table 6.3). No conflict or negative account was reported regarding Hisham’s manner of relating to teachers. Both Nawaf and Ali commented on his *interpersonal ease*, communication skills and provision of support as a basis for the positive relationships in the department. Ismaeel added that “*Hisham works hard for his department...in a variety of ways, none of which are confrontational.*”

Use of a new product (mean rank = 2.50; Table 6.3) is an outcome ranked highly by Ali, Nawaf and Hisham. Only Ismaeel did not rank it. During school visits, teachers in Hisham's department were seen to be using the Programme of Studies, the Teachers Resource Manual and MOEY prescribed as well as other resources. They were engaged in the implementation process and were involved in the departments plans related to the process of change.

Hisham and Ismaeel ranked *supported planning* and *student impact* (mean rank = 2.25; Table 6.3) but neither discussed it in the interviews. Ali and Nawaf did not rank this item but mentioned in the interviews that "*student participation in classes has improved. Students talk to each other and to the teachers about the 'cool' things they were doing in their classes.*"

On the questionnaire the following outcomes were ranked, namely, *organisational change*, *short-run successes/decisions* and *school climate change* (Table 6.3 and 6.4) but no mention was made about these in the interviews. Perhaps these are outcomes that are beginning to take effect but it's too early in the identification process to provide appropriate examples.

Only Ismaeel ranked *energised/motivated teachers* (mean rank = 0.75; Table 6.3) as an outcome. Perhaps from his position as an administrator he was able to compare the characteristics of the various departments whereas the teachers working in them may not notice this as an outcome or that it had been affected by the activities of their department head.

The implementation process brings with it rewards and frustrations as teachers are supported through the process of change.

6.3.2.6 Rewards and frustrations

For Hisham the major *reward* is the success of his leadership in his department. He feels that it has been a great experience because he "*took over the job as the curriculum was changing and I'm more focused on instruction than the previous coordinator* [department head]."

He reported that:

“All perceive me as the subject coordinator differently [from the previous department head], but some see a dramatic difference. I am more global in nature. I see the school as a whole and realise its impact on my subject area. Therefore, we [the department] have a vested interest in seeing the school as a whole. The department’s teachers need a clarification of their position as the administration is not separate from the teacher, but both are on a continuum, administrator-teacher-administrator.”

Hisham is optimistic that the implementation process will continue with more student-centered teaching strategies being incorporated into the teaching methodology. He plans to continue to *“lead by example.”*

Hisham’s major *frustration* with his role is finding the time to do all the necessary work:

“I teach practically full-time. I am constantly looking for, analysing, deciding on and waiting for resources to come in. As the Programme of Studies for the different levels comes out, specifications have to be developed, analysed and organised. After that we’re still working on the final exams. It takes a full year to put it all together.”

Hisham is also frustrated when teachers fail to meet their deadlines and consequently derail his time lines for task completion. He indicates that:

“I’m learning to set more reasonable deadlines and I’m trying to encourage rather than direct or force people. When I took over the department I was under the impression that the pace of change would be rapid. I realise now that I have to be more patient with the slowness of the pace of implementation.”

The case studies of Mahmood and Hisham provide an in-depth observation of patterns of effective change agent behaviour. The case studies correlate well with the overall findings of phase one of this study (as discussed in chapter five) but at the same time it provides enlightened perspectives of the elements of effective behaviour in progress within a specific context. Summative findings for effective (see Section 1.6) department heads are provided in the sections that follow.

6.4 SUMMATIVE FINDINGS FOR THE EFFECTIVE HEADS

The summative findings are discussed within the following broad categories, namely, the changing role of the department head, the support context, effective change agent behaviour, outcomes of department head activities and impediments to change.

6.4.1 The changing role of the department head

Traditionally, department heads were not expected to be change agents (Henderson, 1993:201). The findings of this study correlates well with that of Weller (2001:75) when he suggests that “the job of the department head is task oriented, concerned with passing on administrative decisions and acting as a buffer between the school administration and teachers.” Mahmood and Hisham were appointed to the department head position because of their excellent teaching skills and because their subject supervisor perceived them to have the required organisational ability and administrative skills (Sections 6.2.2.1 and 6.3.2.1). They were not selected because they had the characteristics or skills associated with the change agent role. The findings obtained from phase one (Section 5.4.3.1) and from the case studies agree with the observation made by Mayers and Zepeda (2002:49) that although department heads are not employed as change agents, they “are in a position to lead change because of their proximity to teachers and familiarity with the curriculum.”

Hisham and Mahmood both displayed multi-faceted roles and their task were similar to those reported for department heads elsewhere (for example, Henderson, 1993:69; and Weller, 2001:74) like dealing with clerical duties, budgets, resource procurement, curriculum development and providing teacher support, however, they also saw themselves as facilitators of change. The case studies reports of Mahmood and Hisham therefore concur with the findings obtained in phase one (Section 5.4.3.1) that department heads in this study accepted their change agent role in addition to their usual duties and even though they did not receive a revised job description or any time release.

The role ambiguity experienced by department heads in other studies (like Mayers & Zepeda, 2002:49-64; Weller, 2001:73-81; and Miles *et al.*, 1998:157-193) also held true for Mahmood and Hisham. This was evidenced by the fact that the implementation of the new curriculum was considered to be the department heads top priority by all informants even though subject supervisors are the officially nominated instructional leaders in UAE secondary schools (Sections 6.2.2.2 and 6.3.2.2).

Mahmood and Hisham both displayed ownership of the implementation process and provided the necessary support required by their teachers. They were both goal oriented and they empowered their teachers to adopt the new curriculum. Weller (2001:79) came to a similar conclusion when he found that the goal of a department head, “describes those intentions that have been adopted and internalised by the department head as the basis for decision-making and action in the department and the school.” It was therefore, not surprising that the teachers in Mahmood and Hisham’s departments have accepted ownership of the new curriculum.

The teachers in both departments exhibited a positive attitude towards the new programme, to their peers and to their department head. This was due to the support, cohesiveness and collegiality within their departments. Mahmood and Hisham achieved this by structuring their activities around the role of a team facilitator. This structure enabled them to target team activities to the various priorities inherent in the new programme. In this way the teachers were able to see the relationship between priorities and the implementation process. Mahmood and Hisham are credited with the ability to facilitate teamwork in their departments within the current organisational structure despite a lack of leadership training, a less than adequate job description and with no additional financial resources.

6.4.2 The support context

Both of the schools examined in this chapter had similar administrative support mechanisms for the implementation process. Educational Zone and school administrators supported the implementation process financially as well as through

support, encouragement and by making in-service training provisions (Section 6.2.1.2 and 6.3.1.2). Both Mahmood and Hisham displayed positive relationships with school administrators (principal and subject supervisor) and they felt that they had access to, good communication with, and were encouraged in their efforts by their subject supervisors. In fact administrators showed support when requests were made by the Mahmood and Hisham and they were confident with their expertise and leadership abilities.

Both Hisham and Mahmood lobbied for the support they received. They negotiated for their department's needs and kept their teachers informed of what was happening at the school and ministry level with the planned curriculum change. They both took initiatives to get the implementation process off the ground in their respective departments and then sustained change almost single-handedly. When problems were experienced, for example a lack of finance, the department head found other means of obtaining the resources required by their teachers. Therefore, teachers in both departments mention feeling supported and encouraged. There also appeared to be sharing of materials, ideas, teaching strategies and even peer coaching opportunities in these two departments. An energetic, busy and task oriented image emerges from the descriptions given for Mahmood's and Hisham's departments (Section 6.2.1.3 and 6.3.1.2), similar to PLC the environments described by Hord (2000:1) and Hip and Huffman (2002:54). This confirms findings obtained in phase one of this study (Section 5.4.1) that the development of a PLC is a pre-requisite for successful and sustained change.

A discussion of two observations made by the researcher is appropriate within the support context. Firstly, administrators (subject supervisors and principals) do not attend departmental meetings or grade-level meetings where implementation plans are discussed and decided on. Echoing the findings of Mayers and Zepeda (2002:59) it is therefore possible that this may be the main reason why teachers in this study perceived the department head as the key person involved with curriculum and instructional matters. Secondly, while research on external change agents show that internal change agents are more effective when they work with an external change agent, neither Mahmood nor Hisham indicated working directly with or receiving consultant assistance which is available through the CCIMD.

Nevertheless, both Mahmood and Hisham displayed effective change agent behaviour considered necessary for implementing and sustaining curriculum change in phase one of this study (see Section 5.4.3 and Figure 5.1).

6.4.3 Effective change agent behaviour

The pattern of effective change agent behaviour shown in Figure 5.1 was the means by which Hisham and Mahmood were chosen initially as effective department heads (see Section 1.6). The mean ranks obtained for elements of effective change agent behaviour (priorities, style, strategies, skills and outcomes) as result of data analysis in phase one (Table 5.2 and Figure 5.1) and the mean ranks for the same characteristics that were obtained for Mahmood and Hisham in Tables 6.1 and 6.3 respectively, are provided in Table 6.5 below.

TABLE 6.5: A COMPARISON OF THE MEAN RANKS OBTAINED FOR EFFECTIVE CHARACTERISTICS IDENTIFIED IN PHASE ONE AND THAT OBTAINED FOR EFFECTIVE DEPARTMENT HEADS

CHANGE AGENT CHARACTERISTICS	MEAN RANK		
	EFFECTIVE HEADS (TABLE 5.2)	MAHMOOD (TABLE 6.1)	HISHAM (TABLE 6.3)
PRIORITIES			
Aid change with product development	5.75	5.00	3.50
Bring resources to teachers	5.00	5.75	5.25
Expand the knowledge of teachers	4.25	4.25	5.75
Aid school improvement	3.00	3.00	3.50
STYLE			
Supportive	4.75	3.75	4.25
Collaborative	4.50	4.00	5.25
Facilitative	4.25	5.50	2.00
STRATEGIES			
Energising/motivating teachers	4.25	5.00	2.50
Collaborative problem solving	3.50	2.50	4.25
Developing a support structure	2.50	2.00	0.75
Resource linking	2.00	2.75	3.75
Supportive planning	2.00	1.00	4.00
Providing technical assistance	2.00	1.50	2.50
Supporting teachers emotionally	2.00	2.50	0.00
GENERAL SKILLS			
Interpersonal ease	5.75	4.25	4.00
Administration/organization	3.75	2.50	1.00
Talking	3.25	5.00	2.50
Listening	3.00	3.00	5.00
Group functioning	2.25	4.25	2.50
SPECIFIC SKILLS			
Support	4.50	5.50	5.25
Collaboration	4.50	2.25	2.00
Resource bringing	3.75	1.50	4.50
Trust/rapport-building	2.25	1.00	0.00
Diagnosing individual needs	2.25	1.75	0.00
OUTCOMES			
Energised or motivated teachers	4.00	2.25	0.75
Supported planning	3.25	0.75	0.00
Satisfaction in relationship with teachers	3.25	0.00	5.00
Program model implemented	2.25	2.50	5.25
Use of new products	2.00	5.25	2.50

Table 6.5 shows that the effective heads were ranked high for most of the elements considered typical of effective department heads, therefore they are believed to employ strategies and skills that are typical of effective department heads.

6.4.3.1 Strategies

Mahmood and Hisham both performed a *resource linking* role rather than a *resolution giving* or a *providing technical assistance* role (Tables 6.2 and 6.4). They created a link (albeit a weak link) between the researcher and practitioner by tapping various sources of information in order to meet individual teacher's needs. They were also intuitive to individual teacher needs because they provided individualised attention and assistance to specific teachers when required. Given the loosely coupled nature of educational institutions [in the UAE], this strategy of assistance based on teacher readiness for change is probably more effective and makes teachers less resistant to change" (Fullan, 2001:124).

Another major strategy used by both effective department heads was *facilitating* teamwork by teachers (Tables 6.2 and 6.4). Regularly held department meetings and grade-level committee meetings focused the teacher's attention on the priorities of the new programme and gave them a sense of empowerment and control over the process. From teacher informant accounts, it appears that the meetings initially were spent talking through the philosophy, rationale and goals of the new Programme of Study, examining differences between the old and new curricula and clarifying complexities of the new programme. Working committees were established to develop teaching units which appealed to the practicality ethic of the teachers. The local development of materials was a learning experience for teachers. It helped them to develop a sense of ownership to the new programme, it added to a sense of professionalism and it facilitated a breakdown of teacher isolation. Working together, sharing classroom experiences with new materials and discussing problems and concerns led to "on-going adaptive planning" (Fullan, 2001:126).

More effective heads used *organising/preparing* (Tables 6.2 and 6.4) as a strategy to assist teachers with change. However, much of the *organising/preparing* done

by the department heads was directed towards organising the teams and taking responsibility for administrative tasks so that teachers could concentrate on the new programme. Effective department heads spent their teacher preparation time organising, scheduling and preparing department and committee meetings, reading, screening and even testing the materials applicable to the new curriculum. They photocopied and/or borrowed materials for teachers and took responsibility for the development of common exams.

Mahmood and Hisham were both actively involved in the budget allocation process at school level and they both succeeded in acquiring some (although little) release time for teachers as part of the teamwork system. Once this initial release time was acquired it was built into the teamwork system. Training continued at regular staff meetings. Additional meetings were also held during lunch hours or after school.

Both effective department heads complained of a lack of time for training or coaching the teachers in their department. Compensation for this was accomplished by using the strategy of *collaborative problem solving* (Table 6.2 and 6.4), in that once teachers committed to the new curriculum and resources were secured, the strategy of *collaborative problem solving* was initiated to jointly determine what would be taught by department members and how they would teach it. This teamwork provided opportunities for the teachers and the department heads to contribute to the evaluation of classroom lessons. Teachers were encouraged to discuss with peers any successful classroom practices they experienced and to discuss pitfalls when they occurred. There was a sense of open communication initiated by the department head and teachers were willing to accept feedback and suggestions from their peers. This helped in *developing a support structure* in the department and in *energising and motivating teachers* (Table 6.2 and 6.4).

The various strategies employed are dependent on a “characteristic mix of skills” (Fullan, 2001:123) which facilitate, supports and sustains change.

6.4.3.2 Skills

Teachers mentioned that more effective department heads *listened* (Tables 6.2 and 6.4) to what they had to say and involved them in making decisions about the new programme and about other matters related to the department and to the school. These practices are consistent with the findings of Miles *et al.*, (1998:172) who found that involving teachers facilitates commitment and more informed decision-making. Teachers in the departments of effective heads seemed to be knowledgeable and informed about curriculum, school and administrative matters.

Only one of the department heads was viewed as an expert and a “*visionary teacher*” (*technical expertise*) but both were well grounded in the philosophy, rationale and procedures of the new programme. However, both Mahmood and Hisham shared their knowledge with teachers individually or in groups depending on individual teacher needs. They took initiative in the implementation process, employed good organisational skills such as locating and providing resources, attended to details, delegated tasks, saw projects through to completion and worked in teams with their teacher colleagues.

While teachers and administrators viewed *technical expertise* as important to the effectiveness of the department head, they placed a greater emphasis on the attributes of personal interaction (Tables 6.2 and 6.4). As in the studies of Miles *et al.*, (1998:157); Henderson, (1993:218) and Mayers and Zepeda (2002:54), this study found as discussed in Section 5.4.3.4 a cluster of process-oriented interpersonal skills which included communication skills (*talking* and *listening*), *interpersonal ease*, *support* and *collaboration*. More effective heads were *supportive* (Tables 6.2 and 6.4) of their teachers and they provided positive reinforcement and encouragement which contributed to the teacher’s sense of safety when taking risks as they attempted the new teaching strategies in the classroom. It is interesting to note that even established professionals need a safe non-threatening environment for curriculum change to occur.

At times when teachers resisted implementing particular aspects of the new curriculum, effective department heads used a “top-down” approach. For example

when student outcomes on common exams indicated that a teacher was not complying with curriculum mandates, the more effective department head *confronted* the teacher. They did this by asserting their status as technical experts. However, the *confrontation* was tempered by their use of interpersonal skills associated with collegiality, peer support and encouragement. This finding validates the findings of Miles *et al.*, (1998:168) that at times more directive skills like *confrontation*, *managing/controlling* and *resolution giving* are characteristic of effective change agents and that a balance of skills is required for outstanding performance.

Various examples of how effective department heads achieved a balance of skills are evident from the case studies. They include:

- Referring to their own teaching as experimental whilst challenging their teachers to take similar risks;
- Running their department and committee meetings in a relaxed and friendly atmosphere and actively involving all participants in the process;
- Working with individual teachers in planning and implementing creative teaching strategies while encouraging others to try similar strategies through working with fellow teachers;
- Giving positive feedback that reinforces teacher's confidence while challenging them to continue growing and changing professionally;
- Refraining from involvement in teacher evaluations (summative evaluations) because it would detract from being "*one of the teachers*" while believing they could facilitate change through involvement in teacher supervision (formative evaluation); and
- Dealing with each teacher on an individual basis while facilitating and maintaining the teamwork approach to the implementation process.

Therefore, the use of both technical and interpersonal skills is important to the effectiveness of the department head, however considerable judgment and good sense is required to achieve a balance between creating a supportive environment and challenging teachers to change their practices.

Preliminary outcomes were identified by informants in this study because it is too early in the implementation process for definite outcomes to be identified.

6.4.4 Outcomes

Three outcomes were identified as being important in both case studies, namely, *use of a new product, implementation of the programme* and *positive relationships* in the department (Tables 6.2 and 6.4).

The new curriculum is being used and implemented in classrooms in both departments. This was verified by examining teacher's planning documents and student's workbooks. The planning documents and workbooks were compared to the Programme of Studies and the Teacher's Resource Manual as well as the unit plans developed in each department. Informants also mentioned that the new programme had an impact on students. They cited improved student participation in classroom activities and greater interest in the subject area. However, it is still too early in the implementation process to verify this as an outcome of the department heads' work. When teachers spoke about *short-run successes/decisions* as outcomes of the implementation process, these tended to be associated with the implementation of the programme content. The new teaching strategies are being attempted in the classroom but are not yet institutionalised into the teachers' repertoire of skills.

Based on their descriptions of the way in which Hisham and Mahmood work, all informants appeared *satisfied with the relationships amongst teachers* (Table 6.4). No conflict or negative account was reported and all teacher informants commented on interpersonal ease, communication skills and provision of support as a basis of positive relationships in the departments. The collaborative and facilitative leadership style of Mahmood and Hisham has contributed to the cohesiveness of the department and has enabled the involvement of all teachers at all stages of the implementation process. Teachers work together to plan new approaches and they are supported and guided through the process by their department heads. The team spirit and harmonious working relationships contribute to teachers feeling *energised* and *motivated*.

While preliminary outcomes indicate that the implementation process has been successful in Mahmood's and Hisham's departments, impediments to change have been identified.

6.4.5 Impediments to change

Effective department heads reported two obstacles to successful implementation, namely, the lack of time and money and role ambiguity in the department head's position.

6.4.5.1 Lack of time and money

Both department heads had release time during the school day for administrative duties, but both considered it inadequate. Both Hisham and Mahmood worked after school hours to accomplish the work expected from them. In addition, they took on the role of change agent without obtaining any release time from the MOEY.

Although effective department heads did not have the time to train or coach teachers, they compensated by meeting training needs internally through group meetings held during lunch hours or after school. Peer coaching was done on an adhoc basis and it appears as though inexperienced teachers benefited from this opportunity more so than the experienced teachers. Both Hisham and Mahmood took responsibility for their own professional development by personally contacting the CCIMD and volunteering for extra curricular involvement. This always entailed additional work which they shared with their department members. This involvement resulted in teachers being exposed to curriculum changes and the implementation plans prior to the mandated implementation period. Teacher informants mention that even though this was hard work and it was time consuming, they felt that it contributed to their professional development.

All informants discussed budgetary problems, with a lack of money for resources being the biggest problem. While most accepted the financial restraints, there was a general perception that the problem of implementing a new curriculum without the necessary resources was not adequately understood by the MOEY. The MOEY failed

to authorise resources for the new curriculum prior to the summer break (before implementation) to allow teachers sufficient time to review them and finances for resources were provided once implementation had commenced. Consequently teachers had little time in which to understand the new programme. With the result they had to continually revise their courses to include new resources as they arrived.

6.4.5.2 Role ambiguity

According to Henderson (1993:224), it is easier to direct curriculum change from a position of authority. However, Mahmood and Hisham are both considered to be peers not supervisors by teachers in their department. Mahmood and Hisham provided leadership by ability rather than by authority. Findings of other studies (for example Henderson, 1993:224) have shown that if department heads are to function as change agents they must have the power to succeed in that role. Mayers and Zepeda (2002:62) concluded that the more power department heads are given within the structure of the school hierarchy, the more likely they are to perform their change agent role.

Department head job descriptions do not reflect the reality of the job. Part of the problem is the reality that subject supervisors are the nominated instructional leaders in secondary schools in the UAE therefore, instructional functions has not been formally delegated to others. The findings of this study shows that subject supervisors are not resident at schools and are only involved in a peripheral way in implementation of the new programme in classrooms. While it is accepted that the department head position was created initially as a link between teachers and administrators, the implementation of change has resulted in instructional leadership being the top priority of the department head. The current job description therefore, does not reflect the reality of what most department heads are actually expected to accomplish.

6.5 CONCLUSION

Schlechty (1997:137) asserted that “change in any part of the system affects other parts of the system” and that “these connections are not always obvious or well understood, even by those who are affected by them.” The implementation of a new curriculum in UAE public secondary schools has challenged department heads with a new role that of an internal change agent.

This chapter presented the case studies of the two effective department heads (see Section 1.6), Mahmood and Hisham who are credited with the ability to provide instructional leadership, unofficially, in addition to their usual workload and without any time release. By accepting ownership of the change process, Hisham and Mahmood empowered their teachers, provided support and encouragement and motivated their teachers’ efforts by developing a PLC. They compensated for their lack of time to train teachers by acknowledging the expertise of teachers in their departments and by providing opportunities for peer coaching and collaborative problem-solving. While a balance of strategies and skills were used as part of their instructional leadership, time, finance for resources and role ambiguity were found to be the main impediments to change.

The next chapter presents the case studies of the two department heads identified as ineffective by their teacher informants (see Section 1.6).

CHAPTER 7: CASE STUDIES OF TWO INEFFECTIVE DEPARTMENT HEADS

7.1 INTRODUCTION

This chapter reports on the results obtained for the two ineffective department heads (see Section 1.6). The case studies for the effective department heads were presented in chapter six. Ineffective department heads were identified by teacher informants who were unable to complete their questionnaires in phase one of this study (Section 4.4.3.1). As with the effective department heads, the identity of the informants, the names of the emirate in which the schools are located, specific information on student numbers, grade level configurations and programs offered have been changed or deliberately left out to protect anonymity and confidentiality (see Section 4.4.1.2). However, all information pertinent to this study has been included.

The case study format for reporting the results of the ineffective department heads is similar to that used for the effective department heads (see chapter six). Preceding each case study is a description of the informants and the support context within which change is expected to occur. Thereafter, a detailed analysis of the department head's work as the change agent of educational reform is provided. The case studies are organised as follows: personal background, priorities and leadership style, strategies and skills employed, preliminary outcomes that have been affected by the work of the department head as a change agent and the rewards and frustrations experienced by the department head within the current scope of the position. Finally the summative findings for both ineffective department heads are provided.

The case studies of Khalid and Jamil who were considered to be ineffective (see Section 1.6) as change agents of educational reform are presented independently below.

7.2 KHALID OF KHAMEES SECONDARY SCHOOL

7.2.1 Informants and support context

Khamees Secondary School (the institution's name has been changed as a measure of confidentiality) is a large urban high school with about nine-hundred male students in grades nine to twelve. It is one of four large high schools serving a community of middle income families with a fairly homogenous national male student body. The administrative body of the school consists of the principal, the vice principal, six department heads and six subject supervisors. Most of the members of the administrative team are based at the school with the exception of the subject supervisors who visit the school officially three to four times a year for teacher evaluation purposes. However, subject supervisors and department heads maintain contact on an on-going basis either telephonically, by email or at meetings at the Educational Zone or Ministry. There are approximately sixty-teachers of whom four are full-time and four are part-time teachers in Khalid's department. At Khamees Secondary School, there seems to be a general rotation of part-time positions to accommodate for shortages by filling in teachers already employed in other departments randomly. Khalid's department does not always get the same part-time teachers every year.

7.2.1.1 Informants

The case study involves the following informants (informant names have been changed to ensure anonymity and confidentiality):

- Khalid (the department head);
- Ebrahim (his supervisor);
- Ghafoor (a full-time teacher in the department for six years); and
- Adnan (a full-time teacher in the department for seven years).

Khalid has been the department head for the last ten years and Ebrahim has been his supervisor for the last four years. Ghafoor and Adnan have taught in the department

for six and seven years respectively and are full-time teachers in Khalid's department. They were employed after Khalid's appointment as department head and they have always reported to him directly. Khalid comes across as an articulate and argumentative person who holds strong opinions on a wide variety of educational and current issues. He enjoys verbal exchanges and tends to dominate discussions as was experienced during the interview sessions.

7.2.1.2 Educational Zone and school support

When questioned about the support received for the curriculum implementation process from the school and Educational Zone, Khalid commented that "*the administrators do whatever they can but like everywhere else there are constraints.*" Neither Ghafoor nor Adnan discussed financial assistance other than to suggest that "*...the school was doing its best given the lack of finances.*" However, they did discuss the Educational Zone's initiative in organising grade-level meetings so that all of the teachers teaching the same grades within their jurisdiction could work with each other to create teaching units based on the new curriculum.

Ghafoor and Adnan both characterised the school climate as one in which "*...we [the teachers] work independently.*" They added that the school generally "*provides them with the necessary resources approved by the coordinator [department head].*" Khalid confirmed that it was his responsibility to procure resources. In Khalid's opinion, the major stumbling block to effective implementation of the new curriculum in his department is the fact that scheduling is tightly controlled by the school principal. He commented:

"...some teachers in the department are not specialists. We fill in the gaps by using teachers from other departments. Training and the development of concepts under this type of scheduling is difficult because the part-time teachers are here today and gone tomorrow. This system just doesn't work but nobody cares."

The supervisor, Ebrahim corroborated Khalid's frustration, and elaborated by stating that:

“This situation creates problems and barriers to the implementation process because each year different teachers are allocated for this department as part-time staff. We’ve tried to solve this problem for several years now but we’ve failed. It is difficult when the school has a staff shortage and the principal has to do whatever he can when new positions are not forthcoming from the Ministry.”

7.2.1.3 Department overview

At Khamees Secondary School the position of department head has not changed for the last ten years. Four teachers are full-time subject specialists and permanent members of the department, while the other four are part-time teachers from other departments. The part-time teachers generally work in this department for an academic year and are then replaced in the next year. *“It is rare for the same teachers to continue as part-time staff in this department,”* Khalid indicated.

Adnan characterises the department as one that is *“dysfunctional because of a lack of leadership”* and he repeatedly pointed out that the department *“...could improve if the leadership was more effective.”* Adnan claims that *“...for the coordinator [department head] to be effective, he should be proactive, provide support and assistance to staff rather than leaving us [them] to our [their] own devices.”* Ghafoor concurred reiterating that *“the department is less collegial compared to other departments because the staff prefer working on their own There is very limited sharing going on in this department.”* He blamed the department head for *“...withholding information and he talks [talking] to specific teachers in the staff room about things we that should discuss together.”* The supervisor, Ebrahim acknowledges that *“...there is little collegiality within the department and [that] the teachers tend do their own thing.”* He believes that this is because, *“Khalid is not prescriptive, but I know that his teachers are doing a good job even if they are doing so independently.”*

A good communication network did not seem to be evident in this department. Khalid mentions that he *“schedules departmental meetings only when necessary”* because he feels that the *“rotation of part-time teachers throws us [them] off because they [part-time teachers] are more interested in meeting with their home departments, so I catch up with the full-time teachers at recess or after school.”* Although Khalid indicates

that he does not see the need for the department to meet regularly, the teacher informants in contrast felt that *“We don’t get taken seriously as a department because we’re not on the same page. We hardly ever get together and everyone here just plods along doing their own thing. It shouldn’t be like this.”*

The lack of communication in the department is evidenced by the fact that even though Khalid had been involved with the new curriculum prior to implementation, none of his teachers mention any involvement with, or awareness of pre-implementation curriculum activities. In fact they indicated a sense of stress and frustration when they were presented with the final implementation plans during the curriculum orientation. Ghafoor mentioned:

“It was like being hit by a bomb and then living with the aftermath. We panicked and we were very stressed out after orientation because we just didn’t know what was expected of us. It was frustrating for each teacher as we all tried to sift through the information and make sense of what was required.”

7.2.2 Profile of Khalid as a change agent

A complete profile was obtained for Khalid from responses to a questionnaire administered to informants in phase one of this study (see Section 4.4.4.1 and **Appendices F and G**). The change agent characteristics (Section 3.3.1) and outcomes (Section 3.3.2) represented on the questionnaires were selected after an extensive literature review, namely,

- Change agent priorities (Section 3.3.1.1);
- Change agent style (Section 3.3.1.3);
- Change agent strategies (Section 3.3.1.4);
- Change agent skills (Section 3.3.1.5 with general and specific skills in Sections 3.3.1.5a and 3.3.1.5b respectively); and
- Outcomes of change agent activities (Section 3.3.2).

Khalid’s profile is presented in Table 7.1 as a result of questionnaire responses received from three different perspectives, namely, self, superior and subordinate.

Table 7.1 contains a collation of results obtained for Khalid (Section 4.4.3.2a) according to the analysis procedure summarised below (see Section 4.4.4.1).

- The first four columns reflect the rank given to a particular characteristic by the four informants (Khalid, Ebrahim, Ghafoor and Adnan);
- The fifth column provides the total number of mentions of each category by all informants (frequency);
- The sixth column was derived by weighing participant responses in the following manner. Each rank in the first four columns was assigned a value of one to six. Items related to each question and recorded by participants as most essential (ranked first on the questionnaire) were assigned a point value of six. Those related as second most essential were assigned a value of five. Those rated third were assigned a value of four and so forth. The value assigned in column six was derived by weighing participant responses and then computing the total; and
- The seventh column contains the mean rank which was derived by dividing the questionnaire ranking by the frequency mentioned.

Summative results derived from Table 7.1 are provided in Table 7.2 where the various change agent characteristics ranked by informants are arranged in the order of highest to lowest average rank assigned by the informants.

TABLE 7.1: PROFILE OF KHALID

CHANGE AGENT CHARACTERISTICS	KHALID	EBRAHIM	GHAFOOR	ADNAN	FREQUENCY	WEIGHT	MEAN RANK
PRIORITIES							
Aid school improvement	3	4	1	1	4	19	4.75
Expand the knowledge of teachers	4	2	5	6	4	11	2.75
Bring resources to teachers	1	1	2	5	4	19	4.75
Aid change with product development	2	3	3	4	4	16	4.00
STYLE							
Manipulative	6	0	6	0	2	2	0.50
Intuitive	0	0	0	0	0	0	0.00
Active	0	0	0	0	0	0	0.00
Facilitative	4	0	0	0	1	3	0.75
Reflective	0	0	0	0	0	0	0.00
Passive	2	1	1	1	4	23	5.75
Directive	0	6	5	0	2	3	0.75
Working alone	0	0	0	0	0	0	0.00
Characterised by a sense of humour	1	2	0	0	2	11	2.75
Inflexible	5	5	0	0	2	2	0.50
Supportive	0	3	3	6	3	9	2.25
Collaborative	3	4	0	5	3	9	2.25
Expert as opposed to collegial	0	0	0	0	0	0	0.00
Collegial as opposed to expert	0	0	2	0	1	5	1.25
Systematic	0	0	4	0	1	3	0.75
STRATEGIES							
Resolution giving	2	0	4	0	2	8	2.00
Clinical one-to-one conferencing	0	3	3	0	2	8	2.00
Resource linking	0	0	0	0	0	0	0.00
Re-educating teachers	0	6	0	0	1	1	0.25
Supportive planning	4	0	0	0	1	3	0.75
Monitoring/evaluating	5	0	0	0	1	2	0.50
Resource adding	3	0	1	0	2	10	2.50
Providing technical assistance	1	0	2	0	2	11	2.75
Energising/motivating teachers	0	0	0	0	0	0	0.00
Controlling teacher's actions	6	5	6	0	3	4	1.00
Collaborative problem solving	0	2	0	0	1	5	1.25
Developing a support structure	0	1	0	0	1	6	1.50
Supporting teachers emotionally	0	4	5	0	2	5	1.25
GENERAL SKILLS							
Talking	3	1	1	0	3	16	4.00
Listening	6	5	5	0	3	5	1.25
Interpersonal ease	2	2	0	0	2	10	2.50
Group functioning	5	0	4	0	2	5	1.25
Reading	1	3	2	0	3	15	3.75
Training, doing workshops	0	0	0	0	0	0	0.00
Demonstrating as master teacher	0	0	0	0	0	0	0.00
Giving knowledge of educational content	4	4	3	0	3	10	2.50
Technical expertise	0	0	0	0	0	0	0.00
Administration/organization	0	6	6	0	2	2	0.50
SPECIFIC SKILLS							
Initiative taking	5	0	0	0	1	2	0.50
Support	2	1	5	0	3	13	3.25
Conflict mediation	6	0	0	0	1	1	0.25
Managing and controlling	0	6	6	0	2	2	0.50
Resource bringing	0	0	2	0	1	5	1.25
Trust/rapport-building	4	0	0	0	1	3	0.75
Confrontation	0	5	0	0	1	2	0.50
Collaboration	3	4	4	0	3	10	2.50
Diagnosing individual needs	0	2	3	0	2	9	2.25
Diagnosing school needs	1	3	1	0	3	16	4.00
Demonstration/modeling	0	0	0	0	0	0	0.00
OUTCOMES							
Use of new products	0	4	3	0	2	7	1.75
Program model implemented	4	0	1	0	2	9	2.25
School climate change	3	0	2	0	2	9	2.25
Student impact	2	0	0	0	1	5	1.25
Supported planning	0	5	0	0	1	2	0.50
Short run successes/decisions	0	3	0	0	1	4	1.00
Satisfaction in relationship with teachers	1	1	6	0	3	13	3.25
Organisational change	6	6	5	0	3	4	1.00
Institutionalisation of models	5	0	4	0	2	5	1.25
Energised or motivated teachers	0	2	0	0	1	5	1.25
Too early to identify outcomes	0	0	0	0	0	0	0.00

TABLE 7.2: SUMMATIVE PROFILE OF KHALID

<p style="text-align: center;">PRIORITIES</p> <ul style="list-style-type: none"> • Aid school improvement • Bring resources to teachers • Aid change with product development • Expand the knowledge of teachers 	<p style="text-align: center;">GENERAL SKILLS</p> <ul style="list-style-type: none"> • Talking • Reading • Interpersonal ease • Giving knowledge of educational content • Listening • Group functioning • Administration/organisation
<p style="text-align: center;">STYLE</p> <ul style="list-style-type: none"> • Passive • Characterised by a sense of humour • Supportive • Collaborative • Collegial as opposed to expert • Facilitative • Directive • Systematic • Manipulative • Inflexible 	<p style="text-align: center;">SPECIFIC SKILLS</p> <ul style="list-style-type: none"> • Diagnosing school needs • Support • Collaboration • Diagnosing individual needs • Resource bringing • Trust/rapport building • Initiative taking • Managing and controlling • Confrontation • Conflict mediation
<p style="text-align: center;">STRATEGIES</p> <ul style="list-style-type: none"> • Providing technical assistance • Resource adding • Resolution giving • Clinical one-to-one conferencing • Developing a support structure • Collaborative problem solving • Controlling teachers actions • Supportive planning • Monitoring and evaluating • Re-educating teachers 	<p style="text-align: center;">OUTCOMES</p> <ul style="list-style-type: none"> • Satisfaction in the relationship with teachers • Programme model implemented • School climate change • Use of new products • Student impact • Institutionalisation of models • Energised or motivated teachers • Short run success or decisions • Organisational change • Supported planning

Tables 7.1 and 7.2 provided the basis for the qualitative data gathering in phase two of this study which comprised semi-structured individual interviews, planned observations and document analysis (Section 4.4.3.2b). In the case study that follows the discussion encompasses results obtained from both phases of this study (Sections 4.4.3.1 and 4.4.3.2; Tables 7.1 and 7.2). Within this context Khalid's personal background, his priorities, leadership style, strategies, skills and any outcomes affected by his work as the department head as well as the rewards and frustrations he experiences within the current scope of his job is discussed in-depth in the sections that follow.

7.2.2.1 Personal background

Khalid graduated with a Bachelors of Arts (BA) degree and then studied further for his teaching diploma. He had registered to do some graduate work but has since “...given it up because of the lack of time.” Khalid has been teaching in the UAE for sixteen years and has been the department head at Khamees Secondary School for ten years. It was difficult to determine on what grounds Khalid was chosen as the department head because the records are no longer available. Khalid did not receive any formal training for this position.

Although the supervisor Ebrahim did not appoint Khalid he feels that over the last four years he has come to know Khalid’s strengths. He mentioned that: “*He [Khalid] stays abreast with new information. He communicates well with staff but he tends to rely on them [the staff] to come to him whenever they need anything.*” Khalid views his role as department head primarily as that of an administrative liaison: “*I am expected to sit in on administrative meetings, prepare material for the departmental budget, make certain that resources get ordered and delivered on time, and coordinate staff development.*” The subject supervisor, Ebrahim, also considers the department head position to be an administrative one. He stated that: “*as the subject coordinator [department head], Khalid is expected to disseminate information from the administration to the teachers and to assist the principal with scheduling.*”

Both Ebrahim and Khalid commented on the budget allocations received and stated that “*financial constraints and delays in getting resources are the key factors inhibiting implementation.*” Discussions with Adnan and Ghafoor showed that they do not understand the operation of the budgetary process because “*...I [they] am not at all involved with it.*” According to Adnan, “*resources arrive when they have to, otherwise we [they] do without them until they get here. There’s no back up plan or fore-warning you just do with what’s available at the time.*”

7.2.2.2 Priorities and leadership style

In Khalid’s opinion the implementation of the new curriculum is the teacher’s responsibility because “*...they are professionals and content experts capable of*

achieving what's needed without my [his] interference." Therefore, as the department head, his priority did not seem to be implementation but rather "...*the provision of resources*" in other words *bringing resources to teachers* (mean rank = 4.75; Table 7.1). Ebrahim concurred by giving a high rank to *bringing resources to teachers* and *expanding the knowledge of teachers* on the questionnaire (Table 7.1). Both teacher informants mentioned that Khalid "...*helped, by giving us [them] some of the teaching units he produced in some areas that he's interested in.*" An analysis of teaching units and student workbooks showed that the materials produced by Khalid are being used by the teachers in the department. However although these units were shared they were produced independently by Khalid.

Adnan indicated that there was a difference in opinion about the department heads main priorities, when he said that "...*assisting the principal with time-tabling and assigning teachers to the various grade-levels [namely, aiding school improvement] are the subject coordinator's top priorities,*" (mean rank = 4.75; Table 7.1). In fact Adnan was not able to complete his questionnaire, instead he wrote: "*I'm sorry, I can't fill this in because most of the items on here do not apply to this person. His top priority is to assign course loads to staff members at the beginning of the year and to run the odd department meeting*" (translated from Arabic). The other teacher informant, Ghafoor did fill in the questionnaire but indicated during the interviews that he struggled to do so.

Leadership style is an important element in any change agent's repertoire and it is known to have an important impact on the people with whom department heads must work (Henderson, 1993:202). Khalid's preferred style is *passive* as is confirmed by the high rating given by all the informants (mean rank = 5.75; Table 7.1 and 7.2). Only Khalid and Ebrahim ranked *characterised by a sense of humour* as a key style employed by Khalid (Table 7.1). Ebrahim commented that, "*Khalid is funny and full of humour but very passive when dealing with others. He gets excited when intellectually challenged.*" Khalid feels that he has:

"...learned how to take each day at a time. It makes no sense getting up onto a high horse when exercising patience and restraint is a better option for the situation. It frustrates me when I cannot accomplish what I want to accomplish

but I persevere rather than getting hot-headed about it. I try to ease these kinds of situations by seeing the humour in it.”

The following analysis of strategies and skills employed by Khalid focuses on his work with teachers towards the goal of implementing the new curriculum.

7.2.2.3 Strategies

Khalid teaches students for all but two sixty-minute periods per week. For this study, as in the case of effective department heads, the focus was on Khalid's responsibility as a department head rather than as a teacher in the department.

Khalid and Ghafoor ranked the strategy of *providing technical assistance* (mean rank = 2.75; Tables 7.1 and 7.2) as a key method used by Khalid when working with the teachers in the department. Khalid claims that because only half the teachers in his department are specialists, he has to focus his attention on helping non-specialist teachers because they “...lack background knowledge.” He provides assistance in order to “get some form of standardised practice amongst all the teachers in the department.”

Ghafoor and Adnan stated that they have not received such help from Khalid although Ghafoor did rank *providing technical assistance* on his questionnaire (Table 7.1). This discrepancy in viewpoints may be explained by the fact that Khalid provides assistance of a technical nature to non-specialist teachers whom he feels require more help than the specialists. The supervisor, Ebrahim, defined providing *technical assistance* as “...receiving information about the subject area from the Educational Zone and ministry and then conveying it to individual teachers,” however, he did not comment on whether this was happening in this department or not.

Khalid and Ghafoor both ranked *resource adding* (mean rank = 2.50; Table 7.1) as a strategy that Khalid uses to implement the curriculum. As Khalid pointed out, “although the Programme of Studies and the Teacher's Resource Manual were available to the teachers [prior to the beginning of the school year] many of the

resources were not and grade-level teaching units had to be prepared.” Ghafoor does not think that Khalid helped the teachers as much as he should have when he said that:

“In my grades there is more I could be doing, but there’s not enough help with resources. For many of the areas I searched for resources myself or they came to me after I accidentally discovered them and then made the coordinator aware that we had to get them when we should have had them in the first place.”

As mentioned in Section 7.2.2.2, Khalid supplied some of the additional resources needed to implement the programme, particularly in the areas that he was personally interested. Ghafoor states that he appreciates the materials provided for the two areas and noted that a number of the other teachers also use them. The use of these materials was also evident in the teachers’ planning books and in the students’ workbooks that were reviewed.

Both Khalid and Ghafoor ranked *resolution giving* (mean rank = 2.00; Table 7.1) as one of his strategies. Khalid reported: *“I had a situation with one teacher [who was] having difficulties with student behaviour and classroom management. I went to his classroom, sorted out the students and took over the responsibility for discipline compliance.”* This appeared to have been a very unilateral form of *resolution giving* but Khalid added, *“of course I would not do this unless asked.”*

When Khalid works with the non-specialist teachers he feels that it is better to do so informally, *“because formal is threatening.”* Khalid assumes that because Adnan and Ghafoor are subject specialists they do not need his help and presumes that they are capable of working independently. From interviews with Khalid he appears to be helping other teachers so it is possible that the department head is providing more *resolution giving* strategies in the department than Adnan and Ghafoor realise.

Ebrahim and Ghafoor ranked *clinical-one-to-one conferencing* as a major strategy used by Khalid (mean rank = 2.00; Table 7.1). Ebrahim commented that *“although Khalid does not take the initiative to approach teachers, he’ll provide coaching if asked to do so at an individual level.”* It should be noted that at present, Khalid’s teaching schedule is too full to provide time for extensive use of this strategy.

Ebrahim considered *developing a support structure* as a key strategy used by Khalid, however, he did not elaborate on it in the interviews (mean rank = 1.50; Table 7.1). Adnan reported that several of the teachers in the department had approached him and Ghafoor for help with the new curriculum particularly in the early stages of implementation when they were all looking for materials to use in the classroom. It was clear from the interviews that this was the case of one teacher helping another and not a group support structure because each teacher continued to work independently once the initially requested assistance was provided.

Ebrahim was the only informant to rank the strategy of *collaborative problem solving* (mean rank = 1.25; Table 7.1) because he believes that Khalid uses this kind of problem solving particularly with the full-time teachers. He said that “*Khalid talks about subject matters with the full time teachers,*” but as Adnan pointed out that, “*it is one-way flow of information and we [they] don’t necessarily give any input.*”

On the questionnaires Ebrahim and Ghafoor agreed that *supporting teachers emotionally* (mean rank = 1.25; Table 7.1) was one of the strategies used, however, Khalid elaborated on it during the interviews. He recalled an occasion unrelated to the implementation of the new curriculum when he used this strategy: “*I helped one of the teachers in the department when he had an accident. I covered all his classes and made certain that he was not worried about lagging behind during his leave of absence.*”

Controlling teacher’s actions was ranked low on the questionnaires (mean rank = 1.00; Table 7.1). Khalid reported that he allows teachers “*to do their own thing*” and that “*I [he] help only when I’m [he’s] requested to do so.*” It was clear from the interviews that Khalid prefers to let teachers go their own way and that he does not interfere with their implementation of the new programme unless he is specifically asked by teachers for assistance.

Khalid was the only one to have ranked *supportive planning* as one of his strategies but he did not give any examples of its use (mean rank = 0.75; Table 7.1). He repeatedly stated that he would willingly help any teacher to plan for the implementation of the new programme if he was asked to do so.

Khalid's gave a low rank to the strategy of *monitoring/evaluating* (mean rank = 0.50; Table 7.1). He mentioned during the interviews that this was because:

"I [he is] am expected to do some informal evaluations of the teachers, but I [he doesn't] don't do written evaluations. People are distrustful of written reports, so most of my [his] evaluations are oral rather than written. It's less threatening and it maintains collegiality."

Ghafoor expressed the need for monitoring in the department to ensure that all teachers are teaching the required programme, because *"some teachers are very concerned about doing a good job and others still do not understand the philosophy and rationale of the new programme."* Khalid feels that all of the teachers are teaching the new programme as required by the Programme of Studies. He explained that he is not in the classrooms as often as he would like to be, but that he has visited all of them. Ghafoor in contrast reported that *"in this department, there's no monitoring and very little follow-up."*

No informant ranked *energising/motivating* on the questionnaires (Tables 7.1 and 7.2) however, Adnan remarked that there was a need for this strategy when he said:

"The type of leadership provided by the coordinator [department head] can either make or break the department. In my opinion the coordinator [department head] has to take on an instructional role rather than an administrative one. They must be informed of everything important pertaining to the department and then keep others informed. They have to be diligent about passing the information along so that everyone's in the loop. Also they need to motivate and encourage teachers who work so hard at getting things done."

Although no informant ranked *resource linking* (Tables 7.1 and 7.2) as one of Khalid's strategies, Ghafoor provided an example of Khalid's use of this strategy: *"... some parts of the new curriculum had topics which are based on current events. Khalid is a very good source of information and he can recommend excellent resources over and above those prescribed by the Ministry. He also knows how to get hold of these resources."*

Khalid did not mention providing teachers in his department with pre-implementation materials even though he was in a position to do so. Draft copies of the documents

had been made available to him for scrutiny and comments before implementation. Ghafoor and Adnan complained about not receiving these preliminary materials as it made them feel “*less prepared*” and “*lost*” whilst teachers from other schools seemed to be “*better prepared*” because of earlier access to material dealing with the new curriculum. In addition, Khalid attended in-service training sessions offered by the Ministry on his own where he claims to have “*got a handle on the theory, process and rationale of the new programme.*” He indicated that he had passed along training material to the four permanent members of staff but both Adnan and Ghafoor do not recall having received these. In contrast, they mentioned obtaining the Programme of Studies and the Teachers Resource Manual from the MOEY during orientation just prior to the launch of the new curriculum for their subject area.

The strategies used by Khalid in his work as change agent is dependent on a strategic mix of skills.

7.2.2.4 Skills

In this case study the general and specific skills employed by Khalid were identified and are discussed below.

a. General skills

All informants ranked Khalid’s use of communication skills, the ability to *talk* and *listen* (Table 7.2). They all agreed that *talking* (mean rank = 4.00; Table 7.1) is Khalid’s major means of communication while *listening* (mean rank = 1.25; Table 7.1) was ranked low by all informants. Khalid did not discuss these skills separately as he felt that “*they are opposite sides of the same coin.*” He went on to say that he “*talks to all the teachers and I have a good rapport with all of them because I’m easy-going.*” The interviews left the impression that perhaps Khalid talks too much and listens too little, but no informant said so directly.

Ebrahim, Khalid and Ghafoor ranked *reading* as a noteworthy skill used by Khalid (mean rank = 3.75; Tables 7.1 and 7.2). Khalid spoke about his love for reading and it was evident that he reads a wide variety of materials related to his subject area. He did not indicate the uses to which he puts his reading in the department. The only

evidence of its use was that the other teachers do use the units he prepared independently for which he gathered resources after evaluating and reading a wide range of materials.

Ebrahim and Khalid ranked *interpersonal ease* as a skill used by Khalid (mean rank = 2.50; Table 7.1). Khalid considers *interpersonal ease* to be important for handling the demands of working with so many different teachers. He states that he uses humour to put them at ease. He always “*tries to be funny in teaching and in my [his] relations with people just to break the ice and lighten the atmosphere.*” Ebrahim noted that “*Khalid gets along with everyone and he’s very funny.*” Neither Ghafoor nor Adnan would discuss this skill in the interviews.

All three informants ranked Khalid’s use of *giving knowledge of educational content* (mean rank = 2.50; Tables 7.1) as noteworthy. In the interviews they all stressed the importance of this skill in implementing the new programme and mentioned Khalid’s extensive knowledge of the Programme of Studies and his willingness to share this knowledge when colleagues asked. However specific examples of the use of this skill were not provided.

Khalid and Ghafoor ranked the skill of *group functioning* (mean rank = 1.25; Table 7.1) however both of them did not report on how it has been used. All of the informants referred to this department as “*individualistic*” and as “*a place where everyone works on their own.*” Ghafoor noted that:

“This year there were two new teachers assigned to this department. They were unknown to the coordinator [department head] until another teacher pointed them out to us. I find this surprising because it’s Khalid’s responsibility to help the principal assign teachers to this department.”

Both Khalid and Ebrahim were asked about this in the interviews but neither could clarify this discrepancy. Khalid admitted that the department was a “*non-cohesive unit*” but he feels that this is due to school scheduling system rather than to his leadership.

Administrative/organisational skills were not ranked highly by Ebrahim and Ghafoor (mean rank = 0.50; Table 7.1) and Ebrahim's description of Khalid's administrative ability was not very positive: "*Khalid does not like to do reports or conduct department meetings and he can be quite disorganised. Administrivia is not his thing.*" In the interview Khalid defined this strategy as "...*scheduling classes, ordering materials and providing resources when requested by the teachers.*" Organisation and preparing within the context of the implementation of the new curriculum was not mentioned.

Khalid does not employ the strategy of *training/workshops* and it was not ranked on the questionnaire (Tables 7.1 and 7.2). He does not organise or provide assistance for groups of teachers however the teachers in this department do occasionally work in groups. Khalid mentioned arranging for substitute teachers for an afternoon to allow teachers to attend grade-level meetings. The meetings were held by the Educational Zone to allow all teachers within their jurisdiction who teach the same grades to meet and work together. Khalid noted that he created "*the opportunity for the teachers to attend grade-level meetings which helped them to share ideas and develop teaching units together with other teachers in the zone.*" Planned observations of the grade-level meetings showed that teachers organised themselves into work groups, they shared the development tasks and then distributed the finished product for everyone to use. In addition, planned observations concur with Ghafoor's comment that "*our coordinator [department head] is never present at grade-level meetings, but other coordinators [department heads] are.*"

The grade-level committees were organised by the Educational Zone after the new curriculum was instituted therefore, the teachers started the new school year with a new curriculum on which they had had little opportunity to work on. Adnan and Ghafoor mention redesigning their teaching units to meet the new expectations and both experienced a sense of frustration at doing "...*all this work on my [their] own.*" In explaining how he felt about the new programme and how he went about dealing with the new material on his own, Ghafoor said that first he "*read through the Programme of Studies, then I [he] went to the ministry's orientation workshop where I [he] was introduced to the Programme of Studies and the Teachers Resource Manual for the first time.*" Then, he settled down and "*redesigned my [his] teaching plans for*

the various grades I [he] was teaching according to the new curriculum. I [he] added various teaching strategies like role playing and cooperative learning as suggested by the Teacher's Resource Manual." Adnan's experience was somewhat similar:

"I received the Programme of Studies and the Teacher's Resource Manual at the ministry's in-service and orientation workshop. We were not informed in advance like most of the other teachers. I remember thinking about why we were so far behind compared to everyone else. Initially I even felt resentful towards the new programme, but things have changed. I can see that this is the right way to go and that it [the new programme] has integrity so I've worked hard to re-design my teaching units."

Khalid acknowledges that there were difficulties in implementing the new programme but put the blame on the lack of resources. He stated: *"We had the Programme of Studies and the Teacher's Resource Manual but the resources were not available on time and because of that, the new programme has been difficult to implement."*

For his part it appears as though Khalid did little to train teachers in the requirements of the new programme or to help them through the process. Educational Zone personnel seemed to be taking the initiative for continuing the implementation process. As Khalid noted, *"the teachers are already working on reviewing the writing practice and classroom assignments as well as the other process skills which are now required."* Adnan and Ghafoor reported that they were involved in the Educational Zone's writing programme for some grades. They both feel confident that the in-service practices which were initiated and supported by the Educational Zone helped teachers to implement the new programme, particularly, the writing skills required by it.

No informant ranked Khalid's use of the skill of *demonstrating as master teacher* (Tables 7.1 and 7.2). Observation of Khalid's classroom teaching confirms his own conclusion that *"...my [his] teaching technique is primarily in a lecture format."* Ghafoor mentioned that when he and Khalid shared a course one semester, he also noted that *"...lecturing was his [Khalid's] preferred teaching method but many of the other teachers use a greater variety of teaching strategies compared to the coordinator [deparment head]."*

In addition, to the general skills described above, several specific skills were ranked and discussed by informants.

b. Specific skills

All the informants gave a high rank to the skill of *diagnosing school needs* (mean rank = 4.00; Table 7.1). When questioned about this item in the interview both Ghafoor and Adnan talked about Khalid's preoccupation with the school schedule. Khalid and both the teacher informants were not pleased with the "...*preference given to other subject areas because this causes a constant turnover of part-time teachers in the department.*" Although this was the principal's decision, Adnan and Ghafoor both felt that Khalid did not make a strong enough case for the needs of their department in order to get the situation changed.

While Ebrahim and Khalid ranked the skill of *support* very highly, Ghafoor did not (mean rank = 3.25; Table 7.1). Khalid stated, "*I support the teachers when they want to be supported.*" Ebrahim reported that "*Khalid is willing to support all of his people. He finds good in everything the teachers are doing and tries to strengthen their strong points. He is able to secure additional resources for them.*"

All three informants ranked *collaboration* as a skill used by Khalid (mean rank = 2.50; Table 7.1). Ebrahim mentioned that Khalid "*collaborates with members of the department although it is limited to the subject specialists.*" The only informant to talk about *collaboration* was Ghafoor and he gave an example of team-teaching with Khalid one semester. He reported that they both worked together although their teaching styles were very different. He confirmed that "*Khalid is more helpful if approached.*"

Diagnosing individual needs was ranked highly by Ebrahim and Ghafoor in the questionnaires (mean rank = 2.25; Table 7.1). Ghafoor mentioned that "*Khalid obliges when you approach him yourself. He does go out of his way if you ask him, but he never comes forward with any information.*" Ebrahim also mentioned that "*Khalid likes working with teachers individually and he is helpful when you ask him for something.*"

Both Ghafoor and Adnan agree that *resource bringing* (mean rank = 1.25; Table 7.1) is a skill used by Khalid to assist teachers. As described in some detail under the strategy of *resource adding* (Section 7.2.2.3), Khalid created some supplementary materials on current events to help teachers to implement the new programme.

Khalid was the only informant to rank *trust/rapport building* (Table 7.1). He feels that he is building trust and rapport by using humour to put the teachers at ease and by providing them with oral rather than written teacher evaluations.

Only Khalid described an incident in which he used *initiative taking* as a specific skill although he did not give it a high rank on the questionnaire (Table 7.1). He said:

“When the new curriculum came in I approached the department heads at other schools to set up school grade curriculum teams. Since then others have followed through. I gave the kick start and now others have taken it forward.”

At no point during interviews or at observations of grade-level meetings were his assertions corroborated. In fact it was observed that Khalid does not attend the grade-level meetings as done by other department heads.

Managing/controlling conflicts with Khalid’s *passive* non-confrontational style which is confirmed by the low ranking given by participants (mean rank = 0.50; Table 7.1). He prefers to let the teachers get on “*with their own thing*” and “*he does not interfere in their work.*” It was therefore, not surprising that Ebrahim ranked *confrontation* very low in the questionnaire (Table 7.1).

Khalid was the only informant to rank *conflict mediation* as a skill and he gave it a low ranking (mean rank = 0.25; Table 7.1). However he did not give any examples of when he failed to mediate conflict. Khalid does appear to be an easy-going, people pleasing kind of person therefore it is likely that *conflict mediation* would not suit his leadership style.

Although it is too soon in the implementation process to consider definite outcomes, the following preliminary outcomes were ranked by informants.

7.2.2.5 Outcomes

Khalid and Ebrahim mentioned their *satisfaction in relationships with teachers* in the department and ranked it highly on the questionnaire (mean rank = 3.25; Table 7.1) while Ghafoor marked it low on the questionnaire. The perception of this outcome appeared to be based on the congenial relationship established between Khalid, Ebrahim and the full-time teachers with whom he communicates on an informal basis. While this was ranked highly by Khalid and Ebrahim, the opposite was true for Ghafoor, the teacher informant. Ghafoor indicated that “*the teachers in this department are individualistic and do their own thing.*”

Both Khalid and Ghafoor mentioned *programme model implemented* (mean rank = 2.25; Table 7.1) as an outcome. An analysis of several teaching units used in the classrooms was found to be based on the requirements of the Programme of Studies. However, these teaching units were designed and developed at the grade-level meetings sponsored by the Educational Zone. Khalid did not attend these meetings. When questioned about how well the new programme was being implemented, Adnan replied, “*not well enough.*”

Khalid and Ghafoor *school climate change* (mean rank = 2.25; Table 7.1) but did not provide any reason for his ranking. If the students liked the school or the new programme, it was not mentioned by any of the informants. Adnan however commented that he “*was always looking for ways of implementing student-centered learning, rather than passive delivery.*” He also mentioned that other teachers in the department were also working towards improving their teaching strategies. Since the teachers began working together at the grade-level meetings, he has noted that they “*...have all become more participatory in sharing their various teaching strategies.*” Ghafoor also reported, “*I’m rarely satisfied with what I do and I like to try different things in the classroom. I work hard to implement the inquiry process.*”

Although *use of a new product*, *student impact*, *short run successes/decisions* and *energised and motivated teachers* were all ranked (Table 7.1) no informant discussed how these outcomes were manifested nor did they give examples to support their opinions.

The rewards and frustrations experienced by Khalid in his current role as department heads are discussed below.

7.2.2.6 Rewards and frustrations

Khalid did not mention any rewards resulting from his role as department head in the implementation process. He felt that the implementation of grade-level meetings raised the level of the subject knowledge particularly amongst non-specialist teachers. He believed that implementation in his department had gone through smoothly because of the work done at the grade-level meetings.

Khalid's major frustration is with the structure of the school particularly as it applies to scheduling because he feels that it is detrimental to his programme. It appears as though the framework needed for the implementation process is not in place. Khalid finds it increasingly frustrating to work within the present system and he appears to have given up trying to do anything about it. This is unfortunate because the teachers in the department appear to be committed to the use of the new programme and are actively involved with planning in collaboration with other teachers at the grade-level meetings. Khalid, however, seemed to be doing little to help teachers implement the new programme at this school.

The case study of Jamil, the second department head identified as ineffective (see Section 1.6) as a change agent of educational reform is discussed below.

7.3 JAMIL OF AL-FAJR SECONDARY SCHOOL

7.3.1 Informants and support context

Al-Fajr Secondary School (institution's name has been changed as a measure of confidentiality) is a rural high school with about five-hundred students in grades nine to twelve. It is one of six high schools serving a large rural population. The school serves a community of middle-income families and has a fairly homogenous national male student body. The administrative body of the school comprises the principal, the vice principal, four department heads and six subject supervisors. Most of the

members of the school administrative team are based at the school with the exception of the subject supervisors who usually visit the school officially for evaluation purposes three to four times a year. However, subject supervisors maintain contact with department heads either telephonically, via email or during official meetings at the Ministry or at the Educational Zone. There are approximately thirty teachers at the school of whom five are full-time teachers in Jamil's department.

7.3.1.1 Informants

This case study involves the following informants (all informant names have been changed to ensure confidentiality and anonymity):

- Jamil (the head of department);
- Binyamin (his subject supervisor);
- Dawood (a teacher in the department for five years); and
- Yacoob (a teacher in the department for nine years).

Jamil has been the department head for the last six years and Binyamin has been his supervisor for the same period of time. Dawood has taught in the department for five years while Yacoob has taught at the same school for nine years. Neither Yacoob nor Dawood were teaching colleagues of Jamil who was transferred to Al-Fajr Secondary School after his appointment to the department head position in 1999.

Jamil is a pleasant, quiet, calm and thoughtful person. In the interviews he volunteered very little information and further probing was often necessary to encourage him to elaborate on his answers. He appeared to be distracted by time constraints and more pressing school matters however, he listened attentively to the questions asked and generally replied in a brief and concise manner.

7.3.1.2 Educational Zone and school support

All the informants mentioned the Educational Zone's support for the implementation process. Binyamin noted that *"...the zone provided the necessary financial support to assist with the implementation process,"* and Yacoob reported that he

"...attended a conference sponsored by the zone because it was about the new curriculum. The zone paid for the conference and approved my leave of absence. This type of support and encouragement helps teachers to take initiative and to be pro-active."

Yacoob and Dawood both characterised the school climate as *"respectful," "friendly"* and *"cooperative."* Yacoob believes that the school is an *"exciting"* and *"happening"* place from the student's point of view because they are *"provided with opportunities to be involved in many school-community based activities."* Binyamin noted that the goal of the school is to provide students with *"a good liberal arts and science education."* Dawood and Yacoob expressed unanimous satisfaction with their school's programme and the supportive congenial work environment.

7.3.1.3 Department overview

The department head's job description for Al-Fajr Secondary School states that the position of department head is a three year appointment. There is no mention of what happens after three years and Jamil has been reappointed twice. Both the teacher informants, Dawood and Yacoob had definite opinions regarding the selection of a department head. They felt that the position should be awarded for a time specific period after which it should be posted for open competition. The incumbent could reapply together with any other interested applicants. Yacoob believes that *"people should be approached and encouraged to apply if enough good applicants do not come forward."* Both Yacoob and Dawood mention that Jamil had been reappointed to the position but when this occurred or for how long a term was never communicated to them officially.

Regular department meetings are held once every two months, but attendance to these is not mandatory. Yacoob commented that he teaches,

“...part time for another department and sometimes I go to their meetings, depending on what they’re doing. Therefore, I am [he is] not always involved. Anyway these meetings are not organised to discuss curriculum matters but are used as a means of passing on administrative information.”

Jamil concurred that *“the department meetings are usually concerned with discussing issues related to school management meetings.”* Both Yacoob and Dawood consider administration to be Jamil’s main function as the department head. Binyamin and Jamil on the other hand define the role of the department head as that of *“providing assistance to teachers.”* Binyamin pointed out that *“Jamil’s role is to provide guidance and support to teachers.”* Jamil added that *“the coordinator’s [department heads] duties are basically facilitative in other words, to give advice, guidance and ideas to teachers.”*

Binyamin and Jamil consider the department members to be *“collaborative and cooperative,”* but Yacoob and Dawood did not share this view. Yacoob said that he would like *“to see the department become more cohesive”* and Dawood stated, *“I don’t know what goes on in other people’s classrooms, we don’t collaborate as much as we should.”* Jamil believes that the teachers in the department are heavily involved in the implementation process, some more so than others. As an example he points out that while all teachers have implemented the new curriculum, *“...some are moving steadily into using more student-centered learning activities in their classrooms while the others are still grappling with the curriculum content and have not yet implemented the required teaching strategies.”*

Yacoob did not complete the profile questionnaire because he did not believe that the items on it applied to Jamil. However, he was initially reluctant to discuss specifics about Jamil during the interviews. He said, *“I definitely feel that he’s [Jamil] not doing the job as it should be done but I do get along well with him and I don’t want to hurt his feelings.”* Although Dawood did fill in the questionnaire, in the interviews his opinions and perspectives matched that of Yacoob and both teacher informants indicated that they were not entirely satisfied with the way in which the new programme was being implemented at Al-Fajr Secondary School.

7.3.2 Profile of Jamil as a change agent

A complete profile was obtained for Jamil from responses to a questionnaire administered to informants in phase one of this study (see Section 4.4.4.1 and **Appendices F and G**). The change agent characteristics (Section 3.3.1) and outcomes (Section 3.3.2) represented on the questionnaires were selected after an extensive literature review, namely,

- Change agent priorities (Section 3.3.1.1);
- Change agent style (Section 3.3.1.3);
- Change agent strategies (Section 3.3.1.4);
- Change agent skills (Section 3.3.1.5 with general and specific skills in Sections 3.3.1.5a and 3.3.1.5b respectively); and
- Outcomes of change agent activities (Section 3.3.2).

Jamil's profile is presented in Table 7.3 as a result of questionnaire responses received from three different perspectives, namely, self, superior and subordinate. Table 7.3 contains a collation of results obtained for Jamil (Section 4.4.3.2a) according to the analysis procedure summarised below (see Section 4.4.4.1).

- The first four columns reflect the rank given to a particular characteristic by the four informants (Jamil, Binyamin, Dawood and Yacoob);
- The fifth column provides the total number of mentions of each category by all informants (frequency);
- The sixth column was derived by weighing participant responses in the following manner. Each rank in the first four columns was assigned a value of one to six. Items related to each question and recorded by participants as most essential (ranked first on the questionnaire) were assigned a point value of six. Those related as second most essential were assigned a value of five. Those rated third were assigned a value of four and so forth. The value assigned in column six was derived by weighing the participants' responses and then computing the total; and
- The seventh column contains the mean rank which was derived by dividing the questionnaire ranking by the frequency mentioned.

Summative results derived from Table 7.3 are provided in Table 7.4 where the various change agent characteristics ranked by informants are arranged in the order of highest to lowest average rank assigned by the informants.

TABLE 7.3: PROFILE OF JAMIL

CHANGE AGENT CHARACTERISTICS	JAMIL	BINYAMIN	DAWOOD	YACOOB	FREQUENCY	WEIGHT	MEAN RANK
PRIORITIES							
Aid school improvement	4	2	1	0	3	14	3.50
Expand the knowledge of teachers	1	1	3	0	3	16	4.00
Bring resources to teachers	2	3	4	0	3	12	3.00
Aid change with product development	3	4	2	0	3	12	3.00
STYLE							
Manipulative	0	0	0	0	0	0	0.00
Intuitive	0	0	0	0	0	0	0.00
Active	0	3	0	0	1	4	1.00
Facilitative	1	0	0	0	1	6	1.50
Reflective	0	0	0	0	0	0	0.00
Passive	0	0	1	0	1	6	1.50
Directive	5	0	5	0	2	2	0.50
Working alone	0	6	2	0	2	6	1.50
Characterised by a sense of humour	4	2	3	0	3	12	3.00
Inflexible	6	5	0	0	2	3	0.75
Supportive	0	0	4	0	1	3	0.75
Collaborative	2	4	6	0	3	9	2.25
Expert as opposed to collegial	0	0	0	0	0	0	0.00
Collegial as opposed to expert	3	1	0	0	2	10	2.50
Systematic	0	0	0	0	0	0	0.00
STRATEGIES							
Resolution giving	0	0	0	0	0	0	0.00
Clinical one-to-one conferencing	1	0	0	0	1	6	1.50
Resource linking	0	0	6	0	1	1	0.25
Re-educating teachers	6	6	0	0	2	2	0.50
Supportive planning	2	1	4	0	3	14	3.50
Monitoring/evaluating	0	0	0	0	0	0	0.00
Resource adding	0	0	0	0	0	0	0.00
Providing technical assistance	4	2	3	0	3	12	3.00
Energising/motivating teachers	0	0	0	0	0	0	0.00
Controlling teacher's actions	5	0	5	0	2	4	1.00
Collaborative problem solving	3	4	2	0	3	12	3.00
Developing a support structure	0	3	0	0	1	4	1.00
Supporting teachers emotionally	0	5	0	0	1	2	0.50
GENERAL SKILLS							
Talking	6	6	5	0	3	4	0.75
Listening	2	2	1	0	3	16	4.00
Interpersonal ease	5	5	2	0	3	7	1.75
Group functioning	4	4	6	0	3	7	1.75
Reading	3	0	0	0	1	4	1.00
Training, doing workshops	0	0	0	0	0	0	0.00
Demonstrating as master teacher	0	0	0	0	0	0	0.00
Giving knowledge of educational content	1	1	3	0	3	16	4.00
Technical expertise	0	0	0	0	0	0	0.00
Administration/organization	0	3	4	0	2	7	1.75
SPECIFIC SKILLS							
Initiative taking	3	0	0	0	1	4	1.00
Support	1	1	1	0	3	18	4.50
Conflict mediation	0	0	0	0	0	0	0.00
Managing and controlling	6	6	6	0	3	3	0.75
Resource bringing	0	0	3	0	1	4	1.00
Trust/rapport-building	4	3	0	0	2	7	1.25
Confrontation	5	5	5	0	3	6	1.50
Collaboration	0	0	4	0	1	3	0.75
Diagnosing individual needs	2	2	0	0	2	10	2.50
Diagnosing school needs	0	4	2	0	2	8	2.00
Demonstration/modeling	0	0	0	0	0	0	0.00
OUTCOMES							
Use of new products	5	2	3	0	3	11	2.75
Program model implemented	1	1	0	0	2	12	3.00
School climate change	0	0	2	0	1	5	1.25
Student impact	4	0	1	0	2	9	2.25
Supported planning	0	0	6	0	1	1	0.25
Short run successes/decisions	0	6	0	0	1	1	0.25
Satisfaction in relationship with teachers	2	0	0	0	1	5	1.25
Organisational change	3	3	0	0	2	8	2.00
Institutionalisation of models	6	5	4	0	3	6	1.50
Energised or motivated teachers	0	0	5	0	1	2	0.50
Too early to identify outcomes	0	0	0	0	0	0	0.00

TABLE 7.4: SUMMATIVE PROFILE OF JAMIL

<p style="text-align: center;">PRIORITIES</p> <ul style="list-style-type: none"> • Expand the knowledge of teachers • Aid school improvement • Bring resources to teachers • Aid change with product development 	<p style="text-align: center;">GENERAL SKILLS</p> <ul style="list-style-type: none"> • Listening • Giving knowledge of educational content • Interpersonal ease • Group functioning • Administration/organisation • Reading • Talking
<p style="text-align: center;">STYLE</p> <ul style="list-style-type: none"> • Characterised by a sense of humour • Collegial as opposed to expert • Collaborative • Facilitative • Passive • Working alone • Active • Inflexible • Supportive • Directive 	<p style="text-align: center;">SPECIFIC SKILLS</p> <ul style="list-style-type: none"> • Support • Diagnosing individual needs • Diagnosing school needs • Confrontation • Trust/rapport building • Initiative taking • Resource bringing • Managing and controlling
<p style="text-align: center;">STRATEGIES</p> <ul style="list-style-type: none"> • Supportive planning • Providing technical assistance • Collaborative problem solving • Clinical one-to-one conferencing • Controlling teachers actions • Developing a support structure • Re-educating teachers • Supporting teachers emotionally • Resource linking 	<p style="text-align: center;">OUTCOMES</p> <ul style="list-style-type: none"> • Programme model implemented • Use of new products • Student impact • Organisational change • Institutionalisation of models • School climate change • Satisfaction in the relationship with teachers • Energised or motivated teachers • Supported planning • Short run successes/decisions

Tables 7.3 and 7.4 provided the basis for the qualitative data gathering in phase two of this study which comprised semi-structured individual interviews, planned observations and document analysis (Section 4.4.3.2b). In the case study that follows the discussion encompasses results obtained from both phases of this study (Sections 4.4.3.1 and 4.4.3.2; Tables 7.3 and 7.4). Within this context Jamil’s personal background, his priorities, leadership style, strategies, skills and any outcomes affected by his work as the department head as well as the rewards and frustrations he experiences within the current scope of the job is discussed in-depth in the sections that follow.

7.3.2.1 Personal background

Jamil graduated from university with an undergraduate Bachelor of Education (BEd.) degree and has been teaching in the same subject area for the last fifteen years. He has considered studying further for a graduate degree but now feels that he's "...*too old and ultimately it's not of any benefit to my career.*" He was appointed from another school in the UAE where he taught for four years. Prior to his appointment as department head at Al-Fajr Secondary School there had been a high turnover of department heads (two department heads in two years). Jamil did not receive any training on assuming this position and was hired because he had a number of characteristics that Binyamin considered essential for the position:

"He's [Jamil] an excellent teacher. He's very effective, he communicates clearly and he's organised. I thought he would provide good leadership as there was a high turnover of department heads two years before he joined. Jamil has become comfortable in his position and has set standards for this department."

For his own professional development, Jamil volunteered to field test one of the new grade-level syllabus and he has attended all locally arranged workshops, seminars and meetings arranged by the Educational Zone and the Ministry with respect to the new curriculum. None of the teachers in his department seemed to be aware of these opportunities and no pre-implementation materials were shared with them.

7.3.2.2 Priorities and leadership style

There were differing perceptions among the informants of Jamil's priorities for implementing the new curriculum. Jamil considers his role to be *facilitative* (Table 7.1) where he "*guides and supports teachers as they implement the new courses that they are assigned to teach.*" Dawood and Yacoob noted that Jamil's priority was to "*pass on administrative information,*" and Binyamin considered Jamil's priority to be the "*leadership of the department.*" Therefore *expanding the knowledge of teachers* was ranked highly by Jamil and Binyamin (mean rank = 4.00; Table 7.3) while *aiding school improvement* was rated as the top priority by Dawood (mean rank = 3.50; Table 7.3).

Jamil stressed throughout the interviews that his style of leadership was *facilitative* and *collaborative* and he ranked them highly on the questionnaire (Table 7.3). When Dawood discussed his style, he noted that “*Jamil was collaborative sometimes.*” Jamil admits to being “*collegial, collaborative, active and humourous*” and this is also how Binyamin viewed Jamil’s leadership style (Table 7.3). Dawood and Yacoob however summed up Jamil’s leadership style as “*passive and situation-specific*” as reflected by the high ranking given to *passive* and *working alone* on the questionnaire by Dawood (Table 7.3).

As with Khalid, Jamil did not receive any training after assuming the position of department head. The following strategies and skills are discussed with regards to Jamil’s work as a change agent of educational reform at Al-Fajr Secondary School.

7.3.2.3 Strategies

Jamil carries exactly the same workload as the other teachers in the department and he has not been awarded any time release for his duties as department head. For the purposes of this study, the focus is on Jamil’s responsibilities as the department head and not on his role as a teacher in the department. Therefore, the following analysis of strategies focuses on Jamil’s work with teachers towards the goal of implementing a new curriculum.

All of the informants ranked Jamil’s use of *supportive planning* highly but noted that this was on a one-to-one basis (mean rank = 3.50; Table 7.3). Dawood reported:

“When I planned my lessons according to the new syllabus I collaborated with the coordinator on the same grades that we teach. I had to get most of the materials and ideas that went into it for both of us to use and for the other grades I asked my friends at the other schools and they give me all their stuff.”

Yacoob also commented that if Jamil works with a teacher, it is only when he and that teacher are teaching the same course and that “*even then this does not happen regularly.*” Jamil for example, teaches the same grades as Dawood as well but the two have never planned or worked together on this level. Dawood is “*thankful that he has friends in other schools who willingly share their materials*” with him.

Jamil's approach involves the strategy of *providing technical assistance* and it was ranked highly by all informants (mean rank = 3.00; Table 7.3). He is very aware of his responsibility of ensuring that all teachers in the department follow the Programme of Studies and both Yacoob and Dawood reported that they do receive help from Jamil. When a teacher is assigned a grade that Jamil is also teaching, he often collaborates with them to develop the teaching unit. In discussing the implementation of the inquiry as a key focus in the implementation of the new curriculum, Jamil reported that:

"The teachers in this department are doing quite well as far as the knowledge requirement of the new curriculum goes but implementing the inquiry process is a little slow. We're doing a reasonable job and our results are okay but writing is definitely a weak point."

Neither Yacoob nor Dawood mentioned receiving help from Jamil to improve student's writing skills although both commented that this was a general problem amongst students.

All informants considered *collaborative problem solving* (mean rank = 3.00; Table 7.3) as the strategy most frequently employed by Jamil, but no one provided an example of its use. Binyamin feels that Jamil exhibits a "*facilitative, collegial and a collaborative style of leadership,*" but no examples were forthcoming to indicate how this style was translated into *collaborative problem solving* with teachers or with the school administration.

Only Jamil mentioned *clinical-one-to-one conferencing* as a strategy that he uses in his work and he ranked it highly on the questionnaire (Table 7.3). Although he works with individual teachers on developing materials for the classroom he does not do in-class coaching. Neither Dawood nor Yacoob mentioned any occasion when Jamil came to their classroom. Dawood noted that none of "*the teachers have ever been in each other's classes that I know of. There is not a high level of trust between the teachers and the coordinator [department head] for inter-class visits.*" In any event, Jamil is most likely to be unavailable to coach even if he wanted to do so because his teaching load is heavy and the school timetable is inflexible.

The strategy of *controlling teacher's actions* was ranked low by Jamil and Dawood (mean rank = 1.00; Table 7.3), probably because like Khalid, Jamil is not prescriptive. He considers teachers in the department as subject experts and he does not interfere with their teaching. From Jamil's remarks about his *facilitative* style, *controlling teacher's actions* would be incompatible with his preferred leadership style. In addition, Dawood commented:

"Jamil does not meddle with our teaching and there is hardly any collaboration between us. We all choose our own routes and figure out by trial and error what to do. Some teachers have taken a long while to get it together and the grade-level meetings have helped, but we're all doing our own thing."

Only Binyamin considered *developing a support structure* important enough to rank (Table 7.3) but he did not give a specific example of Jamil's use of this strategy. None of the informants mentioned a supportive environment or a support network amongst members of the department. Both Yacoob and Dawood consider the department individualistic with all teachers working independently. Jamil admits that in the past it had been a "...*do your own thing*" type of department, but he believes that the teachers in the department are in the process of "*becoming more collegial.*" Dawood and Yacoob did not agree with this view, rather they believe that the teachers in the department "*are not at all involved with each other*" and they stressed the need for "*more articulation and consistency within the department.*" Yacoob believes that a "*good leadership quality in a coordinator [department head] is to help the department to be more cohesive.*"

Re-educating teachers and *supporting teachers emotionally* were given low rankings by Jamil, Yacoob and Dawood (mean rank = 0.25 and 0.50 respectively; Table 7.3). As indicated before, Jamil believes that the teachers are content experts who are capable of implementing the curriculum independently and that he "*supports teachers by providing resources and materials.*"

Jamil's concept of the strategy of *resource linking* is to ensure that each teacher has a copy of the Programme of Studies and the Teachers Resource Manual. He mentioned that he does ensure that the teachers in the department are fully informed about in-

service training sessions provided by the Educational Zone or by the Ministry. Evidently he occasionally forgets as Dawood complained:

“I [he] did not get to go to a workshop at the zone because the coordinator [department head] forgot to tell me about it. This was a loss for me. At the end I asked some of my friends from other schools who attended for the materials but it’s not the same as being there yourself.”

This would explain the low ranking given to *resource linking* by Dawood on the questionnaire (mean rank = 0.25; Table 7.3).

Although none of the informants mentioned Jamil’s use of the strategy of *resolution giving* (Tables 7.3 and 7.4), Jamil did give an example of its use:

“I often help teachers in the department to find student-centered learning activities but generally this is on a one-to-one basis. However I don’t want to impose my solutions so I try to facilitate the process through brainstorming so we come up with ideas together.”

The teacher informants in contrast felt that *“we [the] are coming up with our own ideas and making all these decisions independently.”* So they do not appear to recognise brainstorming as a *resolution giving* activity.

No informant mentioned Jamil’s use of the strategy *administration/organisation* (Tables 7.3 and 7.4) and although Jamil did not rank this strategy he did mention it in the interviews. He mentioned organising department meetings although no formal agenda is set. He also mentioned preparing common exams for which he does get input from other teachers. Jamil stated that he:

“...makes sure that the common exams follows the requirements of the Programme of Studies and I’ve [he has] developed quizzes and tests based on the grade-level programme for use by the two other teachers who also teach the same grades as I do [he does].”

Although no informant ranked *energising/motivating teachers* (Table 7.3) as a strategy used by Jamil, Binyamin mentioned that *“teachers are excited about the new techniques their using and we note good progress in their classes.”* Yacoob confirmed that he was very enthusiastic about the new programme when he said, *“I*

like most of the new topics. It's exciting to teach a new curriculum. It forces you to adapt and change and saves you from job burnout." In Yacoob's case the energy, motivation and enthusiasm to implement the new curriculum emanate from his interest in the new topics included in the curriculum not because of any encouragement or motivation from the department head.

The strategy of *resource adding* (Table 7.3) was not ranked by the informants but Binyamin mentioned in the interviews that Jamil "*attended workshops and brought ideas and materials back for implementation.*" Jamil reports that he "*really had to scramble for resources because when implementation began it took a while for the resources to arrive.*" Both Dawood and Yacoob confirmed that Jamil did pass along some of the materials he obtained from workshops he attended but he didn't provide them with any training with regards to their use and they could be incorporated into the various teaching units.

The strategies used by Jamil in his work as a change agent of educational reform is dependent on a strategic mix of skills.

7.3.2.4 Skills

In this case study, general and specific skills employed by Jamil were identified and discussed.

a. General skills

All of the informants ranked Jamil's use of communication skills, the ability to *talk* and *listen*. Listening skills were ranked particularly high (mean rank = 4.00; Table 7.3). The subject supervisor Binyamin noted that "*since taking over the position as department head, Jamil has learned to improve his communication skills and talking is an important skill for the department head.*" Dawood also mentioned his talking skills and it may be that Jamil listens but does not communicate enough within the department (mean rank = 0.75; Table 7.3). Binyamin reported:

"He [Jamil] has learned to improve his communication skills and the ability to work with peers in a collegial manner. Because of this, the teachers know what's going on and they are comfortable working with him."

In the interviews Jamil listened carefully to each question and then answered briefly and concisely. It was difficult to elicit further discussion of the questions asked in the interviews.

Binyamin, Jamil and Dawood ranked *giving knowledge of educational content* high on the questionnaire (mean rank = 4.00; Table 7.3), however Yacoob maintained that “*it is the teacher’s responsibility to follow the Programme of Studies,*” therefore, it is likely that Jamil provides the *knowledge of educational content* when he meets teachers on a one-to-one basis. In observed department meetings there was no obvious sharing of material and techniques and teachers appeared to be independent in their approaches to implementing the new curriculum. Dawood mentioned that Jamil does “*share if asked but generally it’s on a one-to-one basis.*”

Both Yacoob and Dawood indicated that they got along well with Jamil. *Interpersonal ease* (mean rank = 1.75; Table 7.3) was ranked by all informants as they all mentioned feeling comfortable with approaching Jamil and that they did not have any trouble getting along with him. Dawood commented: “*He [Jamil] is easy to get along with and he’s helpful when approached.*”

All informants ranked the skill of *group functioning* (mean rank = 1.75; Table 7.3). However, in the interviews there appeared to be a discrepancy between the views of the teachers and the administrators about how the department functions. Jamil admitted that he is a “*very independent learner.*” It is possible that he is uncomfortable working with groups because he does not do so. Dawood and Yacoob have said that they want to work with the other teachers in the department and less on a one-to-one basis with Jamil.

Both Binyamin and Dawood ranked *administration/organisation* (mean rank = 1.75; Table 7.3). Jamil remarked that administrative duties as explained in the job description he was given included ordering textbooks and department supplies as well as coordinating audio-visual teaching aids. When teachers require films or videos for classroom viewing, he ensures that these are ordered and available when the teacher needs to use them. Only Jamil mentioned *reading* (Table 7.3) as a communication

skill: *“I do quite a bit of reading especially the prescribed textbooks,”* but he did not explain how this helped him with his work in implementing the new curriculum.

Dawood and Yacoob did not rank *demonstrating/modeling* on the questionnaires (Table 7.3). There seemed to be a disinclination to have Jamil demonstrate teaching if the teachers do not consider him to be a good teacher. Yacoob stated that *“to be an effective coordinator [department head], one must not only be a specialist but one must be involved in teaching it better,”* and he added, *“...sometimes the coordinators [department heads] also need to get some training themselves.”*

No informant ranked Jamil’s use of the strategy of *training/workshops* (Table 7.3). Jamil does not organise training sessions and no training is done during department meetings. He reported that

“Prior to my appointment as the department head, all of the teachers worked independently and everyone did their own thing. Now I make an effort to work with individual teachers at every grade level on an on-going basis and as a department we all meet twice a month.”

These department meetings are used by Jamil to keep the teachers informed about school matters. He did not seem concerned that it was observed that several of the teachers do not attend these meetings.

Yacoob and Dawood spoke of their struggles with the programme when it was first implemented. Dawood commented on his initial reaction to the announcement of the change in curriculum: *“I was frustrated. We heard about the new curriculum and asked several times about it, but no information was forthcoming even from the coordinator [department head].”* When questioned about the draft copies of the new programme which were sent by the MOEY to all schools several months prior to implementation, the teacher informants claim that they did not receive them. These documents were however, received by Jamil but he claims that he *“...held back from disseminating them because it was not the official version.”*

Jamil attended all the workshops provided by the Ministry for the new programme whereas Yacoob and Dawood only attended a few workshops once the curriculum

was officially sanctioned for implementation. They reported that they studied the Programme of Studies for their grades independently. Yacoob stated that:

“Each teacher in the department made sure they knew and understood the specifications of the new Programme of Studies. Then we checked through the old materials to see what could be salvaged to fit the new programme, because initially there were no resources or materials to cover the new curriculum content. We had to get by with very little but we managed with what we had.”

Each teacher in the department developed their own plans and there seemed to be very little sharing of material or information amongst members of the department. Dawood explained that *“...over the course of the year entirely new teaching units were developed by us all but as resources and materials arrived these were changed accordingly. It was a tremendous amount of work to accomplish this goal.”* Dawood and Yacoob both believe that over time most of the teachers have adapted the teaching units so that students are now more involved in their own learning. They also report that they are continually working on refining the inquiry process with their students. Dawood mentioned that *“I’m [he’s] trying to improve the writing skills of the students by using materials I got from my friends who teach at other schools.”* He mentioned that he frequently contacts his friends for help and he feels fortunate that they provide him with information which they receive.

In addition, to the general skills described above, several specific skills were ranked and discussed by informants.

b. Specific skills

Binyamin and Jamil both ranked *support* as the most critical specific skill Jamil used in his work (mean rank = 4.50; Table 7.3). Jamil explained that *support* is part of his *facilitative* style of department leadership. He stated that he is supportive of teachers particularly when they are working together on a one-to-one basis. Dawood and Yacoob agree that Jamil is supportive of them when they work with him individually on grades that they teach together, otherwise there is no *support* from Jamil for teachers working with grades that he does not teach directly. Dawood and Yacoob mentioned that they would like to work together as they get along well but that they do not always have the opportunity to do so.

Diagnosing individual needs was also ranked highly by Jamil and Binyamin (mean rank = 2.50; Table 7.4). Jamil feels that he works well with individual teachers and provides them with “*all the assistance they need*” while Binyamin indicated that “*Jamil knows what his teacher’s need and he goes the extra mile to help them if necessary.*”

Binyamin and Dawood ranked Jamil’s use of the skill of *diagnosing school needs* but it was not mentioned in the interviews (mean rank = 2.00; Table 7.3). Perhaps Jamil’s efforts with organising student activities and working on several school management committees influenced this ranking.

The skill of *confrontation* (mean rank = 1.50; Table 7.3) was ranked by all informants as being atypical of Jamil (Table 7.3). Jamil’s quiet nature and his *facilitative* and *collaborative* style would be incompatible with *confrontation*. If teachers were not implementing the new curriculum as they should he would “*generally work with them to ensure that they get back on track.*” However, none of the teacher informants mentioned that this was taking place in the department and Jamil does not have the time given his current schedule to visit every teacher’s classroom regularly.

Binyamin and Jamil ranked the skill of *trust/rapport building* (mean rank = 1.50; Table 7.3) but did they not give any examples of its use. On the contrary Dawood believes that “*there is too little trust amongst members of the department.*” Neither Dawood nor Yacoob would elaborate. Jamil was the only informant who ranked *initiative taking* as one of his skills (Table 7.3). He explained that he took the initiative while working cooperatively with a teacher:

“We were working together on a topic without doing it by direct instruction, so we brainstormed together and came up with an idea that enabled inquiry because of student familiarity of the context we chose to stimulate interest and facilitate learning of the objectives of that topic.”

Jamil’s skill of *resource bringing* was discussed under *resource adding* (Section 7.3.2.3). Bringing materials into the department for analysis before purchasing and ordering prescribed resources are part of the department head responsibility at Al-Fajr Secondary School, however, during the interviews Jamil mentioned that he adds

materials other than those prescribed by the Ministry. He picks up materials at workshops, newspaper clippings, locally from bookshops and from journals the he passes these on to teachers for use in the programme. This could not be verified by the teacher informants or by a review of the documents circulated by Jamil to his teachers during the implementation period.

All of informants discussed Jamil's *collaborative* skills although Dawood was the only one to rank it (Table 7.3). Jamil reported that his "*leadership style is facilitative and collaborative. I have an outgoing personality and I get along well with others.*" Yacoob and Dawood both agree that Jamil is *collaborative* on a one-to-one with teachers. Dawood noted that:

"He [Jamil] did try to help me work through each course that we were teaching together, but it didn't work out well. The difference in work habit was a problem. I like to plan ahead while he's happy to do it as required, so I found myself supplying the coordinator [department head] with all my materials for something we should be both working on together."

Later in the interview Dawood added:

"When I came here [to the school] I found that the teachers in the department do not share so I thought that if I shared my stuff the others would start to do so. But it didn't happen. They took everything and gave me back nothing so I stopped doing it."

The implementation process is still in its infancy and is being supported while whole school curriculum reform is being phased in, the expectations of outcomes may be premature however the following analysis indicates the progress thus far experienced by this department.

7.3.2.5 Outcomes

Few achievements were reported as a result of Jamil's leadership at Al-Fajr Secondary School. Binyamin, Jamil and Dawood ranked the outcomes section of the questionnaires but Dawood stressed during the interviews he felt that "*they [the outcomes] were more as a result of the teachers' hard work rather than anything the coordinator [department head] had done.*"

Binyamin and Jamil ranked *programme model implemented* as the most important outcome (mean rank = 3.00; Table 7.3). Dawood mentioned that the programme was implemented “*due to my own work with the new material not because of any help from Jamil.*” Jamil on the other hand reported that although he felt that, “*the programme is being implemented even though we may be a little weak on the inquiry side.*” An analysis of the teachers’ planning documents indicates that the programme is being taught as least in those teachers classrooms. The documents studied for Jamil’s department indicate that what is being taught to the students is in accordance with the requirement of the Programme of Studies. However, Jamil is probably correct in his assessment of the implementation of inquiry skills because a review of student work show little evidence of this skill being taught in the classroom. Jamil is also correct when he talks about the students’ weakness in writing skills. An analysis of grade nine national achievement tests and the grade twelve exams for the students of this school substantiates Jamil’s analysis. When I discussed the school’s low achievement in writing skills with Binyamin, he admitted that “*...it is a zone wide problem that needs to be addressed both at elementary level and at secondary school level.*” However, nothing was being done at Al-Fajr Secondary School to remedy the problem.

Departmental *use of new products* (mean rank = 2.75; Table 7.3) was ranked high by Binyamin, Dawood and less so by Jamil. During school visits I noted that teachers had the Programme of Studies and the Teachers Resource Manual and that they were only using the resources prescribed by the MOEY. Teachers in this department also did not have enough textbooks for each student, but they had one class set that was shared by the teachers instructing the same grade level. It is in fact Jamil’s responsibility to request for additional texts, printed materials and resources but he has not actively pursued this.

One outcome attributed to the new programme by Jamil and Dawood was *student impact* (mean rank = 2.25; Table 7.3). Both reported that the students seem to like the new programme because it is not as “*boring*” as the old programme and they appear to “*be more willing to do classroom activities*” than had previously been the case. Dawood stated that the programme “*is better, more current and interesting for both*

the teacher and the student and the whole programme is much more student-centered.”

Jamil and Binyamin ranked *organisational change* (Table 7.3) and he mentioned that his promotion to the position was an organisational change: *“The teachers’ past experiences with a high turn over of coordinators [department heads] has left bad feelings in the department. I think that I’ve gained the support and cooperation of the department.”*

Binyamin and Jamil ranked *satisfaction in relationships with teachers* in the department. Jamil reports that he feels *“very positive about the relationships in the department. Under the previous coordinator it was all individual work and everyone was doing their own thing but now I work with each teacher more.”* The teacher informants did not rank this as an outcome and they gave the impression that the reverse was true (see Tables 7.3 and 7.4).

Although *institutionalisation of models, school climate change, energised and motivated teachers, supported planning and short run successes/decisions* were ranked by informants (Table 7.3) no examples of these outcomes were provided in the interviews.

The preliminary outcomes as mentioned by the informants are indicative of some progress made in Jamil’s department. However, rewards and frustrations which directly impact his work as a change agent of educational reform have been noted.

7.3.2.6 Rewards and frustrations

Jamil did not mention specific rewards resulting from his role as department head or from the implementation process. He believes that his patience has increased during the process *“because change comes so slowly.”* He did not elaborate on why this might be the case or what he might do to speed up the change process.

Jamil’s major frustrations with his role is finding the time to do all the work that goes with the position and getting all of the teachers in his department to work together. He

reports that he has to work after school hours and on weekends to accomplish his duties as department head. He would like more time to read not only in the curriculum area but also in the area of educational research which interests him very much. As for the lack of departmental cooperation he remarked that *“the teachers in this department are highly individualistic and it has been difficult to convince teachers that it is better to work together than on their own.”* This statement is in variance with the views of the teacher informants who claim that they want to have a more cohesive department in which everyone works together. They do not particularly like working with Jamil on a one-to-one basis. It seems then, that the way in which Jamil works with teachers is incompatible with the way in which the teachers want to work.

The case studies of Khalid and Jamil provide in-depth information with regards to the challenges that department heads face when expected to take on a change agent role. Both Khalid and Jamil were identified as ineffective as change agents of educational reform by their teacher informants (see Section 1.6). Summative findings for Khalid and Jamil are provided in the sections that follow.

7.4 SUMMATIVE FINDINGS FOR THE INEFFECTIVE HEADS

The summative findings for the case studies of Khalid and Jamil are discussed within the following broad categories, namely, the changing role of the department head, the support context, effective change agent behaviour, outcomes of department head activities and impediments to change.

7.4.1 The changing role of the department head

Department heads have a potentially powerful combination of subject expertise, teaching competency and credibility as teachers as well as a position in the school hierarchy to fulfill the role of change agent of educational reform. However, their role is “largely undefined, open to interpretation and multifaceted in nature” (Section 3.4; Weller, 2001:73). Prominent in the research of high school department heads (for example, Adduci, Woods-Houston & Webb, 1990:23; Henderson, 1993:202; and Mayers & Zepeda, 2002:52) and as evidenced by the case studies of Khalid and Jamil presented above, are the multiple roles department heads are expected to fulfill. Both

Khalid and Jamil had duties related to teaching and administration and they were both appointed to the department head position because their subject supervisors perceived their teaching, administrative and leadership skills to be excellent (Sections 7.2.2.1 and 7.3.2.1). Neither Khalid nor Jamil were selected for their positions because they had any characteristics or skills associated with the change agent role.

Khalid and Jamil were both involved with the implementation of the new programme even though they were not officially nominated as instructional leaders. They considered *bringing of resources to teachers* to be their top priority (Section 7.2.2.2 and 7.3.2.2) because they believed that as subject specialists, full-time teachers in their departments were capable of implementing the new curriculum independently. Khalid's statement that "...they [the teachers] are professionals and content experts capable of achieving what's needed without my interference" (Section 7.2.2.2) confirms this belief.

Both Khalid and Jamil taught a full-load and in the case of Khalid, the additional responsibility of imparting *technical expertise* (Tables 7.1 and 7.3) to part-time teachers further impinged on his time. Therefore, both Khalid and Jamil suffered from time constraints which limited the extent to which they could assist teachers with the implementation process. Nevertheless, they compensated for the lack of time by making themselves available whenever requests for assistance were made by individual teachers. As Khalid mentioned: "*I support teachers when they want to be supported*" (Section 7.2.2.4a). Teacher informants confirm that Khalid and Jamil "*went out of their way to assist when asked.*" Unfortunately, this teacher-specific and situation-specific approach was not conducive to the development of a PLC. As a result, teachers felt isolated and unsupported because they felt that they were left to "*their own devices*" to implement the new curriculum. This finding, that the provisions made by Khalid and Jamil to facilitate the change process were in contrast to what their teachers expected of them, confirm research findings that the "tension" between the various roles department heads play can result in them not being fully accepted by either teachers or administrators (for example, Mayers & Zepeda, 2002:49-64; Zepeda & Mayers, 2000:1-220; Weller, 2001:73-81; Miles *et al.*, 1998:157-193; and Henderson, 1993:1-220). In other words role conflict, which is the simultaneous occurrence of two or more role expectations such that compliance with

one makes compliance with the other more difficult (Section 1.6), occurred. It is important to note that department heads in UAE public secondary schools are expected to take on the change agent role and provide instructional leadership within the current organisational structure, in addition to their usual responsibilities and without any time release.

The following examples illustrate extent to which role conflict and role ambiguity may have caused in teacher informants to perceive Khalid and Jamil as ineffective (see Section 1.6) in their role as change agents of educational reform. They include:

- Teacher informants held the department head responsible for keeping them informed on issues related to the new programme, therefore, they blamed Khalid and Jamil when they found “*out about things* [related to the new programme] *by accident*” (Section 7.2.2.3). The reality is that department heads have not been officially mandated with the responsibility of instructional leadership and their job descriptions have not been revised to include the dissemination of information related to the new programme to department members;
- Khalid and Jamil were blamed for the lack of preparation teachers felt prior to implementation. Teacher’s mention feeling “*panicked,*” “*stressed,*” and “*unprepared*” because they felt that their department head did not share pre-implementation material, information or opportunities with them. Khalid and Jamil justify the lack of information transfer by stating that this “*was not the official version*” and that they did not want to “*confuse teachers.*” In this instance a lack of role definition and clarity with regards to teacher involvement resulted in department heads not knowing whether to involve teachers at the pre-implementation stage or not; and
- The continuous rotation of part-time staff in Khalid’s department resulted in a lack of cohesiveness and limited opportunities for team work amongst department members. Although Khalid’s inability to change the situation stemmed from the fact that in the UAE, the department head does not have authority over departmental schedules, teacher informants held him responsible for a situation that he had no control over.

Role conflict and role ambiguity are therefore identified as the key reasons why teacher informants in this study perceived Khalid and Jamil to be ineffective as change agents of educational reform. The reality is that ineffective heads received no training on how to be a department head, no guidance as to how their work would change after the implementation of the new curriculum and no follow-up support related to instructional leadership expectations after implementation from both a teacher and an administrator perspective. Essentially they were left to their own devices to do the best they could without administrative support. However, the success of change is not only dependant on the role of the department head as a change agent of educational reform but also on the support context within which change is expect to occur.

7.4.2 The support context

Both of the schools examined in this chapter had similar administrative support structures for the implementation process (Sections 7.2.1.2 and 7.3.1.2). Educational Zone and school administrators supported the implementation process financially, through encouragement and by making in-service training provisions. Both Khalid and Jamil had positive relationships with school administrators and they felt that they had access to and good communication with their subject supervisors. Their supervisors in turn viewed them as excellent teachers with good leadership skills.

The subject supervisors showed support for the way in which Khalid and Jamil were implementing the new programme. Administrators were not concerned about the individualistic and isolated manner in which teachers were working. This is ascertained from the comment that, “...*teachers in this department are doing a good job even if they were doing so independently*” (Section 7.2.1.3). Subject supervisors also considered Khalid and Jamil to be “*non-prescriptive,*” therefore they also expected teachers to approach them for help when required. Despite the fact that teachers in Khalid’s and Jamil’s departments were working independently a positive finding of this study is that implementation of the new curriculum was nevertheless taking place. A compensatory model for change emerged in two ways:

- In the first instance, teachers used the information obtained at the grade-level meetings as a means of engaging into teamwork and collaboration with teachers from other schools. In this way they worked on unit plans with other teachers and obtained a framework from which to plan their own lessons. This measure provided some support, encouragement and success to the overall implementation process (Section 7.2.2.4) in Khalid's and Jamil's departments; and
- In the second instance a teacher informant made direct contact with friends who were teaching in more effective departments and acquired teaching units and planning documents from them for the new curriculum. Unfortunately, none of the acquired material was shared with other departmental colleagues.

Neither Khalid nor Jamil used the consultant services provided by the CCIMD and none of the administrators (principals and subject supervisors) attended any of the meetings held with teachers in which implementation plans were discussed. This confirms why teachers may have assumed that instructional leadership is the department heads' responsibility as they considered the department head to be their *"link with administration."*

Various change agent characteristics and outcomes related to effective change agent behaviour were ranked by informants to develop a change agent profile for Khalid (Table 7.1) and Jamil (Table 7.3).

7.4.3 Effective change agent behaviour

The mean rank obtained for Khalid and Jamil (from Tables 7.1 and 7.3 respectively) for various characteristics rated as typical of effective department heads (from Table 5.1) is presented in Table 7.5. The mean ranks for all characteristics (priorities, style, strategies and skills) and outcomes were ranked low for the ineffective department heads (as atypical), therefore confirming the findings of phase one of this study.

TABLE 7.5: A COMPARISON OF THE MEAN RANKS OBTAINED FOR EFFECTIVE CHARACTERISTICS IDENTIFIED IN PHASE ONE AND THAT OBTAINED FOR INEFFECTIVE DEPARTMENT HEADS

CHANGE AGENT CHARACTERISTICS	MEAN RANK		
	EFFECTIVE HEADS (TABLE 5.2)	KHALID (TABLE 7.1)	JAMIL (TABLE 7.3)
PRIORITIES			
Aid change with product development	5.75	4.00	3.00
Bring resources to teachers	5.00	4.75	3.00
Expand the knowledge of teachers	4.25	2.75	4.00
Aid school improvement	3.00	4.75	3.50
STYLE			
Supportive	4.75	2.25	0.75
Collaborative	4.50	2.25	2.25
Facilitative	4.25	0.75	1.50
STRATEGIES			
Energising/motivating teachers	4.25	0.00	0.00
Collaborative problem solving	3.50	1.25	3.00
Developing a support structure	2.50	1.50	1.00
Resource linking	2.00	0.00	0.25
Supportive planning	2.00	0.75	3.50
Providing technical assistance	2.00	2.75	3.00
Supporting teachers emotionally	2.00	1.25	0.50
GENERAL SKILLS			
Interpersonal ease	5.75	2.50	1.75
Administration/organisation	3.75	0.50	1.75
Talking	3.25	4.00	0.75
Listening	3.00	1.25	4.00
Group functioning	2.25	1.25	1.75
SPECIFIC SKILLS			
Support	4.50	3.25	4.50
Collaboration	4.50	2.50	0.75
Resource bringing	3.75	1.25	1.00
Trust/rapport-building	2.25	0.50	1.25
Diagnosing individual needs	2.25	2.25	2.50
OUTCOMES			
Energised or motivated teachers	4.00	1.25	0.50
Supported planning	3.25	0.50	0.25
Satisfaction in relationship with teachers	3.25	3.25	1.25
Program model implemented	2.25	2.25	3.00
Use of new products	2.00	1.75	2.75

7.4.3.1 Strategies

Both Khalid and Jamil relied on the strategies of *resolution giving* and *providing technical assistance* (Tables 7.1 and 7.3) in their approach to assisting teachers with the implementation of the new curriculum. The use of these strategies resulted in a one-way flow of information (department head to teacher) on a one-to-one basis. Khalid in particular had to provide additional support to the part-time non-specialist staff. He took it upon himself to assist these teachers in order to help them “*cope with the demands of the new curriculum*” and “*to set the same standards in the department.*” *Resolution giving* and *providing technical assistance* were therefore, provided in a manner that was situation-specific and teacher-specific. While these strategies may have been appropriate for part-time staff, they were not preferred by full-time teachers who felt isolated, unsupported and frustrated. Therefore limited sharing of knowledge, experiences and ideas amongst department members occurred.

Khalid and Jamil had little time for *training/doing workshops* (Tables 7.1 and 7.3) but they did compensate by assisting teachers on request. As a teacher informant commented: “*Khalid obliges when you approach him yourself. He does go out of his way if you ask him but he never comes forward with any information*” (Section 7.2.2.4b). The strategy of *collaborative problem solving* (Section 7.3.2.3) was used by Jamil but he did not involve all of the teachers in the department. Khalid and his subject supervisor perceived that he used this strategy but the teacher informants did not (Table 7.1). Limited knowledge about wider department affairs was evident as teachers in Khalid’s and Jamil’s departments did not know much about the budget or about what was going on in other teachers’ classrooms, in the department or in the school. Therefore, there was little basis for informed decision-making and *collaborative-problem solving*.

Dependence on the strategies elaborated on above, prevented Khalid and Jamil from developing a balanced mixture of directive and non-directive strategies recommended for successful and sustainable change. The strategies used were primarily non-directive and they complemented the *passive* and non-prescriptive leadership style displayed by Khalid and Jamil. Nevertheless, skills that were employed by Khalid and Jamil were rated by informants.

7.4.3.2 Skills

The various skills rated for Khalid and Jamil indicate a mismatch between their profiles and the skills rated as being typical for effective department heads (Table 7.5). Although Khalid and Jamil provided *technical expertise* (Tables 7.1 and 7.3) their focus was much narrower in that they assisted teachers with the knowledge component of the new curriculum which is the simplest and easiest to understand. They were unable to assist teachers with the more difficult process skills required by the new curriculum. Ineffective department heads lost their credibility as *technical experts* because both observations and teacher informant perspectives show that they were unable apply the inquiry process mandated by the Programme of Studies to their own teaching. Teacher informants viewed Khalid and Jamil as traditional teachers, who used the lecture method as their key method of instruction. This finding indicates a need to re-train all teachers including department heads on the process skills requirement by the new programme.

Ineffective department heads were unable to use *interpersonal skills* (Tables 7.1 and 7.3) to develop a positive relationship with their teachers. Khalid used humour to dispel negative attitudes when he said that: “*I try to ease these types of situations by seeing the humour in it*” (Section 7.2.2.2). Jamil did get along with his teachers but he misinterpreted the frustration teachers felt as “*normal because change comes so slowly*” (Section 7.3.2.6). Therefore as teachers felt unsupported and unmotivated they resented the department head. This finding correlates well with Weller’s study (2001:75) in which 90% of the respondents listed “people skills, command of subject matter and good communication skills as the most essential elements to the job performance of department heads.”

Preliminary outcomes were identified by informants for the ineffective department heads however it is still too early in the implementation process for definite outcomes to be identified.

7.4.4 Outcomes

Few achievements were reported as outcomes as a result of Khalid's or Jamil's leadership by teacher informants. Nevertheless two outcomes, namely, the *use of a new product* and *programme model implemented* (Tables 7.1 and 7.3) are discussed. Despite the difficulties experienced, a positive finding of this study is that the new curriculum is being implemented in Khalid's and Jamil's departments. A review of teacher's planning documents and the student workbooks show that despite the difficulties experienced with regards to the change process, teachers in both Khalid's and Jamil's departments were making efforts to implement the new curriculum. The unit plans developed at grade level meetings is used as the basis for implementation of the new curriculum. Although limited sharing between department members is observed, teachers in Khalid's department are using the sections he developed independently.

Khalid and Jamil were involved in the change process. They were aware of areas of weakness in the students' inquiry and writing skills. It was interesting to note that subject supervisors also claimed awareness of these problems but dismissed it as a "*zone wide problem*" (Section 7.3.2.5). The lack of role definition may have prevented department heads from finding solutions to problems encountered with process skills and from consulting with the CCIMD consultant for remediation measures that could be instituted during the course of implementation.

Khalid, Jamil and their superiors felt that *satisfaction in the relationship with teachers* was an outcome that has been achieved (Sections 7.2.2.5 and 7.3.2.5). This perception appeared to be based on the congenial relationship established between Khalid and Jamil and their full-time teachers with whom they communicate on an informal and on a one-to-one basis. The teachers in the department however, disagreed with this perspective feeling that more effort is required in order to make the departments functional, cohesive and collaborative. As the implementation of change is a complex process requiring intensive input, some impediments to change are identified.

7.4.5 Impediments to change

Khalid and Jamil reported three obstacles to change, namely, the lack of time and money, a restrictive school schedule and role ambiguity.

7.4.5.1 Time and money

Jamil and Khalid were both given some time release for administrative duties but both complained that it was inadequate. In fact of all department heads studied, Jamil complained that the lack of time to get everything done was a great source of frustration for him. He indicated the need for more time release to work with teachers on instructional matters in particular. Khalid and Jamil both worked after school hours to accomplish their tasks and they mentioned that *“there isn’t enough hours in the day to cover everything.”* Nevertheless, they did compensate by making themselves available on request whenever their teachers needed them.

All of the informants discussed budgetary or financial problems. Teachers experienced difficulties when resources were not available when required. They had to *“make do and when new resources arrive, they arrive.”* It is important to note that the MOEY is responsible for the provision of resources and that department heads lack any further authority beyond requesting for the required materials. The late arrival of materials meant that teachers had to revise their plans as new resources arrived and to find supplementary materials when resources were not available.

7.4.5.2 Restrictive school schedules

Although department heads in the UAE are involved with establishing the schedule in collaboration with the building principal, the final decision with regards to teacher distribution and class arrangements resides with the principal. Therefore, rearranging the school schedule to maximise alternative teaching possibilities (like team teaching and coaching) and combining classes to allow time for teacher planning is nearly impossible. This creates problems as departments have to do all of their planning after school hours resulting in little possibility of peer coaching or team-teaching during the duration of the school day.

In this study, Khalid's department in particular experienced problems due to scheduling as half of the teachers were part-time non-specialists. This situation was identified as problematic because the same part-time teachers were not assigned to the department every year. The continuous turnover affected the cohesiveness of the department, therefore the department head felt obliged to work intensively with part-time teachers "*in order to set the same standards for the department.*" As a result of this additional task, Khalid was unable to offer more time or support to the full-time teachers in his department. While this was a situation that Khalid did not have the authority to change, teachers in his department felt that that he was "*not working hard enough to persuade the school principal.*"

7.4.5.3 Role ambiguity

Ineffective department heads experienced role conflict and role ambiguity between their various roles namely, that of teacher, administrator, change agent and instructional leader. In addition they lacked the time and authority to fulfill the increasing demands of the job. Huse (1980:53) attributed role ambiguity to an insufficient knowledge of expectations of the job (Section 1.6) however, the findings of this study deviate from that of Mayers and Zepeda (2002:54) in that role conflict and role ambiguity did not stifle the productivity of ineffective department heads (see Section 1.6).

The job descriptions of department heads in the UAE do not reflect the reality of the job they are expected to do. The findings of the case studies of Khalid and Jamil concur with the findings of Mayers and Zepeda (2002:56) that although department heads were expected to be "instructional supervisors for departmental programme" and "curriculum leaders on the school administrative team," they are not provided with the time or the authority to fulfill these roles. According to Tirozzi (2001:434), the conflict of the espoused nature of the job and the reality of the job of department heads result in role ambiguity.

In addition, the time allotted for the completion of both departmental duties and teaching responsibilities was insufficient. Administrators and teachers alike expected department heads to "emerge as instructional leaders" (Mayers & Zepeda, 2002:54),

however, they were expected to do so unofficially, without time release and in addition to their usual duties. Consequently, Khalid and Jamil were reduced to “department gatekeepers and gofers for the principal [subject supervisor] all while trying to keep the pace of an ever-increasing administrative and change agent role assigned to them [unofficially]” (Tirozzi, 2001:436). The case studies of Khalid and Jamil show a split between “what to do as a teacher and what to do as a department head” (Tirozzi, 2001:437). In addition, the role conflict and role ambiguity experienced by Khalid and Jamil was exacerbated by time constraints.

7.5 CONCLUSION

Time constraints, role ambiguity and role conflicts were the key reasons why Khalid and Jamil were identified as ineffective by their teacher informants. For secondary school department heads to become leaders, strong leadership and support from administrators is required. There must be a willingness to commit to sustained comprehensive professional development for all staff members including personnel who are an extension of the leadership – the department chairs [heads] (Tirozzi, 2001:434). As an extension of the subject supervisors’ leadership, department heads in the UAE are in a prime position to advance the implementation of change, to maintain the forward momentum of change and to make positive contributions to the school as a whole. However, they need role definition, support and resources to accomplish this mission.

The findings obtained as a result of data analysis are provided in chapters five, six and seven. The next chapter summarises the findings of this study, provides conclusions and makes recommendations related to the findings of this study. In addition, areas for further research are identified.

CHAPTER 8: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

Education plays a fundamental role in the economical, social and political development of any country, including the UAE. The present highly competitive global environment dictates major structural changes for the UAE as human capital plays a major role in the innovative ability of a knowledge-based economy (Al-Suwaidi, 1999:7). At the same time the political stability and integrity of its social system must be maintained. Educational reform is a necessity if education is to discharge its mandate of preparing UAE nationals for the present and future. Consequently, the role of education is changing due to the need for a well-trained and multi-skilled labour force capable of fulfilling the demands of the twenty-first century.

Vision 2020 is the educational reform plan of the UAE which had been mandated to provide the “knowledge, skills, competencies, learning styles and commitment to [UAE] national development that enable the security of the future prosperity of the people of the United Arab Emirates” (MOEY, 2000:9). As the first phase (2000-2005) of the implementation of Vision 2020 draws to a close, challenges related to change implementation and management are identified (MOEY, 2003:54). There is little doubt that effective and sustainable change in education does not just happen, it must be led (Scott, 1999:170).

In accordance with the current perception of shared leadership (Lambert, 2002:1-6), department heads in UAE public secondary schools have the potential to be change agents in the educational reform process. The aim of this study therefore, is to investigate the present an ideal role of the department head as a change agent facilitating the implementation of educational reform in the United Arab Emirates (Section 1.3). A mixed methods research design using a sequential mode of enquiry was employed. In phase one (Section 4.4.3.1) responses to a questionnaire enabled the development of a conceptual framework related to patterns of effective change agent behaviour (Figure 5.1). Two effective department heads were identified as their profiles matched the conceptual framework developed (see Section 1.6). The two

ineffective department heads were identified by teacher informants (see Section 1.6). In phase two (Section 4.4.3.2), the work of the two effective and two ineffective department heads as change agents of educational reform were studied as case studies in-depth.

While chapters five, six and seven describe in detail the findings of this study after an analysis of the data gathered, the purpose of this chapter is to present a summary of the study, to draw conclusions, to make recommendations and to identify areas for future research.

8.2 SUMMARY

Education may be considered an investment in human capabilities where a return on the investment is expected by society and individuals (Section 1.2). The expansion of education in the UAE over the last thirty years has been significant since schools providing education from year one to year twelve are now accessible to all communities in all the emirates and a national curriculum has been implemented in UAE government schools (Section 1.2). However, the problems of waste, inefficiency and low productivity are deeply seated in the education system necessitating a new vision for the future development of education in the UAE (Section 1.2). Vision 2020 is the educational reform plan of the UAE developed in response to the 1995 world declaration of Education of All (Section 1.2). Although the general goals and objectives for educational reform have been defined within the UAE context, challenges have been encountered with the management of Vision 2020 as an educational change process at the implementation level (Section 1.2). In accordance with the current perception of shared leadership in which the principal is no longer considered to be the only instructional leader, this study focuses on department heads in UAE public schools in their role as change agents in the implementation of educational reform in the UAE (Section 1.2).

The aim of this study therefore, is to investigate the present and ideal role of the department head as a change agent facilitating the implementation of educational reform in public schools of the United Arab Emirates (Section 1.3). With respect to this aim, chapter two contextualises this study by providing an exposition of

educational development in the UAE from historical and recent perspectives (Section 2.2). Major external (Section 2.3.1) and internal (Section 2.3.2) challenges facing the UAE education system indicates a need for educational reform in the UAE. Vision 2020 is the educational reform plan of the UAE (Section 2.4). It has seven policy pillars (Section 2.4.1) and twenty-six strategic objectives (Section 2.4.2). Implementation plans related to secondary education in UAE public schools were considered to be important as this is the area in which department heads have a role of play as change agents of educational reform (Section 2.4.4). As part of the Vision 2020's human resource development plan, the intent is to expand the role of the department heads and to train them as instructional leaders (Section 2.4.4). This provides a strong motivation for the purpose of this study (Section 2.4.4).

A literature review of educational reform related to the process of change and the potential for department heads to assume an internal change agent role is provided in chapter three. The history of change is discussed within the progressive period (pre-1950s to 1970s; Section 3.2.1) in which rationalist perspectives were initially dominant. Within this perspective, change was seen as an introduction of a new model with processes that are driven by outside expertise (Section 3.2.1). Later, classroom change was viewed as an event because it was selected and announced with the assumption that it would simply happen (Section 3.2.1). Implementation within this context resulted in failed reform efforts because what these models missed was the complex process of the change event.

The change event, then became the focus of research in the post-progressive period (1980s to the present; Section 3.2.2). Research on change during this period generated an emphasis on the fact that change is a process that affects the very culture of schools (Section 3.2.2). In this period, new ways of understanding cognition and the learning processes related to it emerged. Studies showed that within the context of discourse knowledge is produced and shaped (Section 3.2.2). Therefore, learning is viewed as a process of social construction and a set of conditions that correlate strongly with successful change efforts was identified (Section 3.2.2). In addition, research findings reveal that innovative structures are profoundly shaped by interpersonal processes and effective collaboration over time. Collaboration does not just happen, it has to be

facilitated (Section 3.2.2). A change agent (Section 3.3) is an assistance person who has the role of initiating and facilitating the change process (Sections 1.6 and 3.3).

Research findings describe various change agent roles (Section 3.3.1.1), namely, that of negotiator, nurturer, teacher, learner and curriculum developer. The role of the change agent depends on whether change agents are classified as internal or external (Section 3.3.1.2). While external change agents can be effective when they work intensively with individual teachers, it is the internal change agent who is able to establish working relationships with teachers to facilitate change (Section 3.3.1.2). Internal change agents have the ability to prove *homophily* by sharing a teacher's practicality ethic and by demonstrating and coaching new practices (Section 3.3.1.2). It has also been found that the effectiveness of internal change agents is enhanced by working directly with external change agents (Section 3.3.1.2).

Change agent style (Section 3.3.1.3) interacts with and affects change agent characteristics. Literature sources describe three distinct styles for change agents in educational settings namely, directive, collaborative and non-directive (Section 3.3.1.3). A balance of these styles results in a mix of strategies and skills that facilitate successful change implementation. Thirteen change agent strategies (Section 3.3.1.4) were identified for department heads. They ranged from directive to non-directive strategies and they could be grouped as general, major, auxiliary and minor strategies (Table 3.1). The strategies employed depend on a characteristic mix of skills (Section 3.3.1.5).

Change agent skills are generic tools that are used in combination when employing various strategies (Section 1.6). Change agent skills may be categorised as general (Section 3.3.1.5a) or specific (Section 3.3.1.5b). Ten general and eleven specific skills were identified by previous research for internal change agents (Sections 3.3.1.5a and 3.3.1.5b). While strategies and skills employed by change agents facilitate the implementation of change, certain outcomes (Section 3.3.2) are affected by change agent activities. Outcomes are any perceived effects on teachers, administrators and schools (Sections 1.6). Ten outcomes were identified by previous research and used in the empirical research process of this study (Section 3.3.2). Outcomes have been used in previous studies as a means of identifying outstanding or highly effective change agent behaviour (Section 3.3.2).

Previous research on instructional leadership focused on district office personnel and principals as instructional leaders (Section 3.4). However, more recent findings suggest that senior administrators invest limited time with teachers on instructional matters therefore the concept of teacher empowerment is gaining ground (Section 3.4). In accordance with the current perception of shared leadership, department heads are believed to have the potential to function as instructional leaders who facilitate the change process (Section 3.4).

Department heads have a potentially powerful combination of subject expertise and teaching competency as well as a position in the school hierarchy (Section 3.4). However, the role of the department head is undefined, open to interpretation and multifaceted in nature (Section 3.4). Therefore, role ambiguity is inherent in this position which results in role conflict and confusion over the nature of the department head's responsibilities (Sections 3.4.1 and 3.4.2). The job of the department head is task oriented and they are expected to perform any and all duties assigned to them by a superior (Section 3.4.2). Researchers have advocated that the leadership of department heads could be used more effectively in the change process as they have the potential to assist and support teachers, and to create an environment conducive to the process of change (Section 3.4.3). Heavy workloads, time constraints, role ambiguity and role conflict limit the potential of department heads to serve as instructional leaders (Section 3.4.3), therefore, they are considered to be an untapped resource in secondary schools (Section 3.4.3).

The findings emanating from the literature review provided a conceptual and theoretical framework for the research design of this study (chapter four). A sequential mixed method research design was considered appropriate because it enabled the mixing of quantitative and qualitative research methods and the expansion of the findings of one method with the other method (Section 4.2). The sequential design of this study was set up in two phases, the first of which was quantitative and the second qualitative (Section 4.2.2). Ethical measures for the use of human subjects were developed and approved by the Zayed University Human Subjects Committee (Section 4.4.1). In phase one (Section 4.4.3.1) of this study, the target participants were department heads involved with assisting secondary school teachers in UAE public schools with the implementation of educational reform. The department heads

were profiled by means of responses to questionnaires (Section 4.4.3.1a; **Appendices F and G**) from three perspectives, namely, self (department head), superior (subject supervisor) and subordinate (two teachers nominated by the department head) perspectives. These three perspectives provided a holistic view on the participant's profile in terms of his/her change agent characteristics (Section 4.4.3.1a). Descriptive statistics using frequency tables enabled a comparison of priorities, leadership style, strategies, skills, and outcomes ranked by department heads and their informants (Section 4.4.4.1).

In phase two of this study (Section 4.4.3.2) the initial intention was to identify and study in-depth department who were regarded as effective as change agents by comparing their profiles to a conceptual framework developed from the results obtained in phase one of this study (Section 4.4.3.2). However, a change in focus was deemed necessary when questionnaire responses from two teacher informants introduced the ineffective department head category (Sections 1.6 and 4.4.3.2). Teacher informants of two department heads indicated that they were unable to complete the questionnaire responses as none of the characteristics applied to their department head (Section 4.4.3.2). This finding presented an opportunity to study the work of effective and ineffective department heads in-depth in their role as change agents of educational reform (Sections 1.6 and 4.4.3.2).

In phase two of this study, purposive sampling enabled the identification of two effective and two ineffective department heads (Sections 1.6 and 4.4.3.2a). Qualitative research instruments (semi-structured interviews, planned observations and document analysis) were employed to study their work in-depth enabling the collection of information-rich data (Section 4.4.3.2b). The qualitative data analysis method in phase two resulted in the development of case studies of the effective and ineffective department heads (Section 4.4.4.2).

In the sections that follow, the findings related to phase one where a conceptual framework identifying patterns of effective change agent behaviour (chapter five) was developed is discussed initially, thereafter, a summary of the findings obtained for the case studies of the two effective (chapter six) and two ineffective department heads (chapter seven) is provided.

8.2.1 Patterns of effective change agent behaviour

The findings obtained from an analysis of the profiles of the thirty-two department heads (Table 5.2) participating in phase one of this study were synthesised within a conceptual framework in chapter five. Essential elements of this framework included, the situational context (Section 5.4.1), change agent entry characteristics (Section 5.4.2), effective change agent behaviour (Section 5.4.3) and the outcomes (Section 5.4.4) affected by the work of the department heads as an internal change agent.

In terms of situational context (Section 5.4.1), whole school reform in the UAE is developing concurrently with curriculum and instructional reform. Department heads participating in this study worked in a similar reform context (Section 5.4.1). Each department was provided with a framework to develop a PLC unit in general education secondary schools in the UAE (Section 5.4.1). There were no representations from religious or technical schools (Table 5.1). In terms of change agent entry characteristics most department heads had between 10-15 years of teaching experience and they had been employed in their current positions for 5-8 years (Section 5.4.2 and Table 5.1). The majority of department heads (86%) had a Bachelors degree as their highest academic qualification while fewer (14%) had post-graduate degrees (Table 5.1). Department heads participating in this study had the required change agent entry characteristics in terms of academic qualifications, educational experience, content knowledge and process skills (Section 5.4.2).

Effective change agent characteristics (Section 5.4.3) were identified by profiles created for thirty-two department heads in phase one of this study (Table 5.2). Effective change agent behaviour is dependent on a strategic mix of characteristics employed when supporting teachers through the change process (Section 5.4.3). Priorities, leadership styles, strategies and skills were rated by department heads and their informants (Tables 5.2 and 5.3). In terms of change agent priorities (Section 5.4.3.1) *aid change with product development* was considered to be the department heads' top priority (Table 5.3). Next, the support role of the department head was considered important because *expanding the knowledge of teachers* and *bringing resources to teachers* were rated as further priorities (Tables 5.2 and 5.3). The identification of these categories as priorities indicates that instructional leadership is

expected of the department head by both teachers and administrators, even though subject supervisors are the official instructional leaders in the UAE (Section 5.4.3.1). Most department heads took on the role of internal change agent in addition to their usual duties, without time release and without any training (Section 5.4.3.1). While priorities focus on purpose, leadership style (Section 5.4.3.2) impacts effectiveness as a change agent. Leadership styles varied among participants in this study (Tables 5.3 and 5.3) however *supportive*, *collaborative* and *facilitative* styles were ranked highly. The findings therefore corroborated with literature findings that a collaborative change agent style contributes to successful and sustained change because it rejects power relationships (Section 5.4.3.1).

A number of strategies (Section 5.4.3.3) and skills (Section 5.4.3.4) were ranked by informants for the department heads. Seven strategies, namely, *energising and motivating teachers*, *collaborative problem solving*, *developing a support structure*, *resource linking*, *supportive planning*, *providing technical assistance* and *supporting teachers emotionally* were ranked highly (Table 5.4 and Figure 5.1). These were all considered to be non-directive strategies (Section 5.4.3.3). Directive strategies like *resolution giving*, *clinical one-to-one conferencing* and *controlling teacher's actions* were not highly rated (Table 5.2). This was not surprising as these were strategies that do not conform to a participatory approach (Section 5.4.3.3). Therefore, it appears as though department heads preferred to manage their teachers as a team with the benefits of collaboration and information sharing (Section 5.4.3.3). The use of these strategies necessitated a mix of skills that are essential for successful implementation (Section 5.4.3.4).

In this study general (Section 5.4.3.4a) and specific (Section 5.4.3.4b) skills were identified. In terms of general skills, the findings show that *interpersonal ease*, *administration/organisation* and the ability to communicate (*talk* and *listen*) were rated high while *technical expertise*, *demonstrating as master teacher* and *giving knowledge of educational content* were rated low by participants (Section 5.4.3.4a; Tables 5.2 and 5.3). While the skills ranked high affirmed the preference for a supportive and collaborative environment, the skills ranked low may be indicative of the fact that department heads are unable to apply all the available skills because of time constraints (Section 5.4.3.4a). This should not be viewed as a disadvantage

because it presents opportunities to strengthen sharing within the group and peer coaching opportunities (Section 5.4.3.4a). The most highly rated specific skills (Section 5.4.3.4b) were *support, collaboration* and *resources bringing* (Tables 5.2 and 5.3). This rating of these skills was consistent with other change agent characteristics considered to be typical of effective department heads. *Conflict mediation, managing and controlling, confrontation* and *diagnosing school needs* were least typical of participants (Tables 5.2 and 5.3). The results obtained confirm that participants preferred the creation of a collaborative and facilitative team-based approach rather than a directive, manipulative and controlling environment in which to work with the change process (Section 5.4.3.4b).

Various preliminary outcomes (Section 5.3.4.5) were ranked at it is too early in the implementation process to identify definite outcomes. Change agent outcomes ranked high in this study included, *energised and motivated teachers, supported planning, satisfaction in the relationship with teachers, programme model implemented, student impact* and *use of new product* (Tables 5.2 and 5.3). These were considered to be easily achieved outcomes, while the more difficult outcomes were ranked low (Section 5.3.4.5). This was expected because it is too early in the implementation period to identify definite outcomes.

From the results obtained in phase one, a conceptual framework (Figure 5.1) was developed which defined the patterns of effective change agent behaviour for department heads in the UAE. By comparing individual department head profiles with the conceptual framework, nine department heads (**Appendix I**) from the overall sample in phase one were identified as effective (Section 5.3.4.5). Of these two effective department heads were considered appropriate as case studies because they were in the same subject area as the department heads identified as ineffective by teacher informants (Section 5.3.4.5). See Section 1.6 for the definition of effective and ineffective department heads used within the context of this study.

The findings of the case studies of the effective and ineffective department heads as discussed in chapters six and seven are summarised below.

8.2.2 Summary of case study findings for effective and ineffective heads

All of the department heads used as case studies were appointed to their positions due to their excellent teaching skills and because their subject supervisors perceived them to have the organisational ability and administrative skills required for the position (Sections 6.2.2.1, 6.3.2.1, 7.2.2.1 and 7.3.2.1). None of the department heads were selected because they had characteristics associated with the change agent role (Sections 6.4.1 and 7.4.1).

Both the effective and ineffective department heads exhibited multi-faceted roles and were responsible for both teaching and administrative tasks (Sections 6.2.2.1, 6.3.2.1, 7.2.2.1 and 7.3.2.1). The implementation of a new curriculum challenged them with a change agent role which they accepted unofficially, in addition to their usual duties and without any time release (Sections 6.4.1 and 7.4.1). Effective department heads took ownership of the change process (Sections 6.2.2.1 and 6.3.2.1) while ineffective department heads believed that as subject specialist, teachers were capable of implementing the new curriculum on their own (Sections 7.2.2.1 and 7.3.2.1). One ineffective department head in particular had to provide additional *technical expertise* because different part-time, non-specialist staff were assigned to his department every year (Section 6.2.2.1). This impinged on his time and the amount of support he was able to offer full-time teachers (Sections 6.2.2.1 and 6.4.1).

Role ambiguity held true for all department heads as the implementation of the new curriculum and teacher support were identified as their main priorities by all informants even though department heads have not been nominated as instructional leaders by the MOEY (Sections 6.2.2.2, 6.3.2.2, 7.2.2.2 and 7.3.2.2). The lack of role definition resulted in a difference in the way effective and ineffective department heads viewed their role in the change process. Hence, effective and ineffective department heads used different approaches to facilitate the implementation process (Sections 6.4.1 and 7.4.1).

- Effective department heads displayed ownership of the implementation process thereby empowering their teachers (Section 6.4.1). They achieved this by

structuring their activities around the role of a team facilitator enabling them to target team activities to various priorities inherent in the new programme (Section 6.4.1). This enabled teachers to see the relationship between priorities and the implementation process (Section 6.4.2). Therefore, they were successful in developing a PLC in which teachers felt supported, confident and *energised/motivated*;

- Ineffective heads on the other hand, were confident in their teachers' ability to implement the new programme as they were subject specialists (Sections 7.2.2.2 and 7.3.2.2). They provided assistance by making themselves available at the request of individual teachers (Section 7.4.1). Role conflict was evident as teachers did not prefer the teacher-specific and situation-specific approach provided by the ineffective department heads. Therefore, this approach was not conducive to the creation of a PLC and role conflict contributed to teachers feeling isolated, anxious and frustrated with the change process (Sections 7.2.1.3 and 7.3.1.3).

Both effective and ineffective heads were limited by time constraints. Effective department heads facilitated teamwork amongst department members (Section 6.4.1) while ineffective department heads provided assistance to teachers when requested (Section 7.4.1). Different approaches were used because the role of the department head in the change process has not been clearly defined (Sections 6.4.1 and 7.4.1). At present, department heads receive no training on how to be a department head, no guidance on how their work would change after the implementation of the new curriculum and no follow-up support related to instructional leadership expectations from both a teacher and an administrator perspective (Section 7.4.1). Essentially, they were left to their own devices to do the best they could without administrative support (Section 7.4.1).

All of the schools examined in this study had similar administrative support mechanisms (Sections 6.2.1.2, 6.3.1.2, 7.2.1.2 and 7.3.1.2). Educational Zone and school administrators supported the implementation process financially as well as through support, encouragement and by making in-service training provisions (Sections 6.4.2 and 7.4.2). All of the department heads in this study had positive

relationships with school administrators who were confident with their expertise and leadership abilities (Sections 6.2.2.1, 6.3.2.1, 7.2.2.1 and 7.3.2.1).

Effective department heads were involved in school wide processes and they lobbied for their departments' needs (Sections 6.2.2.1 and 6.3.2.1) while ineffective department heads were less involved in school processes and they lacked authority to change department schedules (Sections 7.2.2.1 and 7.3.2.1). Role conflict, role ambiguity and time constraints were the major reasons why teacher informants perceived ineffective department heads to be ineffective as change agents (Section 7.4.2). In all of the departments examined, schools administrators (the principal and the subject coordinators) did not attend departmental or grade-level meetings where implementation plans were discussed (Sections 6.4.2 and 7.4.2). This may be a key reason why teachers perceived the department head to be the instructional leader rather than the subject supervisor with whom they have limited interaction (Sections 6.4.2 and 7.4.2).

All of the department heads were rated for change agent characteristics by their informants (Tables 6.1, 6.3, 7.1 and 7.3). Effective department head profiles displayed similarities to the conceptual framework developed in phase one of this study (Figure 5.1 and Table 6.5) while ineffective department heads had lower mean ranks for all of the characteristics identified (Table 7.5). Various strategies (Sections 6.2.2.3, 6.3.2.3, 7.2.2.3 and 7.3.2.3) and skills (Sections 6.2.2.4, 6.3.2.4, 7.2.2.4 and 7.3.2.4) were identified by informants for all of the department heads.

Delays with the arrival of resources were experienced by all departments (Sections 6.2.2.3, 6.3.2.3, 7.2.2.3 and 7.3.2.3). While effective department heads employed a *resource linking* role by tapping into various sources of information in order to meet individual and collective teacher's needs (Sections 6.2.2.3 and 6.3.2.3; Tables 6.1 and 6.3), ineffective department heads were *passive* when delays were experienced (Sections 7.2.2.3 and 7.3.2.3; Tables 7.1 and 7.3). All department heads in this study were sensitive to individual needs, however effective department heads worked with teachers as a group and they individualised their attention and assistance as required (Sections 6.2.2.3, 6.3.2.3 and 6.4.3.1) while ineffective department heads helped teachers only requested (Sections 7.2.2.3, 7.3.2.3 and 7.4.3.1). Effective department

heads used a *collaborative problem solving* strategy (Section 6.4.3.1; Tables 6.1 and 6.3) to overcome time constraints. This facilitated team work and a sharing of expertise, experience and knowledge. Ineffective department heads in contrast, relied on the strategies of *resolution giving* and *providing technical assistance* (Section 7.4.3.1; Tables 7.1 and 7.3). The resulting, one-way flow of information and assistance on a one-to-one basis was not conducive to the development of a PLC (Sections 7.2.2.3 and 7.3.2.3).

Effective heads used *administration/organisation* (Section 6.4.3.1; Tables 6.2 and 6.4) as a strategy to assist teachers. They organised teams and took the responsibility for the administrative tasks so that teachers could concentrate on the new programme. Ineffective department heads were also preoccupied with the content of the new programme and on departmental administration however time constraints and role conflict prevented them from fulfilling teachers' expectations related to the change agent role (Sections 7.2.2.3, 7.3.2.3 and 7.4.3.1).

All department heads complained of a lack of time for *training/workshops* (Sections 6.4.3.1 and 7.4.3.1). Effective department heads compensated by using the strategy of *collaborative problem solving* (Section 6.4.3.1; Tables 6.2 and 6.4) where teachers shared successful classroom practices and pitfalls with their peers. This strategy assisted in *developing a support structure* and in *energising/motivating* teachers (Sections 6.2.2.3 and 6.3.2.3). Ineffective department heads compensated by making themselves available when requests were made (Section 7.4.3.1). Teacher informants confirm that ineffective department heads "*went out of their way to help*" when asked (Sections 7.2.2.3 and 7.3.2.3).

The strategies employed by both effective and ineffective department heads were dependant on a characteristic mix of skills (Sections 6.2.2.4, 6.3.2.4, 7.2.2.4 and 7.3.2.4). All department heads provided *technical expertise* (Tables 6.1, 6.3, 7.1 and 7.3). While effective department heads were regarded as *technical experts* and visionary teachers (Section 6.4.3.2), ineffective department heads were viewed as traditional teachers by teacher informants (Section 7.4.3.2). Effective heads achieved a balance of directive and non-directive skills to support teachers. For example, when *confrontation* was necessary they asserted their status as *technical experts* but

tempered this strategy by using *interpersonal skills* (Section 6.4.3.2). Teacher informants did not view ineffective department heads as possessing the necessary skills for implementing the process skills required by the new programme (Sections 7.2.2.4 and 7.3.2.4). This indicates a need to re-train all teachers including department heads in the requirements of the new programme (Section 7.4.3.2). The use of *interpersonal skills* may have helped ineffective department heads to develop positive relationships with their teachers (Sections 7.2.2.4 and 7.3.2.4). One ineffective head used humour to dispel negativity amongst teachers and the other perceived the frustration that teachers felt as normal because “*change comes with its own heartaches*” (Section 7.4.3.2).

Three preliminary outcomes were identified by informants for the department heads participating in this study (Sections 6.2.2.5, 6.3.2.5, 7.2.2.5 and 7.3.2.5). They include: the *use of a new product, implementation of the programme model and satisfaction in the relationships with teachers* (Sections 6.4.4 and 7.4.4). A positive finding in this study is that despite difficulties related to the change process, the new curriculum is being implemented by all of the departments studied (Sections 6.4.4 and 7.4.4). Planning documents and student workbooks confirm that materials developed at grade-level meetings are being used by teachers in all departments. The development of process skills was found to be challenging for most teachers but no remediation steps have been taken (Sections 6.4.4 and 7.4.4).

Satisfaction in the relationships with teachers was thought to be achieved by all department heads. In the case of effective department heads, informants describe positive relationships amongst department members and harmonious working relationships that contribute to teachers feeling *energised/motivated* (Sections 6.2.2.5 and 6.3.2.5). In the case of ineffective department heads, *satisfaction in the relationships with teachers* was thought to be achieved because of the congenial relationships achieved by them with their full-time teachers.

Three impediments to change were identified in the case studies, namely the lack of time and money (Sections 6.4.5.1 and 7.4.5.1), restrictive school schedules (Section 7.4.5.2) and role ambiguity (Sections 6.4.5.2 and 7.4.5.3). All of the department heads had some release time for administrative duties but all considered it inadequate. They

all worked after school hours to complete their administrative tasks and they all were expected to take on the change agent role without any time release (Sections 6.4.5.1 and 7.4.5.1). Department heads did not have the time to train and coach teachers but compensated by arranging group meetings and peer coaching opportunities (Section 6.4.5.1) or by making themselves available on request (Section 7.4.5.1). All of informants discussed budgetary problems and a lack of finances for resources (Sections 6.4.5.1 and 7.4.5.1).

Restrictive school schedules impeded change because rearranging the school schedule to maximise alternative teaching possibilities and combining classes to allow time for teacher planning is not possible under the current scheduling procedure (Section 7.4.5.2). In one department studied, scheduling impacted the department as part-time staff was changed every year. While the ineffective department head pursued the matter with the principal he did not have the authority to change it (Section 7.4.5.2). He lost credibility and teacher support over a matter that was beyond his control (Section 7.4.5.2).

All department heads studied struggled with role conflict and role ambiguity (Sections 6.4.5.2 and 7.4.5.3). Their job descriptions were not a true reflection of what they were expected to do as they were expected to take on the change agent role without a revision in their job descriptions and without any time release (Sections 6.4.5.2 and 7.4.5.3). The conflict of the espoused nature of the job and the reality of the job of department heads resulted in role ambiguity, therefore, there were discrepancies between what teachers expected and what department heads were able to deliver (Sections 6.4.5.2 and 7.4.5.3).

The findings summarised in Sections 8.2.1 and 8.2.2 and discussed in detail in chapters five, six and seven, represent an effort to identify the characteristics of effective change agents and an identification of the limitations of this role for department heads in UAE public schools. Therefore, these findings are based on profiles obtained for department heads in UAE secondary schools and within the context of educational reform in the UAE. Taking into consideration, the delimitations of this study, the following conclusions are provided.

8.3 CONCLUSIONS

Conclusions for the present study are derived from two sources, namely, from an examination of the literature and from the findings of this study.

8.3.1 Conclusions from the literature

The following conclusions are derived from an examination of the literature related to the change process with respect to educational reform, the characteristics of change agents and the potential and limitations of the department head as an instructional leader. They include:

- Change is a process that does not affect only one teacher in one classroom but it affects the very culture of schools. Sustainable change goes deep into the structure of organisations and they are influenced by the way in which people work together. It involves a change in attitudes, perceptions, relationships, beliefs and the ways in which people collaborate (Section 3.2.2);
- Change implementations are most successfully institutionalised when inside personnel assume responsibility, are given authority, time and on-going support to sustain change (Section 3.2.2);
- Successful change efforts are those that emerge as a local need, appropriate to a specific context and transformative for both individuals and institutions (Section 3.2.2);
- Conditions which strongly correlate with successful change efforts include, collaborative cultures that foster the development of a PLC and interpersonal processes such as collaboration, support and facilitation (Section 3.2.2);
- Change agents are essential and critical for the facilitation of reform because they put plans into operation, lead, support and act as resources (Section 3.3);
- Various change agent characteristics (role, classification, style, strategies, skills) and outcomes influence the effectiveness of change agent behaviour and the fate of the change process (Section 3.3);
- Change agents may fulfill several roles, namely that of negotiator, nurturer, teacher, learner and curriculum developer (Section 3.3.1.1);

- Change agents are classified as external or internal (Section 3.3.1.2).
- Internal change agents are able to more readily establish working relationships that facilitate a change in teacher's behaviour (Section 3.3.1.2);
- The effectiveness of internal change agents is enhanced by working directly with external change agents (Section 3.3.1.2);
- Three distinct change agent styles are identified, namely, directive, collaborative and non-directive. A balance of these styles constitute effective change agent behaviour (Section 3.3.1.3);
- Thirteen change agent strategies have been identified for department heads. Department heads need a balance of directive and non-directive strategies to be effective. The strategies employed depend on context (Section 3.3.1.4);
- Ten general (Section 3.3.1.5a) and eleven specific skills (Section 3.3.1.5b) were identified for department heads. A characteristic mix of skills is required for department heads to be effective as change agents;
- Ten outcomes were identified for department heads (Section 3.3.2). Outcomes are used as a means of determining whether change agents are average or outstanding (Section 3.3.2);
- Department heads have multiple roles including teaching and administration but their role is largely undefined, multifaceted and open to interpretation (Section 3.4; Weller, 2002:73);
- Administrators view the positions as an administrative "line" position while teachers view it as a staff position. The difference in perception creates conflicting role expectations (Section 3.4.1);
- Department heads have a potentially powerful combination of subject expertise, teaching competencies, credibility and homophily to perform an internal change agent role (Section 3.4.1);
- Department heads are considered to be potential instructional leaders because they assist teachers with planning, help them with a variety of teaching strategies, train, coach and provide a supportive environment to facilitate change (Section 3.4.3);
- A support system plays a critical role in the change process because it encourages the development of materials, breaks down teacher isolation and empowers teachers to work with peers to create a sense of ownership of the change process (Section 3.4.3);

- Meetings geared to sharing concerns and experience is identified as an effective mechanism for assisting the transfer of training into the classroom. Teachers also get the opportunity to discuss problems and concerns regarding the innovation (Section 3.4.3); and
- Change is complex and labour intensive, therefore heavy workloads and time constraints limit the potential of department heads as change agents of educational reform (Section 3.4.4).

8.3.2 Conclusions from the findings of this study

The conclusions derived from the findings obtained in phase one and phase two of this study are discussed independently below.

8.3.2.1 Phase one

Conclusions from the findings of phase one of this study, namely, the development of a conceptual framework for the identification of the patterns of effective change agent behaviour are as follows:

- Department heads have the potential to fulfill the role of internal change agent in UAE secondary schools (Section 5.1);
- Department heads in UAE secondary schools are involved in the process of developing PLC units where leadership, vision and values are shared and where collective learning and application of learning and shared practice can potentially occur (Section 5.4.1);
- Traditionally department heads were not expected to be change agents, this role was introduced with the educational reform process (Section 5.4.2);
- Department heads in UAE secondary schools have the required academic qualifications, educational experience, content knowledge and process skills for their role as change agents (Section 5.4.2);
- Effective change agent behaviour is identified by a strategic mix (priorities, leadership style, strategies and skills) of characteristics employed to help teachers through the change process (Section 5.4.3);

- Effective department heads can be identified by matching their profiles with the conceptual framework developed for patterns of effective change agent behaviour (Figure 5.1).
- The effective characteristics include priorities related to change implementation and support (Section 5.4.3.1), a collaborative leadership style (Section 5.4.3.2), seven strategies related to a participatory, supportive and facilitative approach (Section 5.4.3.3) and a mix of general and specific skills that motivate, encourage and support teachers (Section 5.4.3.4);
- Non-directive strategies and skills were favoured over directive strategies and skills confirming a collaborative, facilitative team-based approach rather than a directive, manipulative or controlling approach (Sections 5.4.3.3 and 5.4.3.4);
- Outcomes were not the only criteria used to identify effective department heads because it was too early in the change process to define definite outcomes (Section 5.3.4.5).

Two effective department heads were identified as case studies because their profiles matched the pattern of effective change agent behaviour identified and two ineffective department heads were identified by their teacher informants (see Section 1.6).

8.3.2.2 Phase two

The conclusions derived from the case studies of two effective and two ineffective department heads in phase two are as follows:

- All department heads were appointed because of their teaching excellence, organisational ability and administrative skills (Sections 6.2.2.1, 6.3.2.1, 7.2.2.1 and 7.3.2.1);
- All department heads had multi-faceted roles with a range of responsibilities related to teaching and administration (Sections 6.2.2.1, 6.3.2.1, 7.2.2.1 and 7.3.2.1);
- The implementation of a new curriculum challenged all department heads with a change agent role. Both effective heads and ineffective department heads accepted this role unofficially and in addition to their usual duties, but they used

different approaches to facilitate the change process (Sections 6.2.2.1, 6.3.2.1, 7.2.2.1 and 7.3.2.1);

- Effective department heads took ownership of the change process while ineffective department heads were confident that as subject specialists teachers in their departments were capable of implementing the curriculum on their own (Sections 6.2.2.2, 6.3.2.2, 7.2.2.2 and 7.3.2.2);
- Role ambiguity held true for all department heads as implementation of the new curriculum and teacher support was considered to be their top priorities (Sections 6.2.2.1, 6.3.2.1, 7.2.2.1 and 7.3.2.1);
- To compensate for time constraints, effective department heads facilitated teamwork and used *collaborative problem solving* strategies. In addition they worked with teachers both as a group and as individuals on an on-going basis (Sections 6.2.2.2 and 6.3.2.2). Ineffective department heads compensated by making themselves available to teachers on request (Sections 7.2.2.2 and 7.3.2.2);
- The approach used by effective department heads resulted in the development of a PLC, therefore teachers felt empowered, supported, motivated and energised (Sections 6.2.1.3 and 6.3.1.3);
- The individualistic, teacher-specific and situation-specific approach used by ineffective heads was not conducive to the development of a PLC, hence teachers felt isolated, anxious and frustrated (Sections 7.2.1.3 and 7.3.1.3).
- Role conflict, role ambiguity and time constraints were identified as the major reasons why teacher informants considered their department heads to be ineffective (Section 7.4.1);
- Department heads received no training on how to be a department head, no guidance on how their work would change after the implementation of the new curriculum and no follow-up support related to instructional leadership expectations. They were left to their own devices to do the best they could without administrative support (Section 7.4.1);
- All of the schools in this study provided similar administrative support and all department heads had positive relationships with their superiors (Sections 6.2.2.1, 6.3.2.1, 7.2.2.1 and 7.3.2.1);

- While effective department heads used interpersonal skills to lobby for support and to negotiate for their department's needs, ineffective department heads were more passive in their approach and not always successful in their attempts (Sections 6.2.2.1, 6.3.2.1, 7.2.2.1 and 7.3.2.1);
- Case studies of effective and ineffective department heads confirm the conceptual framework developed in phase one of this study (Sections 6.4.3 and 7.4.3; Tables 6.5 and 7.5) because effective department heads were ranked high for all characteristics identified (Table 6.5) and ineffective department heads were ranked low for the same characteristics (Table 7.5);
- Strategies employed by effective department heads were *resource-linking*, *collaborative problem solving*, *facilitating* and *administration/organisation* (Sections 6.2.2.3 and 6.3.2.3) while ineffective heads used *resolution giving* and *providing technical assistance* in their work as change agents of educational reform (Sections 7.2.2.3 and 7.3.2.3);
- All department heads complained of time constraints for *training/workshops* (Sections 6.4.3.1 and 7.4.3.1). Effective department heads compensated by using a *collaborative problem solving* strategy and by facilitating teamwork (Sections 6.2.2.3 and 6.3.2.3) and ineffective department heads compensated by making themselves available to teachers on request (Sections 7.2.2.3 and 7.3.2.3);
- All department heads provided *technical expertise* (Sections 6.4.3.2 and 7.4.3.2), but effective department heads were considered to be technical experts while ineffective heads were considered to be traditional teachers by their teacher informants (Sections 6.4.3.2 and 7.4.3.2);
- Effective department heads used a balance of directive and non-directive skills in their work as change agents while ineffective department heads were challenged by role ambiguity, role conflict and time constraints (Sections 6.4.3.2 and 7.4.3.2);
- Three preliminary outcomes, namely, *use of a new product*, *implementation of the programme model* and *satisfaction in the relationships with teachers* were identified for all department heads (Sections 6.4.3.3 and 7.4.3.3);
- The new curriculum is being implemented in all departments even though different approaches to implementation were used by effective and ineffective department heads (Sections 6.4.3.3 and 7.4.3.3);

- Three impediments to change were identified, namely, the lack of time and money (Sections 6.4.4.1 and 7.4.4.1), restrictive school schedules (Section 7.4.4.2) and role ambiguity (Sections 6.4.4.2 and 7.4.4.3);
- All department heads were given release time for their administrative duties, but all complained that it was inadequate. They all worked after school hours to accomplish the tasks expected of them (Sections 6.4.5.1 and 7.4.5.1);
- All of the departments experienced budgetary or financial problems. Delays by a lack of planning by the MOEY was regarded as an impediment to change (Sections 6.4.5.1 and 7.4.5.1);
- Restrictive school schedules limit the possibilities for peer coaching or team-teaching during the duration of the school day and department heads do not have the authority to change the school schedule (Section 7.4.5.2); and
- Role ambiguity and role conflict do not reflect the reality of the job department heads are expected to do (Sections 6.4.5.2 and 7.4.5.3) but all departments have implemented the new curriculum.

The conclusions derived from the literature and from the findings of this study shows that department heads are capable of fulfilling the role of an internal change agent in the educational reform process if their roles are clearly defined and if they are provided with training, time release and administrative support. Consequently this study concurs with literature findings that like elsewhere, department heads in the UAE remain an untapped resource in the change process and that role ambiguity, role conflict and time constraints impede their role as an internal change agent of educational reform.

The conclusions derived from this study provide a platform for recommendations that could be used by the MOEY to capitalise on the potential of department heads as change agents of educational reform in the UAE.

8.4 RECOMMENDATIONS

The following recommendations could assist department heads in improving their effectiveness as change agents of educational reform. They include:

8.4.1 Revision of job descriptions

The MOEY should reconstruct the department head job description by identifying the goals that need to be accomplished, establishing priorities and focusing the department head's role in curriculum and instruction. At present, department head job descriptions emphasise their administrative duties. If department heads are to be effective change agents they must be assigned the responsibility for improving curriculum and instruction. This may mean assuming responsibility for teacher supervision and the establishment of department goals and student outcomes. If outcomes are linked to performance appraisal methods this would serve as a mechanism for motivating department heads to strive towards the ideal role expected of them in the change process.

8.4.2 Selection criteria

Formal written procedures for the selection of department heads are required. Department heads are often appointed without a prior interview and appointments are often made based on the perception of the subject supervisor's perception of the teacher's administrative ability. The MOEY should select the best person for the job; those who have both the aptitude and desire to be change agents and who are considered to be technical experts are likely incumbents. Prospective department heads should be screened according to how they would improve curriculum and instruction in their departments. It would also be advisable to involve department teachers in the selection process as Terry (2003:6) found this method of selection to be successful.

8.4.3 Training of department heads

Continuous professional development opportunities should be provided to ensure that the department head is able to meet the changing demands of their responsibilities. At present department heads do not receive any job-related training before or after assuming their position. Department heads would benefit from training related to the change process as described by Fullan (2001:1-207). In addition training should involve specific strategies and skills known to be used by effective change agents.

Other topics for training might involve areas related to the department head's specialty where new teaching strategies, instructional methods and process skills are explored. Department heads would also benefit from participating with other department heads in on-going forums in which they can share concerns, have training sessions for targeted needs and establish a network of mutual assistance.

8.4.4 Time allocation

Department heads should be allocated at least 0.5 full-time equivalent (FTE) block of time to work directly with teachers. Department heads are currently full-time teachers who are allotted one period per day to perform departmental duties. This may be sufficient if department heads are only expected to attend to administrative details however it is inadequate if they are expected to be involved in curriculum and instruction. While effective department heads manage to find ways of involving teachers in their departments in *collaborative problem solving* and creating a *support* system, they generally do not have time to spend in teacher's classrooms *training* and coaching. *Training* and coaching in classrooms have been found by Mayers and Zepeda (2002:49-64), Hipp and Huffman (2001:1-24) and Miles *et al.*, (1998:157-193) to be amongst the most effective ways of institutionalising change.

8.4.5 Control of department schedules

Department heads should have control over their department's schedules and the deployment of teachers. At present school schedules are very restrictive, therefore control over the schedule will provide department heads with some flexibility in scheduling classes more evenly amongst teachers, the opportunity to allocate teachers to their preferred courses and an opportunity to arrange certain classes back-to-back to better facilitate student transfers and team teaching.

The present study does not advocate that it is comprehensive enough to provide answers to all areas of the change agent role of department heads. It is the first research effort considering the role of department heads as change agents in UAE public secondary schools. The findings, conclusions and recommendations of this

study should not, therefore be considered definitive as there is a need to consider the delimitations of this study (Section 1.5).

8.5 RECOMMENDATIONS FOR FURTHER RESEARCH

In analysing the present findings several areas for further research are identified. These are summarised below.

8.5.1 The role, responsibility and authority of department heads

Role ambiguity and role conflict have been confirmed from the findings of this study, however, the various roles and responsibilities of the department head needs to complement and fit into an area of influence and authority that include both teachers and administrators. Further research into the role and responsibilities of department heads would enable an identification of all the key areas that they could potentially lead. This information would assist with selection of department heads and in the identification of training needs.

8.5.2 Further development of the conceptual framework

The conceptual framework (Figure 5.1) developed in this study could be regarded as an initial attempt to identify patterns of effective change agent behaviour amongst department heads in the UAE, therefore it needs further refinement and development. As it was too early in the implementation process to verify outcomes of change agent behaviour, further research should be conducted to include outcomes as the criteria for distinguishing between average and highly effective department heads. In addition the inclusion of more planned observations will enhance and further verify research findings related to the change process and to change agent behaviour instead of a dependence on informant views alone. In addition, the current study was conducted on a homogenous sample and in the UAE public education sector only. Further research in a heterogeneous environment and in the private and semi-private education sector would be beneficial to extend findings to a broader audience.

8.5.3 Preparation and training for the department head position

Department heads are not provided with any job-related training before or after assuming their positions. Further research into the type of training required and the various modules that could be included is required. Such research would take into consideration a needs analysis which would identify the key areas of preparation and training required. From this information, the various training options could be provided and these could be tailor-designed for the various Educational Zones in the UAE in collaboration with higher education institutions.

8.5.4 Institutionalisation

Innovations in education are abound worldwide and in the UAE. Institutionalisation of change is difficult to achieve because it depends on change becoming embedded into the culture of schools. Research into the various factors that result in institutionalisation should be considered as they enable a consideration of all phases of the change process. The change agent characteristics and outcomes related to institutionalisation should be identified and relevant training provided to build into the department heads' repertoire the skills needed for successful institutionalisation. This is especially pertinent for the UAE where limited research has been conducted in the area of educational reform.

8.5.5 Extension of findings to other GCC States

The findings of this study should be extended to other GCC countries where educational reform is occurring because the context, education system and the dominance of an expatriate teaching force is a similarity that the UAE shares with other GCC countries. Extension of these findings could determine the relationships (if any) between context and various change agent behaviours. As Miles *et al.*, (1998:154) maintains, "context determines meaning." Therefore, it is essential that the conceptual framework developed in this study (Figure 5.1) is evaluated for applicability elsewhere.

8.6 CONCLUDING REMARKS

“The department head is a relatively untapped source of badly needed help for our embattled schools. In a period of painful retrenchment, of shrinking resources and of mounting pressures to improve quality administrators should seek to use department heads more effectively” (Turner, 1996:215). Role definition, training and administrative support is required for department heads in UAE secondary school to progress from their present role to an ideal role, namely that of internal change agent and instructional leader in the educational reform process.

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APPENDIX A

United Arab Emirates

Ministry of Education & Youth

UNDERSECRETARY'S OFFICE



دولة الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوكيل

Ref. No.

Date:

رقم ٤٠٠/٤٤٤

التاريخ ٢٠٠٤/٤/٤١

المحترمين

السادة/ مدراء المناطق التعليمية

للسلام عليكم ورحمة الله وبركاته. وبعد

الموضوع/ تسهيل مهمة باحث تربوي

فنود إحاطة سيادتكم علما بأن جامعة زايد بصدد إجراء دراسة تربوية للتعرف على دور القيادات التربوية بالميدان التربوي كعامل مؤثر في تطوير العملية التعليمية في دولة الإمارات العربية المتحدة.

وستقوم الباحثة من جامعة زايد الأستاذة/ خديجة أمم بجمع المعلومات والبيانات المطلوبة لاستخدامها لأغراض البحث المطلوب انجازه، وذلك من خلال الالتقاء بسيادتكم والعاملين بالميدان التربوي لذا نرجو التكرم من سيادتكم بالتوجيه لمن يلزم لتسهيل مهمة الأستاذة المذكورة في جمع البيانات المطلوبة للدراسة الميدانية المذكورة.

شاكرين ومقدرين جهودكم المخلصة،،،

واقبلوا وافر التحية والتقدير،،،


الدكتور/ جمال محمد المهيري

وكيل الوزارة

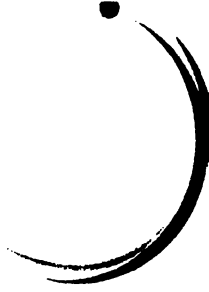
نسخة لـ:

o جامعة زايد- كلية الآداب والعلوم (بالفاكس)

o الأرشيف

APPENDIX B

ZAYED UNIVERSITY
College of Family Sciences



جامعة زايد
كلية علوم الأسرة


May 2, 2004

Dear Ms. Adam,

We are pleased to inform you that your study to the Research on Human Subjects Committee for the project entitled, *The role of department heads as change agents in the implementation of educational reform in the United Arab Emirates* has been approved. The committee has reviewed your proposal and found the proposed research sound and with minimal risk to participants.

Good luck and we look forward to seeing your results.

Sincerely,


Deborah G Wooldridge, Professor & Dean
Chairperson, Research on Human Subjects Committee

Cc: Dr. Jeffrey Belnap, Dean
College of Arts & Sciences

APPENDIX C

Letter of Information

P.O. Box 4783
Abu Dhabi
United Arab
Emirates

DATE

Dear _____

I am conducting research on the fulfillment of a Doctorate degree (DEd.) in Education Management. I am, therefore, writing to invite you to participate in my research project entitled,

The Role of Department Heads as Change Agents in the Implementation of Educational Reform in the United Arab Emirates.

A brief background and outline of the study is provided below.

The introduction of educational reform in the UAE is a direct response to the pressures of globalisation and the deteriorating quality of education facing most Arab countries. Vision 2020 was adopted by the UAE in terms of the Dakar Framework for Action. A series of strategic five year plans for educational reform were proposed in response to the Education for All (EFA) pact agreed upon by the World Education Forum. Vision 2020 has been designed to introduce advanced techniques and improve the innovative skills and the self learning abilities of students. Vision 2020 is reported to offer a better educational future where all students in the UAE will have access to general education of the highest quality and it aims at making fundamental changes to educational objectives, structures and processes in order to affect a qualitative change in educational outputs.

In accordance with the current perception of shared leadership in which the principal is no longer considered the only instructional leader, this study will focus on subject coordinators in UAE public schools in their role as change agents in the implementation of changes in curriculum and in the learning environment. For the purposes of this study, the term department head will be used instead of subject coordinator because of terminology match with education systems elsewhere.

The problem statement could be reformulated as the main research question of this study, namely,

To investigate the present and ideal role of the department head as a change agent facilitating the implementation of educational reform in public schools of the United Arab Emirates.

In order to explore this aim, the following specific objectives are defined, namely,

- To identify the change agent characteristics (priorities, style, strategies, and skills) employed by department heads in their role as change agents;

- To explore the outcomes that result from change agent activities of the department head when implementing a new curriculum;
- To develop a conceptual framework of effective change agent characteristics that could be used to identify effective department heads in their role as change agents of educational reform; and
- To investigate the work of effective department heads in-depth in terms of their current role expectations, the support context within which change is expected to occur, the change agent characteristics employed, the outcomes achieved and the perceived rewards and frustrations experienced by the department head in the performance of his/her duties.

The research methodology chosen for investigating the aims and objectives of this study will contain both quantitative and qualitative data collecting instruments. You will be required to fill in a questionnaire (in Arabic) which profiles department heads in their role as change agents. In addition, we require your permission to include your subject supervisor and two teachers from your department whom you will nominate in order to complete your profile from three different perspectives (self, superior and subordinate). Once the profiles are analysed, target participants will be chosen for interviews. The duration of the interview is likely to be one and a half to two hours long and will be conducted in English.

Your comments during the interview will be tape recorded to facilitate transcription. You will be provided with a transcript to check for accuracy. You can add or retract any information at any stage during the duration of the research. I would like to take this opportunity to assure you that your comments are confidential, that you will remain anonymous and that your views will be published in a way that does not identify you. You are also free to withdraw from the study at any stage.

Based on your current status in the education sector, I believe that you can make a valuable contribution to the study. If you agree to participate, please sign the consent form attached and post it to me at the above address. Once your forms are received you will be contacted with further details relating to the project.

Please feel free to contact me on 02-4079629 or by e-mail at Kathija.Adam@zu.ac.ae should you require additional information relating to this study. I hope that you will find the time to participate and I would like to thank you in advance for your time.

Yours sincerely

Kathija Adam

APPENDIX D

Letter of Consent

PROJECT TITLE

The Role of Department Heads as Change Agents in the Implementation of Educational Reform in the United Arab Emirates.

I have read the letter of information and have had the details of the study explained to me. My questions about the study have been answered to my satisfaction and I understand that I may ask further questions at any time.

By allowing for my responses to be used in this study I am contributing to a body of knowledge about the role of department heads as change agents in the implementation of educational reform. This will benefit the people of the United Arab Emirates by providing information about the ways in which department heads can be trained as change agents for the implementation of educational reform in the United Arab Emirates.

I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular questions in the study. I agree to provide information to the researcher on the understanding that it is completely confidential, my real name will not be used in the dissertation, and that the information collected will be used for the purposes of this study only.

I, _____, have read the information letter and agree/do not agree (underline the option desired) to be interviewed for the purposes of this study and that my contribution may be used for study purposes only.

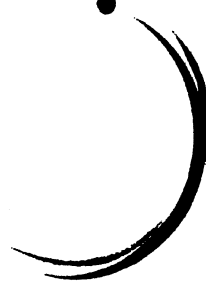
I agree that my subject supervisor _____ (name) can be contacted by the researcher for completing my profile and I nominate _____ and _____ as the teacher informants for this study

Signed..... Date.....

For further information contact Kathija Adam at 02-4079629 or by e-mail at Kathija.Adam@zu.ac.ae

APPENDIX E

ZAYED UNIVERSITY
College of Family Sciences



جامعة زايد
كلية علوم الأسرة

August 21, 2004

Dear Ms Adam,

Thank you for your detailed enquiry related to the project, *The role of department heads as change agents in the implementation of educational reform in the United Arab Emirates*. We appreciate and take into consideration your motivation and request to include the ineffective heads identified in phase one of your study. We hereby approve your further application within the measures of anonymity and confidentiality indicated in your enquiry.

Best of luck and we look forward to seeing your results.

Sincerely,

A handwritten signature in black ink, appearing to read 'Deborah G Wooldridge', written over a horizontal line.

Deborah G Wooldridge, Professor & Dean
Chairperson, Research on Human Subjects Committee

Cc: Dr. Jeffrey Belnap, Dean
College of Arts & Sciences

APPENDIX F

Questionnaires (Department Head) – English and Arabic versions

1.9 Type of secondary school

General education Technical Religious 12

1.10 Which department do you supervise? _____ department 13

1.11 What is the composition of your department?

Number of teaching staff less than 6 more than 6 14

Number of support staff _____ 15

PART 2 : PROFILE QUESTIONS**2.1 Rank the following descriptors from 1 (most typical of you) to 5 (least typical of you).**

In general your **main priorities** as an assistance person are to:

- a) Aid the improvement process in schools and/or teachers _____ 16
- b) Expand the knowledge of teachers _____ 17
- c) Bring resources to the teachers _____ 18
- d) Aid the change with the development of products (end result) _____ 19
- e) Other (please explain) _____ _____ 20

2.2 Select SIX (6) from the following list and rank them from 1 (most typical of you) to 6 (least typical of you).

Your **style** is:

- a) Manipulative _____ 21
- b) Intuitive (to know something based on feeling rather than fact) _____ 22
- c) Active _____ 23
- d) Facilitative _____ 24
- e) Reflective (carefully thinking out ideas before acting) _____ 25
- f) Passive _____ 26

g) Directive	_____	27
h) Working alone	_____	28
i) Characterised by a sense of humour	_____	29
j) Inflexible	_____	30
k) Supportive	_____	31
l) Collaborative	_____	32
m) Expert as opposed to collegial (having knowledge and skill with a preference for directing rather than collaborating)	_____	33
n) Collegial as opposed to expert (preference for sharing ideas even though you have a lot of knowledge and skill)	_____	34
o) Systematic	_____	35

2.3 Select SIX (6) from the following list and rank them from 1 (most typical of you) to 6 (least typical of you).

The following **general skills** are essential to the way you do your work:

a) Talking	_____	36
b) Listening	_____	37
c) Interpersonal ease (how you relate directly with others)	_____	38
d) Group functioning	_____	39
e) Reading	_____	40
f) Training, doing workshops	_____	41
g) Demonstrating as master teacher	_____	42
h) Giving knowledge of educational content	_____	43
i) Technical expertise	_____	44
j) Administration/organisation	_____	45

2.4 Select SIX (6) from the following list and rank them from 1 (most typical of you) to 6 (least typical of you).

The following **specific skills** are essential to the way you do your work:

a) Initiative taking	_____	46
b) Support	_____	47

		FOR OFFICE USE
c) Conflict mediation	_____	48
d) Managing and controlling	_____	49
e) Resource bringing	_____	50
f) Trust/rapport-building	_____	51
g) Confrontation	_____	52
h) Collaboration	_____	53
i) Diagnosing individual needs	_____	54
j) Diagnosing school needs	_____	55
k) Demonstration/modeling	_____	56
 2.5 Select SIX (6) from the following list and rank them from 1 (most typical of you) to 6 (least typical of you).		
The following <u>strategies</u> are most often used by you:		
a) Resolution giving	_____	57
b) Clinical one-to-one conferencing	_____	58
c) Resource linking (transmitting ideas that build on teacher's skills)	_____	59
d) Re-educating teachers	_____	60
e) Supportive planning	_____	61
f) Monitoring/evaluating	_____	62
g) Resource adding (supplying additional resources/materials)	_____	63
h) Providing technical assistance	_____	64
i) Energising/motivating teachers	_____	65
j) Controlling teacher's actions	_____	66
k) Collaborative problem solving	_____	67
l) Developing support structure	_____	68
m) Supporting teachers emotionally	_____	69
 2.6 Select SIX (6) from the following list and rank them from 1 (most typical of you) to 6 (least typical of you).		
The following <u>outcomes</u> have been realised due to your work:		
a) Use of new products	_____	70
b) Program model implemented	_____	71

معلومات عن السيرة الذاتية لرئيس دائرة

إن مساهمتك في الإجابة على هذا الاستبيان تساعد في إثراء المعلومات المتعلقة بالدور الذي يؤديه رؤساء الأقسام من واقع عملهم كمساعدين في مهمة تطوير التعليم في الإمارات العربية المتحدة. إننا نؤكد لك أن المعلومات التي نلقاها سوف نتعامل معها بكل سرية و سينحصر استعمالها ضمن الأغراض المحددة في هذا الاستبيان فقط.

ينقسم هذا الاستبيان إلى قسمين: فالقسم الأول يشمل معلومات عن السيرة الذاتية، بينما يشمل القسم الثاني أسئلة تدور حول السيرة الذاتية تلقي الضوء على طريقة عملك في تنفيذ برنامجك. يرجى التفضل بالإجابة عن جميع الأسئلة التالية بما يمثل الحقيقة والواقع.

لاستعمال المكتب فقط ٣ - ٢ - ١	
	القسم الأول: معلومات عن السيرة الذاتية
	للإجابة عن الأسئلة الواردة في هذا القسم (من ١-١ إلى ١-١١)، يرجى وضع إشارة x في المربع الصحيح المناسب لاختيارك، أو بملء الفراغ المخصص لذلك.
٤	١-١ الجنسية _____
٥	٢-١ الجنس <input type="checkbox"/> ذكر <input type="checkbox"/> أنثى
	٣-١ العمر
٦	أقل من ٣٠ سنة <input type="checkbox"/> ٣٠-٤٠ <input type="checkbox"/> ٤٠-٥٠ <input type="checkbox"/> أكثر من ٥٠ سنة <input type="checkbox"/>
	٤-١ عدد سنوات الخبرة
٧	أقل من عشر سنوات <input type="checkbox"/> ١٠-١٥ <input type="checkbox"/> ١٦-٢٠ <input type="checkbox"/> أكثر من ٢٠ سنة <input type="checkbox"/>
٨	٥-١ عدد سنوات الخدمة في وظيفتك الحالية سنة _____
٩	٦-١ عدد سنوات الخدمة الوظيفية في الإمارات العربية المتحدة سنة _____
١٠	٧-١ أعلى مؤهل دراسي <input type="checkbox"/> دراسات عليا <input type="checkbox"/> شهادة بكالوريوس <input type="checkbox"/> دبلوم <input type="checkbox"/> غير ذلك <input type="checkbox"/>
	٨-١ في أي منطقة تعليمية تعمل؟ <input type="checkbox"/> أبو ظبي <input type="checkbox"/> دبي <input type="checkbox"/> الشارقة <input type="checkbox"/> العين <input type="checkbox"/>
١١	<input type="checkbox"/> راس الخيمة <input type="checkbox"/> عجمان <input type="checkbox"/> أم القيوين <input type="checkbox"/> الفجيرة <input type="checkbox"/>

١ - ٩ نوع المدرسة الثانوية

١٢ علوم دينية تعليم فني تعليم عام

١٣ ١٠ - ١ أي قسم يخضع لإشراكك؟ قسم _____

١١ - ١ عدد أفراد قسمك؟

١٤ عدد أفراد الهيئة التعليمية أقل من (٦) أكثر من (٦)

١٥ عدد أفراد الهيئة المساندة _____

القسم الثاني : أسئلة استبيان السيرة الذاتية :

٢ - ١ يرجى ترتيب الأوصاف التالية من ١ (الأقرب إلى وصف شخصيتك) إلى ٥ (الأبعد عن وصف شخصيتك)

إن ترتيب الأولويات المفضلة لديك بصورة عامة يكون كما يلي

- ١٦ _____ (أ) دعم عملية تحسين المدارس و/ أو المدرسين
- ١٧ _____ (ب) تزويد المدرسين بمزيد من المعرفة
- ١٨ _____ (ت) تزويد المدرسين بالمصادر المختلفة
- ١٩ _____ (ث) دعم التغيير بتطوير منتجات التعليم (النتيجة النهائية)
- ٢٠ _____ (ج) غير ذلك (يرجى التوضيح) _____

٢ - ٢ يرجى اختيار ستة (٦) من الأوصاف التالية و ترتيبها من ١ (الأقرب إلى وصف شخصيتك) إلى ٦ (الأبعد عن وصف شخصيتك).

أسلوبك المتبع في العمل هو

- ٢١ _____ (أ) مناور
- ٢٢ _____ (ب) قويّ الحدس (معرفة الشيء استناداً إلى الشعور الشخصي لا إلى الواقع)
- ٢٣ _____ (ت) فغال
- ٢٤ _____ (ث) ميسر
- ٢٥ _____ (ج) متأمل (يتدبّر الأفكار بعناية و يتمغن قبل إنجاز الأعمال)
- ٢٦ _____ (ح) سلبي
- ٢٧ _____ (خ) موجّه
- ٢٨ _____ (د) تعمل بانفراد

لاستعمال المكتب فقط	
٢٩	ذ) لديك روح الدعابة
٣٠	ر) متشبّث (جامد)
٣١	ز) داعم
٣٢	س) متعاون
٣٣	ش) خبير متمرس (لديك الخبرة و المعلومات و توجّه أكثر من أن تتعاون)
٣٤	ص) متعاون (تحب المشاركة بالأفكار و التعاون رغم تمتعك بالكثير من المعلومات و المهارات)
٣٥	ض) عرض الدروس و حصص المشاهدة
٢ - ٣ يرجى اختيار ستة (٦) من الأصناف التالية و ترتيبها من ١ (الأقرب إلى وصف شخصيتك) إلى ٦ (الأبعد عن وصف شخصيتك).	
إن <u>المهارات العامة</u> التالية أساسية بالنسبة لكيفية إنجاز عملك	
٣٦	أ) اتخاذ القرارات
٣٧	ب) عقد لقاءات فردية إرشادية
٣٨	ت) سهولة التعامل مع الآخرين
٣٩	ث) العمل مع الجماعات
٤٠	ج) القراءة
٤١	ح) تدريب و عقد ورش عمل
٤٢	خ) عرض حصص مشاهدة
٤٣	د) تزويد الآخرين بالخبرة التعليمية
٤٤	ذ) مهارات تقنية
٤٥	ر) الإدارة و التنظيم
٢ - ٤ يرجى اختيار ستة (٦) من الأصناف التالية و ترتيبها من ١ (الأقرب إلى وصف شخصيتك) - إلى ٦ (الأبعد عن وصف شخصيتك)	
إن <u>المهارات الخاصة</u> التالية أساسية بالنسبة لكيفية إنجاز عملك :	
٤٦	أ) المبادرة
٤٧	ب) الدعم
٤٨	ت) التوسط في النزاعات
٤٩	ث) الإدارة و التحكم

- ٥٠ _____ (خ) جلب الموارد
 ٥١ _____ (ج) بناء علاقات وثيقة
 ٥٢ _____ (ح) المواجهة
 ٥٣ _____ (خ) التعاون
 ٥٤ _____ (د) تشخيص الاحتياجات الفردية
 ٥٥ _____ (ذ) تشخيص الاحتياجات المدرسية
 ٥٦ _____ (ر) عرض الدروس و حصص المشاهدة

٢ - ٥ يرجى اختيار ستة (٦) من الأصناف التالية و ترتيبها من ١ (الأقرب إلى وصف شخصيتك) - إلى ٦ (الأبعد عن وصف شخصيتك)

لقد قمت باستخدام هذه الاستراتيجيات بشكل متكرر:

- ٥٧ _____ (أ) اتخاذ القرارات
 ٥٨ _____ (ب) عقد لقاءات فردية إرشادية
 ٥٩ _____ (ت) ربط الموارد (نقل آراء مبنية على مهارات الأساتذة)
 ٦٠ _____ (ث) تحديث ثقافة المعلمين
 ٦١ _____ (ج) تخطيط دايم
 ٦٢ _____ (ح) مراقبة / تقييم
 ٦٣ _____ (خ) إضافة موارد (تزويد موارد / مواد إضافية)
 ٦٤ _____ (د) تزويد المساعدة التقنية
 ٦٥ _____ (ذ) تحفيز المدرسين / تزويدهم بالطاقة
 ٦٦ _____ (ر) توجيه و ضبط أعمال المدرسين
 ٦٧ _____ (ز) تعاون في حل المشاكل
 ٦٨ _____ (س) توفير نظام داعم للمعلمين
 ٦٩ _____ (ش) دعم المدرسين عاطفياً

٢ - ٦ يرجى اختيار ستة (٦) من الأصناف التالية و ترتيبها من ١ (الأقرب إلى وصف شخصيتك) - إلى ٦ (الأبعد عن وصف شخصيتك)

إن الاستراتيجيات التالية أساسية بالنسبة لكيفية إنجاز عملك

- ٧٠ _____ (أ) استعمال منتجات جديدة
 ٧١ _____ (ب) تطبيق برامج
 ٧٢ _____ (ت) تغيير في الجو الدراسي

APPENDIX G

Questionnaires (Superior and Subordinate) – English and Arabic versions

- b) Expand the knowledge of teachers _____ 11
- c) Bring resources to the teachers _____ 12
- d) Aid the change with the development of products (end result) _____ 13
- e) Other (please explain) _____ 14

2.2 Select SIX (6) descriptors applicable to _____ and rank them from 1 (most typical) to 6 (least typical) of him/her.

_____ 's style is:

- a) Manipulative _____ 15
- b) Intuitive (to know something based on feeling rather than fact) _____ 16
- c) Active _____ 17
- d) Facilitative _____ 18
- e) Reflective (carefully thinking out ideas before acting) _____ 19
- f) Passive _____ 20
- g) Directive _____ 21
- h) Working alone _____ 22
- i) Characterised by a sense of humour _____ 23
- j) Inflexible _____ 24
- k) Supportive _____ 25
- l) Collaborative _____ 26
- m) Expert as opposed to collegial (having knowledge and skill with a preference for directing rather than collaborating) _____ 27
- n) Collegial as opposed to expert (preference for sharing ideas even though you have a lot of knowledge and skill) _____ 28
- o) Systematic _____ 29

2.3 Select SIX (6) descriptors applicable to _____ and rank them from 1 (most typical) to 6 (least typical) of him/her.

The following general skills are essential to the way _____ works.

- a) Talking _____ 30
- b) Listening _____ 31
- c) Interpersonal ease (how you relate directly with others) _____ 32

- d) Group functioning _____ 33
- e) Reading _____ 34
- f) Training, doing workshops _____ 35
- g) Demonstrating as master teacher _____ 36
- h) Giving knowledge of educational content _____ 37
- i) Technical expertise _____ 38
- j) Administration/organisation _____ 39

2.4 Select SIX (6) descriptors applicable to _____ and rank them from 1 (most typical) to 6 (least typical) of him/her.

The following special skills are essential to the way _____ works:

- a) Initiative taking _____ 40
- b) Support _____ 41
- c) Conflict mediation _____ 42
- d) Managing and controlling _____ 43
- e) Resource bringing _____ 44
- f) Trust/rapport-building _____ 45
- g) Confrontation _____ 46
- h) Collaboration _____ 47
- i) Diagnosing individual needs _____ 48
- j) Diagnosing school needs _____ 49
- k) Demonstration/modeling _____ 50

2.5 Select SIX (6) descriptors applicable to _____ and rank them from 1 (most typical) to 6 (least typical) of him/her.

The following strategies are most often used by _____:

- a) Resolution giving _____ 51
- b) Clinical one-to-one conferencing _____ 52
- c) Resource linking (transmitting ideas that build on teacher's skills) _____ 53
- d) Re-educating teachers _____ 54
- e) Supportive planning _____ 55
- f) Monitoring/evaluating _____ 56

g) Resource adding (supplying additional resources/materials)	_____	57
h) Providing technical assistance	_____	58
i) Energising/motivating teachers	_____	59
j) Controlling teacher's actions	_____	60
k) Collaborative problem solving	_____	61
l) Developing support structure	_____	62
m) Supporting teachers emotionally	_____	63

2.6 Select SIX (6) descriptors applicable to _____ and rank them from 1 (most typical) to 6 (least typical) of him/her.

The following **outcomes** have been realised due to _____'s work:

a) Use of new products	_____	64
b) Program model implemented	_____	65
c) School climate change (feelings, norms or sentiments that have changed)	_____	66
d) Student impact	_____	67
e) Supported planning	_____	68
f) Short run successes/decisions (small achievements that enable other achievements)	_____	69
g) Satisfaction in relationship with teachers	_____	70
h) Organisational change	_____	71
i) Institutionalisation of models	_____	72
j) Energised or motivated teachers	_____	73
k) Too early to identify outcomes	_____	74

استبيان لشخصيتي الرئيس و المرؤوس

يرجى إجابة الأسئلة الواردة في هذا الاستبيان لتوضيح طريقة العمل كشخص مساعد، كما يرجى محاولة تحديد التصرفات التي تنطبق عليه/عليها . يمكنك الاستعانة بقائمة " تفسير المصطلحات " المرفقة لإيضاح معاني الكلمات أو العبارات الواردة في هذا الاستبيان.

ينقسم هذا الاستبيان إلى قسمين: فالقسم الأول يشمل معلومات عن السيرة الذاتية، بينما يشمل القسم الثاني أسئلة تدور حول السيرة الذاتية تلقي الضوء على طريقة عملك في تنفيذ برنامجك. يرجى التفضل بالإجابة عن جميع الأسئلة التالية بما يمثل الحقيقة والواقع.

لاستعمال المكتب فقط ٣ - ٢ - ١	<h3><u>القسم الأول: معلومات عن السيرة الذاتية</u></h3> <p>للإجابة عن الأسئلة الواردة في هذا القسم (من ١-١ إلى ٦-١)، يرجى وضع إشارة × في المربع الصحيح المناسب لاختيارك، أو بملء الفراغ المخصص لذلك.</p> <p>٤ ١-١ الوظيفة _____</p> <p>٥ ٢-١ الجنسية _____</p> <p>٦ ٣-١ الجنس <input type="checkbox"/> منكر <input type="checkbox"/> أنثى</p> <p>٧ ٤-١ عدد سنوات الخبرة عشر سنوات <input type="checkbox"/> ١٥-١٠ <input type="checkbox"/> ٢٠-١٦ <input type="checkbox"/> أكثر من ٢٠ <input type="checkbox"/> سنة</p> <p>٨ ٥-١ سنوات الخدمة الوظيفية في الإمارات العربية المتحدة سنة _____</p> <p>٩ ٦-١ عدد سنوات العمل مع _____ سنة _____</p> <h3><u>القسم الثاني : أسئلة استبيان السيرة الذاتية :</u></h3> <p>١ - ٢ الرجاء اختيار الأوصاف التي تنطبق على عمل _____ ، وترتيب هذه الأوصاف من الرقم ١ (الأكثر انطباقاً) إلى الرقم ٥ (الأقل انطباقاً):</p> <p>بصورة عامة فإن <u>الأولويات</u> الأساسية لعمل _____ كشخص مساعد هي</p>
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لاستعمال المكتب فقط		
١٠	_____	أ) دعم عملية تحسين المدارس و/ أو المدرسين
١١	_____	ب) تزويد المدرسين بمزيد من المعرفة
١٢	_____	ت) تزويد المدرسين بالمصادر المختلفة
١٣	_____	ث) دعم التغيير بتطوير منتجات التعليم (النتيجة النهائية)
١٤	_____	ج) غير ذلك (يرجى التوضيح)
		٢ - ٢ الرجاء اختيار الأوصاف التي تنطبق على عمل _____ ، و ترتيب هذه الأوصاف من الرقم ١ (الأكثر انطباقاً) إلى الرقم ٦ (الأقل انطباقاً):
		إن أسلوب _____ في العمل هو
١٥	_____	أ) مناوِر
١٦	_____	ب) قويّ الحدس (معرفة الشيء استناداً إلى الشعور الشخصي لا إلى الواقع)
١٧	_____	ت) فعّال
١٨	_____	ث) ميسّر
١٩	_____	ج) متأمّل (يتدبّر الأفكار بعناية و يتمعن قبل إنجاز الأعمال)
٢٠	_____	ح) سلبي
٢١	_____	خ) موجّه
٢٢	_____	د) تعمل بانفراد
٢٣	_____	ذ) لديك روح الدعابة
٢٤	_____	ر) متشبّث (جامد)
٢٥	_____	ز) داعم
٢٦	_____	س) متعاون
٢٧	_____	ش) خبير متمرس (لديك الخبرة و المعلومات و توجّه أكثر من أن تتعاون)
		ص) متعاون (تحب المشاركة بالأفكار و التعاون
٢٨	_____	رغم تمتعك بالكثير من المعلومات و المهارات)
٢٩	_____	ض) عرض الدروس و حصص المشاهدة
		٣ - ٢ الرجاء اختيار الأوصاف التي تنطبق على عمل _____ ، و ترتيب هذه الأوصاف من الرقم ١ (الأكثر انطباقاً) إلى الرقم ٦ (الأقل انطباقاً):
		إن المهارات العامة التالية تعتبر أساسية بالنسبة لطريقة عمل _____ كشخص مساعد:

لاستعمال المكتب فقط

٣٠	_____	أ) اتخاذ القرارات
٣١	_____	ب) عقد لقاءات فردية إرشادية
٣٢	_____	ت) سهولة التعامل مع الآخرين
٣٣	_____	ث) العمل مع الجماعات
٣٤	_____	ج) القراءة
٣٥	_____	ح) تدريب و عقد ورش عمل
٣٦	_____	خ) عرض حصص مشاهدة
٣٧	_____	د) تزويد الآخرين بالخبرة التعليمية
٣٨	_____	ذ) مهارات تقنية
٣٩	_____	ر) الإدارة و التنظيم

٢ - ٤ الرجاء اختيار الأوصاف التي تنطبق على عمل _____ ، و ترتيب هذه الأوصاف من الرقم ١ (الأكثر انطباقاً) إلى الرقم ٦ (الأقل انطباقاً):

المهارات الخاصة التالية تعتبر أساسية بالنسبة لطريقة عمل _____

٤٠	_____	أ) المبادرة
٤١	_____	ب) الدعم
٤٢	_____	ت) التوسط في النزاعات
٤٣	_____	ث) الإدارة و التحكم
٤٤	_____	خ) جلب الموارد
٤٥	_____	ج) بناء علاقات وثيقة
٤٦	_____	ح) المواجهة
٤٧	_____	خ) التعاون
٤٨	_____	د) تشخيص الاحتياجات الفردية
٤٩	_____	ذ) تشخيص الاحتياجات المدرسية
٥٠	_____	ر) عرض الدروس و حصص المشاهدة

٢ - ٥ الرجاء اختيار الأوصاف التي تنطبق على عمل _____ ، و ترتيب هذه الأوصاف من الرقم ١ (الأكثر انطباقاً) إلى الرقم ٦ (الأقل انطباقاً):

غالباً ما يتم تطبيق الإستراتيجيات التالية في مجال إنجاز أعمال _____

٥١	_____	أ) اتخاذ القرارات
٥٢	_____	ب) عقد لقاءات فردية إرشادية

لاستعمال المكتب فقط

٥٣	_____	ت) ربط الموارد (نقل آراء مبنية على مهارات الأساتذة)
٥٤	_____	ث) تحديث ثقافة المعلمين
٥٥	_____	ج) تخطيط دايم
٥٦	_____	ح) مراقبة / تقييم
٥٧	_____	خ) إضافة موارد (تزويد موارد / مواد إضافية)
٥٨	_____	د) تزويد المساعدة التقنية
٥٩	_____	ذ) تحفيز المدرسين / تزويدهم بالطاقة
٦٠	_____	ر) توجيه و ضبط أعمال المدرسين
٦١	_____	ز) تعاون في حل المشاكل
٦٢	_____	س) توفير نظام داعم للمعلمين
٦٣	_____	ش) دعم المدرسين عاطفياً

٢-٦ الرجاء اختيار الأوصاف التي تنطبق على عمل _____ ، و ترتيب هذه الأوصاف من الرقم ١ (الأكثر انطباقاً) إلى الرقم ٦ (الأقل انطباقاً):

تم تحقيق النتائج التالية من خلال كيفية إنجاز _____ للعمل

٦٤	_____	أ) استعمال منتجات جديدة
٦٥	_____	ب) تطبيق برامج
٦٦	_____	ت) تغيير في الجو الدراسي
٦٧	_____	ث) تجاوب من الطلاب
٦٨	_____	ج) تخطيط مدعم من قِبل المؤسسة
٦٩	_____	ح) نجاح في المواقف/القرارات على المدى القريب أدى لنجاح طويل المدى
٧٠	_____	خ) رضى من قِبل المعلمين
٧١	_____	د) تغيير تنظيمي
٧٢	_____	ذ) تعميم البرامج على المؤسسات التعليمية المختلفة
٧٣	_____	ر) هيئة تدريس متفاعلة أو متحفزة
٧٤	_____	ز) لم يحن الوقت بعد لتحديد النتائج

APPENDIX H

Subordinate Interview

Date: _____
Time of Interview: _____
Place: _____
Interviewee Code: _____

Welcome _____ (subordinate's name) to this interview session. Thank you for agreeing to be interviewed. The purpose of this interview is to obtain information about the change process at your school. It is not an evaluation of you, your school programme or of the department head. My main focus is on how you have worked with other people in order to get assistance during the implementation process.

Before we begin, I would like to remind you that any information you impart to me during this interview is strictly confidential. You also have the right to refuse answering any question I ask. We will commence with some biographical questions about yourself and then move on to some questions relating to this study. Please feel free to stop me at any time if you don't understand the question or if you're unable to respond in English. We have a translator, [introduce translator] who will assist if you need her.

Shall we begin?

I'm interested in the atmosphere at your school (flavour/feeling in the school).

- a. Can you give me three or four adjectives that would describe the atmosphere at school?
- b. Can you think back to when the new curriculum was mandated. Did the school of educational zone get involved? How did you get personally involved in the implementing process?
- c. Could you give me a brief idea of how well the new curriculum is implemented in your school?
- d. How many teachers would you say are really involved?
- e. How is the programme set up? Do you operate under any guidelines or policies?
- f. What does the department head do?
- g. Describe your involvement since the earliest implementation of the curriculum here?
- h. What contact have you had with others who are involved? (Especially probe for communication, cooperation, peer coaching)
- i. Are there still stages or phases that can be identified regarding your involvement with the process? Your school's involvement?
- j. Generally speaking what do you see as the department head's role?
- k. What has been _____ main contribution to your school's programme?
- l. Can you give me a few adjectives describing _____ style or working with other people?
- m. What do you see as _____ special strengths?
- n. Could you tell me about a specific incident when _____ was particularly helpful? What did _____ do? What skills did you see _____ use in this situation?
- o. Now lets take another incident. What did _____ do (in detail)? Why do you think this was helpful? What skills did you see _____ use in this situation?

- p. Do you think _____ skills and strengths have changed since you've known him? (probe for illustrations and examples)
- q. I am interested in the curriculum implementation results for you, other teachers and the students. What changes have occurred?
- r. Why do you think these changes happened?
- s. In your opinion how did _____ contribute to these results?
- t. What would you say are the necessary ingredients of success in this kind of process?
- u. Specifically what recommendations do you have for how department heads work and who is selected?

- v. Anything else you would like to add?

Thank you very much for taking the time to make this interview possible. It was a privilege speaking to you.

APPENDIX I

MEAN RANKS FOR EFFECTIVE DEPARTMENT HEADS IN PHASE ONE

CHANGE AGENT CHARACTERISTICS	MEAN RANKS									
	TOTAL SAMPLE	1	2	3	4	5	6	7	8	9
PRIORITIES										
Aid change with product development	5.75	3.50	5.50	5.00	5.00	3.50	5.75	4.75	3.50	5.50
Bring resources to teachers	5.00	4.25	5.50	5.75	4.50	5.50	5.00	5.00	5.25	4.00
Expand the knowledge of teachers	4.25	5.00	4.00	4.25	2.75	5.50	4.25	4.25	5.75	5.75
Aid school improvement	3.00	5.25	3.00	3.00	5.75	3.50	3.00	4.00	3.50	2.75
STYLE										
Supportive	4.75	5.00	5.00	3.75	4.75	3.75	4.25	3.50	4.25	3.25
Collaborative	4.50	4.25	4.00	4.00	5.50	4.75	4.00	5.75	5.25	4.50
Facilitative	4.25	3.75	2.75	5.50	4.75	4.75	4.75	5.25	2.00	3.75
STRATEGIES										
Energising/motivating teachers	4.25	3.50	2.75	5.00	3.75	5.00	4.75	2.75	2.50	5.50
Collaborative problem solving	3.50	3.50	3.50	2.50	3.50	2.50	1.50	5.00	4.25	2.00
Developing a support structure	2.50	3.50	3.75	2.00	4.50	2.50	1.50	2.75	0.75	2.50
Resource linking	2.00	2.00	3.25	2.75	2.75	2.00	4.00	2.50	3.75	3.25
Supportive planning	2.00	2.25	3.00	1.00	2.00	2.50	4.25	1.00	4.00	1.50
Providing technical assistance	2.00	2.75	2.50	1.50	2.50	1.00	2.50	2.50	2.50	4.25
Supporting teachers emotionally	2.00	2.00	2.50	2.50	1.50	1.50	3.75	0.00	0.00	1.50
GENERAL SKILLS										
Interpersonal ease	5.75	5.25	3.75	4.25	5.25	5.00	4.00	5.25	4.00	4.25
Administration/organisation	3.75	4.00	3.75	2.50	4.00	4.25	5.25	3.25	1.00	5.00
Talking	3.25	2.25	3.25	5.00	4.00	4.00	3.00	4.00	2.50	2.50
Listening	3.00	3.00	5.25	3.00	3.25	3.25	3.75	5.00	5.00	3.00
Group functioning	2.25	3.75	2.00	4.25	2.00	2.75	4.00	2.75	2.50	4.25
SPECIFIC SKILLS										
Support	4.50	5.25	4.50	5.50	5.75	5.00	5.25	4.75	5.25	5.75
Collaboration	4.50	5.00	5.00	2.25	4.00	3.75	2.25	3.75	2.00	4.00
Resource bringing	3.75	4.25	3.50	1.50	2.00	4.00	3.75	3.75	4.50	4.50
Trust/rapport-building	2.25	2.00	2.50	1.00	0.00	2.00	3.00	0.00	0.00	2.50
Diagnosing individual needs	2.25	2.50	2.00	1.75	3.00	2.50	2.00	2.00	0.00	2.50
OUTCOMES										
Energised or motivated teachers	4.00	5.00	5.50	2.25	2.50	4.00	3.75	3.50	0.75	5.50
Supported planning	3.25	3.25	2.25	0.75	3.00	2.00	5.50	4.00	0.00	2.50
Satisfaction in relationship with teachers	3.25	4.00	2.75	0.00	2.00	2.75	3.00	3.25	5.00	0.00
Program model implemented	2.25	2.50	2.50	2.50	5.00	3.50	4.00	2.75	5.25	3.25
Use of new products	2.00	2.00	3.25	5.25	4.25	4.00	2.50	3.00	2.50	3.50

APPENDIX J

Supervisor Interview

Date: _____
Time of Interview: _____
Place: _____
Interviewee Code: _____

Welcome _____ (supervisor's name) to this interview session. Thank you for agreeing to be interviewed and for sharing your perspectives on the history and policies surrounding the role of department heads in the school, including how the department head has developed his leadership skills. Before we begin, I would like to remind you that any information you impart to me during this interview is strictly confidential. You also have the right to refuse answering any question I ask. We will commence with some biographical questions about yourself and then move on to some questions relating to this study. Please feel free to stop me at any time if you don't understand the question or if you're unable to respond in English. We have a translator, [introduce translator] who will assist if you need her.

Shall we begin?

1. Background

- a. Name
- b. Job title (or role)
- c. How long have you been in this position (job)?

2. First, I would like to recheck my understanding of the curriculum change process at this time.

- d. Overview of the process in this school.
- e. Operating methods.
- f. Role of department heads.
- g. Ways in which teachers become involved.
- h. Support for the process by the Educational Zones and Ministry of Education and Youth.
- i. Anything else relevant to the process at this time.

3. Now for the rest of the time I'd like to discuss the role of the department head in your school.

- j. Can you give me a sketch of how _____ functions as an instructional leader. What was _____ like when he was hired? What were the strengths, knowledge, attitudes and skills that you observed (ask for examples and illustrations).
- k. What do you think _____ has learnt during _____ time since assuming his role as department head of _____? In what ways has _____ grown and developed, become more effective?
- l. Just how did this learning take place (what sources or mechanisms were involved?). Check for training, supervision, learning from experience, reading, partnerships, meetings etcetera). Some specific examples or incidents to make it more concrete.

- m. People vary in a lot of ways that they work in schools. Thinking of _____, what strategies or approaches would you say _____ is especially good at? Let's consider the profile you filled out for _____. Could you give some examples of incidents that would illustrate the strategies you ranked high – Try to get at least two incidents.
- n. What would you say are the strongest skills _____ has? Here again consider rankings on the questionnaire. Can you give me specific examples that would illustrate these skills (especially the high ranking ones).
- o. Do you have any comments about the style of _____, especially the items you ranked high on the questionnaire?
- p. Anything else you would like to tell me about _____?
- q. Do you have any general comments or thoughts about what it takes to be an effective department head in your school?
- r. Which of these skills do you think can be taught or learned by training and which probably not?
- s. If you were designing a training programme for departmental heads what would be the key areas you would include?

4. Is there anything else you would like to add that is pertinent to this study at this time?

Thank you very much for taking the time to make this interview possible. It was a privilege speaking to you.

APPENDIX K

Department Head Interview 1

Date: _____
Time of Interview: _____
Place: _____
Interviewee Code: _____

Welcome _____ (department head's name) to this interview session. Thank you for agreeing to be interviewed. In this interview, I would like to obtain information about specific incidents when you felt as though you have acted as an instructional leader prior to the implementation of change. Before we begin, I would like to remind you that any information you impart to me during this interview is strictly confidential. You also have the right to refuse answering any question I ask. We will commence with some biographical questions about yourself and then move on to some questions relating to this study. Please feel free to stop me at any time if you don't understand the question or if you're unable to respond in English. We have a translator, [introduce translator] who will assist if you need her. Shall we begin?

Can you pick a day sometime this week or last week that was reasonably typical and tell me what you did that day?

- a. What happened first thing?
- b. And then? (Encourage movement through the day; probe further when things are not clear)?
- c. Are there any types of activities in your job that didn't happen during this day (get a brief description)?
- d. Can you give me a brief history of your school's involvement with curriculum implementation?
- e. What was the status of curriculum implementation process before you assumed your role?
- f. Did you receive any additional release time to work on curriculum implementation in the school?
- g. Who was the department head prior to you and what happened to that person?
- h. I'd like to know all about the various phases of the curriculum implementation process in your school (Make sure the following specific items are covered for each phase: time goals, priorities, what actually happened, approaches or strategies, problems and dilemmas (with specific examples), other people involved, key skills used by the department head and others.
- i. After discussion to where everything stands at present, ask how has the department head's work impacted the school and his team directly (examples of results where your work has made a difference)? Note the degree of certainty about impact of own work.
- j. What is your guess on what will happen next (few months – short term) with the school in its work on the curriculum?
- k. Could you describe what you think are the advantages of having a department head in schools?
- l. What do you anticipate will happen in the near future in further implementation of the curriculum for example, mandated teaching strategies?
- m. Is there anything else you would like to add that is pertinent to this study at this time?

Department Head Interview 2

Date: _____
Time of Interview: _____
Place: _____
Interviewee Code: _____

Welcome _____ (department head's name) to this interview session. Thank you for agreeing to be interviewed again. In this interview, I would like to get more information about the change agent characteristics you ranked on the questionnaire. Before we begin, I would like to remind you that any information you impart to me during this interview is strictly confidential. You also have the right to refuse answering any question I ask. We will commence with some biographical questions about yourself and then move on to some questions relating to this study. Please feel free to stop me at any time if you don't understand the question or if you're unable to respond in English. We have a translator, [introduce translator] who will assist if you need her.

Shall we begin?

1. Let's look over the profile you filled out about your work as a department head.
 - n. In question 2.2 you ranked descriptors of your style. Could you give me an example of an incident from your work that would illustrate the categories you ranked high (1, 2 or 3)?
 - o. Repeat for question 2.3 General skills
 - p. Repeat for question 2.4 Specific skills
 - q. Repeat for question 2.5 Strategies

For the rest of the time, I'd like to focus on you and your skills and how they show up in the schools and people that you've worked with. In essence, it's a look at you and how you've learned and developed as a departmental head. Every person is different and I'd like to get a good understanding of how your own learning has developed during your work in the role of department head.

2. For the same of clarity, lets divide this into three periods, before you assumed your role, the early phases of your work in that role, the present

2.1 Before you assumed your role

- r. As I recall you formally became your school's department head __ years ago. Tell me about your involvement with curriculum implementation before you became a department head? Think back to that point when you were to start work? What would you say were your main strong points, things you could do well, things that you knew would be helpful in this job. Probe for skills, attitudes, knowledge, concepts – get examples.
- s. Can you say how you got to know those things, develop those skills? Was it courses, jobs, workshops, or other learning experiences?
- t. When you began as a department head, how were you oriented to the job? Was anything done to train you?

2.2 The early phases of your work in that role

- u. What kinds of challenges or difficulties did you face? In other words what kinds of challenges or difficulties did you realize you needed to function better in the job?
- v. What things do you think you learned during that early time?
- w. And can you say how you learned them? May be you could give me an incident or two that would illustrate it (? Training programme or on-the-job learning).
- x. (If not clear) Could you tell me how you used your learning in your work in your school.
- y. During this period, what would you say helped your learning most and what hindered it?
- z. Can you tell me how you got your support during the early period? Who did you go to or what did you do and how did that help?

2.3 The present

Now let's come forward in time, later on during your work as you understood your job better – how did things go?

- aa. First, what would you say are some of the main challenges or difficulties you faced in your work, things you wanted to know how to do better?
- bb. And what were some of the things you learned during that period?
- cc. And how did you learn them? Probe for formal, informal courses, supervision, by experience etcetera. As for specific examples or incidents?
- dd. (If not clear?) And can you tell me how you used that particular learning in your work in your school?
- ee. Again what seemed to help your learning most and what hindered it?
- ff. And what about your support? Where did you go for it? Where did it come from?
- gg. Have you had any recent learning experiences where you picked up something new that was helpful in your work? Tell me a little about them?
- hh. We've been focusing mostly on the things you've learned that have made a difference in the way you work with people in your school. Is there anything personal or professional that you have learned that may not show up in direct work in schools but are, nevertheless important. Anything like that?
- ii. I'd like to reflect back with you over your "learning career" that we've been discussing. Would you say that you have a preferred learning style, a strategy, a way that helps you learn things? What does all this add up to?
- jj. Anything else you would like to add?

Thank you very much for taking the time to make this interview possible. It was a privilege speaking to you.

APPENDIX L

CONTEXT: CX	(INFORMAL CODING; FOR ESTABLISHING SITUATIONAL AND HISTORICAL CONTEXT)
CX-ENT	Entry Characteristics or Background of Department Head
CX-FL	Flavor of School
CX-CIP	Curriculum Implementation Process
CX-AD	Role of School Administration
CX-DIST	District Support
CX-RE	Role Expectations/Philosophy of Department Head
CX-ING	Ingredients for Curriculum Implementation
CX-SCH	School Involvement/Support
CX-FUT	Future Expectations
CX-TI	Teacher Involvement

LEARNING AND SUPPORT: LS

LS-PST	Past Learnings (during the process)
LS-FUT	Future Learnings (derived from experience)

The focus here is where the coordinator gets support, what the coordinator learns, and the structures, if any, that facilitated this. (On the job, off the job.) CODED INFORMALLY TO HELP ANSWER QUESTIONS RELATED TO CONTEXT AND FRUSTRATIONS AND REWARDS.

6. RECOMMENDATIONS: REC

These codes will be used to help analyze what teachers, program managers, and coordinators recommend for training, selection, etc. The REC code can be used as a suffix. For example, if a teacher recommends that for a coordinator to be chosen she must have good communication skills--this can be coded: COMM-REC-SEL.

REC-TR	Recommendations for Training of Department Heads
REC-SEL	Recommendations for Selection of Department Heads
REC-SCH	Recommendations for Other School Programs