

REDESIGNING THE PRINCIPALSHIP

INTRODUCTION

In many Western countries, schools are having difficulty attracting quality applicants to the role of the principal. Not only in Australia, but also in the United Kingdom, United States, Canada and New Zealand many principal positions have to be re-advertised, often with little hope of making a successful appointment. The pool of available candidates willing to consider the principal's role as a career choice appears to be shrinking. As Caldwell (2000) comments 'reports from nation after nation refer to the shrinking pool of applicants for the principalship'.

The expectations of a school principal are complex and varied and emanate from multiple sources. The changing educational context; the requirements of Governments and systems; the reform agenda that has impacted on schools at all levels in most Western countries; and increasing parental and societal expectations have all had considerable effect on the changing role of the principal. The impact of these challenges on the principal's personal and family life has been identified as a major disincentive to people choosing principalship as a career path (d'Arbon, Duignan & Duncan, 2002).

This research project originated when a tracking process detected the declining numbers of people applying for principal positions in the Catholic Archdiocese of Sydney, the context for this study. As data were collected and monitored over a number of years, patterns emerged that indicated the shortage of quality applicants for the principalship was, in some places, becoming critical. As the researcher widened the field of inquiry, literature indicated that these patterns were in evidence across many Western countries.

THE CONTEXT OF THIS STUDY

The current context of educational leadership presents a disturbing picture (Starratt, 2004 p.1). Leaders in Catholic education, like leaders everywhere, face challenges that result from a new socio-political and cultural context, characterized by extreme pluralism, profound technical innovation and globalisation. Society is experiencing a knowledge revolution, which is resulting in the emergence of a new society with expectations,

values, aspirations and organisations different from the present (Barber, 1996; Hargreaves, 2003; Stoll, Fink and Earl, 2003).

These challenges are impacting on the role of the principal to such an extent that they are redefining the work of principals far beyond the core functions of teaching and learning (Stoll, Fink and Earl, 2003; Shaw, 2002; Rallis and Goldring, 2000). As a result, there is a perception, among both incumbents in the role and potential applicants, that the principal's job has become too big for one person (Boris-Schacter and Langer, 2002; Fenwick and Pierce, 2001; Pierce, 2000). These challenges are major deterrents to people choosing to take up, and remain in, principalship and therefore significant areas to critique in any redesigning of the principalship.

Layered over and through the challenges faced by all leaders, however, are some challenges that impact on leaders particularly because of the Catholic context of this study. In addition to the usual challenges of leadership required of any principal, the Catholic school principals have the extra challenge of leading a faith community in which their personal lives and faith commitment are under scrutiny from the Church authorities, the Education Offices and the school community. As well as these personal challenges, within the Church there are some global challenges that go to the very heart of the changing nature of the Catholic school. These include a crisis of values, a widening of the gap between rich and poor, a growing marginalisation of the Christian faith as a reference point and the transition from religious to lay leadership (McLaughlin, 1998; D'Orsa and D'Orsa, 1997)

The transition of Catholic school leadership from religious to lay leadership has been happening over a long period of time. The model of principalship that is operating in Catholic schools at present is largely predicated on the religious model, despite the fact that most principals are now members of the laity (Catholic Education Commission of NSW 2001). Principals now have family, community and financial commitments that were not part of the way of life of the religious principal. While principalship has been opened up to the laity, there would appear to be some reluctance to take up the role, not only within the Catholic sector but in most other contexts.

Principal Shortage in the International Context

Studies and reports, particularly from the US and the UK, have provided evidence of the principal shortage (Bianchi, 2003; Pierce, 2003; 2000; Schuttloffel, 2003; Goldstein, 2002; Pyke, 2002; Fenwick and Pierce, 2001; Pounder and Merrill, 2001; Educational Research Service, 1998; Hopkins, 2000; Long, 2000; Collarbone and Shaw, 1998).

A corpus of predominantly United States (US) news articles on the shortage of applicants for the principalship was subjected to deconstructive narrative analysis by Thomson, Blackmore, Sachs and Tregenza (2003) who concluded that the dominant media representation of principals' work is one of long hours, low salary, high stress and sudden death from high stakes accountabilities. The media often represented the person doing the principal's job as a 'superprincipal' (Pierce, 2000) who had to be all things to all people.

Across Australia, sources, including the print and electronic media, professional association publications, committee reports and scholarly sources, all of which draw on combinations of anecdotal and empirical evidence, suggest serious concerns about the quality and quantity of applicants for the principalship.

Principal Shortage in the National Context

A snapshot of different Australian states provides some indication of existing and potential recruitment difficulties in the national context. In 2001 in Victoria, the average age of the members of what the Victorian Education Department refers to as 'the principal class', which includes principals and deputy principals, was 49.5 years. Large numbers of principals choose to exit the teaching service by age 55, many driven by the incentive created by the state superannuation scheme to depart at age 54:11. Given the existing age profile and this potential attrition factor, a high number of principals can be expected to exit by 2006, with the supply situation at this time likely to be difficult.

The principal aspirant pool in the state of Tasmania is diminishing. In 1985, the average number of applicants for an advertised principal vacancy was 14, but this had declined to only 8 by 1999. The trend of 'significant decline' is a matter of concern to the Tasmanian

Department of Education (2001). The average age of primary and secondary principals in 2001 in Queensland was 45 years with 51% of principals aged between 45-55 years. The current recruitment pool is 'very, very sparse' (Education Queensland, Human Resources Branch, 2002). In 2001, 22 of 170 primary, principal positions (13%) remained unfilled. There appear to be less overall difficulties with recruitment in Western Australia and South Australia (Gronn and Rawlings-Sanaei, 2003) where the major problems concern remote area appointments.

In NSW the Ramsay Report (NSW Department of Education and Training, 2002) identified a 'malaise in the profession' concerning declining leadership aspirations. This Report also identified a generational change similar to that in Victoria, as "a large proportion of current school leaders will retire from all levels within the next five years" (p 86). This anticipated exodus from the profession will further intensify the shortage of applicants for principal positions.

This brief overview of the national scene in Australia provides some evidence of insufficient numbers of applicants to fill existing vacancies, particularly in remote areas, with trends indicating increased retirements and lack of interest in the principalship will exacerbate the situation in the near future. This national situation in Australia is reflected within the Catholic sector in the state of NSW

Principal Shortage in NSW Catholic Dioceses

Most dioceses in NSW have been experiencing declining numbers of people seeking principal positions. The average number of applicants for principal positions across all dioceses in 2002 was 3.07 (Canavan, 2002). In some individual dioceses, the average number of applicants was as low as 1.33 applicants per vacancy.

Because of this, the Catholic Education Commission of New South Wales commissioned the Australian Catholic University (ACU) to conduct a research project across all eleven NSW dioceses on Leadership Succession (d'Arbon, Duignan, Duncan and Goodwin, 2001). The findings of the research project indicated that more than half of all respondents would be unwilling to seek principalship. The reasons were consistent across dioceses and included such factors as the impact of the principalship on personal

and family life; the unsupportive external environment; and the excessive demands of accountability by systems and governments.

A search of the literature supported the findings from the ACU study and provided further insights into the tensions and complexities of the principal's role.

REVIEW OF THE LITERATURE

A review of the literature showed that three profound changes have impacted significantly on schools, on the role of the principal and, consequently, on the quality and size of the pool of applicants for the principalship. The three profound changes are:

- (1) the societal changes that have been experienced in most of the western world;
- (2) the changing context of the Catholic school; and
- (3) the changing educational context.

These three changes, termed challenges in this study, are impacting on the role of the principal to such an extent that people are not seeking principalship and incumbents are finding the role unmanageable and ungenerative. Understanding the challenges is a necessary first step in the process of redesigning the principalship. The next step is to explore the literature that might provide a foundation for any redesigning of the principal's role.

Four areas emerged from the literature as possible ways of responding to the challenges impacting on the principalship. If, as the literature is suggesting, the principal's job has become unmanageable, ways of redesigning the principalship to make it more attractive to potential applicants, and more manageable for incumbents needed to be investigated. The response provides a foundation, drawn from the literature, for redesigning the principalship. This foundation was the ground on which the research questions for this study were built. The four aspects of the response are:

- (1) building the leadership capacity of organisations;
- (2) sharing leadership;
- (3) creating frameworks for building leadership capabilities; and

(4) Developing alternative models of principalship.

These challenges and the responses are illustrated in the following diagram of the conceptual framework which is derived from the literature and underpins this study.

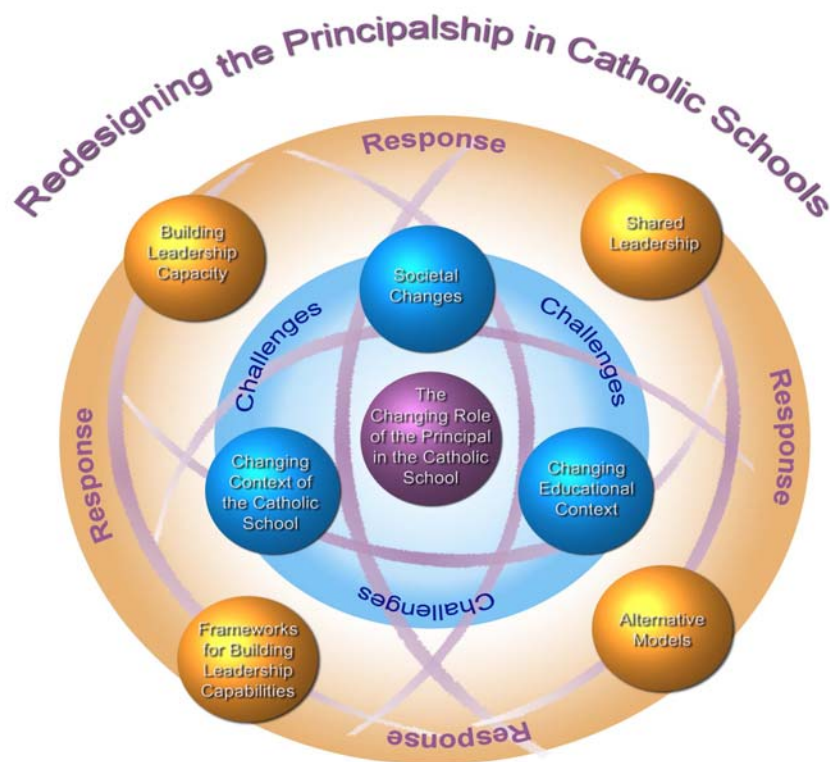


Figure 1: Conceptual Framework

THE RESEARCH PROJECT

A review of the literature on redesigning the principalship indicated that some different ways of conceptualising the principalship were already being successfully implemented in different parts of the world. Court (2001; 2001a) explored the complexity of the principal's role with particular reference to co-principalship and shared leadership initiatives and reviewed a number of international studies that examined some different models of leadership including examples from the US, the UK, the Netherlands, Canada, New Zealand, and Norway. Each of her examples provides some insights into creative

ways in which the complexity of the principal's role is being addressed in different countries. From these studies, five models were developed for this study.

The Five Models

Five models, which were being implemented successfully in various countries around the world, were chosen for this study, namely:

1. Supported Leadership (A), the business matrix model;
2. Supported Leadership (B), a distributed leadership model;
3. Dual Leadership with split task specialisation;
4. Dual Leadership with job-sharing; and,
5. Integrative Leadership, a two-principal model with responsibilities integrated.

Model 1, the Business Matrix Management Model, has as its key feature a business manager responsible to the principal for administration of the school. Model 2: Supported Leadership is a model based on teacher leadership or distributed leadership. Model 3: Dual Principals-Split Task Specialisation, is a dual leadership model with two principals, one with responsibility for educational leadership and one for administration. Model 4: Dual Principals-Job Sharing has two principals who negotiate the sharing of the administrative and leadership function, possibly on a part-time basis. Model 5: Integrated Leadership, the key feature of which is two principals sharing with equal authority and accountability and roles based on shared values, goals and mutual trust.

Using these models as a basis for investigation, this study sought to explore some practical ways in which to redesign the principalship. Previous research has provided detailed understandings of what was not working with the principalship and why people were not choosing to take up principalship. Drawing on the wisdom and experience of practitioners in the field, this study took the previous research to the next step, by asking how the principalship could be redesigned to attract more quality applicants to the role and retain incumbents already in the role.

The participants were challenged by some of the alternative models presented but they thought it important that different models be considered. An experienced principal

summarised the attitude of many of the participants when she commented that 'it is important to consider these models. Education is changing and will change dramatically in the next few years so we need flexible models of leadership and ways to organise schools differently' (experienced principal, primary, female). The comments were not limited to female participants as two experienced male principals, one primary and one secondary, also commented on the need to explore alternative models of principalship: 'These models challenge the paradigm and require a change of thinking on the part of principals and school administrators' (experienced principal, secondary, male) and 'Changing times call for different ways of doing things-changing models of leadership are necessary to attract people to apply for the principal's job'. (experienced principal, primary, male).

Participants in the Study

Primary and secondary principals were chosen as the participants for focus group interviews for this study. The reasons for their selection were that principals already in the role have experienced the tensions and complexities of the role and could discern different ways of conceptualising the role; and principals were aware of the shortage of applicants for the principalship and were prepared to offer their expertise to help solve the problem. Participants were asked to critique five models of principalship, drawn from the literature, that were being successfully implemented in various parts of the world.

A second group of participants, primary and secondary assistant principals, also participated in the research. One of the aims of the research was to redesign the principalship to make it more attractive to potential applicants. Assistant principals were chosen as they are the most obvious group of potential applicants for the principalship. Their views have been incorporated into the findings.

Participants were invited to construct their ideal models. The view that the principalship needs to be constructed in a flexible way that takes into account changing school needs and the local context was evidenced in the models that emerged.

The Ideal Models

The construction of their ideal models seemed to engage most participants with great enthusiasm. This task entailed writing their own descriptions of the models, enumerating the strengths and weaknesses of their models and naming any appropriate leadership development that would support the implementation of such models. Of the twenty four focus groups, twenty groups produced their own models, some of which drew on parts of the previous five models. Four groups chose not to create their own models as they were satisfied that the five models already discussed offered sufficient flexibility to meet most needs.

Many of the new models were highly original. The construction of these new models engaged the participants in stimulating, robust and often amusing debate and discussion. Comments varied from 'this model develops the leadership potential and density of the staff. It enhances, empowers and gives passion to future leadership and develops more people earlier for future leadership succession' to 'there are no strengths in this model. I would not consider it – it is unworkable'.

MAJOR FINDINGS

The findings from the both the qualitative and quantitative data coalesced to answer the question: How can the principalship be redesigned to attract more quality applicants to the role and retain incumbents already in the role? The findings indicate that to achieve this, the participants in this research study were suggesting a fundamental rethinking of the principalship – a new paradigm of principalship.

A New Paradigm of Principalship

A fundamental rethinking of the principalship requires nothing less than a paradigm shift. Over thirty years ago Kuhn (1970) gave an analysis of how systems change (or don't). Introducing the term "paradigm" he outlined how we operate from mental models – paradigms – that shape everything we think, feel, and do. How we perceive and interpret experience is shaped by internal structures of beliefs and concepts – paradigms. The

revolutionary development comes when the paradigm reaches a crisis, as appears to be the case with the principalship. Anomalies, things that the paradigm can't explain, (such as the shortage of applicants for the principalship, and the under-representation of women in the principalship) start accumulating. That, according to Kuhn (1970), is when we are challenged to shift paradigms.

A new paradigm of principalship means changing the way the principalship is conceptualised. The old paradigm of principalship is primarily hierarchical, pressured, with increasing levels of complexity that result in increased workload, stress and reduced work/life balance. The time required to be a principal, and the pressures this places on family life, significantly inhibit the number of women who seek, or remain in, principalship. This old paradigm of principalship is essentially structured in the same way in most schools, with little significance placed on the differing contexts and needs of schools and little flexibility in the structures and resourcing of schools, i.e. 'one size fits all'. While many principals struggle to maintain their role as educational leaders and keep the leading of learning at the centre of their work, the increasing pressures related to standardisation and accountability mean that often there is considerable tension between the 'idea and the reality', between what principals would like to do and what they actually do.

Consequently, potential leaders are not choosing principalship as a career option and incumbents in the role are reaching 'burn-out'. The old paradigm has spawned a crisis in the recruitment and retention of principals as is evidenced in the literature discussed earlier. This prevailing paradigm has reached a crisis because it is no longer able to meet the needs of individuals in the principal's role or aspirants to the role.

The participants in this study recommended a shift to a new paradigm of principalship. The new paradigm would be based on sharing leadership rather than on a hierarchical approach. It would have structures that are flexible and customised to the local context of the school and school community. Learning would be central and a work/life balance would be essential, for all principals. The new paradigm would also offer enough flexibility to encourage women to both take up and remain in principalship. The findings from this research led to the development of nine propositions, which, it is suggested,

should underpin the new paradigm of principalship. They are a distillation of the major findings from the qualitative and quantitative data. The following diagram illustrates these propositions:

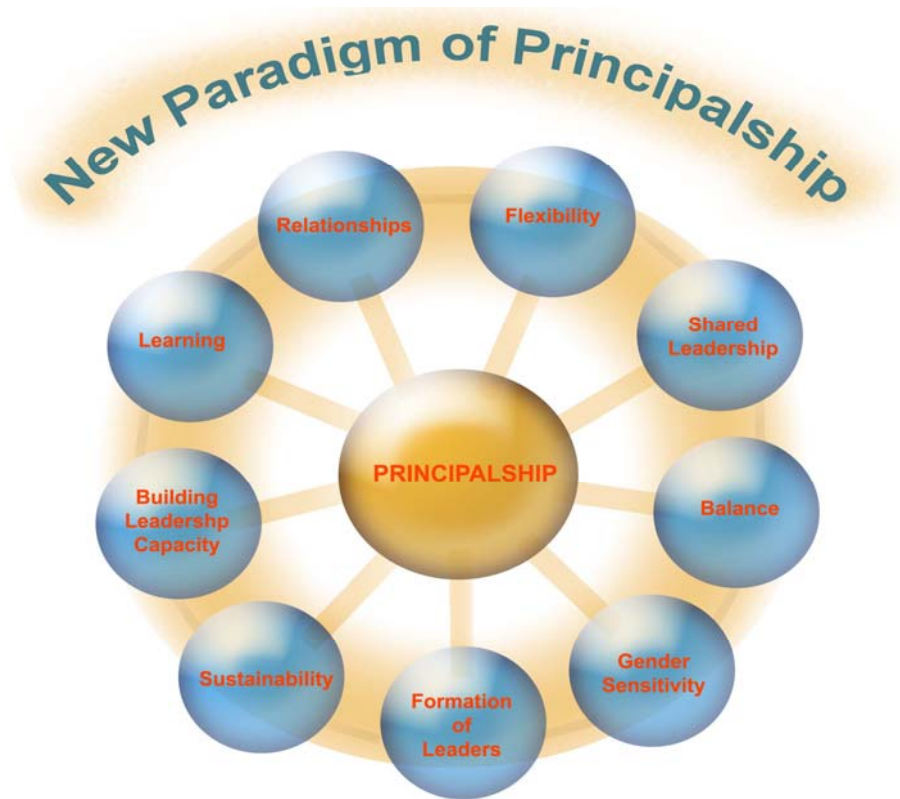


Figure 2: The New Paradigm of Principalship

Proposition 1: Principalship needs to be shared.

Principalship is too complex and multi-faceted to be accomplished by one person working alone - the best way to achieve success in school principalship is to share leadership with teachers and work collaboratively with and through other people. Systems and governing bodies must find ways to alter the role and reduce the time demands and stresses on those in the principal's role. A new paradigm of principalship requires the rethinking of the organisational structure of the role so that teacher leadership is enabled and other personnel can assume some of the responsibilities of principals. Sharing leadership with teachers can assist in lightening the principal's workload and giving more people a positive experience of leadership. This is also an

effective means of building both the leadership capabilities of those who share in the leadership and the leadership capacity of the whole school or system of schools.

Proposition 2: Flexible models of principalship need to be customised and contextualised.

There is no one best way to be principal. Many people working in education have known this for sometime, yet structures and systems are still predicated on the belief that one model fits all school communities and all people filling the role of principal. The idea of a one-size-fits-all is flawed because it fails to account for the uniqueness of individuals and contexts. Multiple and flexible models are preferred to meet the needs of different school communities. Flexible models of principalship need to take into account such things as the aging nature of the principal workforce and be customised and contextualised to meet the specific needs of the new paradigm.

Just as the one model of principalship that presently operates in most schools is not sustainable, so any flexible models that are introduced should be customised to the local context. Flexible models that can accommodate changing school needs as well as the changing strengths, expertise and needs of those in leadership are more likely to succeed. Every school community has both similarities and differences. Flexible models of principalship that are customised and contextualised are the best way of meeting the needs of the school community.

Proposition 3: Shared, flexible models of principalship need to be underpinned by positive relationships.

Positive relationships are at the heart of successful principalship and are even more critical when creating flexible models of principalship that involve people working together in new and different ways. Relationships that are built on mutual trust and respect, collaboration, and a sense of shared directionality are foundational to the new paradigm of principalship. Creating these relationships requires developing new understandings of power that are more aligned to the new paradigm. Present

understandings of power in many Catholic schools are still predicated on the monastic model that served the schools well for so many years. The new paradigm challenges these old assumptions and seeks to create a different culture and learning environment. An environment characterised by mutual trust and respect is conducive to the generation of new ideas and reflective of a willingness to support and acknowledge others' ideas.

Proposition 4: Flexible models of principalship should enhance the school as a learning community.

In the new paradigm of principalship, the focus must remain firmly fixed on learning, which is the central purpose of schooling. In the midst of a plethora of accountability measures, societal pressures and legislative requirements, this can be a daunting challenge. Any changes to leadership structures must be predicated on the belief that learning is central to the work of schools. To promote learning as a shared phenomenon and support others' learning, those wishing to implement flexible models of principalship need to have a deep, current, and critical understanding of the learning process. To equip future generations to respond and flourish in a frenetic and unpredictable world, learning for everyone in the school community is the imperative.

Proposition 5: Balance needs to be restored in the new paradigm of principalship.

There are two aspects of the principalship where the balance needs to be restored. The first is the work/life balance and the second is the 'systemworld'/'lifeworld' accountability balance. The work/life balance refers to the need to restore some balance in the work/life equation so that principalship is not the all-encompassing, time-consuming job that it has become within the old paradigm of principalship. A major deterrent to people seeking principalship is the amount of time it takes away from family life. The work/life balance is as critical in attracting people to apply for the principalship as it is to retaining those currently in the role.

The accountability balance concerns how to empower local decision making and, at the same time, to comply with external accountability requirements. The dilemma for the principal who is wanting to share leadership is to be strong yet collaborative, compliant

with external demands while sharing authority and responsibility with others in the school. The challenge for principals and system leaders is to help create a balance between the 'lifeworld' of the school and the 'systemworld' of accountabilities. When the balance is skewed and the 'systemworld' dominates, the purpose and values of the school can be compromised. The preoccupation of some sections of the education community and some governments with the 'systemworld' instrumentalities is a major source of disaffection for teachers seeking principalship and a dominant tension for principals in schools.

Proposition 6: Gender Sensitivity needs to be central to the new paradigm of principalship.

Women should be actively encouraged to take control of their careers and join their male colleagues in aspiring to principalship, confident that they will be similarly targeted and supported throughout their professional journey. Employing authorities need to listen to women's voices and incorporate their messages into support frameworks and structural flexibility. To accomplish this, there needs to be a much wider range of, and easy access to, shared and part-time positions to encourage women to take up, or continue with, principalship positions earlier in their careers. This proposition requires the rethinking of many of the traditional, hierarchical, structures that still characterise many schools. As well, employers must be prepared to develop creative, flexible human resources practices and procedures to ensure that women are not disadvantaged.

Proposition 7: Building the leadership capacity of the school and organisation is essential to shared leadership and therefore to the new paradigm of principalship.

Shared leadership requires staff who have the desire and capabilities to participate in the broad work of leadership. This involves new roles and responsibilities that reframe all interactions within the school community. A school with high leadership capacity has a principal capable of collaboration and inclusive leading. The school-wide focus is on both student and adult learning and decision making is shared. Roles and responsibilities reflect broad involvement and collaboration and reflective practice/innovation as the norm. One way of building the leadership capacity of an organisation is to implement a

comprehensive, strategic succession planning initiative that encourages high potential employees into leadership.

Proposition 8: Professional support and formation for principals should be differentiated and based on frameworks for building leadership capabilities.

School leaders require preparation and ongoing support that goes beyond competency training to broader frameworks that support the development of leadership that is grounded in values. Professional support and formation for principals should be differentiated to suit the varying models of principalship and the needs and experience of the individuals. While this professional support and formation is necessary for all principals implementing all models, there must be differentiated support depending on the experience of the individuals and the type of model. A beginning principal, for example, will require a different type and amount of support from an experienced, highly capable principal.

Proposition 9: The new paradigm of principalship must be sustainable.

Sustainability is the capacity to engage in the complexities of continuous improvement consistent with the deep values of human purpose (Fullan, 2004). This proposition involves vision, perseverance, courage, and creativity. There is no quick and easy fix to this complex problem. To be sustainable, the new paradigm of principalship should be:

- Generative;
- Attractive to both aspirants and incumbents;
- Responsive to the changing needs of the workforce as well as the learning needs of the school;
- Manageable and supportable in terms of costs and resources;
- Able to respond to feedback and critique; and
- A journey towards wisdom for all practitioners and administrators involved in the principalship.

These propositions provide a plan or scheme for discussion and consideration for moving towards a new paradigm of principalship. It takes time and new frameworks to effect a paradigm shift. The following recommendations are a synopsis from the research and, together with the propositions, can provide a scaffold for frameworks to support the new paradigm.

RECOMMENDATIONS

The recommendations are clustered under four headings: (A) Helping Current Principals Stay in the Role; (B) Encouraging Aspirants to the Role; (C) Assisting Systems and Governing Bodies in Moving Towards the New Paradigm; and (D) Involving the Community in the New Paradigm.

(A) HELPING CURRENT PRINCIPALS STAY IN THE ROLE

These recommendations have direct impact on current principals and how they are able to manage the complexity of principalship and at the same time gain satisfaction in the role. The implementation of these recommendations would enable current principals to feel supported and sustained in their work.

Recommendation 1

That a new paradigm of principalship is necessary to articulate a contemporary understanding of ways of redesigning the principalship.

Recommendation 2

That frameworks be developed to guide and support the professional and personal formation of all principals, from the newest of beginning principals to the most experienced and wise.

Recommendation 3

That within Catholic schools, both principals and aspiring principals should have access to authentic formation programs that give them the courage and confidence to be the faith leaders in their school communities.

Recommendation 4

That the aging nature of the principal workforce be taken into account when creating flexible models of principalship.

Recommendation 5

That the balance between the autonomy of the school and centralised high stakes standardisation and accountability be restored.

Recommendation 6

That creative deployment of staff underpin flexible models of principalship and decisions about deployment of staff within these flexible models be made at the local level.

(B) ENCOURAGING ASPIRANTS TO THE ROLE

This group of recommendations would be likely to encourage aspirants to seek principalship. They would assist in building the leadership capabilities of potential principals and would enhance the leadership capacity of the school and the organisation.

Recommendation 7

That shared leadership be fostered to promote a 'leaderful' organisation.

Recommendation 8

That the new paradigm of principalship include flexible structures and a new mindset that encourage women to take up principalship earlier in their careers and remain in leadership while also fulfilling their caring responsibilities.

Recommendation 9

That individual circumstances, including stage in life and professional experience, of both women and men, be taken into account in the new paradigm of principalship.

(C) ASSISTING SYSTEMS AND GOVERNING BODIES IN MOVING TOWARDS THE NEW PARADIGM

Systems and governing bodies need assistance, both practical and theoretical, to move to a new paradigm of principalship. These recommendations would enable systems and governing bodies to implement and support a new paradigm of principalship that could include a range of flexible models.

Recommendation 10

That creative, flexible human resources practices and processes be developed and implemented to support the new paradigm of principalship.

Recommendation 11

That criteria be established for any alternate models of principalship. These models would ideally be part of a wider succession planning initiative.

Recommendation 12

That the applicants for any shared leadership develop a proposal that addresses the established criteria and uses the propositions, outlined above, to inform and influence their thinking.

Recommendation 13

That resourcing, both financial and human, of different models of principalship, be planned for in a cohesive and coordinated way.

(D) INVOLVING THE COMMUNITY IN THE NEW PARADIGM

These recommendations recognise that the school functions within a community context. The school community and the educators who serve that community share the same

goal, namely, the success of the students. Thus, parents can be a powerful ally in the effort to create a school wherein a different model of leadership ultimately leads to enhanced learning outcomes for all students.

Recommendation 14

That the school community be included in the learning journey when an alternative model of principalship is implemented.

Recommendation 15

That the new paradigm of principalship assists with forming a more contemporary understanding of the principalship within the community.

CONCLUDING REMARKS

The findings from this research led to the development of nine propositions, which, it is suggested, should inform and influence the new paradigm of principalship. Together with the recommendations, they provide a scaffold and a guide to action for redesigning the principalship.

Can the new paradigm work? If we listen to the voices of the practitioners in the field the answer is yes. Those who would take up the challenge, require the disposition to look at old landscapes with new eyes, an open mind and heart and the capability to think outside the square.

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