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**Performance of New Zealand's secondary schools:  
A stakeholders' perspective**

A thesis  
submitted in fulfilment  
of the requirements for the degree

of

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**ABSTRACT**

The performance of State secondary schools in New Zealand is currently measured by the schools' performance measurement systems (PMS). The PMS are established by the schools' boards of trustees in line with guidelines developed primarily by the Ministry of Education (MoE), while incorporating the requirements of the Education Review Office (ERO) and the New Zealand Qualifications Authority (NZQA). The PMS focuses on the performance of teachers, as well as the principal and the school, but all are assessed from a stewardship oriented perspective, that does not adequately reflect the expectations of a school's nongovernmental stakeholders.

The purpose of this research is to determine the key stakeholders of State secondary schools in New Zealand and identify their key performance factors (KPFs) and associated key performance indicators (KPIs).

This research employed a mixed methods approach, guided by the pragmatist paradigm. This study used a sequential research design consisting of a qualitative method (semistructured interviews) followed by a quantitative method (questionnaire). Stakeholder theory provided the theoretical basis for identifying the schools' stakeholders, and the theory of stakeholder salience gave the rationale for identification of the schools' key stakeholders. Two performance measurement frameworks, "strategic factors" and the "portfolio approach" informed this research in identifying the KPFs and associated KPIs of the key stakeholders.

This research has identified eight key stakeholders of State secondary schools in New Zealand. They include three Crown entities: ERO, MoE, NZQA, “one statutory body” the board of trustees (BOT), and four nongovernmental stakeholder groups: teachers, parents, students, and the community. The schools’ PMS do not adequately reflect the expectations of nongovernmental stakeholders. Thus, this study has chosen to identify the KPFs and associated KPIs of the two most salient nongovernmental stakeholders, i.e., teachers and parents.

This research has identified seven KPFs for teachers in addition to a number of KPIs that indicate the status of the KPFs. Four of the seven teachers’ KPFs: 1) workload, 2) safety, 3) support, and 4) resources reflect issues concerning individual teachers. On the basis of these findings, a holistic teachers’ performance management process for schools has been proposed. This process recognises the transactional relationship between management and teachers, required to improve schools’ performances. This study has also identified seven KPFs for parents; the two most salient are “quality teachers” and “communication” as they influence four other parents’ KPFs.

The findings of this investigation have implications in two areas: 1) the management of the schools, and 2) the educational policy of the government. School management needs to provide quality teachers, adequate support to teachers and students by improving the “management system” of schools in line with expectations of teachers and parents, while ensuring safety at all times in schools. The government’s education policy should focus on the following: reducing teachers’ nonteaching activities; providing skills to teachers so that they can engage cross-culturally as well as with students from adverse backgrounds,

and inducting individuals into the teaching profession who see teaching as a service/dedication to a cause and not merely a means to earn a living.

It is expected that a holistic, stakeholder-focused, and transactional relationship between the school and its stakeholders will result in greater engagement between the schools and their stakeholders, leading to beneficial outcomes for both schools and for society at large such as lower truancy, and improved academic achievement.

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**GLOSSARY**

<b>BOT</b>	Board of Trustees
<b>ERO</b>	Educational Review Office
<b>ICT</b>	Information and Communications Technology
<b>MoE</b>	Ministry of Education
<b>NCEA</b>	National Certificates of Educational Achievement
<b>NZQA</b>	New Zealand Qualifications Authority
<b>PMS</b>	Performance Measurement System

# **1 Preamble**

## **1.1 Introduction**

This chapter introduces the research. It briefly discusses the context of performance measurement of secondary schools in New Zealand and argues for measuring schools' performances from the perspective of nongovernmental, school stakeholders such as parents and teachers. This discussion is followed by an explanation of the purpose, objectives, and significance of the research. The research methodology and methods are introduced and the structure of the thesis is presented. The stakeholder theory and the theory of stakeholder salience inform this investigation. The chapter concludes by examining the scope and limitations of this investigation.

## **1.2 Context of the research**

The performance of secondary schools in New Zealand is currently measured by the school performance measurement system (PMS). The schools' PMS are established by the Boards of Trustees in order to measure the performance of teachers and principals, as well as to review the schools' performances with respect to the directives of the Ministry of Education (MoE). The MoE is the government's advisor on the education system, shaping direction for education agencies (such as the New Zealand Qualifications Authority, the Education Review Office and the New Zealand Teachers' Council) and for providers (such as State secondary schools). In addition, the MoE contributes to the government's goals of economic transformation, and national identity

(Ministry of Education, 2009f). The MoE influences the schools' PMS through the policy making and funding authority vested in it by the Education Act 1989 (Parliamentary Counsel Office, 2010).

Crown entities such as the Education Review Office (ERO) and the New Zealand Qualifications Authority (NZQA) can be argued to measure different aspects of the schools' performances. The ERO is a government department whose purpose is to evaluate and report publicly on the education and care of students in schools. Its functions and power are described in Part 28, ss 325-328 of the Education Act 1989 (Education Review Office, 2009). The ERO audits the compliance of schools with respect to a set of legal statutes and government directives. The NZQA<sup>1</sup> measures the academic performance of secondary school students on the basis of standards and processes it has established. Since the MoE, ERO and NZQA are all government entities we may conclude that the government currently dominates the thinking behind performance measurement of State secondary schools in New Zealand.

However, secondary schools have stakeholders<sup>2</sup> beyond these government entities; these stakeholders include teachers, parents, students, universities, and employers of students. There are indications that some of these other stakeholders have issues with schools' performances. For example, teachers on the average work 57 hours per week, their morale is low, and half of them want to quit teaching within the next 5 years (Hipkins & Hodgen, 2004). This finding

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<sup>1</sup> The New Zealand Qualifications Authority (NZQA) is a Crown entity established under the section 248 of the [Education Act 1989](#). NZQA seeks to ensure that New Zealand qualifications are accepted as credible and robust, nationally and internationally. NZQA administers the [National Certificates of Educational Achievement](#) (NCEAs) for senior secondary school students. For further details see <http://www.nzqa.govt.nz/about/index.html>

<sup>2</sup> Stakeholders of an organisation are individuals or groups who are affected or can affect the achievement of organisational purpose (Freeman, 1984).

suggests that from the teachers' perspective, schools' performances may not be laudable. Hattie (2003) reports that a third of New Zealand secondary school students leave school without any qualifications and that the gap in academic achievement between the lowest and the average students has been increasing steadily for more than two decades as the academic performance of the bottom 20% of the school students continues to worsen. Hattie (2003) contends that students are not responsible for their poor academic achievement, and that the problem is due to the teachers' inability to engage with the students. If performance of schools were measured from the perspective of the students, such nonengagement with their teachers might be measured and recorded, thereby providing an objective basis for improvement of students' learning. University academics also complain of the poor literacy and numeric skills of a significant proportion of secondary school students entering tertiary institutions (Eriksen, 2007, New Zealand Herald, 2003a & 2003c, Perrott, 2003).

Since the performance of schools is currently measured primarily from the perspective of only one group of schools' stakeholders, i.e., government entities, it is likely that such measurement is skewed towards the demands of those in government. Cardno (1999) is of the opinion that PMS for schools in New Zealand is restricted to the evaluation and development of staff (teachers and principal) performance, based on the directives of the MoE (Ministry of Education, 2001a, 1999a, 1999b, 1997a, 1997b, and 1998). The schools' PMS does not adequately incorporate the expectations of the staff or those of the schools' other stakeholders. Hence, there is a need to examine the performance of secondary schools from the perspective of all its stakeholders, including Crown entities.

### **1.3 Purpose of the research**

The purpose of this research is to identify the key stakeholders of State secondary schools in New Zealand, and the KPFs and, associated KPIs of two key stakeholders. This task requires the identification of the schools' stakeholders, and from this wide stakeholder group, the schools' key stakeholders are identified. This process is followed by the determination of the KPFs that two of the most important non-governmental /statutory key stakeholders use to judge schools' performances and the KPIs that reflect the status of each KPF. It is expected that State secondary schools will be able to use the approach employed in this investigation to identify its key stakeholders, and their KPFs and associated KPIs.

### **1.4 The research objectives**

The objectives of this research are to determine the schools' key stakeholders and the KPFs, and associated KPIs, of two key stakeholders. In order to achieve these objectives the investigation addresses the following questions:

1. Who are the stakeholders of State secondary schools in New Zealand?
2. Who are the key stakeholders of State secondary schools in New Zealand?
3. What KPFs are considered significant, by two key stakeholders of State secondary schools in New Zealand, to judge schools' performances?
4. How do the KPFs interact and influence one another, and what are the possible implications for State secondary schools in New Zealand?
5. Which KPIs reflect the status of each KPF from the perspective of two key stakeholders of State secondary schools in New Zealand?

## **1.5 Significance of the research**

This research provides a stakeholder-based approach to identify the schools' key stakeholders, and the KPFs and associated KPIs of two key stakeholders. State secondary schools in New Zealand may use this approach to make their performance measurement system (PMS) more stakeholder-focused.

In order to establish a stakeholder oriented performance measurement system, schools' management need to identify the schools' key stakeholders and then establish strategic objectives in terms of the transactions that they intend to establish with each of these key stakeholders. Thereafter, management will have to put in place processes to engage their school's key stakeholders.

A stakeholder-oriented performance measurement system is expected to influence the management and performance evaluation of State secondary schools in New Zealand. In addition, this research may also influence government policy by explicating the linkage between government policies, such as funding for schools, and the KPFs of the schools' key stakeholders.

## **1.6 Research methodology and methods**

This investigation employs a mixed methods approach, guided by the pragmatist paradigm (Morgan, 2007). Stakeholder theory (Freeman, & Reed, 1983; Frost, 1995; Freeman, 1984) and the theory of stakeholder salience (Mitchell, Agle, & Wood, 1997) provide the theoretical underpinnings for this research (See Chapter 3 of the thesis).

Identifying the schools' stakeholders, their categorisation (into marginal, ordinary and important stakeholders), and recognising the KPFs and associated KPIs of the schools' two key stakeholders<sup>3</sup> - teachers and parents - requires understanding the many perspectives of schools' traditional stakeholders (For further details see Appendix 14, page 511). For this reason, an interpretive qualitative research methodology that offers a rich tapestry of individual perspectives and insights that mirror the complexity of the world as viewed by each stakeholder (Parker, 2004, 2008) is used in this research.

The selection of the schools' key stakeholders, in line with the theory of stakeholder salience (Mitchell et al., 1997), requires a quantitative assessment of the four attributes: power, legitimacy, urgency, and salience of stakeholders. Thereby a quantitative approach based on positivism (with generalisations as to research findings limited to the specific four schools chosen for this research) was employed in this investigation. Hence, the selection of the research methodology in this investigation has been dictated by the objectives of the research as argued by the pragmatist paradigm (Brewer & Hunter, 1989; House, 1994; Tashakkori & Teddlie, 1998).

Data for this investigation were collected from four schools which broadly reflect the conditions found in State secondary schools in New Zealand. Semistructured interviews were conducted with 102 representatives of the schools' six traditional stakeholders: 16 teachers, 4 principals representing school management, 44 students, 8 members of the BOT, 25 parents, and 5 officers of the

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1. <sup>3</sup> For detailed explanation and justification for choosing teachers and parents, the two key stakeholders for the study see section 6.5, page 177.

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Ministry of Education. Qualitative analysis of data categorised the schools' stakeholders into marginal, ordinary, and important stakeholders. The list of important stakeholders informed the questionnaire (See Appendix 10, page 489 for details) that collected quantitative data in this investigation.

Quantitative methods were used to analyse the data collected by the questionnaire, which ranked the schools' important stakeholders in terms of their power, legitimacy, urgency, and salience as perceived by the management teams of the four schools. From this ranked list, the schools' key stakeholders were identified. Thereafter, the KPFs and associated KPIs of two of the schools' key stakeholders - teachers and parents - were identified by further analysing qualitative data obtained through the semistructured interviews.

## **1.7 Layout of the thesis**

This thesis consists of nine chapters which are explained as follows:

- Chapter 1 introduces the investigation.
- Chapter 2 reviews the current state of performance measurement in public sector secondary schools in New Zealand. It also discusses how performance of schools is being measured in other countries and the theoretical constructs that inform this research.
- Chapter 3 describes the research methodology employed in this investigation and explains why this research is based on the paradigm of pragmatism.
- Chapter 4, the methods chapter, explains how primary data in this investigation have been collected.

- Chapter 5 explains how primary data collected in this investigation have been analysed in order to answer the research questions.
- Chapter 6 discusses the findings about the schools' stakeholders and categorises the stakeholders in order to identify the schools' key stakeholders.
- Chapter 7 discusses the KPFs and associated KPIs to evaluate schools' performances from the teachers' perspectives.
- Chapter 8 discusses the KPFs and associated KPIs to evaluate schools' performances from the parents' perspectives.
- Chapter 9 summarises the research as well as its implications and recommends avenues for further research.

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

This research has its limitations owing primarily to the sample size of the data and the personal bias of both the researcher and the respondents. The four schools chosen for this research are reflective of State secondary schools in New Zealand in terms of their size (number of students), decile number (See Appendix 2, page 456 for further details), and ethnicity of students (See Appendix 7, page 473 for further details). Three of the schools are coeducational schools and one is a boys-only school. In the researcher's opinion, the inclusion of a girls-only school as part of the research would have balanced the boys-only school perspective in the sample of four schools and would have further enhanced the representativeness of the four-school sample chosen for this investigation. In spite of the researcher's best efforts, access to a girls-only school could not be obtained.

A possible limitation of this investigation is that most of the data were collected prior to 2009 when New Zealand was not in recession. Hence the KPFs of the schools' key stakeholders may not reflect any changes in stakeholders' expectations resulting from the economic recession, particularly for low decile schools. Yet another factor that may limit the application of the findings of this investigation is the rapidly changing educational environment, as a consequence of more convenient and affordable access to information and technology tools and options, for example, greater access to faster broadband connections in New Zealand homes.

The scope of this investigation is limited to the identification of the schools' stakeholders from the perspective of six of the schools' stakeholders: teachers, management, students, parents, Boards of Trustees, and the Ministry of Education. It is possible that a more complete picture of the schools' stakeholders would emerge if the ERO and the community were also included as the schools' traditional stakeholders. Owing to limitations of time and resources this investigation evaluates school performance from the perspective of only two key stakeholder groups i.e., teachers and parents. If the KPFs and associated KPIs for all the schools' key stakeholders were to be identified, the findings would be much more comprehensive.

The next chapter reviews the contemporary literature on performance measurement of State secondary schools. It provides an overview of the schools' performance measurement system in New Zealand and also discusses the situation in Scotland, Singapore, Australia and the United States of America.

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## **2 Literature review**

### **2.1 Introduction**

This chapter sets the background for this investigation by describing New Zealand's schooling system. The historical context and current practice of performance measurement of State secondary schools in New Zealand is examined, and the roles of the schools' Boards of Trustees and the three Crown entities, that is, the Ministry of Education (MoE), the New Zealand Qualifications Authority (NZQA), and the Education Review Office (ERO) are discussed. The theoretical constructs and performance measurement frameworks that influence this investigation are explained. The experience of other countries in measuring the performances of schools is also explicated. However, the focus of this chapter is on arguing the case for measuring performance of State secondary schools in New Zealand from the stakeholders' perspectives.

### **2.2 New Zealand's schooling system**

Schooling in New Zealand is compulsory for children between their sixth and sixteenth birthdays (Guthrie & Tooley, 2007). The school system offers classes from Year 0<sup>4</sup> to Year 13<sup>5</sup>. There are three levels of schools: primary, intermediate, and secondary. Primary school is the first level; it caters for students

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<sup>4</sup> A child aged between five and six, starting primary school for the first time between July and end of December of a school year is put in class Year 0, while children who begin school for the first time between January and June are put in class Year 1, (Ministry of Education, 2001b).

<sup>5</sup> State secondary schools may offer another two years of schooling until year 15 if needed. School leavers that is those students who have completed schooling are defined as full-time, regular, year 9 to year 15 students and special education class students who have finished their schooling and last attended school within the relevant 1<sup>st</sup> March to 28<sup>th</sup> February period. For further details see [http://www.educationcounts.govt.nz/statistics/schooling/school\\_leavers2/school\\_leavers](http://www.educationcounts.govt.nz/statistics/schooling/school_leavers2/school_leavers)

who are more than 5 years old in classes from Years 0 to 6 or 8. Primary schools that offer classes up to Year 8 are called full primary schools while those that offer classes only up to Year 6 are called contributing schools (Ministry of Education, 2009i). Intermediate schools are the second level of schooling; they offer classes for Years 7 and 8. Secondary schools are the third level of schooling; they accept students in classes Years 9 to 13, although some secondary schools may offer classes from Years 7 to 13.

State secondary schools are “Crown entities” (Education Review Office, 2010a) that usually offer coeducational classes from Years 9 to 13 based on the New Zealand curriculum<sup>6</sup>. Secondary school students who are alienated from schools but are still of compulsory school-age (usually 13 to 15 years) are sent to contract providers or activity centres who deliver alternative education (Ministry of Education, 2009h). For further details about schooling in New Zealand see Appendix 1, page 453. The following section discusses the historical context of performance measurement of schools in New Zealand.

### **2.3 Performance measurement: The context**

The national education system in New Zealand dates back to 1877. The Education Act 1877 took away the powers of the provinces to administer public education and created a central Department of Education that along with the Board of Governors administered all secondary schools (Perris, 1998). In that era, performance of schools was defined by adherence to procedures and

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<sup>6</sup> The New Zealand curriculum has been developed by the MoE. Schools can offer the curriculum in three languages of instruction: English, Te Reo Māori and New Zealand Sign Language. It sets out values that are to be encouraged, modelled, and explored. It defines five key competencies that are critical to sustained learning and effective participation in society and that emphasise lifelong learning. For further details see (Ministry of Education, 2007).

standards set up by the Department of Education. Performance meant sticking to the budget, adhering to administrative procedures, and compliance with the department's reporting requirements. Hood (1998) is of the opinion that in those times instilling discipline and order was the key purpose of schooling.

By the late 1980s the Department of Education had developed rules for literally everything (Perris, 1998). Owing to this cobweb of rules and regulations, decision-making occurred at a glacial pace. This led to frustration among the schools' teachers, principals and a parent community that was better educated than its forefathers (Nash, 1989). In 1987 the frustrations of the teaching and the parent community coincided with the leadership of Prime Minister David Lange who wanted to reform the education sector as part of the reforms agenda for the public sector of New Zealand (Nash, 1989; Perris, 1998).

In August 1988 the then Government released a White Paper entitled "Tomorrow's Schools" which was based on the suggestions of a taskforce appointed by the government under the chairmanship of Brian Picot a businessman, to review the administration of education. Lange (1999) is of the view that "Tomorrow's Schools" was based on equality of opportunity in school education. The focus of the reforms was to manage schools through a tripartite partnership between communities, teachers, and the Ministry of Education (MoE) so that each school could become the best that it could be. Zoning and balloting for out of zone placements<sup>7</sup> was an important part of the reform.

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<sup>7</sup> Schools could offer spare places to out of zone students only via balloting.

The National Government amended the 1989 Education Act and removed compulsory zoning for schools in 1991<sup>8</sup>. This move caused schools to compete with one another for students. Meanwhile opposition to further reforms in education increased, the teachers unions fought against block grants<sup>9</sup> for teachers' salaries and entered successfully into long drawn out salary negotiations from 1994 to 1996 with the government. By early 1997 the impetus of reform initiated by "Tomorrow's Schools" was over (Perris, 1998). Governments after 1997 continued with improvement initiatives in education at an evolutionary pace with, for example, the reintroduction of zoning in 2000 by the Labour Government (LaRocque, 2004; and Ministry of Education, 2001a).

In terms of performance measurement of schools, the "Tomorrow's Schools" reform reflects the partnership between government, communities, and the schools. The BOT (board of trustees) and the school management are expected to setup the school's performance management system (Ministry of Education, 1997b). While government entities like the ERO (Education Review Office) audit the schools' performances, the NZQA (New Zealand Qualifications Authority) evaluates academic performance of the schools' students.

Kenny (2001) argues that organisations should assess their performance from the outside in, not the inside out. For example school's management should reflect on how the school's performance is viewed by the parents, MoE and ERO rather than how the school's performance is seen by the

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<sup>8</sup> The government argued that removal of zoning for schools provided parents with freedom to choose schools for their children. A counter argument was that removal of zoning provided an opportunity to schools to choose their students and wealthier parents were able to choose schools for their children but not the poorer parents.

<sup>9</sup> Block grants are lump sum payments paid by the MoE to the schools that included teachers' salaries, operating costs and capital expenditure.

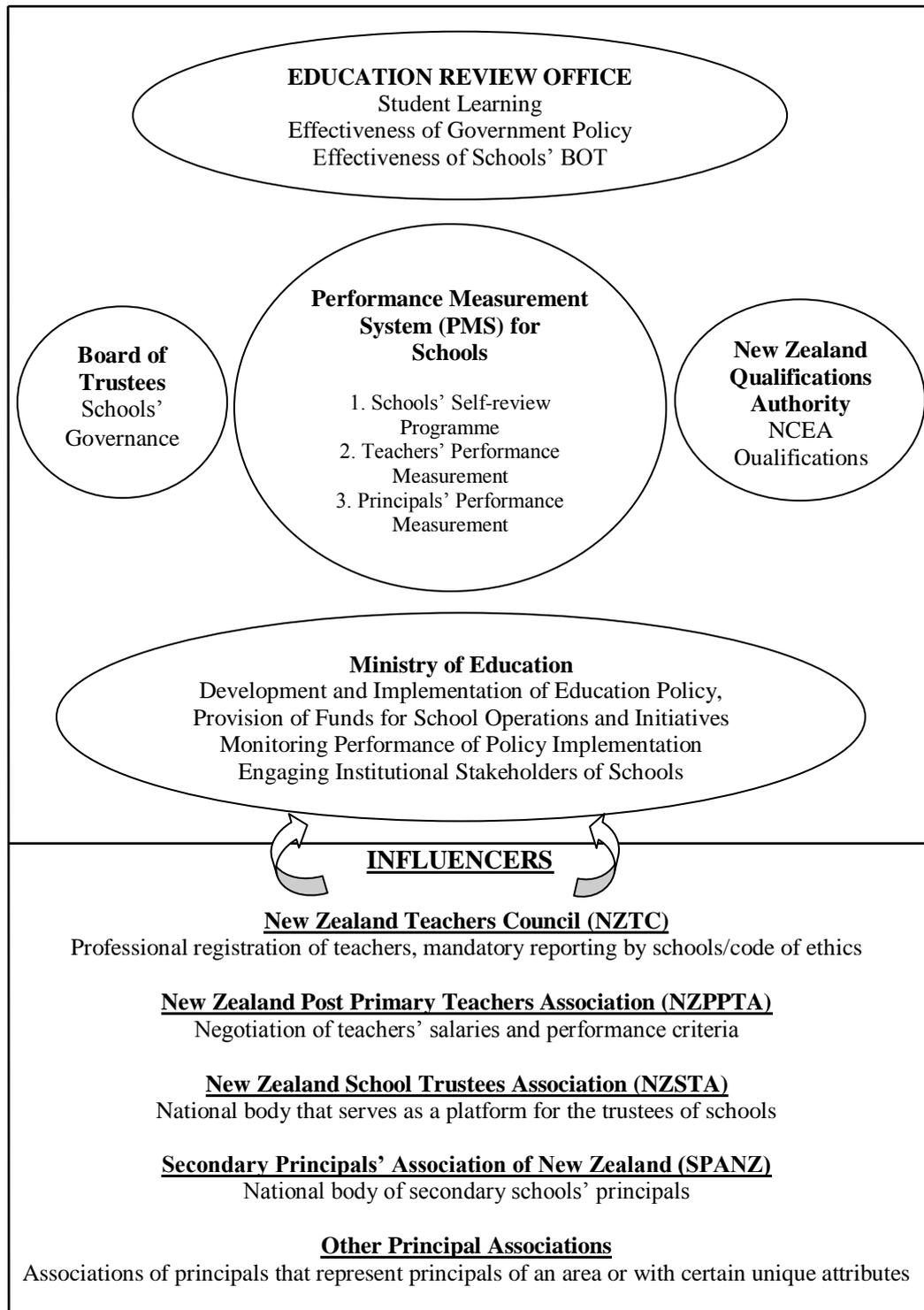
management itself. Neely, Adams, and Kennerley (2002), are of the view that it is no longer acceptable even feasible for organisations to develop their performance measurement system by focusing solely on meeting the needs of only one or two of their stakeholders. They argue that organisations have to develop performance measurement system that measures how the organisation is meeting the expectations of all the important stakeholders. Kenny (2001) has termed expectations of important stakeholders from the organisation as key performance factors or KPFs. He argues that managers should let the organisation's stakeholders define their KPFs. Kenny (2001, p.174) is of the opinion that the fundamental way to obtain clear definitions of strategic factors and the key performance indicators (KPIs) that reflect the status of the KPF from the perspective of the important stakeholders is to interview them. In this investigation key performance factors (KPFs) reflect the expectations of the stakeholders from the schools' management. The key performance indicators (KPIs) indicate the status of each KPF from the perspective of the schools' key stakeholders. These KPIs may or may not be implementable but serve as a repository of KPIs that are understood by the key stakeholders and on the basis of which KPIs for schools' PMS may be developed. The following section provides an overview of performance measurement of schools in New Zealand.

## **2.4 Overview of schools' performance measurement**

Figure 2.1 depicts the context of performance measurement of State secondary schools in New Zealand. The performance measurement system (PMS) of schools appears to have three components: 1) schools' self-review programme, 2) teachers' performance measurement, and 3) principals' performance

measurement. The schools' self-review programme evaluates the overall performance of schools (Ministry of Education, 1997c).

**Figure 2.1** The context of performance measurement system for schools



Source: Author

Hence, it is listed first, followed by the teachers' performance measurement (Ministry of Education, 1999a) and the principals' performance measurement (Ministry of Education, 1998) within a circle in Figure 2.1. The schools' BOT, along with three Crown entities, (MoE, NZQA and ERO) that measure schools' performances are located outside the circle in Figure 2.1. The status of the MoE and, to a lesser extent the ERO, is unique as they both monitor performance of State secondary schools and provide the schools' Boards of Trustees with detailed guidelines for establishing PMS at schools (Ministry of Education, 1997b, 1998, 1999a, 1999b; Education Review Office, 2002, 2010a).

A number of institutions influence the MoE in the development of guidelines for performance measurement of schools. These institutions are listed under the heading of influencers in Figure 2.1. Influencers include the NZTC (New Zealand Teachers Council) which is a government sponsored professional body that regulates the teaching profession in New Zealand. (For further details on NZTC see <http://www.teacherscouncil.govt.nz/about/>)

The NZPPTA (New Zealand Post Primary Teachers Association) is an organisation that protects and promotes the interests of teachers in New Zealand (PPTA, 2009). NZSTA<sup>10</sup> (New Zealand School Trustees Association) is the national body of the schools' trustees; SPANZ<sup>11</sup> (Secondary Principals' Association of New Zealand) is a national body of secondary schools principals of New Zealand. In addition to SPANZ, there are other associations of principals such as the New Zealand Secondary Principals' Council (NZSPC), Te Akatea

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<sup>10</sup> For further details see <http://www.nzsta.org.nz>

<sup>11</sup> For further details see <http://www.spanz.school.nz/>

Māori Principals' Association,<sup>12</sup> and the New Zealand Principals' Federation<sup>13</sup>, among others. The NZSPC represents secondary and area school principals who are members of the PPTA and also negotiates the Secondary Principals' Collective Agreement with the MoE (New Zealand Secondary Principals' Council, 2009).

NZTC, NZPPTA, NZSTA and SPANZ are not directly involved in measuring performance of secondary schools. However, as performance measurement influences the financial rewards of teachers and principals, their workloads, and their professional development, these institutions interact with the MoE to influence the schools' performance measurement system at the policy level (Ministry of Education, 1999a). The following section explains the role of the MoE and its influence on State secondary schools in New Zealand.

#### **2.4.1 The Ministry of Education (MoE)**

The MoE provides funds as well as policy guidelines on performance measurement that are followed by the schools and the BOT (Ministry of Education, 2010a, 2010b, 2010c, 2010d, 2010e). This section explains the MoE's role, organisational structure, and funding of schools. The Education Act 1989 provides policy guidelines for schools. These are called the National Educational Guidelines (NEGs) (Ministry of Education, 2009k), they are the key mechanism through which the MoE communicates and enforces its educational goals and priorities for the schools. The National Educational Guidelines (NEGs) were defined in Sections 60A of the Education Act 1989. They have been given effect by three parts of the Act, namely Sections 61 (2), 61 (4) (b), and section 62 (2).

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<sup>12</sup> For further details see <http://www.teakatea.co.nz/about.htm>

<sup>13</sup> For further details see <http://www.nzpf.ac.nz/>

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The National Educational Guidelines (NEGs) consist of the following four components, (Ministry of Education, 2009l):

1. National educational goals
2. Foundation curriculum policy statements
3. National curriculum statements
4. National administration guidelines (NAGs)

The national educational goals explain government policy objectives for the school system. Foundation curriculum policy statements are statements of policy relating to teaching, learning, and assessment. National curriculum statements describe the scope of the curriculum, the skills to be developed, and the levels of knowledge and skill that are to be achieved by the students in the secondary school system. National administration guidelines (NAGs) are guidelines pertaining to school administration. The latest version of NAGs (Ministry of Education, 2010f) effective from July 2001 consists of six guidelines given specifically to a school's Board of Trustees (BOT) as a policy document, and which forms the basis for administering a school.

NAG 1 requires the BOT to focus on students' academic achievement. NAG 2 requires the BOT to develop a strategic plan for the school. NAG 3 dwells on employment matters related to the staff. NAG 4 discusses financial and property matters. NAG 5 explains about safety of students while NAG 6 binds the BOT to other government legislation such as attendance, length of school year, and duration of the school day. The following section explains the organisational structure of the MoE.

#### **2.4.1.1 MoE's structure**

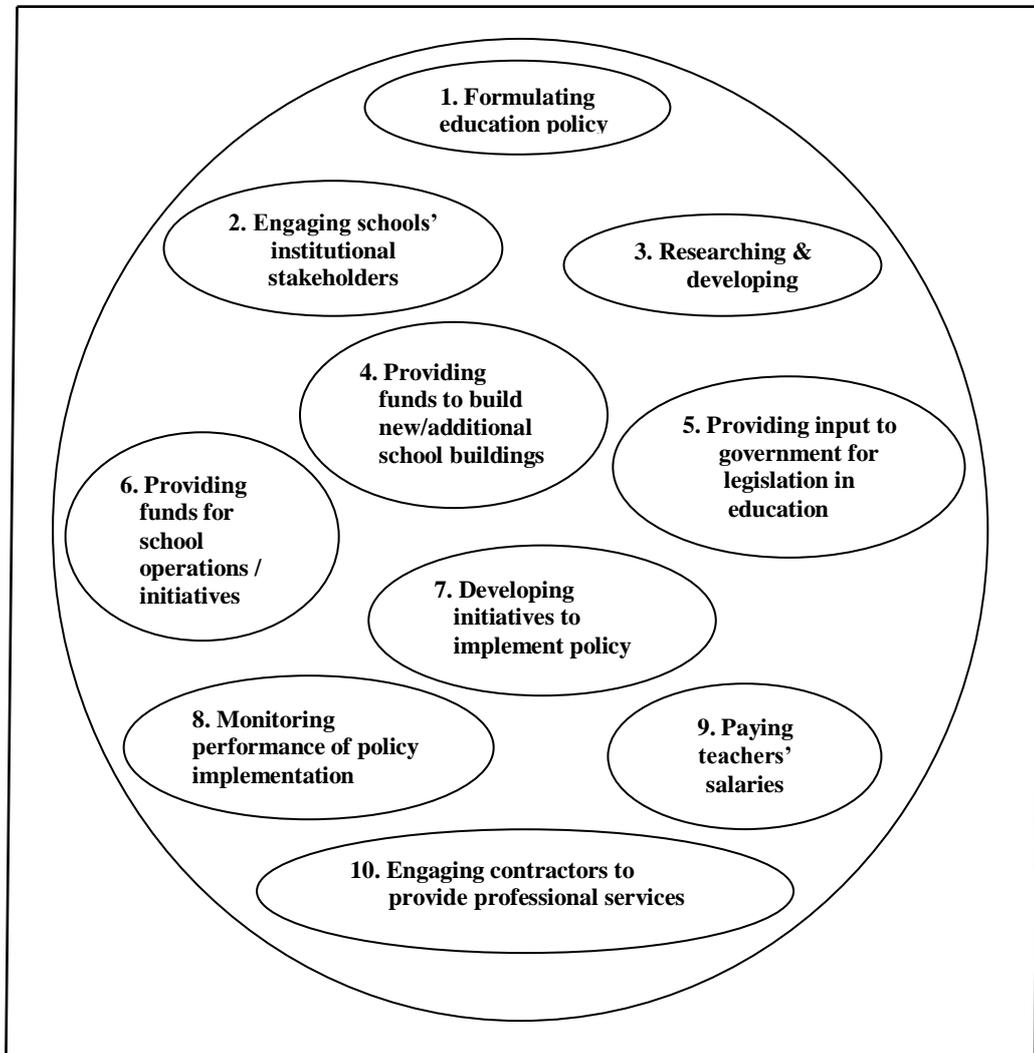
New Zealand, for purposes of educational administration, is divided into four regions: the Northern region, the Central North region, the Southern region and the Central South region. Each of the four regional offices is led by a regional manager. Each regional office has one to three local area offices so that MoE officers can easily access the schools' management or any of the schools' stakeholders. The following section discusses the role of the MoE in the school education system of New Zealand.

#### **2.4.1.2 MoE's role**

The role of the Ministry of Education is to administer the Education Act 1989. The Ministry's "Statement of Intent" is a document that covers a five - year period (2009 to 2014) and explains how the Ministry of Education (MoE) plans to achieve the objectives of the government in the field of education (The statement of intent includes early childhood education, school education, tertiary education as well as export of New Zealand's education services, Ministry of Education, 2009c & 2009d). The "Statement of Intent" is a policy document that explains the nature and scope of government policy, its strategic direction, and operating intention. The operating intention lists six priority outcomes for the government. Three of the six priority outcomes are directly relevant for secondary schools. The statement indicates that students' literacy and numeracy skills as well as worthwhile qualifications upon leaving school are currently a priority for the government (Ministry of Education, 2009c). Additionally the government considers it pertinent that Māori must enjoy success as Māori, which is the aim of

the government's Ka Hikitia – Managing for Success – initiative (Ministry of Education, 2009c).

**Figure 2.2** The role of the Ministry of Education



Source: Author

Figure 2.2 depicts 10 roles of the MoE's national office in Wellington. Formulating education policy appears to be the national office's paramount role. Six<sup>14</sup> other roles support this apex role, while three<sup>15</sup> roles relate to funding the

<sup>14</sup> The six roles consist of: 1. Engaging schools' institutional stakeholders in formulating education policy 2. Providing input to government to legislate in support of education policy 3. Develop initiatives to implement educational policy 4. Monitor performance of policy implementation 5. Engage contractors to provide professional services to schools in support of implementing the educational policy and 6. Undertake research and development activities to inform the formulation and implementation of educational policy.

schools. The MoE's regional offices liaise with the schools and their stakeholders. They implement policy and give feedback on policy implementation by collecting performance data from the schools.

In order to formulate education policy as expressed in the "Statement of Intent", the MoE's national office engages nationally, at an institutional level with other stakeholder groups such as the PPTA and SPANZ. The national office also takes into account the feedback from the regional offices in formulating national educational policy as expressed in the "Statement of Intent".

In addition to formulating policy, the MoE's national office also engages contractors at the national level to provide various professional support services such as the School Support Services of the University of Waikato. The National Office develops policies for interagency cooperation in achieving educational objectives. Other agencies that are often involved include the police, the local health boards, CYF (Child, Youth and Family) and charitable organisations. The national office also carries out a number of initiatives to support schools; for example, it engages families and communities by conducting initiatives such as iwi partnerships and Team-Up<sup>16</sup>. The MoE prepares policies for many initiatives that are carried out by its regional offices. Amongst these initiatives are the School Engagement Initiative, Study Support Centre, Alternative Education, and District Truancy Services. The MoE also engages contractors at national level to facilitate implementation of its policies.

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<sup>15</sup> The three roles consist of: 1. Payment of teachers' salaries 2. Provide schools funds to sustain operations and initiatives 3. Build school facilities.

<sup>16</sup> Team-up is an educational campaign directed towards parents that give tips on better parenting. For further information see <http://www.teamup.co.nz>

The MoE's national office prepares guidelines for a number of initiatives to support the implementation of its policies, for example guidelines for the schools' performance management system (Ministry of Education, 1997b), guidelines for teachers' performance measurement (Ministry of Education, 1999a) and guidelines for measuring principals' performances (Ministry of Education, 1998).

The MoE's national office implements its educational policy through its four regional offices<sup>17</sup>. In order to monitor performance of MoE policy, the regional offices collect data on eight indicators of secondary schools: 1) retention of students in senior secondary schools, 2) truancy, 3) stand-downs and suspensions, 4) exclusions and expulsions from school, 5) early school leaving exemptions<sup>18</sup> 6) school leavers with no qualifications, 7) school leavers with NCEA Level 2 or above, and 8) school leavers with a university entrance standard (Ministry of Education, 2010a).

In cases where the performance of a school is unsatisfactory the regional offices of the MoE provide support which is initially informal to the school. In cases where the school does not improve, the intervention is then made formal. If the situation continues to deteriorate and pose a risk to the students, statutory action is initiated by the regional office of the MoE, Section 78N (3) provides for six different types of interventions<sup>19</sup> (Ministry of Education, 2009g).

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<sup>17</sup> The MoE has four regional offices: Northern Region Office (Whangarei), Central North Region Office (Hamilton), Central South Region Office (Lower Hutt), Southern Region (Nelson).

<sup>18</sup> These are exemptions given to students who leave school prior to year 13 in order to pursue apprenticeships.

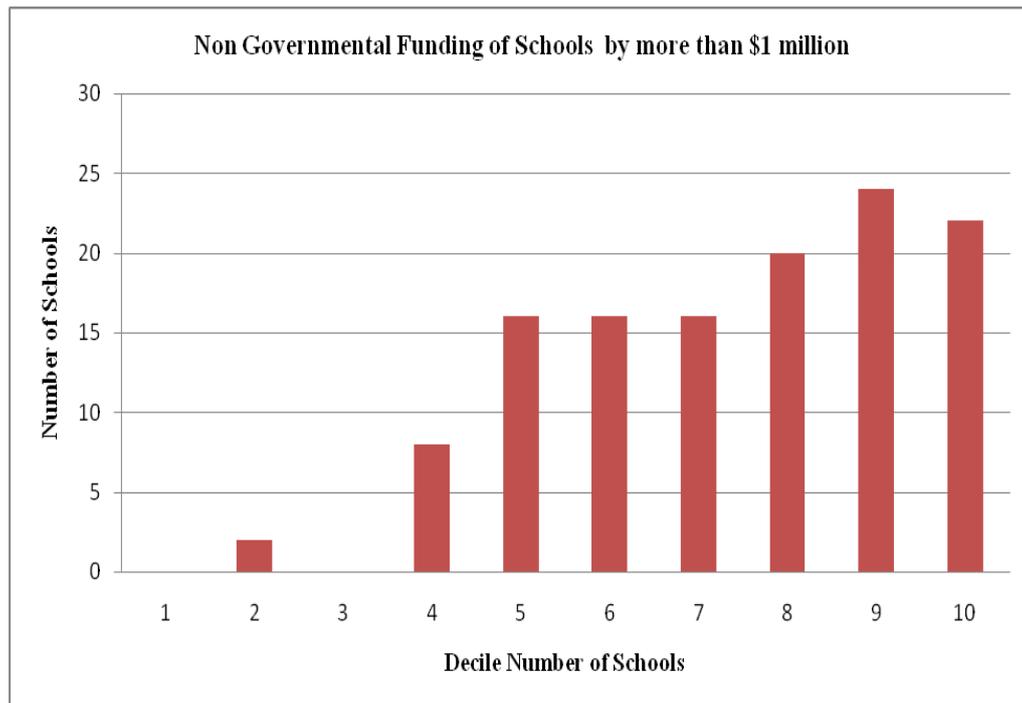
<sup>19</sup> For further details see <http://www.minedu.govt.nz/Boards/SupportForBoards/InterventionsInSchools/KITs/Section78N3StatutoryInterventions.aspx>

The MoE also disburses teachers' salaries and provides funds for building new schools or extending existing ones, as well as funds for school operations. The next section discusses the funding of schools by the MoE.

#### **2.4.1.3 MoE's funding of schools**

The MoE provides funds to all State secondary schools in New Zealand. The payments to schools can be classified under three headings: 1) operational funds (Ministry of Education, 2010c), 2) additional payments to schools (Ministry of Education, 2010c), and 3) capital funds as per schools' five-year agreement with the MoE based on the school's 10-year property plan (Ministry of Education, 2010d). Payments to school staff and individuals providing services to the school are made directly by the Ministry of Education in consultation with the schools (Ministry of Education, 2010c).

The operational funding for school operations has a number of components that can be summarised in three broad categories: 1) base funding, 2) funding based on the numbers of students at the school, and 3) funding based on the individual needs of students (Ministry of Education, 2010b). Additionally, schools are provided funds to cover expenses for relief teachers, or to hire staff to cover an emergency (Ministry of Education, 2010e). Although the MoE provides funds to meet school requirements, it appears that certain aspects of school operations are lacking in resources. Cathy (1997) reports that many schools are not adequately funded to allow the principal to delegate the increase in work which came about due to the "Tomorrow's Schools" reforms of 1989.

**Figure 2.3** Nongovernmental funding of schools for the year 2008

Boards of Trustees may generate additional funding from nongovernmental sources via donations (voluntary donations from parents), materials gifted to schools, activities that include school camps or field trips, and costs for sports and music activities. Schools also do trading (supply of school uniforms, lunches and stationery), and fundraising. Often higher decile schools have earned income from international students, hostel fees, and use of land and building grants (Ihaca, 2009). The MoE has prepared a list (New Zealand Herald, 2009) of 124 schools that raised funds of more than a million dollars from nongovernmental sources.

Figure 2.3 shows the number of schools in each decile category and the amount in dollars that they obtained from nongovernmental sources. Of the 124 schools listed, only 2 schools belonged to the lower decile category, that is, between deciles 1 and 3. Further details on MoE decile-based funding to schools

are discussed in Appendix 3, page 457. The following section discusses the role of the NZQA in measuring the performance of schools.

#### **2.4.2 New Zealand Qualifications Authority (NZQA)**

The New Zealand Qualifications Authority is a Crown entity established under section 248 of the Education Act 1989. The Minister of Education appoints the Authority's Board. The members of the Board reflect industry, community, and education interests. The Board is responsible for setting the strategic direction of NZQA, in consultation with appropriate Ministers. The Board ensures that NZQA carries out its legislative functions, monitors the organisation's performance and appoints the Chief Executive. The scope of NZQA's role spans the secondary and tertiary education sectors. NZQA administers the National Certificates of Educational Achievement (NCEA) for senior secondary school<sup>20</sup> students, (New Zealand Qualifications Authority, 2009b).

The NCEAs are gained by obtaining credits. Credits are awarded to students for each standard<sup>21</sup> they achieve in a course or programme that they choose to study. There are two types of standards: 1) unit standards and 2) achievement standards. Unit standards can be assessed only as pass or fail and are internally assessed (within schools only), while achievement standards are assessed as achieved, merit, or excellence and are usually assessed internally as well as externally. If a student passes the unit standards or even achieves the

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<sup>20</sup> NCEA is usually taken by year 11, 12 and 13 secondary school students.

<sup>21</sup> Standards are skills or knowledge that a student is expected to know or achieve in a particular subject.

achievement standard, the student is awarded the credits for the course (New Zealand Qualifications Authority, 2009b).

The NCEA has three different levels: NCEA level 1, NCEA level 2, and NCEA level 3. Most year 11 students appear in level 1 followed by year 12 in level 2 and year 13 in level 3. The levels indicate increasing levels of complexity. To achieve NCEA level 1, students must obtain 80 credits in any level including 8 credits in literacy (English or Te reo Māori) as well as numeracy (mathematics). To achieve level 2, students must obtain 80 credits out of which 60 credits must be at level 2 and 20 credits at any level. In order to achieve level 3, students must obtain 80 credits with at least 60 credits at level 3 and 20 credits at level 2 or above. Students can be awarded NCEA with excellence, if in addition to meeting level 3 requirements, 50 or more of the 80 credits are obtained at excellence. Students can be awarded NCEA with merit if, in addition to meeting level 3 requirements, 50 or more of the 80 credits are obtained at merit (New Zealand Qualifications Authority, 2009a).

In addition to the NCEA levels 1 to 3, NZQA also administers the scholarship examination. Scholarship provides recognition and monetary reward to top students in their last year of schooling (Year 13). Scholarship exams enable candidates to be assessed against challenging standards and are demanding for the most able candidates in each subject. Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations (New Zealand Qualifications Authority, 2010).

The NZQA reviews the assessment practices of secondary schools at least once every 3 years to ensure that assessment is valid, fair, consistent, reliable, accurate, and to the national standard. The reports on these reviews are called Managing National Assessment (or MNA) reports, and are published by the NZQA. The NZQA also makes available comparative NCEA data<sup>22</sup> on the academic performance of students from all secondary schools in New Zealand. The following section discusses the role of ERO in measuring schools performance.

### **2.4.3 ERO (Education Review Office)**

The Education Review Office (ERO) measures the performance of secondary schools by conducting four types of reviews: 1) education review, 2) special review, 3) private school review,<sup>23</sup> and 4) home school review<sup>24</sup> (Education Review Office, 2005). ERO usually conducts education review of State secondary schools in New Zealand. However, the Chief Review Officer, in response to issues of concern, may initiate a special review of a school.

The purpose of the education review is to work with schools in order to identify their strengths and areas in need of improvement in order for the schools to provide quality education to their students and ensure effective utilisation of public funds. Hence, education reviews have both an accountability role and an educational improvement role (Education Review Office, 2010a). The

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<sup>22</sup> For further details see <http://www.nzqa.govt.nz/qualifications/ssq/statistics/index.html>

<sup>23</sup> Private school reviews are carried out as per section 35A and Part 28 of the Education Act 1989. ERO reviews registered private schools at least once every three years.

<sup>24</sup> Home schooling reviews, are reviews for programmes for students exempted from enrolment at a registered school and are usually undertaken at the request of the Minister, or Ministry of Education (Education Review Office, 2005).

reviews are conducted<sup>25</sup> generally once in 3 years. However, in the case where the school's performance is below acceptable standards, the reviews can be conducted at shorter intervals (Education Review Office, 2010b). ERO may also review schools to ensure their compliance with special government directives (New Zealand Herald, 2003b).

ERO's framework for reviewing schools consists of three components: 1) the effectiveness of the curriculum and teaching at schools in engaging and promoting student learning, 2) the effectiveness of government policy in schools, 3) the effectiveness of the schools' Boards of Trustees in respect of providing a nurturing environment at the school and complying with the school's statutory legislation and legal requirements as reflected in the school self-review process. The ERO has provided detailed guidelines for the schools' Boards of Trustees to prepare an assurance statement based on self-audit checklists that may form part of the school self-review programme (Education Review Office, 2010c).

The ERO appears to measure performance of State secondary schools around information sets relating to four stakes. Three of these are explicitly related to the Crown, namely, regulatory stake, purchase stake, and an ownership stake. The fourth stake is that of the consumer, that is, the student. Regulatory stake covers all statutory and legal requirements<sup>26</sup>. The purchase stake covers financial compliance. As explained in NAG 4, each board of trustee is required to:

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<sup>25</sup> There are four options for timing the schools' next review: 1) in a year's time 2) in two years time 3) in three years 4) in four to five years. For further details see (Education Review Office, 2010b).

<sup>26</sup> The statutes include: Copyright Act 1994, Crown Entities Act 2004, Education Act 1989, Human Rights Act 1989, Human Rights Act 1993, Local Government Official Information and Meetings Act 1987 (Part VIII), Official Information Act 1982, Privacy Act 1993, Public

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- (a) Allocate funds to reflect the school's priorities as stated in the charter;
  - (b) Monitor and control expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989 (Ministry of Education, 2010f).

The ownership stake covers asset management compliance by the BOT. The school's board of trustees is required to maintain the land, building and other facilities of the school in good order as they are all owned by the Crown (Education Review Office, 2010c). The students' stake covers curriculum, health, safety, and welfare compliance by the BOT (Education Review Office, 2010c). The school's BOT, as laid out in NAG1, is required to follow the New Zealand curriculum which identifies the values, learning areas, pedagogy, linkage between the school's curriculum and New Zealand curriculum, achievement objectives, and assessments of students (Ministry of Education, 2007). The following section discusses the role of boards of trustees in measuring their schools' performances.

#### **2.4.4 The Board of Trustees (BOT)**

The Board of Trustees (BOT) is a statutory body established in Section 93 of the Education Act 1989. The body is responsible for the governance of the school. A BOT consists of three to seven elected parents, the school's principal, a teachers' representative, a students' representative, and other coopted members who in the opinion of the MoE, "Should as far as reasonably practicable reflect the ethnic and socio-economic composition of the school's student body" (Ministry of Education, 1989).

The governance of the school (as per section 75 of the Education Act 1989) by the BOT includes establishing policies and ensuring that they are implemented by the school's management. The BOT's governance of the school is guided by the school's charter that is prepared in consultation with the school's principal, staff, and the community that the BOT represents, as is required by sections 61-63B of the Education Act 1989. The BOT is also responsible for preparation of the school budget and the preparation of the audited accounts (Smelt, 1998).

The BOT is required (Ministry of Education, 1999a & 1999b) to establish a performance measurement system in secondary schools. Although the boards of trustees are supposed to represent the views of the parents in managing the schools, they have been advised by the MoE to set up the schools' PMS (Performance Management System) that focuses exclusively on performance of teachers and principals (Cardno, 1999; Ministry of Education, 1997b, 1999a, 1999b). The BOT is also required by NAGs to maintain an ongoing programme of self-review. This enables the school's administrators to examine their own performance and identify areas for improvement. The performance appraisal process for teachers is part of this programme. The BOT, in consultation with the principal, develops a process for evaluating the performance of the principal and the teachers on an annual basis.

Board of Trustees at times claim that they involve all schools' stakeholders in governance of the schools, and to build effective relationships with the community (Marlborough Boys College, 2010; Ashburton Borough School, 2010.). Thereby implying that performance of schools is measured from

the perspective of the schools' stakeholders. However, such claims are often not substantiated by empirical evidence provided by researchers. Macpherson and McKillop (2002, p.334) have indicated that members of the schools' Board of Trustees respond primarily to the demands of the ERO and the suggestions of the schools' principals while governing the school. Robinson and Ward (2005, p.182) investigating about governance of schools also commented that school boards (BOT) consider governance as conformance to locally and nationally specified rules. The following section discusses the schools' performance measurement system.

## **2.5 Performance measurement of schools**

The performance measurement of schools consists of measuring the performance of the teachers, the principals, and the schools. The setting up of a PMS (performance management system) has been mandatory in all New Zealand schools since 1997 (Ministry of Education, 1998).

### **2.5.1 Teachers' performance measurement**

Since 2000, the PMS of secondary schools has incorporated the professional standards for teachers (Ministry of Education, 1999b) developed by the MoE. The professional standards describe the expected knowledge, skills and attitudes a teacher should exhibit in carrying out his/her role in three areas: teaching, school wide responsibilities, and management responsibilities. The standard formalises the schools' expectations of teachers' performances, and is

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used in the PMS to evaluate performance of teachers (Ministry of Education, 1999b).

Secondary school teachers are assessed (in line with NAG 3) across nine dimensions (Ministry of Education, 1999b) namely, professional knowledge, professional development, teaching techniques, student management, motivation of students, Te Reo me Ōna Tikanga, effective communication, support for and cooperation with colleagues, and contribution to wider school activities. The professional standards classify teachers into three levels. These levels start with beginning classroom teachers, followed by classroom teachers, and then experienced classroom teachers, which is the highest level. Teachers' performance standards along the nine dimensions rise progressively as teachers move upwards in their career from beginning to experienced classroom teachers.

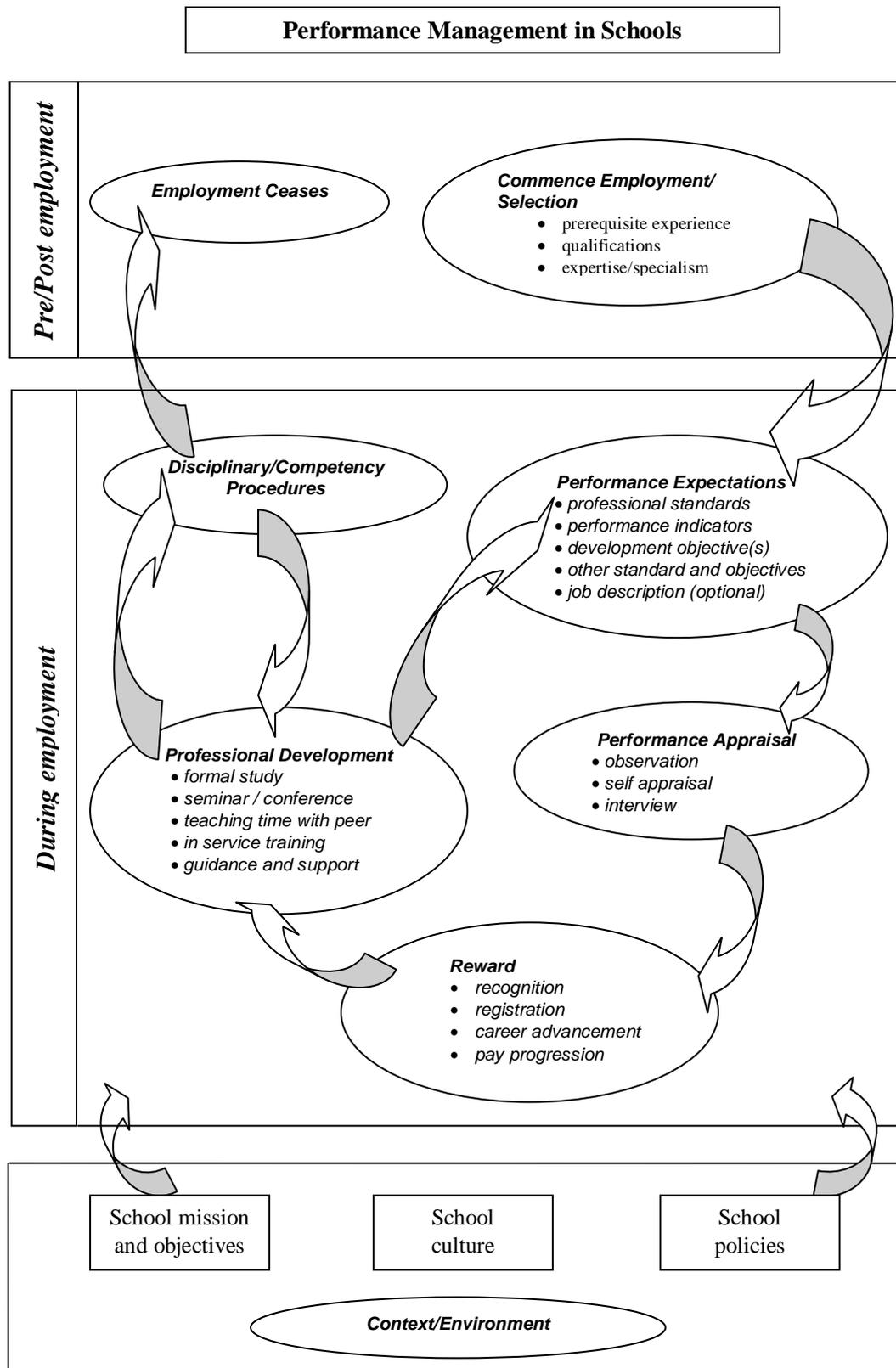
All teachers in consultation with an appraiser<sup>27</sup> usually in January/February work out a mutually agreed statement of expectations that includes professional development objectives, incorporating all of the professional standards at the appropriate levels (including performance indicators) in written form. It must include the teacher's plan (statement of expectations) for the year on improving the nine dimensions of performance as outlined in the professional standards and in line with the level to which the teacher belongs, in addition to at least one development objective. Usually at the end of the second term<sup>28</sup> an interim appraisal, which is optional, is carried out. During this process the statements of expectations can be modified. The review may include an interview, observation of teaching, and preparation of an interim report.

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<sup>27</sup> An appraiser is appointed with the consultation and agreement of the person being appraised and the appraising authority (Head of Department or Principal).

<sup>28</sup> Secondary schools in New Zealand have four terms in a year. For further details see <http://www.minedu.govt.nz/theMinistry/EducationInNewZealand/SchoolTermsAndHolidays/2010SchoolTermsAndHolidays.aspx>

**Figure 2.4** Teachers' performance measurement process



Source: Ministry of Education, (1999a).

Towards the end of the fourth term the teacher, having completed his/her self-appraisal, meets with the appraiser to discuss his or her performance for the year ended, as well as for the next year. Methods of assessment are agreed in advance as part of the performance expectations. The procedures for appraisal involve observation of teaching, interview, self-appraisal, and preparation of a report. Figure 2.4 shows the teachers' performance measurement process, which schools are currently using to evaluate teachers' performance (Ministry of Education, 1999a).

The teachers' performance measurement process as shown in Figure 2.4 has three parts: 1) pre/post employment, 2) during employment, and 3) context/environment. Teachers are appraised during employment as shown in part 2 (during employment). Appraisal of performance influences teachers' salary progression (Ministry of Education, 1999a) as well as teacher registration requirements. Schools provide support to teachers in the form of professional development (expectations of teachers) so that teachers can meet the performance expectations of the schools. Further details of performance expectations (KPFs) from teachers by the school and that of the teachers from the school's management are outlined in Appendix 15, page 512.

### **2.5.2 Principals' performance measurement**

The principals' performance evaluation is part of the schools' PMS. The principals are evaluated by the schools' boards of trustees using guidelines given by the ERO (Education Review Office, 2002) and the MoE (Ministry of Education, 1997b; Ministry of Education, 1998). The NZSTA (New Zealand

Schools Trustees Association) in collaboration with the MoE and a team of consultants has developed a framework for appraisal of the principal by the BOT (New Zealand Schools Trustee Association, 2007) that consists of five components: 1) purpose, 2) responsibility, 3) delegations, 4) contracting, and 5) process.

The appraisal of principals has two purposes: accountability and development. Both the principal and the BOT have responsibilities for the appraisal process. The BOT may delegate the principal's appraisal to a trustee or committee. The BOT may also contract out the principal's appraisal to a third party. The appraisal process is based on an annual cycle and the details of the process need to be documented and agreed to by both the BOT and the principal (New Zealand Schools Trustee Association, 2007).

Development of the principals' performance agreement is part of the process as outlined in the framework for appraisal of principals (New Zealand Schools Trustee Association, 2007). The principals' performance agreement that is developed by the BOT in consultation with school's principal should reflect the school's strategic plan, which in turn is based on the school's charter. The secondary school principals' performance agreement is also expected to contain the professional standards for secondary school principals. The current standards were first published in 1998 (Education Review Office, 2002) and were revised in 2009 (New Zealand School Trustees Association, 2009).

The standards explicate four areas of practice for the principals: 1) culture, 2) pedagogy, 3) systems, and 4) partnerships and networks. Principals are

expected to cultivate a culture that enhances learning and teaching at school. They are expected to create an environment in which all students will experience success in learning. Principals are expected to develop and employ management systems to enhance student learning. Finally, principals are expected to nurture and develop relationships that enhance student learning. Detailed standards are given to evaluate principals' performances in each of the five areas (New Zealand School Trustees Association, 2009).

The schools' PMS, through the principals' evaluation, formalises the BOT's expectations from the principal and the support in terms of professional development that the BOT may offer to the principal. The schools' PMS, through the principal's evaluation, also links the school's annual planning and review cycle to the principal's performance. Further details of performance expectations (KPFs) from principals by the schools' Boards of Trustees are outlined in Appendix 15, page 512. The following section discusses the self-review programme of schools.

### **2.5.3 Schools' self-review programme**

The BOT as laid out in NAG 2<sup>29</sup> has to maintain an on-going programme of school self-review. The review evaluates the school's strategic plan that puts into effect the National Education Guidelines (Ministry of Education, 2010f) through the school's policies and procedures. A school's self-review covers the whole range of school operations (Ministry of Education, 1997c) that usually includes the school's property, curriculum, staff assessment and professional development, evaluation of information on student achievement,

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<sup>29</sup> For further details on NAG 2 see (Ministry of Education, 2010f).

reporting to individual students and parents about achievements of each student, and to the community about achievement of students as a group (Ministry of Education, 2010f, 2010g). The ERO has developed detailed guidelines to help boards of trustees and principals ensure legal compliance with a list of statutes<sup>30</sup> that the school has to comply with (Education Review Office, 2010a). It is expected that these guidelines be made part of each school's self-review process.

The MoE has indicated eight areas that need to be included in the school self-review process. They are: 1) school governance, 2) planning and policy, 3) setting strategies for development, 4) curriculum and programme development and delivery, 5) Te reo Māori and tikanga Māori, 6) human resources, 7) school environment, 8) linking home, community, and school. To increase Māori participation in schools, the MoE has prescribed a list of objectives and questions that the BOT should ask their school's management when reviewing the school's performance (Ministry of Education, 2010g). The MoE, in collaboration with the NZSTA, the ERO and on the basis of feedback from two hui (meetings) with Māori parents and whānau, has developed detailed guidelines for schools to improve the relationship between schools and Māori parents in the eight areas that are part of the schools' self-review (Ministry of Education, 2000). Further details of performance expectations (KPFs) from the schools' Boards of Trustees by the MoE and the ERO are outlined in Appendix 15, page 512. The following section argues for measuring schools' performances from the stakeholders' perspective.

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<sup>30</sup> The statutes include: Copyright Act 1994, Crown Entities Act 2004, Education Act 1989, Human Rights Act 1989, Human Rights Act 1993, Local Government Official Information and Meetings Act 1987 (Part VIII), Official Information Act 1982, Privacy Act 1993, Public Records Act 1988, Education (School Attendance) Regulations 1951, Health (Immunisation) Regulations 1995.

## 2.6 The need for a stakeholders' perspective

The MoE and Crown institutions such as the ERO and NCEA measure different aspects of schools' performances. For example, the MoE measures retention of students, truancy, and exclusions, as well as the educational achievement of students<sup>31</sup> in secondary schools. The ERO evaluates the Crown's regulatory, purchase and ownership interests in addition to students' safety and academic achievement<sup>32</sup>. The NCEA evaluates and reports the academic achievement of secondary school students<sup>33</sup>. Even the school's PMS is established by the BOT in accordance with the directives of the MoE and the ERO<sup>34</sup>. Hence performance of State secondary schools is currently measured primarily from the perspective of the MoE and other Crown entities.

State secondary schools, in addition to the MoE and crown entities (such as ERO and NZQA) have other stakeholders, such as students, parents, teachers, and the community. Performance measurement of State secondary schools in New Zealand currently does not appear to adequately reflect the expectations of nongovernmental stakeholders such as teachers and parents. Hence the schools are not measuring their performance from the perspective of different stakeholders particularly teachers and parents. Therefore, it is probable that schools may not be meeting some of their stakeholders' expectations a situation which may lead to reduction in cooperation, dissatisfaction or even withdrawal of the stakeholders<sup>35</sup> as argued by Freeman (1984).

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<sup>31</sup> For further details see section 2.3.1 of the thesis.

<sup>32</sup> For further details see section 2.3.3 of the thesis.

<sup>33</sup> For further details see section 2.3.2 of the thesis.

<sup>34</sup> For further details see section 2.4 of the thesis.

<sup>35</sup> For example truancy, or non-engagement of students who are stakeholders of the schools.

Hipkins and Hodgen (2004) carried out a survey of secondary schools in New Zealand. Their data indicate that teachers who are stakeholders of the schools are not satisfied with the state of affairs in the schools. If performance of schools is measured from the perspective of stakeholders such as teachers, the expectations of teachers of schools can be identified and prioritised. The schools can then draw up plans to improve their performance by addressing the expectations of teachers. Doing so will enhance the accountability of schools to their stakeholders (in this case teachers), and may also lead to greater stakeholder engagement with the schools.

Chamberlain and Caygill (2002), report that New Zealand school students are weak in mathematics, and to a lesser extent in science in comparison to their international counterparts. Hattie (2003) has highlighted the increasing disparity in educational achievements of school students as the number one problem for the school system in New Zealand. The measure of relative educational disadvantage is the gap between the academic achievement of the lowest 5% percentile of students and those achieving at the 50% percentile level (Hattie, 2003 quoting UNICEF, 2000). Among the 24 OECD countries on this measure, New Zealand stands twenty third from the top. This position indicates extreme relative disparity in educational achievement of school students. To make matters worse, for more than two decades New Zealand has been the only OECD country where the academic achievement (in terms of reading, mathematics and science) of the bottom 20% of students is consistently falling. Hattie (2003) contends that teachers need to engage the students and their parents in order to reduce disparity in educational achievement of the students. However, Hattie

(2003) does not explain how to engage the stakeholders (teachers, parents, and students) in order to address this problem.

Brown (1996) argues that for organisations such as schools in this investigation it is important to measure the needs of their customers, shareholders or owners, and their employees. Many scholars (Maina, 2009; MHRD & GeSCI, 2008; Rubin, 2004; MacBeath, 2002) have suggested that schools' performances should be measured from the perspective of the schools' stakeholders and not only from the government's<sup>36</sup> perspective. For example, Rubin<sup>37</sup> (2004) argues that in the case of schools, service recipients (students and parents) need to assess the adequacy of the service provider (schools) in meeting the educational goals of the recipients (students and parents). Hence, performance of schools has to be measured from the perspective of the recipients, that is, the students and the parents.

Lenhardt and Willert (2002) who investigated school violence in the USA argue that in order to identify options to resolve the problems in schools there is a need to evaluate and assess schools' stakeholder relationships. Brown (2002) suggests that for public and not-for-profit organisations such as secondary schools measures of accountability intelligible to the community, as well as meaningful to the achievement of institutional objectives, are fundamental. Ewy (2009) has argued for developing schools' strategy driven by the expectations of the schools' stakeholders within the framework of Baldrige Education Criteria for performance excellence. Birdthistle, Fleming and Hynes (2007) have also

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<sup>36</sup> Government implies the executive represented by the MoE, and two Crown entities NZQA and ERO in this investigation.

<sup>37</sup> Marc A. Rubin, Ph.D., is PricewaterhouseCoopers Professor and Chair, Department of Accountancy, Miami University.

employed a multi-stakeholder perspective in evaluating the need for mainstreaming enterprise education in secondary schools in Ireland. Antonio and Gamage (2007) have investigated the effect of implementing participatory school administration, leadership and management on the levels of empowerment among the schools' stakeholders in the Philippines. Hence, taking a multi-stakeholder perspective to investigate different issues of schools is being adopted by a number of researchers.

Lingenfelter (2003) is of the opinion that effective accountability systems in education must involve all parties (stakeholders) responsible for the results. Hawk, J., Hill, J., Seabourne, T., Foliaki, L., Tanielu, L., and Williams, T., (1996) in their investigation of student achievement in decile one State secondary schools in New Zealand have suggested that the success (that is performance) of schools needs to be evaluated from the perspectives of parents and the education community (for example, teachers). The next section discusses the theoretical constructs that inform this investigation.

## **2.7 Theoretical constructs**

There are different theoretical constructs that can be employed to explain the stakeholders' perspective on performance measurement of organisations, for example political economy theory, stakeholder theory and legitimacy theory.

### **2.7.1 Political economy theory**

Zald (1970) defines political economy as the study of producing and trading goods and services between institutions, and the interplay of power between them. The theory analyses economic exchanges and relationships between institutions. Political economy has two main schools of thought; one is the “bourgeois” political economy while the other is the “classical” political economy (Gray, Kouhy, & Lavers, 1995). The classical political economy places class conflicts (interests), structural inequality, and the role of the State in the creation and sustenance of the inequality causing the conflict at the heart of the analysis, while the bourgeois political economy sees the world as pluralistic, a place where numbers of institutions compete and cooperate with one another. Gray et al. (1995) are of the opinion that stakeholder theory, along with legitimacy theory, is bourgeois.

In this investigation the world is viewed from the perspective of multiple stakeholders<sup>38</sup> of the schools who are concerned about the performance of the schools. The schools' stakeholders may cooperate or compete with the school in order to influence its performance. This research does not take into consideration the issues of class conflict, structural inequality, and the role of the State in that conflict and inequality, nor their influence on the performance of State secondary schools in New Zealand. Hence, it is the bourgeois strand of the political economy theory which sets the conceptual context of this investigation.

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<sup>38</sup> Some of the schools' stakeholders are institutional such as the MoE, the NZQA and the ERO, while others are not such as students, parents and teachers.

### **2.7.2 Stakeholder theory**

The stakeholder theory addresses two core issues; the first questions the purpose of the organisation and the second examines the responsibility of management to the stakeholders of the organisation (Freeman, 2004a, Freeman, Wicks & Farmar, 2004b; Donaldson & Preston, 1995; Freeman, 1984). Since the mid-1980s the stakeholder construct has been widely accepted by management academics and professionals as one of the theories of the firm<sup>39</sup> (Donaldson & Preston 1995; Kochan & Rubinstein, 2000; Mitchell & Cohen, 2006) e.g., the neoclassical theory of the firm (Smith, 1937), the behavioural theory of the firm (Cyert & March, 1963), or the resource dependence theory (Pfeffer & Salancik, 1978).

There is much debate about stakeholder theory, in terms of whether it is primarily normative or an instrumental theory (Deegan, 2002; Moir, 2001; Hasnas, 1998). Jones and Wicks (1999) and Donaldson and Preston (1995) are of the opinion that the stakeholder theory has three distinct strands. These are its descriptive accuracy, instrumental power, and normative validity. These three strands of the stakeholder theory, like the strands of a string, mutually reinforce one another (Jones & Wicks, 1999). The normative strand of the stakeholder theory interprets the purpose of the organisation, i.e., to treat each stakeholder as an end in itself and not as a means to an end. The descriptive strand of the stakeholder theory attempts to show how organisational stakeholders behave in accordance with the stakeholder theory. The instrumental strand of the stakeholder theory looks for evidence of linkages between corporate performance and stakeholder management. Freeman (1999) argues that meaningful distinction

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<sup>39</sup> Mitchell and Cohen (2006) have identified 22 theories of the firm.

between normative and descriptive strands of stakeholder theory is difficult. Hence this concept of strands within the stakeholder theory is not appropriate as reflected by his remark, "You do not need convergent stakeholder theory" Freeman (1999, p236.).

In spite of disagreements about the three strands of the stakeholder theory most researchers (Donaldson & Preston, 1995; Freeman, 1999; Jones & Wicks, 1999) agree that the base of the stakeholder theory is normative and includes the modern theory of property rights which is fundamental to the stakeholder theory (Asher, Mahoney, & Mahoney, 2005; Donaldson & Preston, 1995). Freeman (1984) argues that stakeholders of an organisation can be investigated from multiple theoretical perspectives, such as the corporate planning perspective, systems theory perspective, corporate social responsibility perspective, and organisation theory perspective. He considers all of them relevant and has used them to explain his approach to stakeholder theory, "My focus is on how executives can use the concept, framework, philosophy and processes of the stakeholder approach to manage their organisations more effectively" (Freeman, 1984, p. 27).

Freeman (1984) further explains that stakeholder theory is about entities (groups, individuals, or institutions) that can affect the organisation or are affected by the organisation, and about managerial action taken in response to that. This investigation has been influenced by Freeman's (1984) approach to stakeholder theory and is oriented towards providing managers of State secondary schools in New Zealand with an approach that helps them to identify the stakeholders of schools, and categorise the stakeholders as marginal, ordinary and

important stakeholders based on their importance as perceived by six traditional stakeholders<sup>40</sup> of schools. The theory of stakeholder salience (Mitchell, Agle, & Wood, 1997) identifies the schools' most important– key stakeholders. The key stakeholders are identified by the schools' management as the focus of the stakeholder theory is on how managers (schools' management) can manage their organisations (schools) more effectively (Freeman, 1984, p.27).

The stakeholder theory, in summary, has two managerial implications: first that, managers of organisations are distinct from their stakeholders (Freeman, 1984; Fassin, 2009), and second, that stakeholders, and their stakes in the organisations have to be recognised by the managers of the organisations (Freeman, 1984; Jones & Wicks, 1999). Since this investigation is based on the normative strand of the stakeholder theory, it focuses on measuring performance of secondary schools with the implicit assumption that the purpose of New Zealand's secondary schools is to meet the expectations of all their stakeholders.

### **2.7.3 Legitimacy theory**

The legitimacy theory of the firm explains society's acceptance of a firm's activity as morally acceptable. Suchman (1995) defines it as societal perceptions of adequate corporate behaviour. When societal expectations of corporate behaviour differ from societal perceptions of corporate behaviour, a legitimacy gap is said to occur. Sethi (1979) terms this a legitimacy problem. Näsi, Näsi, Philips and Zyglidopoulos (1997) argue that if there is a legitimacy gap on an issue between a firm and its stakeholder group, and the stakeholders

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<sup>40</sup> For further details on traditional stakeholders see Appendix 14 page 511.

are powerful it is most likely that the firm's management will respond to address the issue. Mitchell, Agle, and Wood (1997) have also used legitimacy as one of the three factors to rank stakeholders in terms of their salience to a firm's management. Hence it can be argued that stakeholder theory to some degree incorporates the essence of the legitimacy theory.

The stakeholder theory, which incorporates the essence of the legitimacy theory, provides the theoretical construct for this investigation, while the conceptual context of this investigation is influenced by the bourgeois political economic theory. The next section discusses details of the stakeholder theory as it applies to not-for-profit organisations such as State secondary schools.

#### **2.7.4 Stakeholder theory and not-for-profit organisations**

The stakeholder theory developed in relation to managing profit-making commercial (private) firms (Freeman, 1984). However, since the distinction between not-for-profit (public) and commercial (private) organisations on issues of fiduciary<sup>41</sup> responsibilities to stockholders, and socioconsequential<sup>42</sup> responsibilities to stakeholders is increasingly getting blurred, it is reasonable to apply stakeholder theory to any organisation (Page, 2002). The stakeholder theory helps to explain the stakeholders' paradox, that is, the tension that managers experience between their fiduciary responsibilities and socioeconomic responsibilities in commercial organisations (Bouckaert & Vandenhove, 1998).

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<sup>41</sup> A fiduciary duty is a duty that results from the holding in trust of something of worth for another. A person with a fiduciary duty is generally held to a higher standard of performance. For further details see

[http://www.wallstreetinstructors.com/ce/continuing\\_education/ethics/id54.htm](http://www.wallstreetinstructors.com/ce/continuing_education/ethics/id54.htm)

<sup>42</sup> Social responsibility of a company refers to the liability of its managers for the consequences of the organisations actions.

In the case of not-for-profit (public) organisations such as State schools it may be considered that such a tension may not exist as the objective of State institutions is public welfare. However, upon closer examination it appears that in not-for-profit (public) institutions, fiduciary responsibility is social profit as defined by the organisational authority<sup>43</sup> as profit is for shareholders in the case of commercial organisations. This social profit is targeted towards a specific group or groups. For example, in a State school it could be students' health and academic achievement, or reducing disparity in students' academic achievements. The particular perspective of social profit as understood by the organisational authority becomes the prime objective of the organisation. Although the institution may have other objectives, such as quality of work life for teachers, adult education for the community, etc. that benefit other groups. The interaction of the expectations of stakeholders and objectives of the organisational authority may lead to conflict between them as to the definition of the social profit, its contents, and distribution. Bouckaert and Vandenhove (1998) argue that stakeholder theory provides a framework that considers all stakeholders of the organisation, whether they belong to the organisational authority or other groups, as organisational stakeholders. The challenge for management is to define the relationship with the organisation's stakeholders that will increase the creation of social profit and its fair distribution.

Phillips, Freeman, and Wicks (2003) consider that limiting the application of stakeholder theory to corporations only is a friendly misrepresentation. The term "stakeholder" was first used in an internal memorandum in 1963 at the then Stanford Research Institute (now SRI

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<sup>43</sup> Organisational authority is the founding group that created the organisation. For State secondary schools in New Zealand, the Government represented by the Ministry of Education may be considered the organisational authority.

International Inc.). The SRI defines stakeholders as, “those groups without whose support the organization would cease to exist” (Freeman, 1984 p. 31, emphasis added). The word organisation includes family-owned businesses, corporations and government-owned institutions. However, currently the word stakeholder is mostly, though not always, understood in the context of corporations. Phillips et al. (2003) are of the opinion that this happened because stakeholder scholars have paid almost exclusive attention to corporations and paid relatively much less attention to other forms of organisations, such as government-owned entities (e.g., State secondary schools) which are the focus of this investigation.

Freeman, Wicks, and Parmar (2004b) are of the opinion that firms are a means for working with diverse stakeholders to improve everyone's stake. Given this very broad definition of the stakeholder theory, there appears to be no limitation as to why it cannot be applied to the management of public sector organisations such as secondary schools. Since the public sector is oriented towards public service and accountability, it is imperative that performance of public sector organisations such as schools and hospitals be measured from the perspective of all stakeholders or, if that is cumbersome, then at least from the perspective of the key stakeholders.

### **2.7.5 The key stakeholders**

Key stakeholders (KSHs) have been defined by scholars in a number of ways depending upon the categorisation of stakeholders. Blair and Whitehead (1988) categorised stakeholders as marginal, supportive, mixed blessing<sup>44</sup>, and

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<sup>44</sup> Stakeholders who are supportive of certain organisational objectives while unsupportive of some others are termed as mixed blessing.

unsupportive depending on their ability to threaten or cooperate with the organisation. They consider all nonmarginal stakeholders as key stakeholders. Fottler, Blair, Whitehead, Laus, and Savage (1989) consider stakeholders who are identified by at least 25% of the respondents (those who are managers in the same industry) as key stakeholders. Savage, Nix, Whitehead, and Blair (1991) define key stakeholders as a function of the management issue. They argue that key stakeholders for cost reduction will be different from key stakeholders for worker wage negotiations. They are of the opinion that all stakeholders who consider an issue important to them are key stakeholders for that particular issue.

Fottler et al. (1989) as well as Savage et al. (1991) are of the opinion that key stakeholders are those that have power and influence, and have the ability to form coalitions with other stakeholders and threaten the organisation. Those stakeholders who currently may not be very powerful and influential but whose power and influence are perceived to be increasing vis-à-vis the organisation are considered to be prospective stakeholders. Freeman (1984) argues that those stakeholders who have common objectives and beliefs on a particular issue, such as the performance of an organisation, are more likely to form coalitions (For further details on coalition analysis of stakeholders see section 6.2.9, page 156).

Mitchell et al. (1997) consider key stakeholders of an organisation to be defined on the basis of their three attributes, namely: power<sup>45</sup>, legitimacy<sup>46</sup>, and urgency<sup>47</sup>. Mitchell et al. (1997) are of the view that in a relationship between stakeholders and management, power together with legitimacy provides authority

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<sup>45</sup> Stakeholder power is the ability of the stakeholder to influence the firm's behaviour.

<sup>46</sup> Stakeholder legitimacy is the generalised social perception that stakeholder claims on the organisation are desirable, proper or appropriate.

<sup>47</sup> Stakeholder urgency is the degree to which stakeholder claims on the organisation call for immediate attention of management.

that is exercised through urgency. Power has been defined by Weber (1947) as “the probability that one actor within a social relationship would be in a position to carry out his own will despite resistance” (p. 152). Dahl (1957) and Pfeffer (1981) have defined power in similar terms. Mitchell et al. (1997) are of the opinion that any precise definition of power is somewhat slippery; however, its manifestations are not. They consider that Etzioni (1964) provides an appropriate categorisation of power by examining the use of power in organisations on the basis of the type of resources used to exercise it. Etzioni (1964) classifies power as coercive (based on physical resources such as physical force), utilitarian (based on material resources), and normative (based on symbolic resources that are either normative or social); he is of the opinion that power is transitory and not static.

Legitimacy is another attribute, in addition to power, that influences stakeholders' salience, as argued by Mitchell et al. (1997). Legitimacy is defined by Suchman (1995) as “a generalised perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, and definitions” (p. 574). Hence, legitimacy is attained in a social context, and is viewed as something larger than self-perception that members of a society consider as good.

Although power and legitimacy are two key variables in stakeholder relationships, Mitchell et al. (1997) argue that they fail to reflect the dynamics of the stakeholder relationship and it is only through the attribute of urgency that the dynamics of the stakeholder relationship can be understood. The Oxford Dictionary and Usage Guide (1994) define urgency as “pressing necessity”. It has two attributes called sensitivity and criticality. Sensitivity refers to the extent of

managerial delay unacceptable to the stakeholders in attending to their claim, while criticality refers to the importance of the claim to the stakeholder. Hence sensitivity and criticality in tandem determine urgency of a stakeholder on a particular issue, such as measurement of performance in this investigation. The following section explains performance measurement frameworks that have informed this investigation.

## **2.8 Performance measurement frameworks**

A number of performance measurement frameworks have been developed (Neely, 1995; Neely, Gregory, & Platts, 1995; Bititci, Carrie, & McDevitt 1997; Atkinson Waterhouse, & Wells, 1997; Neely 1999; Kennerley, & Neely, 2000; Kenney 2001; Neely, & Adams, 2002; Wisniewski, & Stewart, 2004; Sousa, Carpinetti, Groesback, & Aken, 2005; Game, 2006; Greiling, 2006) to measure organisational performance, for example the balanced scorecard, strategic factors, and portfolio approach. In addition to the approaches argued by these three performance measurement frameworks, school performance have been measured via KPIs employing diverse approaches in the United States of America, England, Scotland, Singapore, and Australia.

### **2.8.1 Balanced scorecard**

The balanced scorecard is among the top 10 management tools used by corporations (Rigby & Bilodeau, 2009). It was developed by Kaplan and Norton (1992). The balanced scorecard measures organisational performance from four perspectives: that of the customer, the shareholder, the organisational

processes, and organisational innovation and learning. Thereby it brings together in one report many seemingly disparate elements of an organisation's competitive agenda. In so doing it guards against suboptimisation as managers can check that improvement in one area is not being achieved at the expense of another. Of the four perspectives on which the balanced scorecard measures performance, only two are those of organisational stakeholders (shareholders and customers), while the remaining two measure organisational processes, and organisational innovation and learning. Hence, the balanced scorecard is limited to measuring organisational performance from the perspective of only two organisational stakeholders (customers and shareholders) and may not be suitable for measuring organisational performance from the perspective of multiple stakeholders (Lingle, & Schiemann, 1996; Nørreklit, 2000; Bourne, 2002; Kenny, 2003).

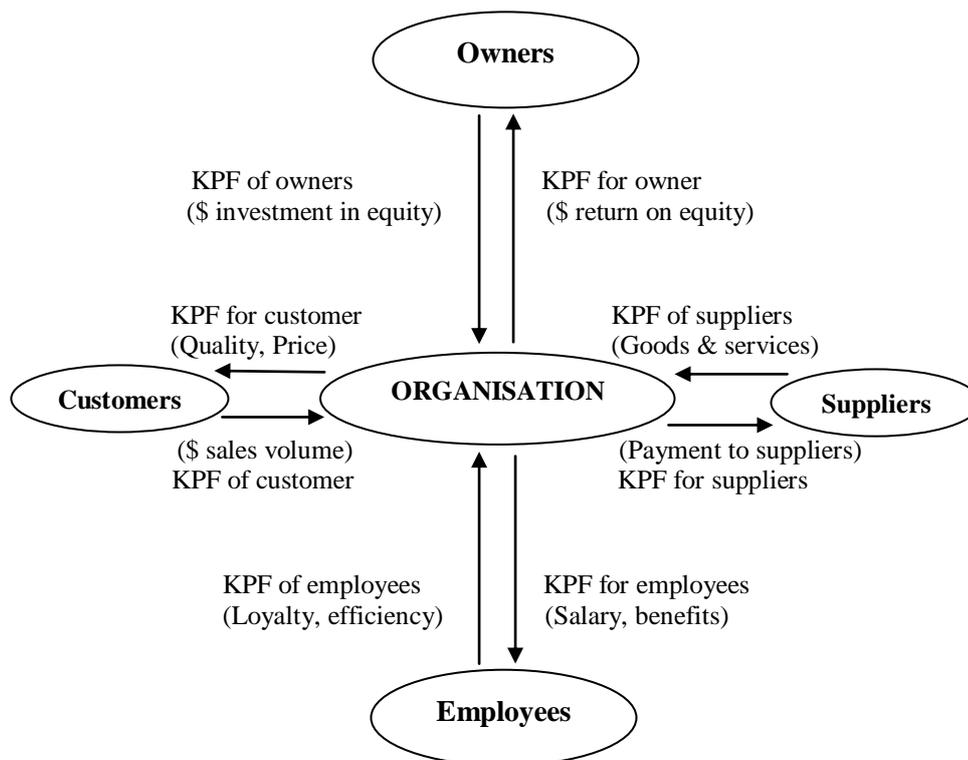
Strategic factors developed by Kenney (2001) and the portfolio approach developed by Wisniewski and Stewart (2004) are two performance measurement frameworks that measure organisational performance from the perspective of multiple stakeholders and are thereby used to inform this investigation.

### **2.8.2 Strategic factors**

Kenney (2001) argues that a transactional relationship exists between an organisation and its stakeholders, as depicted by the pair of arrows in opposite directions in Figure 2.5. Each set of arrows represents the give and take of a transaction. For example, suppliers provide the organisation goods and services in return for payment received from the organisation. Kenny (2001) suggests that in

transactional relationships, the organisation has expectations of its stakeholders (termed KPFs for supplier), and stakeholders (such as suppliers) also have expectations of the organisation (termed KPFs of suppliers) as shown in Figure 2.5.

**Figure 2.5** Transactional relationships between stakeholders and their organisation



**Source:** Adapted from Kenney, (2001)

KPFs of stakeholders, in other words are the criteria that stakeholders use to judge the performance of an organisation. This view is shared by Neely, Adams and Crowe (2001); Neely, Adams and Kennerley (2002); Neely (2003), and Freeman (1984). Kenney (2001) argues that KPFs need to be defined by the stakeholders. The key performance indicators (KPIs) flow from the definition of the KPFs. For example, in a research investigation<sup>48</sup> carried out at a State

<sup>48</sup> Malik (2004) Performance measurement of schools in New Zealand past experience and current

secondary school, students were identified as one of the key stakeholders of the school, and “knowledgeable teachers” were identified as one of the school’s key performance factors (KPFs of students) from the students’ perspective. The key performance factor, “knowledgeable teachers” was not defined nor was the associated key performance indicators (KPIs) identified, as it was beyond the scope of the investigation. However, the KPF “knowledgeable teachers” could be defined as teachers with academic qualification in the subject they teach and the associated key performance indicator (KPI) could be the percentage of sessions in school taught by teachers qualified in the subject, as exhibited in Table 2.1.

**Table 2.1** *KPIs for Key Performance Factor (KPF) of a State secondary school*

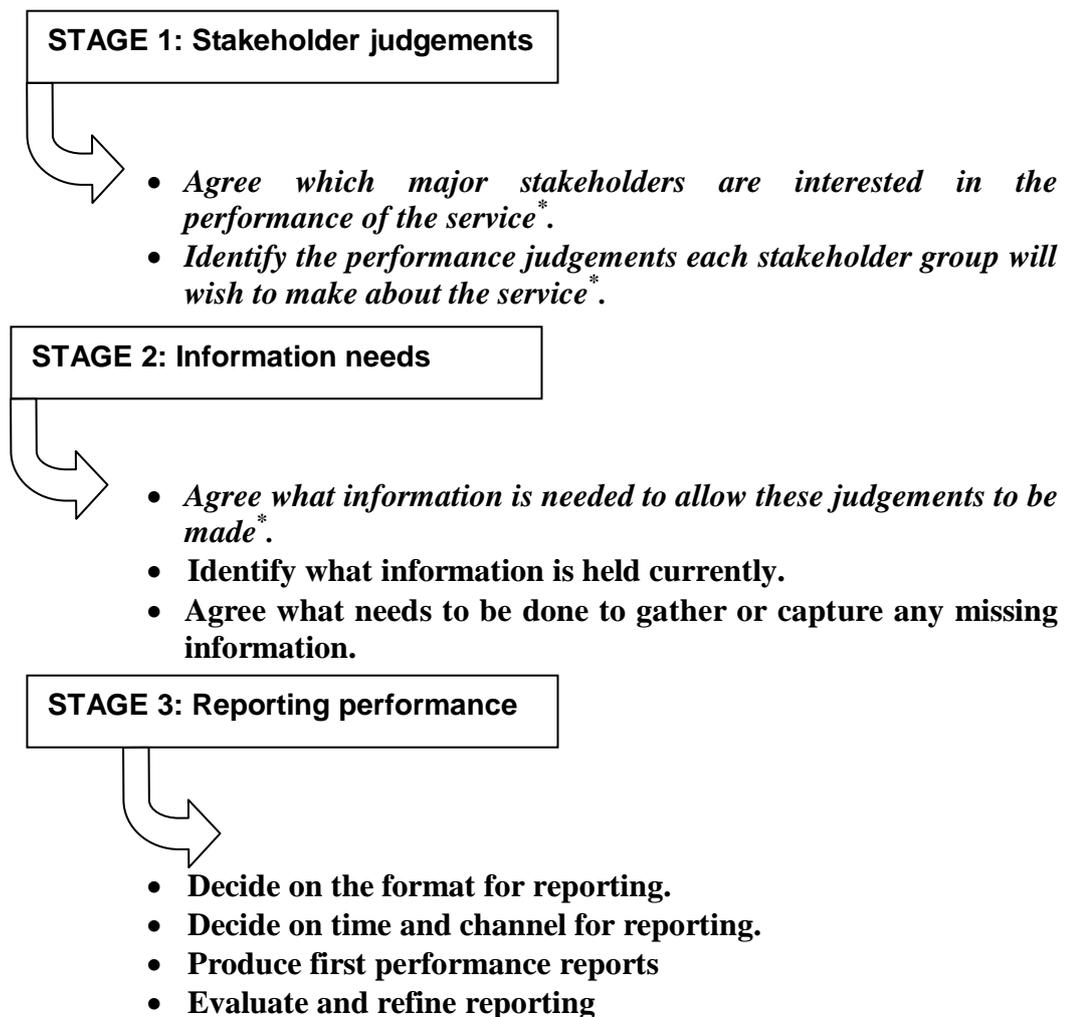
<b>KPF</b>	<b>DEFINITION</b>	<b>KPIs</b>
1. Knowledgeable teachers	Teachers with Master’s degree in the subject they teach.	Percentage of class sessions in school taught by teachers with a Master’s degree in the subject.

**Source:** Adapted from Kenney, (2001)

The next section explains the portfolio approach, a performance measurement framework.

### **2.8.3 Portfolio approach**

The portfolio approach for measuring performance of services was developed by Wisniewski and Stewart (2004). The portfolio approach measures performance from the perspective of the organisation’s key stakeholders and consists of three stages.

**Figure 2.6** Portfolio Approach (Performance Measurement Framework)

\* The italicised parts of stage 1 and stage 2 have informed this investigation

Source: Wisniewski & Stewart, (2004)

The first stage is called stakeholder judgements. It consists of identifying the key stakeholders interested in the performance of the organisation and the performance judgements that each key stakeholder may wish to make about the service, termed key performance factors (KPFs) by Kenney (2001). The second stage is called information needs. It consists of identifying what information is needed by the stakeholders to make their judgement on the performance of the service. Kenny (2001) calls this information set key performance indicators (KPIs).

This investigation uses stage 1 and the italicised parts of stage 2 (as shown in Figure 2.6) of the portfolio approach. Stage 3 and certain parts of stage 2 are beyond the scope of this research investigation. The following section discusses the KPIs that measure the performance of schools.

#### **2.8.4 KPIs that measure schools' performances**

Performance measurement of schools, whether from the government's perspective or the perspective of the schools' nongovernmental stakeholders, requires KPIs that measure schools' performances. Mante and O'Brien, (1999) and Rubin (2004) have developed KPIs for schools based on economic concepts of efficiency (input/output) or value for money. Schulman (1999) and Silins and Murray-Harvey (1999) have identified KPIs of schools that measure student academic performance and the factors that influence students. Reed, Briley, Kindberg, McCarthy, McCray, Pritchard, and Winters (2000), and Rothstein (2000) argue that performance indicators of schools should not focus narrowly on academic outcomes but on a wider array of social skills, such as teamwork, health, attitudes, and skills needed to live life to the fullest.

Rothstein (2000) has developed a composite index for America's schools that measures their performance in terms of achievement of the eight goals as outlined in the Goals 2000<sup>49</sup>: Educate America Act. The index includes three process indicators (high school graduation, teacher quality, parental

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<sup>49</sup>Goals 2000: Educate America Act (1994), this statute has listed eight goals, learning preparedness, completion rate, academic competency and citizenship, teacher development, top internationally in mathematics and science, adult literacy, safety, parental engagement that describes the outcomes for schools in USA. For further details look into <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw0goals.htm>

involvement) that are related to accomplishing the eight goals described in Goals 2000 and three measures (freedom from violence, class size, school facility) indicative of the happiness of the students. Different weights have been assigned to each indicator, in order to ascertain the composite index of the schools.

In the opinion of the author, the composite index proposed by Rothstein (2000) is comprehensive as it covers academic and nonacademic performance measures. In identifying the purpose of schools, Rothstein (2000) refers to the opinion of schools' stakeholders such as parents, teachers, government, and students which makes the composite index broad-based. However, applying the same set of performance indicators with the same weights to measure performance of all schools across the USA becomes a straight-jacket, since students may be coming from different socioeconomic backgrounds with different sets of skills, attitudes, and values, and may have different expectations from schools. Freeman (1984) argues that, for the purpose of measuring organisational performance from the perspective of stakeholders, measures (KPIs) need to be determined for each stakeholder group. Hence, the composite index, although comprehensive, does not appear to be stakeholder-focused.

KPIs measure schools' performances in Australia as part of the "Measurement Framework for National Key Performance Measures" (Council of Australian Governments, 2008). The KPIs measure 1) literacy, 2) numeracy, 3) science literacy, 4) civics and citizenship, 5) ICT<sup>50</sup> literacy, 6) VET<sup>51</sup> in schools, 7) student participation 8) student attainment, and 9) student attendance. These nine types of KPIs measure the progress made towards achievement of "National

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<sup>50</sup> ICT is the acronym for Information and Communication Technologies

<sup>51</sup> VET is the acronym for Vocational Education and Training

Goals for Schooling in the Twenty-First Century” as agreed in the National Education Agreement<sup>52</sup> (Council of Australian Governments, 2008).

Schools in Singapore have been publicly ranked on the basis of their academic performance both absolute and value-added as well as fitness indicators since 1992 (Tin, 2000). The performance indicators for absolute academic performance are three: Mean L1B5<sup>53</sup>, Mean L1B4<sup>54</sup> and Mean Subject Grade<sup>55</sup>. PSLE<sup>56</sup> scores indicate performance of schools in terms of value-added, which is evaluated by comparing the academic performance of students in their last year of secondary schooling with their examination scores in the year of their entry to the secondary school (Tan, 1998). The performance indicators for fitness are: percentage overweight and Fitness Index. The ranking of schools on the basis of easily quantifiable and primarily academic results has led to increased rivalry among schools, who are now engaged in marketing activities to attract the most academically gifted students of the community, in a zero-sum game. The performance indicators of schools do not appear to have improved education for children at all (Tan, 1998). What the system does appear to have done is segregate the academically performing students into a select few schools leading towards greater stratification of the small island community.

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<sup>52</sup> The national education agreement is an agreement between the Commonwealth of Australia and the States and Territories, being: the State of New South Wales; the State of Victoria; the State of Queensland; the State of Western Australia; the State of South Australia; the State of Tasmania; the Australian Capital Territory; and the Northern Territory of Australia.

<sup>53</sup> Mean of pupils' aggregate grades in L1(English or Higher Mother Tongue Language) and best 5 subjects. This is the ranking criteria for Special/Express course.

<sup>54</sup> Mean of pupils' aggregate grades in English and best 4 subjects. This is the ranking criteria for Normal Course.

<sup>55</sup> Mean of all grades obtained by pupils in a school. This is the old ranking criteria for Special/Express and Normal Course.

<sup>56</sup> PSLE is the abbreviation for Primary School Leaving Examination

Scottish education has developed a set of performance indicators that has been upgraded since 1992 (Her Majesty's Chief Inspector of Schools, 2000), entitled, "How good is our school?" (Her Majesty's Inspectorate of Education, 2007). It measures the performance of schools in seven key areas, i.e., curriculum attainment, learning and teaching, support for pupils, ethos, resources, management, leadership, and quality assurance. In contrast the MoE and ERO in New Zealand have suggested school's BOT to measure performance of schools in similar areas (shown in Table 15.4, page 515) such as curriculum, leadership and management. While the Scottish system focuses on resources the New Zealand focus is only on human resources. Furthermore, the schools' review process in New Zealand is silent about ethos and support of students and a formal quality management system in schools as compared to the Scottish system of performance indicators of school performance.

School performance in Scotland for each of the seven areas (curriculum attainment, learning and teaching, support for pupils, ethos, resources, management, leadership, and quality assurance) establishes a set of performance indicators. For example, ethos is evaluated by four indicators: climate and relationships, expectations and promoting achievement, equality and fairness, and partnership with parents, the school board, and the community. Each performance indicator has a number of themes relating to observable areas of activity within the school about which evidence is collected. For example, the performance indicator equality and fairness has two themes. They are (i) sense of equality and fairness, (ii) ensuring equality and fairness.

Performance indicators measure performance on a scale of 1 to 4 where 1 stands for unsatisfactory (major weaknesses), 2 for fair (some important weakness), 3 for good (strengths outweigh weakness), and 4 very good (major strengths) using various means to collect evidence, for example, interviewing parents, students etc; through direct observation such as attending the class, by analysing data, such as past performance, and looking into documentation. This performance measurement system involves schools' stakeholders only as a means for collecting evidence to measure KPIs, whereas the objective of the KPIs is to measure school performance with respect to the seven key areas of the school and not from the perspective of the school's stakeholders. The next section summarises and concludes the literature review for this investigation.

## **2.9 Summary**

There are three significant issues in measuring performance of schools. One is the perspective from which the performance of schools is measured, whether it is that of only one schools' key stakeholders (often it is the government) or of all the schools' key stakeholders such as the government, teachers, parents, students etc. The second issue relates to what the KPIs measure. Do they measure academic achievement or economic efficiency or some other objectives? The third issue is whether or not performance measurement is considered a transactional relationship between the school and its stakeholders. There are varying views on all three issues.

On the issue of perspective on performance measurement, schools' performance is traditionally measured from the government's perspective and, in

spite of much research interest in the stakeholder theory, the role of stakeholders from a performance measurement perspective has been relatively less discussed (Wisniewski & Stewart, 2004; Davis, 2009). Organisational performance as viewed by the end user is important for all types of organisations but particularly so for public sector organisations. Since different stakeholder groups have different sets of needs and wants, their expectations of the organisation vary, and their priorities are at times different. Hence, they may be interested in different aspects of organisational performance, as measured by different types of measures, and for very different purposes.

Most governmental approaches to measuring performance appear to be based on the accountability model where State entities such as the MoE in New Zealand, Ofsted (Office for Standards in Education) in the United Kingdom and the Council of Australian Governments in Australia (COAG) hold school staff (principal and teachers) responsible for the performance of schools, in return for financial benefits to the staff. Governments appear to have a very limited view of the transactions between schools and their staff. Their view is restricted primarily to funds<sup>57</sup> being provided to the school and the staff. Teachers may expect more than just financial benefits and professional development in order to achieve objectives set for them by the schools. Hence, the current practice of performance measurement of teachers at State secondary schools in New Zealand, much like the situation in the UK and Australia, does not appear to consider that performance measurement is a two-way relationship between the school and its stakeholders (e.g., teachers), where teachers may have expectations beyond

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<sup>57</sup> Teachers are expected to have expectations of monetary benefits and professional development by the governments.

financial benefits and professional development from the schools in order to achieve win-win end results.

On the issue of what the KPIs measure, the variation in approach is far greater. Researchers such as Mante and O'Brien, (1999) and Rubin (2004) have developed KPIs that focus on measuring economic parameters such as input, output and efficiency. Rubin (2004) has also developed KPIs that measure financial costs as \$/pupils or \$/class. Certain KPIs have been developed by linking them to the objectives of the school or objectives of the government. Examples are: number of suspended students, average grade of students etc. In conclusion, the focus of KPIs for schools is either academic achievement, or economic efficiency, or broader outcomes such as academic, nonacademic (citizenship, wellness, social ethics) outcomes, process (graduation rates, teacher quality, parental involvement) and happy childhood (freedom from violence, class size, school facility) as proposed by Rothstein (2000). Although all the KPIs measure performance of schools, the researcher argues that the KPIs measure performance of schools from the perspective of primarily government entities, which may not adequately reflect the expectations of the schools' non-governmental key stakeholders.

Hence, this investigation is expected to fill this gap in secondary schools' performance measurement research by first identifying the schools' stakeholders and from that pool of stakeholders ascertaining who the key schools' stakeholders are, and thereafter identifying the KPFs and associated KPIs from the perspective of two non-governmental key stakeholders of State secondary schools in New Zealand.

The next chapter discusses the mixed method research methodology that identifies and categorises the schools' stakeholders by using qualitative data obtained from representatives of the schools' traditional stakeholders. The schools' key stakeholders are ascertained by using quantitative data obtained from the schools' management.

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## **3 Research Methodology**

### **3.1 Introduction**

This chapter discusses research methodology and its role in achieving the purpose and objectives of this research. It first explains the position of the researcher in this investigation, followed by a discussion on the evolution of mixed method methodology. It then justifies the selection of the mixed method methodology for this investigation. Thereafter, the different options for research design and the argument for selecting the sequential exploratory design for this investigation are explained. Finally, the research plan and its details for implementing the research investigation are elucidated.

### **3.2 The researcher in the research**

In order to understand the researcher's position it is important that the reader is aware of the researcher's background. This may provide insight into the researcher's motivation for the research as well as any bias of his that may have been introduced into the research.

The researcher started his career as a construction engineer in 1980 and later switched in 1988 to management training and consulting with a focus on accounting. He resided in and travelled for work and leisure to a number of countries in South Asia, the Middle East, and Europe. Cause and effect relationships which form the basis of engineering have been ingrained in him owing to his experience of working on construction projects for the first 6 years of

his working life. However, he also experienced the limitations of causality, wherever human beings were involved. Hence, he embarked on this journey of exploration with an understanding that cause and effect do help to explain a situation but have their limitations. Managers have to take into account the objective part of any situation but cannot ignore the subjective perceptions of people about the situation. There is no denying that people's perceptions are often biased. However, in order to have a holistic view of any situation these individual perceptions need to be considered and validated. One option is to cross-check how most of the people feel about a particular situation. This investigation is about identifying schools' key stakeholders, and thereafter ascertaining the KPFs and KPIs from the perspective of the schools' two most important non-governmental key stakeholders. The researcher understands that some of the stakeholders' perceptions, as well as his own, may be only partly valid.

Hence in order to limit the impact of potential sources of bias, the researcher has throughout this investigation reflected on his findings using analysis of qualitative and quantitative data, with the respondents, so that the investigation reflects the beliefs and expectations of the respondents. The next section discusses the background of the assumptions, values, and beliefs that have guided this investigation.

### **3.3 Evolution of mixed methods methodology**

Research methodology is based on the ontological and epistemological assumptions of the researcher about the nature of the reality and the best way to understand that reality (House, 1994). In other words research

methodology is based on the research paradigm<sup>58</sup> followed by the researcher. Traditionally social science research has been dominated by two paradigms. One is the positivist (quantitative) paradigm as argued, for example, by Ayer (1959) and Maxwell and Delaney (2004), while the other is the constructivist (qualitative) paradigm as argued, for example, by Guba and Lincoln (1989, 1994), Lincoln and Guba (1985, 2000), and Schwandt (2000) among others.

**Table 3.1** *Contrasting axioms of the two dominant paradigms*

<b>Axiom</b>	<b>Positivism</b>	<b>Constructivism</b>
<b>1. Ontology</b> (nature of reality)	Objective single reality (objectivism).	Subjective multiple reality (subjectivism).
<b>2. Epistemology</b> (the relationship of the knower to the known)	The researcher and researched are independent.	The researcher and researched are inseparable.
<b>3. Axiology</b> (role of values in inquiry)	Research and inquiry are value free (free of bias).	Research and inquiry are value-bound (Research contains the bias of the researcher).
<b>4. Generalisations</b>	It is possible to have time and context-free generalisations.	It is not possible to have time and context-free generalisations.
<b>5. Causal Linkages</b>	Causes are either temporally precedent to or simultaneous with effects.	Causes and effects cannot be distinguished.
<b>6. Logic</b>	Emphasis on hypothesis, based on deductive logic that follows from general to particular.	Emphasis on grounded theory based on inductive logic that follows from particular to general.

Source: (Tashakkori & Teddlie, 1998, pp. 7 & 10)

Advocates of the quantitative paradigm argue that 1) research should be objective, providing time and context-free generalisations (Nagel, 1986), 2) researchers should remain emotionally detached from their investigations, and 3)

<sup>58</sup> Thomas Kuhn (1962) gave the term paradigm, by which he meant a general concept agreed to by a group of researchers on exemplars of high quality research or thinking (Kuhn, 1977), which means a set of beliefs, values and assumptions that is agreed by a group of researchers about research.

should empirically justify their stated hypothesis. They have proposed that describing and establishing social laws should be the main focus of research in the social sciences (Tashakkori & Teddlie, 1998).

On the contrary, supporters of the qualitative paradigm argue that there are multiple-constructed realities, time and context-free generalisations are not possible; and the knower and the known cannot be separated. These arguments have raged for some time leading to the emergence of purists in both camps that reject each other's paradigm. This incompatibility thesis (Howe, 1988, 1992) led to "paradigm wars" (Gage, 1989; Tashakkori & Teddlie, 1998), where the focus was on the differences between the two paradigms that are summarised in Table 3.1.

From this debate a group of researchers (Brewer & Hunter, 1989; House, 1994; Tashakkori & Teddlie, 1998) called pragmatists proposed that the two paradigms (quantitative and qualitative) have been overstated, that quantitative and qualitative approaches are compatible, and that researchers could use both of them in the same investigation (mixed methods). Patton (1990) and Tashakkori and Teddlie (1998) have argued that pragmatism, where the research question drives the selection of the research methods and not the researcher's assumptions about ontology or epistemology, is the philosophical paradigm for mixed methods. Cherryholmes (1992) also concurs with this view and contends that researchers should be concerned with solutions to problems and should use both quantitative and qualitative approaches (mixed methods) as necessary tools to provide solutions to research problems. Onwuegbuzie, Johnson, and Collins (2009) consider mixed method as the third research paradigm that allows

researchers to move beyond the quantitative versus qualitative argument and draw on the strengths of each methodology while minimising the weakness of both conventional (quantitative and qualitative) paradigms.

Mixed method research based on the philosophy of pragmatism has opened up an expanding array of methodologies that are being used to conduct research, argue Newman, Ridenour, and De Marco Junior (2003). However, as methodological choices have expanded it has become all the more consequential that validity (legitimacy, trustworthiness) of research methodologies is maintained by avoiding ad hoc mixing of strategies or methods (Stern, 1994). In order to strengthen the validity of the research, Newman et al., (2003) have argued that there should be consistency among the purpose, questions, and methods of the research. The next section describes the mixed methods methodology as it fits this investigation.

### **3.4 Mixed methods methodology in this research**

Maxwell and Loomis (2003) argue that the purpose of the research influences the research questions, which in turn affect the selection of the research methods to yield answers to the research questions. In the opinion of the researcher, identification of the schools' stakeholders (research question 1) and from that pool of stakeholders ascertaining the key stakeholders (research question 2), and thereafter identifying the KPFs ( research question 3) from the perspective of two key stakeholders and understanding the interaction among the KPFs (research question 4) as well as the KPIs (research question 5) that reflect

the status of each KPF requires both a qualitative and a quantitative approach. Hence, mixed methods methodology has been used in this investigation.

The identification of the schools' key stakeholders is influenced by the perceptions of the schools' traditional stakeholders. Hence, the semistructured interview is used, as it can record the subjective views (qualitative data) of the schools' traditional stakeholders. The researcher intends to make sense of the expectations of key stakeholders by fitting them into a set of individual aims (termed KPFs) that provides a broader meaning to the key stakeholders' perceptions (Chua, 1986). This, interpretive mode of inquiry within the genre of qualitative approach is being increasingly acknowledged, to contribute in the creation of new knowledge, on a variety of issues and problems about which little or nothing is known (Baker & Bettner, 1997; Giroux, 2009; Sandberg, 2005; Prasad, 2005; & Parker, 2008).

A questionnaire is used to collect quantitative data about the four attributes of power<sup>59</sup>, legitimacy<sup>60</sup> and urgency<sup>61</sup> of stakeholders as perceived by the management of the four schools. The schools' key stakeholders are identified on the basis of the findings of the data collected by both the qualitative and the quantitative approaches. The KPFs and associated KPIs of two key stakeholders are ascertained on the basis of the findings of the qualitative data collected during the interviewing of the two key stakeholders. The next section discusses the design options for conducting the research based on mixed method methodology.

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<sup>59</sup> Power is the ability of an actor to impose his/her will despite resistance (Weber, 1947). In the organisational context it can be coercive, utilitarian and normative. It is transitory and rarely steady, (Etzioni, 1964). For further details see page 50.

<sup>60</sup> Legitimacy is the generalised perception that actions of an entity are desirable or appropriate, (Suchman, 1995). For further details see page 50.

<sup>61</sup> Urgency is the combined effect of sensitivity and criticality of an issue to a stakeholder. For further details see page 50.

### **3.5 Mixed methods research design**

This section explains the mixed method research design, highlighting its unique characteristics. It discusses the different categories of mixed methods research design, and argues in favour of the sequential exploratory design.

Morse (2003) defines mixed method design as the application of strategies derived from qualitative and quantitative methods within a single research project. Mixed method design does not mean mixing and matching research methods. Rather it is about using supplemental research approaches to collect data that would not be obtainable using the base (main) method and incorporating it into the base method. For example, in this investigation, the base method is the semistructured interviews. However, in order to answer the research question, "Who are the key stakeholders of schools?" supplemental data about four attributes of key stakeholders was incorporated into the study using a questionnaire. Hence, mixed method design is about supplemental methods to enhance the understanding that could be obtained from using only the base (main) method in an investigation.

The mixed methods grew out of triangulation methods. Denzin (1978) outlines four types of triangulation: 1) data triangulation where data are obtained from more than one source, 2) investigator triangulation where data are obtained from more than one researcher, 3) theory triangulation where more than one theory is used to explain the phenomena, and 4) methodological triangulation where more than one method is used to obtain data for an investigation. The design in this investigation used data triangulation, as data from six traditional

stakeholders were obtained to identify the schools' key stakeholder groups. The design in this investigation also employs methodological triangulation. Two methods – semistructured interview and questionnaire – were used to obtain data in this research to identify the schools' key stakeholders. Jick (1979) argues mixed method research design is robust due to triangulation, as the weakness of one method can be offset by the strength of another. For example, in an interview setting some respondents may not be as comfortable about their privacy as they would be when filling out a questionnaire anonymously.

However, the concern in mixed method research is to maintain the methodological assumptions that underlie the supplemental methods without violating the assumptions of the base method. In this investigation, the base method is the semistructured interview which takes an interpretive (qualitative) approach while interviewing stakeholder groups of four State secondary schools. The questionnaire, which is the supplemental method, is based on a functionalist approach. Since the main method of this investigation collects data from only four schools, the data universe of the supplemental method, i.e., the questionnaire has been restricted to the same four State secondary schools. Thereby, the sanctity of the methodological assumptions of the base method has been maintained without violating the assumptions of the supplemental method.

### **3.5.1 Categorisation of mixed methods**

Mixed methods research designs have been categorised by a number of scholars such as Greene, Caracelli, and Graham (1989), Patton (1990), Morse

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(1991, 2003); Steckler, McLeroy, Goodman, Bird, and McCormick (1992); Morgan (1998, 2007); Tashakkori and Teddlie (1998); and Creswell (2003).

Greene et al. (1989) used the purpose of an investigation to categorise mixed method studies. They have proposed five purposes for mixed method studies. These are 1) *triangulation*, that is, convergence of results, 2) *complementarity*, that is, overlapping of different aspects in a phenomenon, 3) *initiation*, that is, identifying paradoxes and contradictions, 4) *development*, that is, using the methods in a sequence such that results from the first informs the second method, and 5) *expansion*, that is, increasing the breadth and scope of an investigation.

In this investigation the purpose of the mixed method is development. The semistructured interviews identify the schools' stakeholder groups and they are then categorised in order to identify the important stakeholder groups who are then listed in the questionnaire that collects quantitative data to rank the schools' important stakeholder groups from which the key stakeholders are identified.

Each category of mixed method design has implicit assumptions built into it. Morgan (1998) argues that there are two core assumptions. First is the sequence in which quantitative or qualitative data are collected and second is the priority or weight-age given to each kind of data. In this investigation qualitative data collected through the semistructured interviews is followed by collection of quantitative data via a questionnaire. Relatively more priority in this investigation is given to the findings of the qualitative data. Other assumptions, such as the

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stage at which data (qualitative and quantitative) are integrated, may also influence the research design (Tashakkori & Teddlie, 1998).

In this investigation, data from the two approaches were collected sequentially. The qualitative data was analysed to categorise and identify the important stakeholder which informed the questionnaire used to collect quantitative data in order to identify the key stakeholders of the schools. Greene et al., (1989) argue that mixed method studies may have an explicit or implicit perspective for change or transformation which may also influence the design of the investigation. In this investigation, there is no explicit perspective on change. However, the identification of the schools' key stakeholders and their KPFs and associated KPIs implicitly call for changes in performance measurement of schools that are currently not measuring their performance from the perspective of all of their key stakeholders.

Cresswell, Tashakkori, Jensen, and Shapley (2003) argue that four factors determine the mixed method design of a research study. They are: 1) the sequence of data collection, 2) the priority given to a particular type of data, 3) the stage in the research process at which the two types of data are integrated, and 4) the transformative perspective of the researcher. Based on these four factors, six generic design patterns for mixed method studies were presented by Cresswell et al., (2003). From among the six generic designs of mixed method research, the sequential exploratory research design was used in this investigation.

The sequential exploratory design was chosen as it met the requirements of this investigation in terms of 1) implementation – qualitative

approach followed by a quantitative perspective, 2) priority – same on qualitative and qualitative perspectives, 3) stage of integration – quantitative and qualitative analysis are integrated at the interpretation phase, and 4) there was no explicit theoretical perspective on change.

### **3.6 Implementing mixed method research design**

Implementing mixed method research design concerns three types of issues (Cresswell, 1995, 2003). First how does the mixed method research design fit into a research paradigm? Second how is analysis of data affected by the research design? And third how are the details of the research design to be conceptualised, articulated, and visually presented?

In terms of the research design's fit into a research paradigm, the author has argued that the philosophical construct of pragmatism guides this investigation. The researcher chose a qualitative approach (interview) and a quantitative approach (questionnaire) to collect data as this investigation has both objective and subjective aspects; there may be causal relationships as exemplified by detailed pictures of key stakeholders' KPFs, but the findings reflect the conditions across schools and can only be applied by taking into account the context of each school. Hence it is argued that the mixed method design for this investigation fits into the pragmatic paradigm.

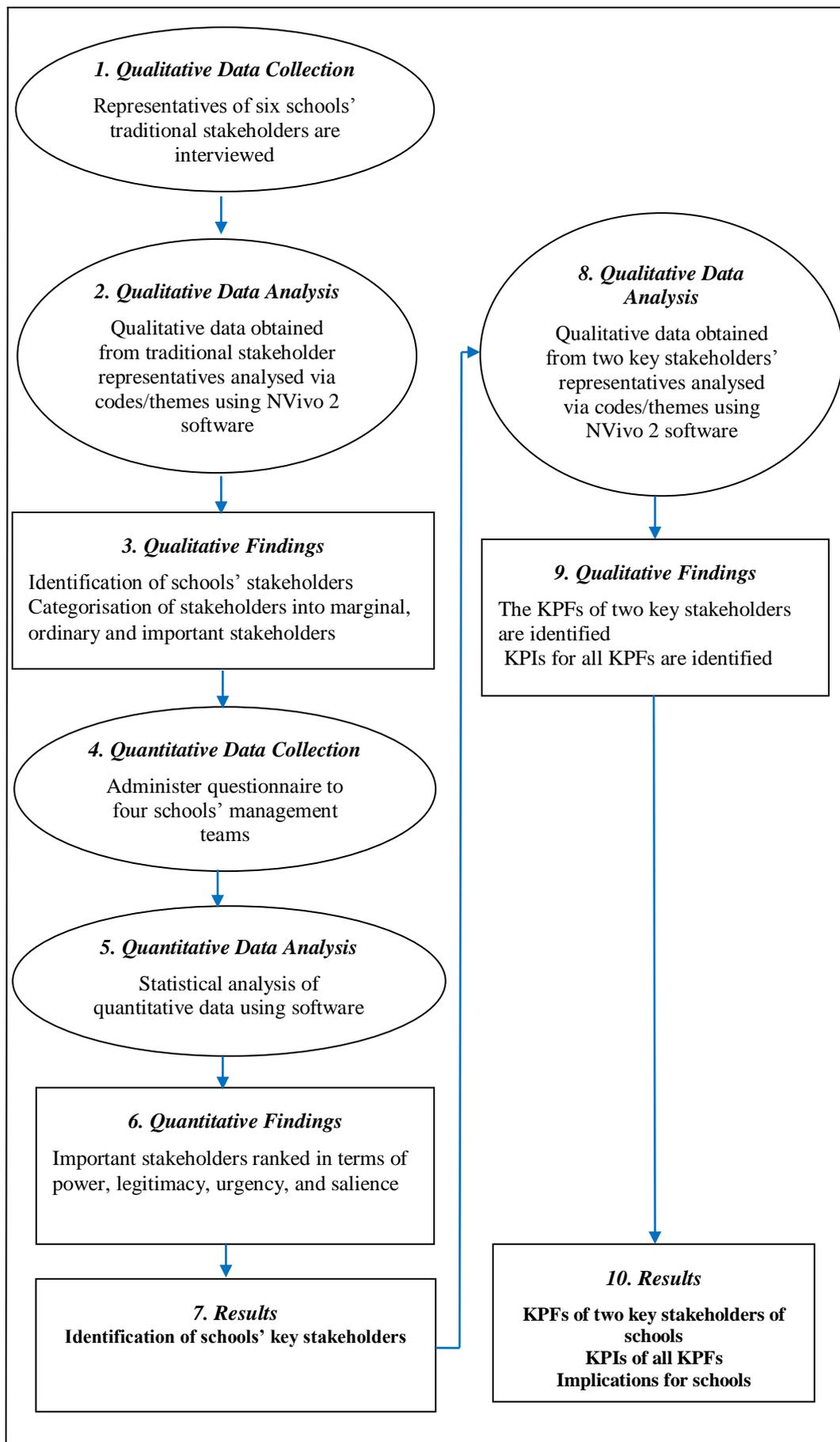
SPSS 11 software is used to analyse quantitative data and NVivo2 software is employed to analyse qualitative data. The qualitative analysis identifies the schools important stakeholders and quantitative analysis assesses the

power, legitimacy, urgency, and salience of these important stakeholders to identify the schools' key stakeholders. Subsequently, the KPFs and the associated KPIs of each of the schools' key stakeholders are identified through qualitative analysis.

In terms of visual presentation of the research design, the researcher has been influenced by Creswell (2003), who combined the signs used by Steckler, McLeroy, Goodman, Bird, and McCormick (1992), with his own notations for articulating and visual presentation of research plans. This approach led to the development of the research plan as shown in Figure 3.1. It consists of a general sequence of data collection and analysis denoted by eclipses, and research findings and results shown by boxes. The arrows indicate the sequential process of the research. It is a ten step process. In step 1 qualitative data were collected by interviewing the representatives of the schools' six traditional stakeholders. In step 2 qualitative data were analysed using NVivo2 software for coding, and development of themes and patterns.

From qualitative analysis, the schools' stakeholders were identified and categorised into marginal, ordinary, and important stakeholders in step 3. The important stakeholders become part of the questionnaire which was used to collect quantitative data from the management teams of the four schools in step 4. Quantitative data analysis was done by using the software SPSS 11 in step 5. In step 6 based on findings of the quantitative analysis of data the important stakeholders are ranked in terms of their power, legitimacy, urgency and salience. In step 7 the schools' stakeholders have been identified and the key stakeholders have also been ascertained.

**Figure 3.1** Research plan: Sequential exploratory design



From the list of the schools' key stakeholders two are chosen for further qualitative analysis by using the software NVivo 2 in step 8. Based on qualitative analysis the KPFs and associated KPIs of the schools' two key stakeholders are ascertained in step 9. The KPFs of two key stakeholders, their KPIs, and the implications of these findings are discussed in step 10. Further details of the research plan have been shown in Appendix 6, page 464. The next section summarises and concludes this chapter.

### **3.7 Summary**

Performance measurement of schools from the stakeholders' perspective has not been investigated in New Zealand; as such, therefore, the nature of this research is exploratory, and an attempt to understand a complex phenomenon. This chapter has discussed the research methodology of this investigation and has justified the use of the mixed method approach. The sequential exploratory design approach has been chosen, as findings from qualitative data analysis inform the quantitative data collection process in this investigation.

The paradigm of pragmatism, in which the research questions drive the selection of the research methodology, is the overall philosophical construct, as this investigation attempts to understand a school's performance from the perspective of its stakeholders. The research plan has been sketched out using Creswell's (2003) approach, showing the type of data to be collected and the sequence and purpose of the research activities. The next chapter discusses how data have been collected in this investigation.

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## **4 Research methods and data collection**

### **4.1 Introduction**

This chapter discusses the context of the four schools that were chosen for fieldwork in this investigation. The selection of representatives, for the schools' stakeholders is explained. Qualitative data were collected by means of interviewing the stakeholders' representatives, while quantitative data were collected by a questionnaire from the management teams of the schools. This chapter explicates the design and validation of the interview guide and the questionnaire. It also examines the procedures that ensure the reliability and validity of the data collection processes.

### **4.2 The four schools**

The four State secondary schools where fieldwork for this investigation has been carried out are School A, School B, School C and School D. Table 4.1 shows selected comparative statistics of the four schools. It shows the decile number of the schools, the status of students' roll from 2003 to 2008, the gender of the schools' students and the ethnic composition of the students in the schools. Data on the schools' rolls were obtained from The Online Learning Centre (2008a, 2008b, 2008c, 2008d) and the Education Review Office (2003a, 2003b, 2003c, 2006a, 2006b, 2006c, 2007).

The profile of the four schools is intended to reflect the wider context of State secondary schools in New Zealand. Jacobs (2000) who drew on the

research of Broadbent, Laughlin, and Wilig-Atherton (1994) to investigate financial management of schools in New Zealand, also chose to collect data from four distinct schools on the basis of type (primary/secondary), size (in terms of number of students) and decile number of the schools.

**Table 4.1** Profile of the four secondary schools

	School A	School B	School C	School D
Schools' Decile	2	3	8	6
School Roll in 2008	308	155	1,845	1,026
School Roll in 2007	not available	not available	not available	1,060
School Roll in 2006	337	121	1642	
School Roll in 2003	341		1475	1,011
Students' Gender	Coeducational	Coeducational	Single-sex (boys)	Coeducational
<b>Students' Ethnicity</b>				
NZ Māori	75%	100%	21%	30%
NZ European	23%		67%	65%
Asian			9%	
Others	2%		3%	5%

Further details about the background of each of the four schools are given in Appendix 7 on page 473. The following section explains the characteristics of the four schools.

#### 4.2.1 Characteristics of the four schools

The four schools where the fieldwork for this study was carried out broadly reflect the situation at State secondary schools of New Zealand in terms of their authority, category (based on schools' decile number), size (with respect to number of students on roll), ethnicity, and gender of students.

Secondary Schools in New Zealand, in terms of authority, are classified as State, private and State-integrated (Ministry of Education, 2001b). State-integrated schools are mostly Catholic schools of the past that became part of the State schooling system as a result of the 1975 Integrated Schools Act<sup>62</sup>. They offer lessons based on the New Zealand curriculum but have their own authority structures. Private schools are owned by individual entities who exercise authority over them through a school board; they also offer the New Zealand curriculum. State schools offer lessons based on the New Zealand curriculum and the MoE has authority over them in accordance with the Education Act 1989. The scope of this investigation is limited to State secondary schools; for this reason the four schools chosen for carrying out the fieldwork are State secondary schools.

New Zealand's schools are divided into three broad categories<sup>63</sup> by the New Zealand Qualifications Authority on the basis of their decile number, i.e. 1) decile 1 to 3, 2) decile 4 to 7 and 3) decile 8 to 10. The four schools cover the three categories (based on each school's decile number) of New Zealand's schools. School A and School B with decile numbers 2 and 3 respectively represent the schools in the decile 1 to 3 category. School D which is a decile 6 school represents the 4 to 7 decile category, while School C with a decile of 8 represents the schools in the decile 8 to 10 category.

In terms of size (number of students) State secondary schools in New Zealand may range from 3,000 students, for example, Rangitoto College which had a roll of 3,022 students in July 2007 (Ministry of Education, 2008) to fewer

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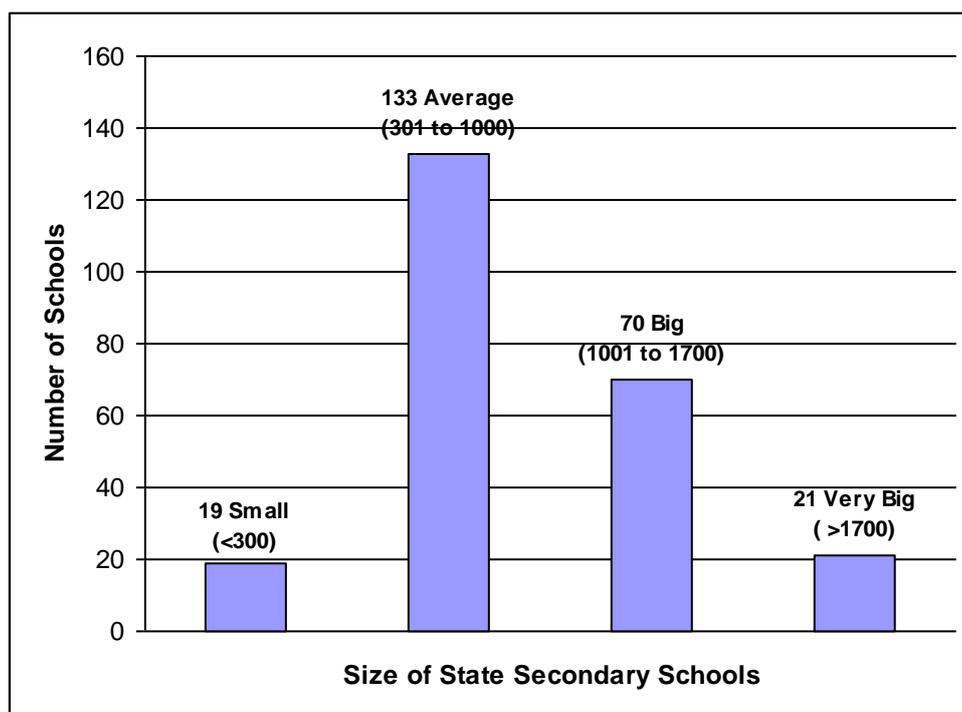
<sup>62</sup> For further details see [www.qpec.org.nz/privatisation/integrated\\_schools.doc](http://www.qpec.org.nz/privatisation/integrated_schools.doc)

<sup>63</sup> For further details see <http://www.nzqa.govt.nz/qualifications/ssq/statistics/provider-selected-report.do?reportID=661331>

than 100 students, for example, Waikohu College in Gisborne which had a roll of 86 in July 2007.

Figure 4.1 shows that in terms of size New Zealand had 19 small, 133 average 70 big and 21 very big schools - a total of 243 State secondary schools - in 2008. Of the four schools where fieldwork for this investigation was carried out, School B has 155 students on its roll and is a small school; School A has 308 students and is an average sized school. School D with 1026 students on its roll is a big school while School C with 1845 students is a very big school (The Online Learning Centre, 2008c, 2008a, 2008d, 2008b). Hence the four schools represent all types of school based on students' roll, by including a small school, an average school, a big school and a very big school.

**Figure 4.1** Size of State secondary schools of New Zealand (students' roll)



Source: Based on MoE's directory of schools as on 1st July 2008, (Appendix 5)

State secondary schools may be coeducational or single-sex schools. Among the four schools, School C is a single-sex school while the remaining three are coeducational schools. In terms of ethnicity of their students, some State schools have greater proportions of NZ (New Zealand) European students, while some have a greater proportion of NZ Māori students. For the four schools studied, the ethnic composition of students at School B is 100% NZ Māori, while School A has two-thirds Māori students. The remaining two schools, that is, School C and School D have predominantly NZ European students with a sizeable presence of Asian students in School C, as shown in Table 4.1 Hence, the four schools reflect the ethnic composition of students seen in most New Zealand's State secondary schools.

The most significant potential limitation of the four schools selected for this investigation is that they are all chosen from the Waikato region in order to reduce travel costs and time in the course of doing fieldwork for this investigation which required a number of visits to each school over a period of 3 years. This was unavoidable given constraints of time and resources within which this research was carried out. The researcher is of the opinion that the four schools merely reflect the situation in New Zealand State secondary schools as they cover the three decile categories<sup>64</sup> of State secondary schools, the variation in size of schools from the small to the very big, the gender of students, that is, co-educational and single-sex, as well as the ethnic composition of the students. The following section explains how representatives of the schools' stakeholders at the four schools were identified in this investigation.

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<sup>64</sup> The three categories being: Low decile schools (decile 1 to 3) Average decile schools (decile 4 to 7) and High decile schools (decile 8 to 10).

#### **4.2.2 Stakeholders' representatives**

The schools' stakeholders were identified by using the snow-balling technique (Varvasovszky, & Brugha, 2000b). Blair, et al. (1996) also used a similar approach to identify stakeholders for an organisation. It is a technique in which representatives of a known set<sup>65</sup> of schools' stakeholders are interviewed and they further identify new stakeholders. The process continues until no new stakeholders can be identified. Representatives of the schools' stakeholders were selected randomly from each stratum<sup>66</sup> of the schools' stakeholders. In the case of the schools' management, all the schools' principals (headmasters) were interviewed as they are administratively responsible for their schools' performances. Representatives of institutional stakeholders, such as the MoE and the BOT, were selected by purposive sampling technique, while noninstitutional stakeholders such as parents and caregivers, students, teachers, and management have been selected using the stratified random purposive sampling technique.

Purposive random sampling technique requires that the sample is chosen randomly from each stratum of the target population. Stratified random sampling requires that the stakeholder group (i.e., the target group) be segmented and representatives selected randomly from each segment. The criteria for segmenting the schools' stakeholder groups were determined by the researcher in consultation with the schools' principals. The criteria varied a little from one school to the other and also differed from one stakeholder group to the other. For

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<sup>65</sup>The known set are the traditional stakeholders of schools consisting of the schools' management, BOT, students, parents and teachers as well as the MoE.

<sup>66</sup>The schools' stakeholders were divided into different stratum, such as students were stratified on the basis of their years in school. Stakeholders were stratified on the basis of different criteria as deemed appropriate by the researcher. Stratified random sampling is also called purposive random sampling.

example, teachers were segmented in terms of their seniority;<sup>67</sup> at least one representative was interviewed from each stratum. Teachers had similar strata across schools due to the common legislative and administrative framework under which all State secondary schools operate in New Zealand.

**Table 4.2** Number of stakeholders' representatives interviewed.

Schools' Traditional Stakeholders	School A	School B	School C	School D	<sup>68</sup> Others	Total	Remarks
1. Teachers	4	3	3	3	3	16	Interviewed individually
2. Parents	7	7	6	5		25	Interviewed in groups
3. Students	13	6	12	13		44	Interviewed in groups
4. BOT	3	2	2	1		8	Interviewed individually
5. Management	1	1	1	1		4	Interviewed individually
6. MoE					5	5	Interviewed individually
						102	

Parents were segmented on the basis of the class (year of school) in which their children study. Parents were interviewed in groups as it was more convenient and practical to generate a discussion amongst a group of people. From each class,<sup>69</sup> one student representative was purposively and randomly selected to be interviewed. Students were also interviewed in groups instead of individually. It was expected that, being in groups with their peers, they would be more forthcoming and thereby provide richer information than if they were

<sup>67</sup> Teachers were segmented as experienced classroom teachers, classroom teachers and beginning classroom teachers. Experienced classroom teachers are highly skilled practitioners and classroom managers and can support and assist other teachers. Classroom teachers have at least 2 years and have full registration of the NZTA, while beginning classroom teachers are those that have not attained full registration of NZTA and are working towards it under supervision. (Ministry of Education, 1999a).

<sup>68</sup> The 3 teachers in the other category were from three different schools and they were used to conduct the pilot interviews, without disturbing the environment at the four schools chosen for this investigation.

<sup>69</sup> That is from class of year 9 to year 13 students.

interviewed individually. Students in this investigation were divided into and interviewed in two groups the first consisting usually of year 9 and 10 and sometimes year 11 students, and the second consisting usually of year 11, 12 and 13 students<sup>70</sup>. Representatives of each segment of students were selected randomly by the researcher in collaboration with the principals' secretaries, as random sampling of stakeholders' representatives enhances trust and worthiness, i.e., internal validity in the research (Kemper, Stringfield, & Teddlie, 2003).

This investigation collected qualitative data by interviewing 102 representatives of schools' traditional stakeholders, as shown in Table 4.2. The following section explains the collection of qualitative data from the stakeholders' representatives of the four State secondary schools.

### **4.3 Qualitative data collection**

Qualitative data were collected by means of interviewing representatives of traditional stakeholders of the four schools. Teachers, incidentally, were the first of the schools' stakeholders to be interviewed, as the researcher feels that teachers are one of the stakeholders that define a school. The semistructured interviews were conducted in line with the guidelines of the interview guide which provided a common framework for all the interviews. The interview guide developed for the teachers was subsequently modified to suit the needs of the schools' other stakeholders. Kvale (1996) is of the opinion that qualitative data collection by semistructured interviews consists of four processes; they are: 1) thematising 2) designing 3) interviewing and 4) transcribing before

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<sup>70</sup> Year 9 and 10 students may feel intimidated by their senior colleagues of year 11, 12, 13. Hence the two groups are to be interviewed separately.

the data can be analysed, its findings verified and eventually reported. The next section discusses thematising as it applies to this research.

#### **4.3.1 Thematising**

Thematising requires the content and purpose of the interview to be established explicitly. The purpose of this investigation is to identify the schools' stakeholders and develop a set of performance metrics for New Zealand State secondary schools that is holistic and stakeholder-focused. In terms of content, the interview was guided by the normative strand of the stakeholder theory based on the assumption that schools' stakeholders and their expectations from the schools may be partly context-bound while at the same time partly, widely applicable across State secondary schools in New Zealand. The interview, on a continuum of exploration at one end to hypothesis testing on the other, lay somewhere in the middle as it was neither exploratory nor did it test a hypothesis. It was designed to understand the application of stakeholder theory in the context of State secondary schools in New Zealand.

#### **4.3.2 Designing**

Designing is concerned with planning, i.e., how a research method such as an interview is to obtain and process information in order to achieve the research objectives. The design of the interview in this investigation was influenced by its purpose. The interview is semistructured as its purpose is to identify the stakeholders of State secondary schools in New Zealand and from them classify the schools' key stakeholders. The KPFs and associated KPIs of key stakeholders have then to be identified. Since schools' traditional stakeholders are

generally well known, a structured approach for the interview would be suitable. However, identifying many schools' stakeholders may depend upon the perceptions of the respondents; hence, a semistructured interview structure would be more suited to enquiry about the perceptions of different respondents. An interview guide listed the sequence and content of the interview questions, which were developed on the basis of the research questions, purpose of the investigation, and the theoretical construct<sup>71</sup> that informed this research. The interview guide had space for note-taking about the tone of the voice and body movements and expressions indicating emotions of the respondents. In addition, it provided space for the interviewer's comments on the quality of the data. The interviewer used prompts and probing as well as clarification questions as dictated by the dynamics of each interview, while adhering to the format of the guide.

In this investigation representatives of traditional stakeholders of four schools<sup>72</sup> were interviewed. The minimum number of stakeholders' representatives that were required to be interviewed for each stakeholder group was five<sup>73</sup>. However, additional representatives could be interviewed dependent upon the additional new information that such interviews were expected to yield. The interview guide was tested during three pilot interviews with stakeholders' representatives to validate the construct. The researcher has maintained a record of the day, dates, time, details of activities, and name of stakeholder and documentary reference of all interactions with the respondents so as to satisfy

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<sup>71</sup>Theoretical constructs that guided the interview included the stakeholder theory (Freeman, 1984) and two performance measurement frameworks titled "strategic factors" (Kenny, 2001) and "performance information portfolio" (Wisniewski & Stewart, 2004).

<sup>72</sup> Kvale (1996, p.92) recommends that in order to counteract possible special circumstances at one school at least three schools should be considered to obtain a representative sample.

<sup>73</sup> Kvale (1996, p.102) When the purpose of the study is to test an hypothesis a sample as small as 6 is advocated while for exploratory purposes a sample size of 15 plus or minus 10 is suggested. That is 5 to 25.

requirements of reliability<sup>74</sup> for this research. Interviews conformed to the ethical themes of informed consent, confidentiality, and consequences. The ethical issues in this investigation were guided by the ethical compliance requirements of the Ethics Committee of the University of Waikato. The next section explains how the interview guide was designed for this investigation.

#### 4.3.2.1 Designing the Interview Guide

The interview guide was designed on basis of the following criteria:

1. The research questions
2. The interview objectives
3. The research themes

**Table 4.3** *Objectives of the interview*

Interview Objectives		Research Questions
1. Who are the stakeholders of State secondary schools?	→	1. Who are the stakeholders/key stakeholders of State secondary schools in New Zealand?
2. Which of the schools' stakeholders have formed a coalition with other stakeholders? <sup>75</sup>	→	
3. What criteria (key performance factors) do they use to judge schools' performance? 4. What are the attributes of the KPFs?	→	2. What KPFs are considered significant by two key stakeholders of State secondary schools in New Zealand to judge schools' performances? 3. How do the KPFs interact and influence one another, and what are the possible implications for State secondary schools in New Zealand?
5. What metrics (key performance indicators, KPIs) would measure each of the KPFs from the perspective of each of the schools' stakeholders?	→	4. What KPIs reflect the status each KPF from the perspective of two key stakeholders of State secondary schools in New Zealand?

Source: Author

<sup>74</sup> In order to ensure reliability an audit trail for all research activities has been maintained.

<sup>75</sup> Formation of coalition by the schools' stakeholders on the issue of performance measurement of schools

Kvale (1996) argues that interviews must have specific objectives. In this investigation the objective is to find answers to a set of questions that are linked to the research questions as shown in Table 4.3. The arrows in Table 4.3 show the linkage between the objectives of the interview and the research questions in this investigation. The five interview objectives require specific questions to be asked of the respondents during the interview. Interview objectives often cannot be conveniently framed into interview questions as they are derived from the research questions and the theoretical constructs<sup>76</sup> that underpin the research.

**Table 4.4** *Research themes and interview objectives*

Interview objectives		Research themes
1. Who are the stakeholders of State secondary schools?		1.Stakeholders' perceptions
2. Which set of schools' stakeholders have formed a coalition? <sup>77</sup>		2.Schools' performance factors and indicators
3. What criteria (key performance factors) they use to judge schools' performance?		3.Schools' stakeholders
4. What are the attributes of the KPFs?		
5. What metrics (key performance indicators, KPIs) would measure each of the KPFs from the perspective of each of the schools' stakeholders?		4.Stakeholders' relationships

**Source:** Author

<sup>76</sup> Stakeholder theory (Freeman, 1984) and two performance measurement frameworks titled "strategic factors" (Kenny, 2001) and "performance information portfolio" (Wisniewski & Stewart, 2004).

<sup>77</sup> Formation of coalition by the schools' stakeholders on the issue of performance measurement of schools;

In order to allow the interview process to proceed smoothly interview questions require a dynamic or a flow. One approach to framing the interview questions is to establish research themes that link the objectives of the research and the interview questions, as shown in Table 4.4, where the objectives of the interview were linked to the four themes. They are: 1) stakeholders' perceptions about schools' performance, 2) schools' performance factors and indicators, 3) schools' stakeholders, and 4) stakeholders' relationships. The themes need to be explored in that order to maintain the flow of the interview process. The research themes in turn are linked to the interview questions in the interview guide<sup>78</sup>. There were minor variations in some of the interview questions as they were addressed to different stakeholders. For example, the question to a student would be framed as "Why do you go to school?" whereas the same question when addressed to a parent was structured as "Why do you send your children to school?"

Kenny (2001) argues that there are three possible ways to identify key performance factors (KPFs) and key performance indicators (KPIs). First they may be established by looking at how other organisations have defined their KPFs and KPIs. Secondly, managers of an organisation may write down what they think the KPFs and KPIs for the organisation are. Finally, they can be ascertained by asking the key stakeholders themselves for their definition of KPFs and nominating measures suggested by them for KPIs. Kenny (2001) argues that the third way is the most appropriate way to identify KPFs and KPIs, a suggestion which has been followed in this investigation.

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<sup>78</sup> The interview guide for teachers is shown in Appendix 8, p.480.

The questions in the interview guide have been structured on a tree-and-branch model as suggested by Rubin and Rubin (1995). The tree-and-branch<sup>79</sup> approach consists of a main topic (research theme) that is the trunk of the tree and the branches are the questions that protrude from the trunk. Each branch is explored through questions of more or less similar depth. This approach is taken when the researcher is aware from the research literature of the main questions that must be asked in order to obtain data that explain the research questions.

The interview guide contains a list of the introductory<sup>80</sup> interview questions, the direct questions and suggested follow-up, probing, and interpretive questions. The guide shows the research themes, interview questions, and their sequence. In the interviews, the research themes and the introductory and direct questions were followed in the same sequence; however, the probes and prompts varied from one interviewee to another. In the interview guide, each question was considered in terms of its thematic relevance and interview interaction.

Thematically the question should relate to the research questions, the theoretical constructs, and to the subsequent analysis. For instance, if the method of analysis involved categorising the responses, then during the interview it was prudent to clarify the answers with respect to the categories to be used later in the analysis. On the contrary, if a narrative analysis was to be used then the interviewees would have been given time and opportunity to tell their stories, while the interviewer might clarify the main episodes and characters in their narratives.

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<sup>79</sup> Two most common patterns for structuring an interview are "tree-and-branch model" and "river-and-channel" model (Rubin & Rubin, 1995, p.159).

<sup>80</sup> Introducing questions are the initial questions that introduce a topic. Other types of interview questions include follow-up questions, probing questions, specifying questions, direct questions, indirect questions, structuring questions, interpreting questions (Kvale, 1996).

Data from the interviews have been analysed categorically<sup>81</sup>. Hence interpretations based on the respondent's response in terms of each category were first validated by the verbal confirmation of the respondent during the interview. The next section explains the interviewing process in this investigation.

### **4.3.3 Interviewing**

In terms of interview interaction, each question in the "Interview Guide" was meant to build on the previous question in a seamless manner so that the interviewee's flow of conversation was not disrupted. The order of the four themes, as shown in Table 4.5, ensures that the flow of the interview process was not interrupted. The questions were framed in easy-to-understand, simple language and were brief. Responses to each interview question were further probed and clarified thereby facilitating data analysis in the post interview period and ease in drawing inference.

The semistructured interview in this investigation investigated all the research objectives across the four possible themes, as shown in Table 4.5. The interview guide shows the themes and the specific interview questions that investigate each of the themes. It also suggests the codes that the response to each of the questions may be coded into for subsequent analysis of the qualitative data.

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<sup>81</sup> Details on analysis of data are explained in chapter 5.

**Table 4.5** Questions in the Interview Guide

	<b>Theme / Type of Questions</b>	<b>Interview Questions (Teachers' Representatives)</b>	<b>Suggested Codes for Categorisation</b>
1.	<b>Teachers' Perceptions</b>		
	Introductory Question	1. How do you see your role as a teacher at.....?	Teachers' Role
	Direct Question	2. What are your objectives as a teacher at.....?	Teachers' Objective
	Interpreting Question	3. Is it correct then that your role as a teacher is.....?	Teachers' Role
2.	<b>Schools' Performance Factors &amp; Indicators</b>		
	Introductory Question	4. How does the school meet your expectations.....?	KPFs
	Direct Question	5. What do you mean by.....?	KPFs Definition
	Direct Question	6. How can we measure the.....?	KPFs Definition
	Interpreting Question	7. If I understood you then that..... can be measured by .....metrics or indicators?	KPIs
	Interpreting Question	9. If I understood you then the schools' performance from the teachers' perspective can be measured by.....?	Summary of KPFs
3.	<b>School's Stakeholders</b>		
	Direct Question	10. As a teacher what is the importance of performance to you?	Stakes of the Teacher
	Direct Question	11. In what ways does the school's performance affect you as a teacher?	Stakes of the Teacher
	Probing Question	12. Could you please explain in detail?	Stakes of the Teacher
	Introductory Question	13. Can you tell me which groups/entities can influence performance of.....? (prompts may be required)	Other Stakeholders
	Probing Question	14. Can you name them specifically? (prompts may be required)	Other Stakeholders

**Table 4.5 (continued)** *Questions in the Interview Guide*

	<b>Theme / Type of Questions</b>	<b>Interview Questions (Representative of Teachers)</b>	<b>Suggested Codes for Analysis</b>
4.	<b>Relationship of Schools' Stakeholders</b>		
	Direct Question	15. As a teacher have you influenced the school's performance in any way?	Current Behaviour
	Probing Question	16. What did you actually do?	Current Behaviour
	Follow-up Question	17. How are teachers currently influencing the school's performance?	Current Behaviour
	Direct Question	18. Do teachers as stakeholders have a relationship with any of the other stakeholders? (Prompts may be required)	Existing Coalition of Stakeholders
	Introductory Question	19. Can you comment on the relationship with .....and the teachers? (Prompts may be required)	Existing Coalition of Stakeholders
	Probing Question	20. What has been your experience? Can you explain in detail?	Existing Coalition of Stakeholders

The next section discusses the issues pertaining to transcribing the recorded interviews.

#### **4.3.4 Transcribing**

Once the interviews were recorded the process of transcribing the interviews and checking and validating the transcripts of the interviews commenced. The researcher recorded his comments on the interview summary sheet during transcription or, in the case where the interview was transcribed by another person, when checking the transcripts. The Interview Summary Sheet also recorded any notes that the researcher had made on the interview guide while

interviewing. The Interview Summary Sheet contains the information about the context of the interview as well as comments about the quality of the data. The transcribed interviews, after being matched to the recorded voice, were sent to the respondents for validation. Kvale (1996) argues that transcription is itself an interpretive process, since it involves transfer of an oral conversation into written texts. The interviews were recorded on a tape recorder. The recorded voice gave a de-contextualised version of the interview that was devoid of the visual aspects, the physical setting, and the facial and bodily expressions of the participants. The subtleties of expression such as a nod, a smile or other facial expressions cannot be recorded on an audiotape. Hence, the Interview Summary Sheet provides a valuable addition to the transcribed text, which assisted the researcher in drawing inferences from the data during the data analysis stage.

In order to ensure transcription reliability, two persons<sup>82</sup> independent of each other reviewed and checked the transcriptions by matching the transcript to the recorded interview, so that the checking was reliable and devoid of tunnel vision. For a few interviews, the researcher himself performed both the functions after an interval of a few days. Transcription of recorded interviews can either be done verbatim including some words that are repeated, or it can be condensed and summarised to produce the most relevant parts of the interview. Often transcribers have to choose whether to record the pauses, emphasis in intonation, and emotional expressions such as a sigh or laughter or just omit these in a manner that faithfully expresses the respondent's views. Transcribing has often been influenced by the purpose of the investigation for which the transcripts are prepared. For example, if the purpose of the investigation was to give some

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<sup>82</sup> One of them was the researcher and the second was a support person Lynn who transcribed most of the interviews.

general impression of the respondent's views on the subject, rephrasing and condensing would be appropriate. If the purpose of the investigation was to categorise what is being said by the participant, a certain amount of editing of the transcription may be desirable. However, if the transcripts are to be used for sociolinguistic or psychological analysis, they need to be in detailed, verbatim form.

For the purpose of this investigation, the interview transcripts were analysed by mostly categorising the data transcription verbatim; however, remarks of the researcher on the interview guide that recorded the most important nonverbal cues of the message were written below the verbatim wording in italics or were included in the Interview Summary Sheet. Although transcription was verbatim, it has not recorded each and every "ooh" and "aah". Hence some nonverbal expressions may have been condensed without altering the essence of the message during the transcription. The deliberate pauses in speech were represented by dotted lines (.....). The longer the pause, the longer the relative gaps between the words. A Māori scholar<sup>83</sup> provided support to the researcher in transcribing and interpreting data from respondents of Māori ethnicity. The transcribed text of the interviews was sent to the respondents, in order to validate the interview and the transcripts. Except for a few respondents,<sup>84</sup> all have returned the transcribed texts indicating their acceptance of the transcriptions. After the transcripts were validated by the respondents, each transcript was exported to the qualitative analysis software NVivo 2 for coding. The next section discusses the procedures that were used to validate the interview guide.

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<sup>83</sup> Dr. Ngapare Hopa (PhD Oxford)

<sup>84</sup> Two of the teachers requested that some of their remarks may be deleted as there was a risk that it could be taken out of context.

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### **4.3.5 Validating the Interview Guide**

The purpose of construct validity is to ensure that correct measures are established for the under construction constructs (Harrison & Freeman, 1999). Establishing the correct measures in the case of semistructured interviews means that the right set of questions is asked in the Interview Guide so that the data collected from the respondents explains the research questions adequately. Yin (1994) suggests the following three measures to establish construct validity:

1. Using multiple sources of evidence
2. Establishing a chain of evidence
3. Reviewing of the draft findings by key respondents.

The Interview Guide was validated by using it to conduct three pilot interviews with teachers from three different schools. In this way, criterion one (using multiple sources of evidence) as suggested by Yin (1994) was satisfied. Data from the three interview transcripts were categorised into 43 codes in order to establish a chain of evidence linking the findings from the codes to the research questions of the investigation in order to meet Yin's (1994) second (establishing a chain of evidence) criterion. The codes for categorising the data were developed under four themes: 1) teachers' perceptions of school performance, 2) schools' performance factors and their associated indicators, 3) schools' stakeholders, and 4) relationship of schools' stakeholders, as shown in Table 4.6, which also formed the basis for developing the interview questions.

**Table 4.6** Validation of Interview Guide

#	CODES	JOHN	JILL	DOLLY	REMARKS
1	Atmosphere	✓	✓	✓	KPFs-T2
2	BOT	✓	✓	✓	Stakeholders-T3
3	Class Size	✓	*	✓	KPFs-T2
4	Competitive Behaviour	✓	*	✓	T4
5	Cooperative Behaviour	✓	✓	✓	T4
6	Current Behaviour	✓	*	✓	T4
7	Employers	✓	*	✓	Stakeholders-T3
8	ERO	✓	✓	✓	Stakeholders-T3
9	Financial Benefits	✓	✓	✓	KPFs-T2
10	Indicator Atmosphere	✓	✓	✓	KPIs-T2
11	Indicator for Students	*	✓	✓	KPIs-T2
12	Indicator of Fair Treatment	*	✓	*	KPIs-T2
13	Indicator of Teacher Acknowledgement	✓	✓	✓	KPIs-T2
14	Indicator Opportunity for Students	✓	✓	*	KPIs-T2
15	Indicator Opportunity for Teachers	*	✓	*	KPIs-T2
16	Indicator Resources	*	✓	✓	KPIs-T2
17	Indicator Safety	*	✓	*	KPIs-T2
18	Indicator Systems	✓	*	*	KPIs-T2
19	Indicator Workload	✓	✓	✓	KPIs-T2
20	Indicator Support for Teachers	*	*	*	KPIs-T2
21	Interview Context	✓	✓	✓	T1
22	Management Systems	✓	✓	✓	KPFs-T2
23	MoE	✓	✓	✓	Stakeholders-T3
24	NZQA / NCEA	✓	✓	*	Stakeholders-T3
25	Objectives	✓	✓	✓	T1
26	Opportunities for Students	✓	✓	*	KPFs-T2
27	Opportunities for Teachers	✓	✓	*	KPFs-T2
28	Other Stakeholders	✓	✓	✓	Stakeholders-T3
29	Parents and Caregivers	✓	✓	✓	Stakeholders-T3
30	Performance Factors	✓	✓	✓	KPFs-T2
31	Performance Factors Summary	✓	✓	✓	KPFs-T2
32.	Residents of the Area	✓	*	*	Stakeholders-T3
33.	Resources	*	✓	✓	KPFs-T2
34.	Safety	*	✓	✓	KPFs-T2
35.	School's Performance	✓	✓	✓	
36.	Stakeholder Relationships	✓	✓	✓	T4
37.	Stakes	✓	✓	✓	
38.	Streaming of Students	*	✓	✓	KPFs-T2
39.	Student Performance	*	✓	✓	
40.	Students	✓	✓	✓	Stakeholders-T3
41.	Support Staff	✓	✓	*	Stakeholders-T3
42.	Teachers' Role	✓	✓	✓	T1
43.	Workload	✓	✓	✓	KPFs-T2
	Number of codes missing in interview	10	7	11	
	Number of codes covered in interview	33	36	33	
	Percentage of codes missing in interview	23	16	26	
	Percentage of codes covered in the interview	77	84	74	
	Number of KPFs not identified	3	1	2	
	Number of KPIs not identified	4	1	5	

Note: T1= Theme 1, T2 = Theme 2, T3 = Theme 3 and T4 = Theme 4

The data collected from the three pilot interviews were categorised iteratively into 43 codes (For further details on codes see Appendix 11, page 494). Table 4.6 illustrates the categorisation of the data from three interview transcripts of school teachers into codes that provided information about the schools' stakeholders, and the school teachers' KPFs and KPIs as indicated in the column headed "Remarks". A contribution from each respondent to the codes is indicated by a ✓ sign and absence of data for a code for any one of the three respondents is indicated by a ✗ sign. For example, John did not comment on three KPFs<sup>85</sup>. Furthermore, none of the respondents commented on the KPIs for "Support for Teachers". Table 4.6 also shows that during the interview, the respondent, Dolly contributed information on 74% of the codes while Jill contributed 84% and John 77%. Since the data from the three interview transcripts provided information on more than 75% of the codes in the case of two interview transcripts (John and Jill) and 74% in the case of the first interview (Dolly), the Interview Guide was considered to be valid. However, in order to further improve the instrument it was modified<sup>86</sup> and a list of KPFs and KPIs for prompting the interviewees was added to the Interview Guide, in case it was required.

The categorisation of the data into codes establishes a chain of evidence linking the teachers to their KPFs and associated KPIs. This chain of evidence was established, as shown in Table 4.6, thereby satisfying the second criterion for establishing the construct validity of the Interview Guide. A copy of the KPFs and KPIs, as determined by this initial analysis, was sent to the three respondents and the researcher received positive feedback from two of the three teachers. Thereby, the third criterion for construct validity was met by the

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<sup>85</sup> The three KPFs were i. Streaming for students ii. Resources iii. Safety for teachers

<sup>86</sup> The Interview Guides that was used to interview teachers (post-validation) is shown in Appendix 8 on page 480.

Interview Guide. Hence, we may conclude that the Interview Guide as a research instrument stood as validated for purposes of this investigation. Once the Interview Guide was validated, it was used for interviewing all the schools' key stakeholders after suitable minor modifications. The Interview Guide developed for teachers was used as the basic template around which interview guides for each of the schools' traditional stakeholders such as students, parent,<sup>87</sup> MoE, BOT and the schools' management were developed. The following section discusses the development of the questionnaire to collect quantitative data from the schools' management teams.

#### **4.4 Quantitative data collection**

This section discusses the process of quantitative data collection for this investigation. First, the questionnaire was designed then the construct was validated by means of a pilot test. Thereafter, quantitative data were collected from a representative sample of the management of the four schools.

##### **4.4.1 Designing the questionnaire**

This section explains how the research questionnaire has been designed. The questionnaire was designed to address only one of the research questions, that is, "Who are the key stakeholders of New Zealand State secondary schools?" The questionnaire solicited quantitative data from the schools' management teams in order to rank the schools' important stakeholders in terms of the attributes of power, legitimacy, urgency, and salience as argued by Mitchell et al. (1997) in their theory of stakeholders' salience. A number of scholars such

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<sup>87</sup> See Appendix 9, page 484, for Interview Guide of parents

as Agle, Mitchell, and Sonnenfield (1999), Proenca (2003), and Gago and Antolin (2004), to name a few, have used Mitchell et al.'s (1997) framework to assess stakeholder salience and thereby identify the key stakeholders of an organisation.

The design of the questionnaire has been influenced by the questionnaire used by Gago and Antolin (2004) in their research on stakeholder salience of environmental stakeholders. The questionnaire has five parts where the first part solicits information about the profile of the respondents. Each of the other four parts asks the respondents to assess the 15 important stakeholders of New Zealand State secondary schools on one of the four attributes power, legitimacy, urgency, and salience on a 7-point Likert scale. The number 4 denoted a neutral position on the scale while digits 1, 2, and 3 represented the three progressively lower states of the four attributes while 5, 6 and 7 represented the three progressively higher states of the four attributes. The number 0 indicated that the respondent had no opinion, or that the question asked did not apply to the respondent. Appendix 10 page 489, shows a copy of the questionnaire. The process by which the questionnaire was validated is explained in the next section.

#### **4.4.2 Validating the questionnaire**

The questionnaire was validated in two steps. First, it was reviewed by another researcher who is very experienced in quantitative data collection and analysis. Following the review, the questionnaire was amended as advised by the reviewer and was then administered to the principals of the four schools. It served two purposes. On the one hand, the questionnaire was checked for ambiguity of wording by the schools' principals and on the other, the principals were made

aware about what was being asked from their management teams. The researcher observed the principals while they filled in the questionnaire, took note of the time they spent on responding to the questionnaire, noted any comprehension problems and their reactions to the format of the questionnaire and its questions, a process suggested by Burgess (2001), and Boynton (2004). Some minor alterations were made in the questionnaire after its review by the four principals. The next section explains the reliability of the questionnaire.

#### **4.4.3 Reliability of questionnaire**

The reliability of quantitative data is linked to the reliability of the questionnaire used for collecting the data. Scales are often used in survey instruments to probe underlying constructs that the researcher wants to measure. In this investigation, the response scale consists of multipoint responses on a Likert scale of 1 to 7, which are later summed to arrive at a resultant score associated with a particular stakeholder group. The purpose of the questionnaire is to assess the four attributes that determine the relative importance of the schools' important stakeholders, from the perspective of the schools' management. The question of reliability arises if the research is repeated in schools with a similar context. One of the popular reliability statistics in use today is Cronbach's alpha (Cronbach, 1951). Cronbach's alpha determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability. It shows that the instrument will provide stable and reliable responses upon repeated usage (Coakes & Steed, 2007). It ranges in value from 0 to 1 where 1 indicates a high degree of reliability and 0 stands for no reliability. The Cronbach's alpha calculated for the quantitative data shows the value of Cronbach's alpha as 0.947,

thereby indicating that the instrument is reliable. The next section discusses the respondents to the questionnaire.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.947	.946	60

#### 4.4.4 Questionnaire respondents

The respondents to the questionnaire were the management teams of the four schools. The teams consisted of the Principals, Deputy/Assistant Principals, Deans and all the Heads of Faculty/Department. Table 4.7 lists the number of questionnaire respondents in each of the four schools.

**Table 4.7** Respondents of the questionnaire

#	Schools	Decile of school	Number of instrument distributed	Number of instrument collected	Number of instrument accepted	% Collected
1.	School A	2	19	17	16	89
2.	School B	3	7	7	7	100
3.	School C	8	22	15	14	68
4.	School D	6	22	11	11	50
			70	50	48	71

All the members of the four schools' management team were given the questionnaire to fill out. On average, 71% of the members of the management teams, including the four principals, returned the questionnaire after completing it.

Of the 50 questionnaires collected, only 2 were found to be unfit for recording their data as they were incomplete and improperly completed.

## **4.5 Summary**

This chapter has explained in detail the methods for collection of qualitative as well as quantitative data. It has argued that the four schools reflect the situation in State secondary schools in New Zealand as they cover the three decile ranges of State secondary schools, reflect the variation in size of schools from the small to the very big, as well as the gender of students, i.e., coeducational and single-sex, and the ethnic composition of the students.

This research employed the snow-balling technique to identify the schools' stakeholders. The respondents for the schools' stakeholders were selected by purposive random sampling. The two methods used to collect data were the semistructured interview guide and the questionnaire. The interview guide was developed to pose questions around four themes which also provided a basis for developing the a priori codes that were used in data analysis. The research themes were based on the interview objectives that in turn were derived from the research questions. Three pilot interviews with teachers provided the data to validate the interview guide.

The questionnaire was designed to address only one research question, "Who are the schools' key stakeholders?" The questionnaire was based on the theory of stakeholder salience (Mitchell et al., 1997) and is also influenced by the

questionnaire developed by Gago and Antolin (2004). The questionnaire was validated in two steps. First, it was reviewed by another researcher who has many years of experience in using similar instruments; secondly, it was administered to the principals of the four schools, in order to ensure that it could be understood properly. The reliability of the questionnaire has been ascertained by the Cronbach's Alpha test.

The next chapter explains the approach taken in this investigation to analyse the data collected in the semistructured interviews and the questionnaire.

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## **5 Data analysis**

### **5.1 Introduction**

This chapter explains how the data obtained from the schools' stakeholders via semistructured interviews and the questionnaire have been analysed in order to achieve the objectives of this investigation. This chapter explicates the software used to analyse qualitative and quantitative data. It examines the procedures that ensure the reliability and validity of the findings from the analysis of the data. The following section discusses the analysis of qualitative data.

### **5.2 Qualitative Data Analysis**

In this research qualitative data have been collected by means of semistructured interviews. Kvale (1996) recommends that a plan for data analysis should be prepared before conducting the interview, since data analysis influences the interview guide, the interview process, and the transcription of the interviews (Kvale, 1996). Usually a part of the data analysis has already taken place when the interview ends.<sup>88</sup> Miles and Huberman (1994) suggest that after conducting or transcribing the interview, the researcher should fill in the Interview Summary Sheet, which is a one page document that records the essence of the interview in the words of the researcher. At that point the researcher is expected to have a perspective that combines immediacy and a reflective overview of the interview. Rubin and Rubin (1995) also concur with this approach. The Interview Summary

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<sup>88</sup> This is usually done by asking interpreting questions from the respondent that confirms the understanding of the researcher.

Sheet led to incremental modifications and adaptations in the interview guide for the initial three interviews, thereby providing an opportunity for the researcher to collect more relevant data as the investigation progressed.

There are no standard methods to arrive at essential meanings and deeper implications of what is said at an interview. Miles and Huberman (1994) have discussed 15 methods for preliminary analysis of qualitative data, of these, 8 methods have been designated as main methods<sup>89</sup> and 7 as supplementary ones<sup>90</sup>. Kvale (1996) argues that there are five broad approaches to analysing qualitative data which are: meaning categorisation (coding), meaning condensation, narrative structuring, meaning interpretation, and generating meaning through ad hoc methods.

Rubin and Rubin (1995) suggest a four-step process for qualitative data analysis. The first step is coding. Here the researcher organises the qualitative data obtained in the interview into distinct codes. In the next step the researcher draws out the ideas (themes) from the coded data. These ideas are then combined to explain the phenomena while in the last step the researcher interprets the findings in the light of the theoretical constructs. In this investigation the first step was categorisation (coding) where data from the interviews were categorised into codes. The second step was to generate meaning from this preliminary analysis by using some of the 13 tactics suggested by Miles and Huberman (1994). In the third step, the generated meanings from the data, were then tested (confirmed) employing some of the 13 tactics suggested by Miles and Huberman (1994), and

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<sup>89</sup> The methods are i) Codes and coding ii) Pattern coding iii) Memoing iv) Case analysis meeting v) Interim case summary vi) Vignettes vii) Prestructured case viii) Sequential analyses

<sup>90</sup> The supplementary methods are i) Document summary form ii) Reflective remarks iii) Marginal remarks iv) Developing propositions v) Data accounting sheet vi) Data summary Chart vii) Narrative scene

finally in the last step the findings of the research have been interpreted with respect to the research constructs and the context<sup>91</sup> of the schools. Hence in terms of the approach to qualitative data analysis, this investigation appears to be influenced by the ad hoc method, as it involves the use of any number of appropriate techniques and tactics for generation of meaning from the data (Kvale, 1996).

### **5.2.1 Categorisation of data**

Coding is categorising the meanings of the respondents' statements (Kvale, 1995). Codes are labels for assigning meaning to descriptive, interpretive or inferential data. The data can be a word or a sentence or even a paragraph. In coding it is not the words but the meaning that is coded. Miles and Huberman (1994) propose three types of codes: descriptive, interpretive, and pattern (i.e., inferential and explanatory). Codes can be developed a priori, through inductive means, and by tactics that are midway between a priori and inductive. Inductive coding is the grounded theory approach to coding and is advocated by Glaser and Strauss (1967). Lofland (1971) and Bogdan and Biklen (1992) argue for a midway approach to coding that is between a priori and inductive approaches.

In this investigation the midway approach has been selected as the orientation of this investigation is on the application of stakeholder theory for measuring performance of schools from the stakeholders' perspective. Hence

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<sup>91</sup> Contextual implications refer to the impact of the findings on the schools' management and the educational policies of the MoE.

initially the codes came from the construct<sup>92</sup> that guided the research while subsequently additional codes came from the data that were collected. The development of a priori codes has been influenced by Spradley's (1979) concept of domain analysis which, starting from the interview's objectives, works backwards deductively to identify ideas or concepts that go together like a cluster, where each cluster becomes a coding category and the idea or theme a subcategory. The clusters are linked thematically, a process labelled as axial coding by Strauss (1987). However, not all codes were developed in this manner; some of the codes were developed based on the word, idea, concept or theme that was repeated most often in the interviews i.e., inductively from the data (Rubin & Rubin, 1995).

In this investigation the four themes: traditional stakeholders such as teachers' perceptions, schools' performance factors and indicators, schools' stakeholders, and stakeholders' relationships formed the four axial codes (Strauss, 1987). It was around each of these four axes that a cluster of codes thematically linked to each other appear in the analysis. In terms of the structure of the codes, Miles and Huberman (1994) argue that most researchers use a simple two-level coding scheme. However, in this research each code was kept as a separate identity in the NVivo2 software for ease of iteration. The four themes grouped the codes into categories while the ideas and concepts that were thematically linked formed the basis of each code<sup>93</sup>.

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<sup>92</sup> The codes proposed in the interview guide have been obtained from the stakeholder theory and the two performance measurement frameworks of Kenny (2001) and Wisniewski & Stewart (2004) in addition to the research questions and the interview objectives of this investigation.

<sup>93</sup> Appendix 12.9 and 12.10 depict the codes used to categorise data from interviews of parents and teachers respectively.

In this investigation the pilot interviews with the stakeholders' representatives were coded using a priori codes. During the coding process fresh insights provided the researcher with additional sets of codes that were then reapplied to the interviews. As the analysis proceeded codes were grouped around themes, linked together to draw inferences and then these inferences were checked and validated by employing some of the tactics<sup>94</sup> shown by Miles and Huberman (1994).

Codes are often alphabetically named so as to facilitate recall; however, the codes created in the software NVivo2 were given specific names such as stakeholders, KPF workload, KPI workload etc. The issue of recall was not an issue in the software NVivo2 as all characteristics of code could be accessed with ease. After the data from the interview had been coded, all the qualitative data under a particular code were to be grouped together. Interview data were at times put under more than one code. However, sometimes they could not be fitted under any existing code thus indicating the need to revise the codes for the investigation. The coding process fragments the interview data into bits of information in order to create a number of codes. This information becomes the raw material for analysis.

Lincoln and Guba (1985) and Strauss (1987) are of the opinion that the process of coding and recoding should be discontinued when all the qualitative data can be readily classified, the categories have sufficient amount of data, and reasonable numbers of regularities emerge. In this investigation the preliminary set of codes were noted while developing the interview guide (as shown in Table 4.6, page 98); thereafter, upon reflecting on the constructs that guide this research,

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<sup>94</sup> For details on the tactics used in this investigation see section 5.2.3, page 115.

the first set of 43 codes for teachers were determined and they were used during the process of validation of the interview guide. Thereafter, additional codes were identified and the total number of codes increased incrementally from 43 to 54. This iterative process of fine-tuning the codes continued throughout the data collection process but, in terms of intensity, it was much lower after the interview guide had been validated. All the interview transcripts of the stakeholders' representatives were coded iteratively as codes were added and removed. The final list of 54 codes for analysing interviews of the teachers' representatives is shown in Appendix 11, page 494.

### **5.2.2 Generation of meaning**

For generating meaning from the preliminary analysis Miles and Huberman (1994) suggest 13 tactics<sup>95</sup>. Rubin and Rubin (1995) are of the opinion that the codes to analyse qualitative data, in addition to being tags of meanings, should fit into an overall, logical structure that explains the research questions within the conceptual framework of the investigation and the interview objectives. In order to build an integrated explanation from the codes, it is necessary that the relationship between the codes is understood and overarching themes that link to existing constructs are determined and confirmed. The key questions in terms of relationship between the codes is to ask "What goes with what?" and "What is there?" (Kvale, 1996).

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<sup>95</sup> The tactics are i) Noting patterns, themes ii) Seeing plausibility iii) Clustering iv) Making metaphors v) Counting vi) Making contrasts/ comparisons vii) Partitioning variables viii) Subsuming particulars into the general ix) Factoring x) Noting relation between variables xi) Finding intervening variables xii) Building a logical chain of evidence xiii) Making conceptual/theoretical coherence.

In order to understand the key questions with reference to the qualitative data, 13 tactics as discussed and exemplified by Miles and Huberman (1994) were considered. From this list of tactics only 4 were used in this research. They are: noting patterns and themes, observing clusters, doing counting and making conceptual/theoretical coherence. Patterns and themes may exist for *variables* involving differences and similarities between categories (codes) and also among *processes* involving connections in space and time within a certain context (Miles & Huberman, 1994). Pattern finding is very helpful when data overload is high. However, it is important that patterns identified are supported by data and the researcher should remain open to disconfirming evidence as and when it appears. Patterns need to make conceptual sense and have to be empirically verified before they can be accepted as useful knowledge.

Clustering is also a categorising technique. It is the process of inductive category formation by iteratively sorting things, events or acts, individual actors, processes, or locales and sites. It focuses on identifying what things are like each other, which things go together and which do not (Le Compte & Goetz, 1983). Clustering may use pre-existing categories or classes or it may emerge from the data. Bulmer (1979) is of the opinion that categories for clustering qualitative data emerge from an interaction of theory and data. Clustering can be applied at many levels to the qualitative data, for example, at the coding level where it is a simpler task than when clustering processes, settings or whole cases, because the entities have multiple attributes and may be attributable for clustering in multiple ways simultaneously. A simple and effective way to proceed is the use of “case-by-attribute matrix”, noting down cases as rows

and columns as attributes. Clusters like other conclusion drawing techniques need to be verified by the qualitative data or other techniques of analysis.

Miles and Huberman (1994) argue that doing counting helps to avoid researcher bias and measure robustness of insights and findings in qualitative analysis. In the social sciences, four types of measurement are common; they are: nominal, ordinal, interval, and ratio. The nominal level identifies whether a variable is present or absent in the data. The ordinal level categorises rankings, such as “exceptional,” “very good,” “average,” “bad,” and “horrible”. Scaling is measurement by means of equidistant intervals, while ratio measures from an absolute zero (Kvale, 1996). Counting is particularly useful when a theme or incident is measured across a number of interviews. It gives a sense of what is the overall trend by doing a content analysis<sup>96</sup> of a theme or an issue from the qualitative data gathered from a number of interviews. Qualitative researchers work to some extent by insight and intuition. Counting through content analysis of the interview data or matching them with information from secondary sources helps prevent researcher bias. In this investigation, counting the number of respondents that have identified a particular stakeholder has been used to identify and categorise stakeholders as marginal, ordinary, and important.

Making conceptual/theoretical coherence is another tactic to understand the findings from the data. Miles and Huberman (1994) argue that the analyst has to ask “Do any broader constructs such as the Stakeholder theory or the Strategic Factors, puts these facts together the way I am putting them together?” This process helps to identify the findings based on empirical data

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<sup>96</sup> Content analysis is the quantification of the content and form of communication mainly in the form of texts for purposes of statistical treatment (Kvale, 1996).

from the perspective of an existing conceptual framework. It may also be beneficial in explaining some of the unexplained relationships between the existing themes. The analysis at this point has progressed from 1) coding (establishing the discreet findings), 2) relating the codes via themes, and 3) developing overarching themes or constructs that are linked to existing constructs. In this investigation, cross-pattern investigation of themes for KPFs provided a good opportunity to develop overarching themes that are connected to the qualitative data that explain the findings of the investigations, as suggested by Eisenhardt (1989). Such overarching themes have been depicted in vignettes of KPFs in Chapters 7, 8 and 9 of the thesis.

Once the overarching themes and constructs have been developed the researcher has to consider the implications of the findings, i.e., establishing linkages with the findings of the research to existing theoretical constructs and frameworks by explaining how the research findings differ from those expected, in accordance with the existing constructs. What accounts for the differences? And do the findings suggest new approaches in the application of the stakeholder theory to secondary schools in New Zealand? These ideas are discussed in Chapter 9, the chapter that concludes this investigation.

Freeman (1984) suggests two ways to identify potential coalitions of organisational stakeholders. The first is to look for common traits in behaviour in three categories, i.e., actual, cooperative, or competitive behaviour of stakeholders. The second is to look for commonality of interests of the stakeholders that consists of their shared objectives, roles, and beliefs about the firm. Since in this investigation only the current coalition of the stakeholders is

investigated, the interviewer has asked the representatives of the stakeholders to describe only the actual behaviour of the schools' stakeholders.

### **5.2.3 Confirmation of findings**

For confirming the research findings Miles and Huberman (1994) have suggested 13 tactics<sup>97</sup>. Katz (1983, 1988) argues that in order to confirm the findings of qualitative data analysis “four Rs” need to be addressed—representativeness, reactivity, reliability, and replicability. Representativeness means how far the findings of a qualitative investigation truly and fully reflect the situation? Miles and Huberman (1994) have labelled this issue as “elite bias” where data are collected from high-status, well informed and articulate sources under-representing data from the less articulate and lower status ones. Since data in this investigation have been collected from respondents based in 4 schools purposively and randomly and the schools reflect the diversity of State secondary schools in New Zealand, it is expected that elite bias should be minimal in this investigation.

Reactivity implies the degree to which the researcher influences the subjects or the degree to which the researcher is influenced by the subjects. This issue of the researcher being influenced by the subject is termed “going native” by Miles and Huberman (1994). Since the researcher was not a teacher nor was living in New Zealand prior to conducting this investigation, he approached this research without any preconceived ideas, and was open to all points of view that he

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<sup>97</sup> The tactics are i) Checking for representativeness ii) Checking for researcher effects iii) Triangulating iv) Weighting the evidence v) Checking the meaning of outliers vi) Using extreme cases vii) Following up surprises viii) Looking for negative evidences ix) Making if-then tests x) Ruling out spurious relations xi) Replicating on a finding xii) Checking out rival explanations xiii) Getting feedback from informants.

encountered in this research journey. This position may have reduced the researcher's reactivity with the subjects of the research.

Reliability means the collection of data, its analysis and the findings based on that analysis with reference to the context of the subject being done by the researcher correctly. Miles and Huberman (1994) consider interpreting the data in a more patterned and congruent manner than is really there as one of the archetypical analytical biases of qualitative research. They have termed this bias "holistic fallacy". Findings of this investigation have been validated by the respondents to reduce the risk of "holistic fallacy". Replicability means the ability of another researcher to repeat the investigation at another place or in another time period and obtain similar results. The copy of the interview guides for teachers and parents ensures replicability of this investigation to some degree.

In order to confirm the findings of qualitative research, Miles and Huberman (1994) argue that data quality should first be checked<sup>98</sup> followed by looking at "un-patterns" – i.e., data that do not conform to a model or framework. Tactics that can assist in identifying un-patterns include 1) checking meaning of outliers, 2) using extreme cases, 3) following up surprises, and 4) looking for negative evidence. The explanations put forward by the researcher should then be verified by carrying out a number of tests.<sup>99</sup> The feedback from respondents who supplied the original data is an important test to confirm the research findings, and that test has been employed in this investigation. The next section explains how

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<sup>98</sup> Data quality can be checked by i) Checking for representativeness ii) Checking for researcher effects and iii) triangulating.

<sup>99</sup> These tests include i) Making if then tests ii) Ruling out spurious relations iii) Replicating a finding iv) Checking out rival explanations.

the software was used to analyse qualitative data via semistructured interviews in this investigation.

#### **5.2.4 Software for analysis of qualitative data**

The software used for analysis of qualitative data was NVivo2. It made coding and, more importantly, re-coding efficient. Since coding is an iterative process the software was very convenient as, instead of highlighting and cutting page after page of data, the researcher had only to make a number of clicks. The transcribed data obtained from each of the six traditional schools' stakeholders were stored in separate project files. Within each stakeholder's project, the interview transcripts that were converted from Word documents into rtf files were imported into the NVivo2 software.

Three types of codes can be created in the NVivo2 software, that is, free, tree, and case. In this investigation, only free nodes were created for each stakeholder project file so as to keep it simple, since in the case of tree or case nodes the nodes are interlinked. The researcher found that coding and re-coding were much simpler in terms of effort and time using the NVivo2 software. The next section describes the analysis of quantitative data in this investigation.

### **5.3 Quantitative Data Analysis**

This section explains how data were analysed after they were collected by means of the questionnaire. First, it discusses how the data file was set up in the software SPSS16 for analysing the data. Thereafter, methods for

checking the accuracy of the data and preparing the data for analysis are explained.

### **5.3.1 Software for analysis of quantitative data**

SPSS16 was the software used for analysing the quantitative data obtained from the questionnaire. The first step was to set up the data file as a Microsoft Excel worksheet. The columns contained information about the value assigned by the respondents to each important stakeholder for each of the four attributes. Each row contained a unique set of data that belonged to each respondent. Data were first entered into the Excel file and were later imported into the SPSS16 software. The data file was then evaluated for errors. None were found.

### **5.3.2 Analysing the data in SPSS**

This investigation has conducted exploratory data analysis to summarise and describe the assessment of the management teams about the attributes of the schools' important stakeholders. Descriptive statistics explain and describe the data (Coakes & Steed, 2007). There are four main methods for explaining and describing data (Hussey & Hussey, 1997):

1. presenting frequencies
2. measuring location (central tendency)
3. measuring dispersion (spread)
4. measuring change

This investigation measures location (central tendency) via the mean value and measures dispersion via standard deviation and range of data for each of the four attributes of all 15 important stakeholders via descriptive analysis of the data using SPSS16 software. The important stakeholders have been ranked on the basis of their mean values for each of the four attributes. The next section discusses the methods that may be used for ensuring reliability and validity in the research process including the findings.

#### **5.4 Procedures for reliability and validity**

The quality of empirical research in social sciences is measured in terms of the validity and reliability of the investigation (Harrison & Freeman, 1999). Reliability refers to consistency in research results, while validity refers to the fact that the research examines what it intends to investigate (Kvale, 1996). Validity can be explained in terms of measurement validity, internal validity, and external validity. Measurement validity is the degree to which the instrument truly measures the construct. Since a construct is not directly observable it is difficult to validate the observations. Tashakkori and Teddlie (1998) have proposed four options to validate the measures of an instrument. They are content validity, concurrent validity, predictive validity, and construct validity.

In this investigation, measurement validity of the questionnaire and interview guide that guides the semistructured interviews have been established by using the content validity approach that requires that the research instruments be validated by a panel of researchers who have expertise in the use of those instruments. The author chose the option of content validity due to its ease of use

and easy access to researchers experienced in semistructured interviews and questionnaires.

### **5.4.1 Internal validity**

Internal validity in this research has been achieved by confirming the research outputs such as data collection, data analysis, and data findings (development of explanations based on data) at different stages of the investigation. Validity of research is strengthened by maintaining consistency across the purpose, questions, and methods of the research (Newman et al., 2003). The design of the two research instruments—the interview guide and the questionnaire that are used in this investigation is based on this approach<sup>100</sup>.

Katz (1983) has proposed the concept of addressing the “4Rs”, i.e., representativeness, reactivity, reliability, and replicability. Miles and Huberman (1994) have discussed 13 tactics to test and validate qualitative research findings. They suggest that data quality can be ascertained through the following tests:

1. checking for representativeness
2. checking for researcher effects
3. triangulating across data sources and methods
4. weighing the evidence (to decide which kind of data is more trustable)

For the purposes of checking a pattern, the following tactics are usually recommended:

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<sup>100</sup> For details on design of the interview guide and the questionnaire see sections 4.3.2, page 86 and 4.4.1, page 100 respectively.

1. checking the meaning of outliers
2. using extreme cases
3. following up surprises
4. looking for negative evidences

In order to test the explanations developed on the basis of the data collected, the following tactics may be considered:

1. making if/then tests
2. ruling out spurious relations
3. replicating a finding
4. checking out rival explanation
5. getting feedback from informants

Checking for representativeness of data is important since researchers are far more likely to see data that confirms their belief and expectations than disconfirming instances, according to Edwards (1968). Miles and Huberman (1994), in terms of representativeness of data, have suggested three sources of errors for researchers. First, is reliance on easily accessible respondents, who may not be representative in nature. Second, the researcher's presence at the research site is often limited; hence, the researcher has to infer what happened in his/her absence. Third, for identifying underlying processes, the researcher draws heavily on samples<sup>101</sup> that may or may not be representative.

In order to avoid these pitfalls in this investigation, the researcher consciously gave attention to outliers (the respondents who have a mind of their own). Second the researcher has collected data purposively and randomly including selection of stakeholders' representatives. Data collected in this manner

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<sup>101</sup> Samples can be of people, events and activities etc.

have been gained from the most relevant parts of the stakeholders' sample and, as they have been selected randomly, they are expected to be more representative. The third tactic has been to look for strong, contrasting cases in terms of gender, years of experience and so on when selecting stakeholders' representatives. For example, the researcher made a conscious effort to balance the gender of the stakeholders' representatives. The researcher expects that by employing these tactics good quality data have been collected for this investigation.

Checking for researcher effects is required in qualitative data collection as a researcher not only affects the subject that is researched but, in turn, is also affected by the subject (Miles & Huberman, 1994). This bias exists during data collection as well as during analysis of the data. Often members of an institution treat researchers as outsiders and may not be willing to share confidential and core rivalries, contradictions, and compromises. Another type of bias is that, in reaction to the attitudes of the respondents, the researcher becomes either more reassuring or moves into the investigative-adversarial mode, thereby affecting the data being collected. In order to avoid biases due to researcher effect on this investigation, the following actions have been taken by the researcher:

1. The researcher spent some additional time in the schools simply to get to know them.
2. The researcher made his intentions clear to the respondents that he was there to understand, not judge and that this investigation will inform all stakeholders how to further improve the schools and not apportion blame or compare performance of schools.

3. The researcher did not inflate the issue being investigated as he was conscious that the respondents have other more important things in their lives too.

The respondents have been selected purposively but randomly in order to avoid elite bias as advised by Miles and Huberman (1994). In order to avoid cooptation the researcher has consciously spread the time between visits to the schools. The researcher endeavoured to keep thinking conceptually by linking all observations in terms of the theoretical constructs (stakeholder theory, strategic factors, and performance portfolio) that guide this investigation. To make sense of the data, the researcher has triangulated data collection by using an interview questionnaire as well as institutional documents such as the schools' charters, strategic plans, performance review procedures, and the ERO's audit report. The researcher always maintained mature academic oriented behaviour, focusing on the research questions, without flaunting his knowledge, and maintaining appropriate distance from events and individuals in the four schools where fieldwork for this research was carried out. In short, the researcher has been discreet when interacting with individuals while remaining focused on the research questions and sensitive to the environment under study. The researcher, in addition to the stated tactics, expects that the periodic review of the research investigation by two supervisors of this investigation will have ensured that researcher effects do not affect this investigation adversely.

#### **5.4.2 Data quality**

Findings of an investigation are based on the evidence marshalled from the data collected during the investigation. Dawson (1979, 1982) and Kirk

and Miller (1986) are of the opinion that data that has stronger validity are stronger, as compared to data that have relatively weaker validity. Findings based on evidence obtained from stronger data should have more weight than those collected from weaker data. Miles and Huberman (1994) discuss three factors that influence the strength of data. First, data from some informants are better than others as the informants are more informed, knowledgeable, and more closely involved in the area under investigation. In this investigation data obtained from principals, teachers, parents, students, trustees and education administrators<sup>102</sup> may carry more weight as these individuals are more closely involved and are knowledgeable and expected to be better informed. The second factor that influences the strength of the data quality is the circumstances in which the data have been collected. Miles and Huberman (1994) have given a list of situations that affect the strength of the quality of the data gathered:

<b>Stronger Data</b>	<b>Weaker data</b>
Collected later or after repeated contact	Collected early
Seen or reported first hand	Heard second hand
Observed behaviour, activities	Reports or statements
Collected in informal setting	Collected in formal setting
Respondent alone with researcher	Respondent in a group situation

These are guidelines not absolutes for assessing data quality and have to be applied to each investigation in light of the context of each investigation. Quality of data can be improved by the validation efforts of the fieldworker. For example, if data have been checked for researcher effects, representativeness, and ulterior motives and deception have been looked into; data can be classified as strong data.

<sup>102</sup> NZQA, MoE

In this investigation data quality issues have been recorded by the researcher in the form of reflective or marginal remarks on the interview guide and the interview summary sheet.

### **5.4.3 Validation of patterns**

Once data were collected, transcribed and coded the researcher moved into the process of identifying patterns in the data. In order to verify and validate the patterns, a number of tactics were used. Findings from investigations usually have exceptions or ends of a distribution. These can test the generality of the findings and strengthen them by providing richer explanation, as well as protecting against biases. The researcher has purposively looked for them. The outliers can be discrepant cases, individuals, atypical settings, unique treatments or unusual events and happenings. The exception or outlier analysis some times follows the adage “the exception proves the rule”.

Outliers of a particular type that are at the ends of a distribution are called extreme cases, they are, in particular, useful to verify and confirm conclusions (Miles & Huberman, 1994). Extreme cases often are distinct situations or persons known to have a strong bias. In terms of identifying persons with a strong bias, the researcher intentionally looked for any person who would have the most to gain (or lose) by affirming or denying anything that is of concern for this investigation.

Researchers may encounter surprises in the course of their investigations. Miles and Huberman (1994) argue that surprises “have more juice than outliers”. In qualitative analysis the fact that something surprises the researcher or goes against his/her expectations is of significance but the issue of greater significance is the follow-up reflection and leads for investigative analysis that open up. Miles and Huberman (1994) argue that following up surprises has three facets: they are 1) reflection on the surprise that was contrary to the researcher’s expectations (theory), 2) options that exist for revising the theory, and 3) looking for evidence that supports the revision of the theory. The researcher may also work from step three onwards to step two to discover new aspects of the phenomena.

Another tactic commonly used for checking the patterns developed from the data is looking for negative evidence. Miles and Huberman (1994) suggest that whenever a preliminary conclusion emerges the researcher should ask the question “Do any data oppose this conclusion or are there any inconsistencies with this conclusion?” Negative evidence is a much more extreme version of outliers, as the researcher is looking to refute the pattern. Glaser and Strauss (1967), argue that there are no guidelines that specify how and for how long to look for negative evidence. However, researchers should continue looking for negative cases until none are found (Cressey, 1953). It is always advisable to seek a second opinion before a pattern is rejected on the basis of disconfirming evidence. In this investigation the researcher’s supervisors have provided guidance regarding the acceptance of disconfirming evidence.

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#### **5.4.4 Validation of findings**

In qualitative data analysis once the patterns have been identified, checked, and validated the researcher focuses on the process of determining the findings of the research. This stage in the process involves linking the patterns to an overarching pattern that is connected to the theoretical constructs that have guided the research and is confirmed and supported by the qualitative data gathered from the field. The tactics involved in checking and confirming the findings of the research are discussed below.

If-Then tests are considered the work-horse of qualitative data analysis (Kaplan, 1964). The test links two variables in a conditional relationship. The researcher has to sift through the data and obtain evidence that, in a case where a particular variable exists, it is followed by a then variable. This relationship has to be verified by identifying a number of If-Then relationships and then connecting these to a theory so that the situation can be explained.

When researchers identify a pattern of relationship between two variables that can form the basis of a research finding, it can be that the relationship between the two variables is due to the influence of a third variable. It is possible that the third variable has a relationship with the two variables and the two variables, independent of the third variable, may not have any relationship at all. This is called ruling out spurious relations, as explained by Miles and Huberman (1994). Often using a knowledgeable but detached colleague to review the findings critically may unmask such a spurious relationship between variables.

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In this investigation the researcher has discussed the findings with two members of the academia in order to identify spurious relationships.

#### **5.4.5 External validity**

Rosnow and Rosenthal (1996) define external validity as the generalisation of the research findings across persons, settings, times, and measures. In qualitative research generalisability refers to the transferability of the research results (Tashakkori & Teddlie, 1998). In mixed method research various modes of transferability are used. Sometimes results/conclusions are generalized to a large population from a sample (usually in quantitative methodology), while at other times results/conclusions are generalized across similar contexts or even with appropriate modifications across dissimilar contexts (usually in qualitative methodology).

In this investigation the degree of representativeness of the four schools to the State secondary schools of New Zealand affects the external validity of this investigation. Hence the researcher has ensured that the four schools reflect the conditions of State secondary schools in New Zealand.

Research findings are more dependable when they have support from diverse sources. However, often in situations when one person is doing all the measuring, confirmation is usually the norm and disconfirming evidence is at best feeble or absent. Miles and Huberman (1994) argue that in such situations the research may be less than objective. In order to protect from such a bias, the researcher should look for replication of the findings of the research. Replication

can be done by confirming the findings from another part of the same investigation. Yet another way is to check for the consequences of a finding. Stiffer tests involve identifying similar findings across-case displays and then investigating that the findings are supported by the same set of patterns. A similar research finding in another investigation is a strong validation of the research findings. Since this is an exploratory descriptive research, very few scholarly articles are available on the topic. Hence, the researcher has resorted to validating the findings of the investigation by confirming or repudiating them based on newspaper articles as well as research reports prepared for the MoE.

Miles and Huberman (1994) argue that, in order to verify research findings, researchers should hold on to several rival explanations, until, through a process of elimination on the basis of evidence collected in the data, some of them are eliminated. Hence early in the fieldwork, rival explanations must be developed and sustained to avoid becoming wedded to one very early. However, one of the most logical sources that may evaluate the findings of the study is the respondents (Denzin, 1978) and this approach has been used in this research. Miles and Huberman (1994) suggest two approaches to obtaining feedback from informants. The first requires the reader to comment on a brief summary of the findings. In the second approach, the researcher generates predictions that should unfold if the findings are valid and are submitted to the informants for verification after a year. In this investigation, for external validation of research findings by the respondents the first option has been used, as this research is about application of the stakeholder theory in the context of State secondary schools in New Zealand, with respect to measuring performance of schools from the perspective of the schools' stakeholders.

#### **5.4.6 Reliability**

Reliability in this investigation has been ensured by documenting the research process by means of standardising research documents and maintaining records, such as copies of the interview guide and questionnaire. This process provides a complete audit trail of the semistructured interviews and the questionnaire, covering their development, validation and then use in data collection and analysis. The next section summarises and concludes this chapter

### **5.5 Summary**

This chapter has explained how qualitative and quantitative data were analysed to generate the findings of the investigation. It also explains how the research findings have been confirmed and the reliability and the validity of the research findings have been maintained.

Qualitative data obtained by means of semistructured interviews with representatives of schools' six traditional stakeholders were initially categorised using a priori codes that were developed around four themes (traditional stakeholders such as teachers' perception of schools' performances, schools' performances factors and indicators, schools' stakeholders and relationship of schools' stakeholders) termed axial codes. These codes were later inductively modified iteratively during the process of coding the data. The software NVivo2 was used to code the data. In order to build an integrated explanation for the codes that explicated the research questions, four tactics (noting patterns and themes,

observing clusters, doing counting, and making conceptual/theoretical coherence) were employed in this investigation. This explanation led to the development of overarching themes that have been depicted in vignettes of KPFs in Chapters 7, 8 and 9 of the thesis.

Quantitative data obtained via the questionnaire measured the central tendency of the four attributes (power, legitimacy, urgency, and salience) of the schools' 15 important stakeholders. The software SPSS was used to analyse the data. The findings of the research were validated by referring them to the respondents. The next three chapters present the findings of this investigation in three areas: 1) the schools' stakeholders, 2) teachers' expectations from the schools, and 3) parents' expectations from the schools.

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## **6 The Schools' Stakeholders**

### **6.1 Introduction**

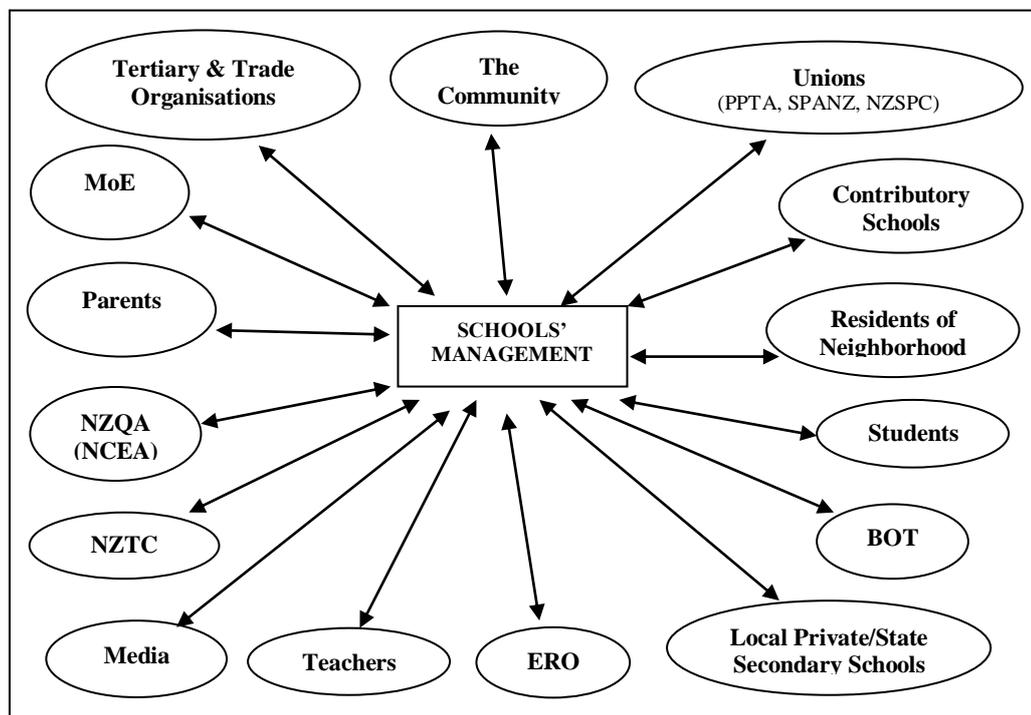
This chapter has three parts. First, it describes how the schools' stakeholder groups have been identified by the representatives of the traditional stakeholders (For further details see Appendix 14, page 511) of the schools, i.e., the teachers, the parents, the students, the BOT, the schools' management, and the MoE. Secondly, it categorises the schools' stakeholders into marginal, ordinary, and, important stakeholders, based on the number of respondents acknowledging the stakeholders. Thirdly, it explains how the important stakeholders are ranked on the basis of their attributes of power, legitimacy, urgency, and salience to ascertain the schools' key stakeholders. In this chapter New Zealand's State secondary schools are hereafter referred as schools.

### **6.2 The identification of stakeholders**

This section details the approach taken in this investigation to identify and categorise the stakeholders of schools. The categorisation of the schools' stakeholders proceeds in two phases. In the first phase schools' stakeholders are identified and categorised into marginal and ordinary stakeholders, based on data obtained from the schools' teachers, parents, students, boards of trustees, management, and the MoE. In the second phase, the important stakeholders of the schools are identified from among the ordinary stakeholders of the schools.

Figure 6.1 depicts the stakeholder map for schools based on Freeman's (1984) stakeholder map. It shows 16 stakeholder groups, including the schools' management representing the school at the centre of a web of relationship with the schools' stakeholders. Each stakeholder of the school is depicted in an ellipse. Arrowheads pointing in an opposite direction indicate the expectations that schools' management have from each stakeholder group on the one hand, and the expectations that each stakeholder group has from the schools' management on the other. In this research only the stakeholders' expectations from the schools' management are investigated.

**Figure 6.1** Stakeholder map of State secondary schools in New Zealand



Adapted from Freeman (1984, p.55)

Varvasovszky, and Brugha (2000a, 2000b); Moriarty, and Bateson (1982); and Streeton, Cooke, and Campbell (2004) among other scholars advocate the use of the “snow-balling” technique to identify stakeholders of organisations. It is a technique in which representatives of stakeholders are interviewed and they

identify further new stakeholders. The process continues until no new stakeholders can be identified. Freeman's stakeholder map as shown in Figure 6.1, and the "snow-balling" technique have informed this investigation. Freeman's stakeholder map, with the management at the hub, was helpful in prompting the representatives of the schools' traditional stakeholders (member of boards of trustees, teachers, parents, students, management teams, and the MoE) while they were being interviewed about the schools' stakeholders.

Savage et al. (1991) are of the opinion that stakeholder groups are a function of the management issue. This opinion implies that, for the same organisation, stakeholders for reducing salaries may be all employees, while stakeholders for allocation of executive car parks may be only the executives. Hence, stakeholder groups for an organisation vary depending on the management issue. In this investigation when representatives of schools' stakeholders were interviewed, they were asked to identify the schools' stakeholders who could influence or are influenced by schools' performance. The respondents' replies were recorded under the code "stakeholders" and information from it was used to prepare tables showing the schools' stakeholders they identified. At times, the respondents were not sure whether a particular group or entity was a schools' stakeholder and in that case a question mark has been placed in the table indicating lack of clarity on the status of a particular group or entity.

The stakeholders who have been identified by more than one respondent are categorised as ordinary stakeholders, while those identified by only one respondent are termed as marginal stakeholders. Ordinary stakeholders identified by more than one stakeholder group of the six traditional groups, i.e.,

the teachers, parents, students, management, BOT, and the MoE, are categorised as important stakeholders. The objective is to segregate the least significant stakeholder groups based on the assumption that if only one respondent or only one group of respondents has identified the stakeholder, then that stakeholder group may not be as significant as the other stakeholder groups that have been identified by more than one stakeholder or stakeholder groups. The categorisation of the schools' stakeholders as important, ordinary and marginal is indicative. Hence, it is possible that a stakeholder group in a particular school might be placed in a category that may not match that of this investigation. This approach of categorising stakeholders on the basis of the number of respondents' response has been followed by a number of scholars such as Gomes (2004), and Fottler et al. (1989).

The representatives of the schools' teachers were interviewed first and the representatives of the schools' management were interviewed last. Data collected from the representatives of the schools' management did not yield any additions to the list of the schools' important stakeholders. Hence, further interview as suggested by the snow-balling technique to identify stakeholders of organisations was not necessary. The following sections explain how the schools' stakeholders were identified from the perspective of the schools' six traditional stakeholder groups. It begins with teachers.

### **6.2.1 The teachers' perspective**

Table 6.1 depicts that schools have 15 stakeholders as shown in row 1 of the table.

**Table 6.1** Stakeholders of secondary schools: The teachers' perspective

#	Teachers' Representatives	Experience of Teachers	Decile number of Teachers' Schools	1. Students	2. Teachers	3. Parents	4. MoE	5. Management (DPs, APs, Deans)	6. BOT	7. ERO	8. Media	9. NZQA	10. Employers	11. Tertiary Institutions	12. Support Staff	13. Sponsors	14. Neighbour Residents	15. Community
1	<b>Jason</b>	C*	2	✓	✓	✓		✓			✓					✓		✓
2	<b>Jackie</b>	E*	2	✓	✓	✓	✓									✓		
3	<b>Tom</b>	E	2	✓	✓		✓		✓									✓
4	<b>David</b>	B*	2	✓	✓	✓	✓											✓
5	<b>Daniel</b>	C	8	✓	✓	✓		✓							✓			
6	<b>Jack</b>	E	8	✓	✓	✓		✓					✓	✓	✓			
7	<b>Jacob</b>	B	8	✓	✓	✓												
8	<b>Dolly</b>	E	6	✓	✓	✓	✓		✓									
9	<b>Jill</b>	E	8	✓	✓	✓				✓		✓						
10	<b>John</b>	E	7		✓	✓	✓		✓	✓		✓	✓				✓	
11	<b>Judy</b>	B	5	✓	✓	✓		✓										
12	<b>Kate</b>	E	5	✓	✓	✓		✓	✓									
13	<b>Bollard</b>	C	5	✓	✓	✓	?	✓	✓									
14	<b>Raymond</b>	B	3	✓	✓	✓									✓			
15	<b>Rozy</b>	E	3	✓	✓	✓												
16	<b>Sally</b>	C	3			✓									✓			✓
	<b>Total*</b>			<b>14</b>	<b>15</b>	<b>15</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>4</b>

C\* denotes classroom teachers, E\* denotes experienced classroom teacher and B\* denotes beginning classroom teacher.

✓ mark in a column denotes that the particular group has been identified by the teacher as the school's stakeholder.

? mark in a column denotes that the teacher is not sure whether a particular group is a stakeholder of the school.

Total\*: The total number adds only ✓ mark and does not include? mark.

The stakeholders who have been identified by more than one representative of teachers are ordinary stakeholders, while remaining stakeholders are called marginal stakeholders. Of the 15 stakeholders of schools, 11 are ordinary stakeholders, while the remaining 4 are marginal stakeholders. Table 6.1 shows the ordinary stakeholders in bold while marginal stakeholders are shown in normal font. The first column on the left in Table 6.1 shows the number of teachers interviewed by the researcher. The names of the teachers are listed in the

second column from the left. The last row of Table 6.1 shows the total number of teachers who have identified a particular stakeholder group as a schools' stakeholder. Table 6.1 also shows that there is a relatively high degree of agreement among representatives of teachers across the entire decile range of schools that students, teachers, and parents are the schools' ordinary stakeholders, as at least 14 of the 16 teachers have agreed on these stakeholders.

**Figure 6.2** Ordinary and marginal stakeholders of State secondary schools in New Zealand: The teachers' perspective.

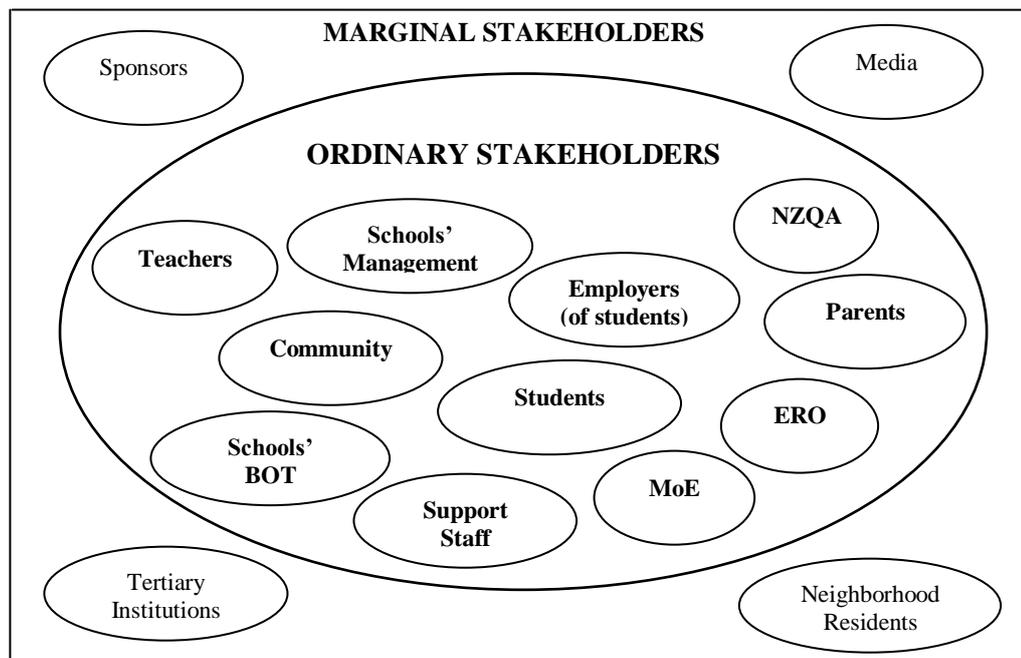


Figure 6.2 displays the schools' 11 ordinary stakeholders within a large ellipse. The four marginal stakeholders are shown outside the ellipse. The following section discusses the schools' stakeholders from the perspective of the schools' parents.

## 6.2.2 The parents' perspective

Table 6.2 shows the schools' stakeholders that could influence or are influenced by the schools' performance from the parents' perspective. The parents' representatives identified nine stakeholders of schools, of them eight stakeholders are considered as ordinary, while the remaining one is considered as marginal. Table 6.2 shows ordinary stakeholders in bold font while marginal stakeholders are presented in normal font.

**Table 6.2** Stakeholders of State secondary schools: The parents' perspective

#	Stakeholders of Schools	Parents (School A) Decile number 2	Parents (School C) Decile number 8	Parents (School B) Decile number 3	Parents (School D) Decile number 6	Total
1	<b>Students</b>	✓	✓	✓	✓	<b>4</b>
2	<b>Teachers</b>	✓	✓	✓	✓	<b>4</b>
3	<b>Parents</b>	✓	✓	✓	✓	<b>4</b>
4	<b>Management</b>	✓	✓	✓		<b>3</b>
5	<b>BOT</b>	?	✓	✓	✓	<b>3</b>
6	<b>Community</b>		✓	✓	✓	<b>3</b>
7	<b>MoE</b>	✓	✓	✓	✓	<b>4</b>
8	<b>ERO</b>		?	✓	✓	<b>2</b>
9	Staff (support)		✓			1
	<b>Total</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>7</b>	

- ✓ mark in a column denotes that the particular group has been identified by the school's parents as the school's stakeholder.
- ? mark in a column denotes that the parents are not sure whether a particular group is a stakeholder of the school.

Table 6.2 also shows that there is a high degree of agreement among representatives of parents across the entire decile range of schools that students, teachers, parents, and the MoE (Ministry of Education) are the schools' ordinary stakeholders, since all four groups of parents agree on these four stakeholders.

**Figure 6.3** Ordinary and marginal stakeholders of State secondary schools in New Zealand: The parents' perspective.

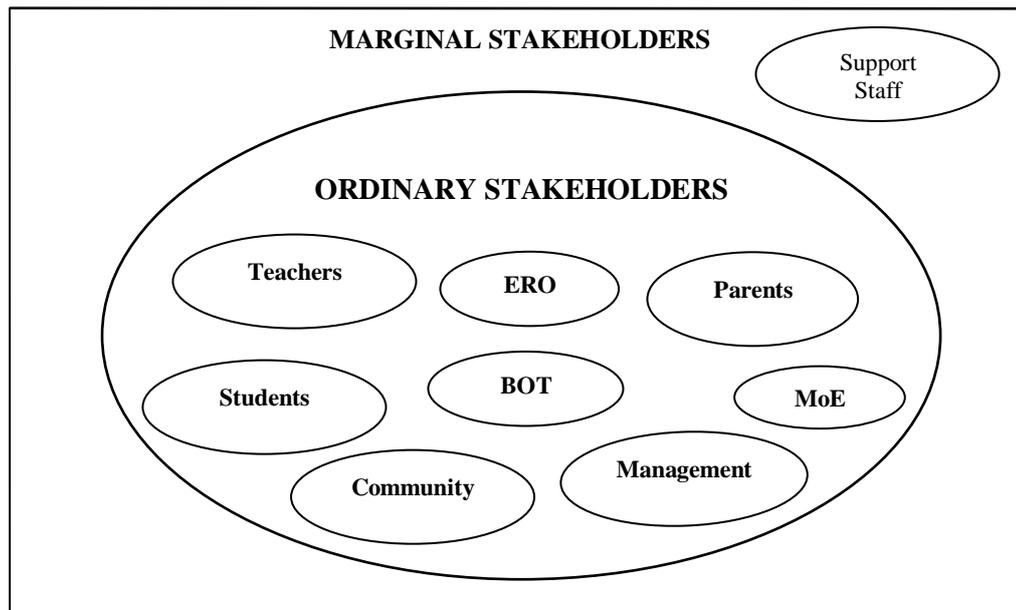


Figure 6.3 displays the schools' eight ordinary stakeholders within a large ellipse. The lone marginal stakeholder is shown outside the ellipse. The following section discusses the schools' stakeholders from the perspective of the schools' students.

### 6.2.3 The students' perspective

Table 6.3 shows 11 schools' stakeholders that influence or are influenced by the schools' performances from the perspective of the schools' students. Of the 11 stakeholders, 7 are ordinary stakeholders, i.e., more than one group of students identified them as the schools' stakeholder. The remaining four are marginal stakeholders. The ordinary stakeholders are depicted in bold font while marginal stakeholders are shown in normal font.

**Table 6.3** Stakeholders of State secondary schools: The students' perspective

#	Students' Representatives	Decile number of Students' Schools	Students	Teachers	Parents	Extended Family	Friends	Management	BOT	Sport Icons	Class Mates	Work Mates	Siblings
1	Group A	2	✓	✓	✓		?				?		
2	Group B	2	✓	✓	✓	✓	✓	✓	✓				
3	Group C	2		✓	✓	✓	✓						
4	Group D	5	✓	✓	✓		✓				✓	✓	
5	Group E	5		✓	✓	✓	✓				✓		✓
6	Group F	8	✓	✓	✓						✓		✓
7	Group G	8		✓	✓	✓	✓				✓		✓
8	Group H	3			?					✓			✓
	<b>Total</b>		<b>4</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>

- ✓ mark in a column denotes that the particular group has been identified by the students as the school's stakeholder.
- ? mark in a column denotes that the students are not completely sure whether a particular group is the schools' stakeholder.

**Figure 6.4** Ordinary and marginal stakeholders of State secondary schools in New Zealand: The students' perspective.

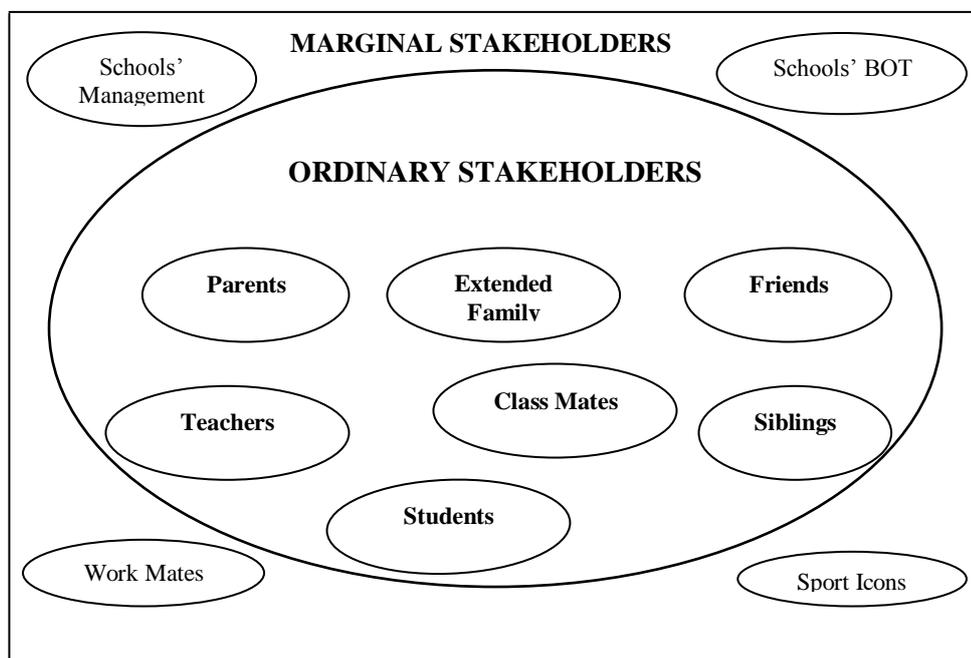


Table 6.3 also shows that there is a high degree of agreement among students across the entire decile range of schools that teachers and parents of the students are the schools' ordinary stakeholders, as at least seven of the eight groups of students agree on these. Figure 6.4 displays the schools' seven ordinary stakeholders within a large ellipse. The four marginal stakeholders are shown outside the ellipse. The following section discusses the schools' stakeholders from the BOT's perspective.

#### **6.2.4 The BOT's perspective**

Table 6.4 depicts that schools have 23 stakeholders from the perspective of the schools' Boards of Trustees. Out of the 23 stakeholders of schools, 12 are ordinary stakeholders and 11 are marginal stakeholders. Table 6.4 shows the ordinary stakeholders in bold while marginal stakeholders are shown in normal font. The first column from the left in Table 6.4 shows the number of stakeholders identified by the representatives of the Boards of Trustees. Table 6.4, in addition to naming the BOT members, also depicts the name of their respective schools and the decile number of the schools in brackets.

The last column of Table 6.4 shows the total number of BOT members who have identified a particular group as a schools' stakeholder. Table 6.4 also shows that there is a high degree of agreement among representatives of the Boards of Trustees across the entire decile range of schools that students, teachers, parents, the community and the Ministry of Education (MoE) are the schools' ordinary stakeholders, since at least six of the eight representatives of the Boards of Trustees agree on these.

**Table 6.4** Stakeholders of State secondary schools: The boards of trustees' perspective

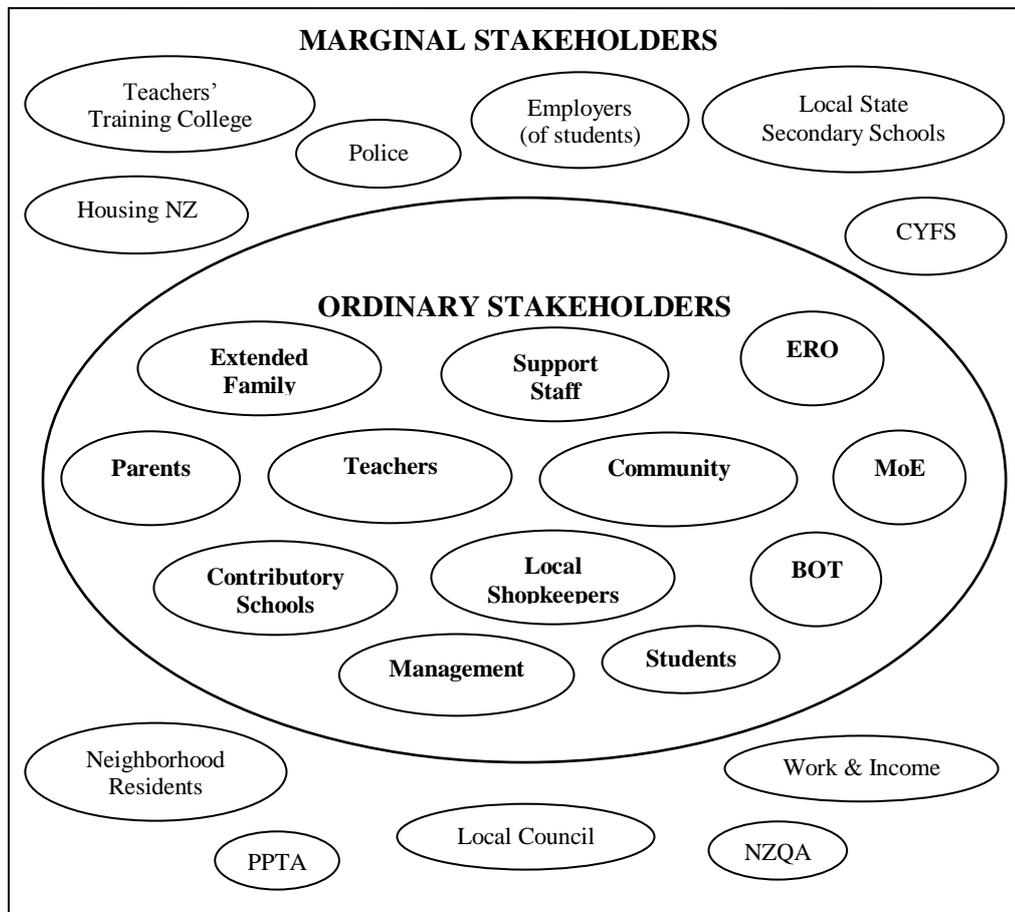
#	Schools' Stakeholders →	ARUN School D (6)	CHERRY School A (2)	JOE School D (6)	KELLY School B (3)	MARY School B (3)	MOLLY School A (2)	THOMAS School A (2)	WESTY School C (8)	Total
1	<b>Extended Family</b>		✓		✓	✓		✓		4
2	<b>Community</b>	✓	✓	✓		✓		✓	✓	6
3	Police							✓		1
4	Local State Secondary Schools					✓				1
5	<b>Students</b>	✓	✓	✓	✓	✓	✓	✓	✓	8
6	<b>Teachers</b>	✓	✓	✓		✓	✓	✓	✓	7
7	<b>Parents</b>	✓	✓	✓		✓	✓	✓	✓	7
8	<b>Management (Principal, AP, DP)</b>	✓	✓			✓				3
9	<b>BOT</b>	✓	✓	✓	✓	✓		✓	✓	7
10	<b>ERO</b>	✓	✓	✓	✓	✓	✓	✓	✓	8
11	Employers							✓		1
12	<b>MoE</b>		✓	✓	✓	✓	✓		✓	6
13	NZQA								✓	1
14	<b>Support Staff</b>	✓	✓				✓	✓	✓	5
15	Neighbourhood Residents							✓		1
16	Teachers' Training College		✓							1
17	Housing NZ							✓		1
18	CYFS							✓		1
19	Work & Income							✓		1
20	Local Council							✓		1
21	PPTA				✓					1
22	<b>Contributory Schools</b>	✓	✓	✓	✓					4
23	<b>Local Shopkeepers</b>	✓						✓		2
	<b>Total</b>	<b>10</b>	<b>12</b>	<b>8</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>16</b>	<b>9</b>	

✓ mark in a column denotes that the particular group has been identified by the representative of the BOT as the school's stakeholder.

Figure 6.5 displays the schools' 12 ordinary stakeholders within a large ellipse. The 11 marginal stakeholders are shown outside the ellipse. The stakeholder "community" is identified as a schools' stakeholder by six out of the eight representatives of the schools' Boards of Trustees. However, their view of the community is not uniform. What it implies is that schools' communities may

have common elements across schools, but in spite of the similarities, communities are in many ways unique to each school.

**Figure 6.5** Ordinary and marginal stakeholders of State secondary schools in New Zealand: The boards of trustees' perspective



Arun, a member of the BOT of School D which is a decile 6 school, considers that the rural community, the townsfolk, the shopkeepers, the members of the various clubs, even the community newspaper are all part of the community of School D. Joe, the chairperson of the BOT of School D whom the researcher interviewed separately from Arun, commented that the intermediate schools were also part of the school's community. This understanding of who belongs in the school's community is vital for the BOT, as only when they are clear about who is part of the school's community can they think of developing processes to engage them and develop a relationship with the community. For example, Joe

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(Chairperson of the BOT) of School D, describing the relationship of School D with its feeder schools said:

“Regular meetings with the schools’ [feeder schools] principals and jointed [conjoint] training days with the teachers from those schools and our own school, yea and I suppose initially it was a drive to make sure that the various feeder schools were actually seeing School [D] as the best outcome for their students to get off here, rather than going somewhere else. But it’s also important for the new curriculum offering a second language, the feeder schools are boasting they’re doing Spanish, not much point us doing French, to work together to make sure that we as a school community we decide that that’s the second language and then stick to it.”

Cherry who is a BOT member of School A commenting on the school’s community said:

“They also include, like community groups, like if there’s a local wakama [canoeing] group, a local soccer club, a local rugby club, they contribute to building the kids up as well, and encouraging them and that reflects into the school as well, they’re another part of helping those children along the way.”

Cherry considers the clubs that provide the children with opportunities for sports as part of the school’s community. Molly, another BOT member of School A, considers the local shop-owners of the town, and the city librarian also, as part of the community. However, the views of BOT members of School A about the school’s community do not appear to be similar to those of BOT members of School D. This indicates that schools’ communities are unique to

each school. The following section discusses the schools' stakeholders from the perspective of the schools' managements.

### 6.2.5 The managements' perspective

Table 6.5 depicts the schools' stakeholders that influence or are influenced by the schools' performance from the managements' perspective.

**Table 6.5** *Stakeholders of State secondary schools: The managements' perspective*

#	Stakeholders of Schools	Principal (School A) Decile number 2	Principal (School C) Decile number 8	Principal (School B) Decile number 3	Principal (School D) Decile number 6	Total
1	Students	✓	✓	✓	✓	4
2	Teachers	✓	✓	✓	✓	4
3	Parents	✓	✓	✓	✓	4
4	Extended Family			✓		1
5	Management	✓	✓	✓		3
6	BOT	✓	✓	✓	✓	4
7	NZQA	✓		✓	✓	3
8	Media	✓		✓		2
9	Community	✓	✓	✓		3
10	Neighbourhood Residents		✓	✓		2
11	MoE	✓	✓	✓	✓	4
12	ERO	✓	✓		✓	3
13	PPTA		✓	✓	✓	3
14	SPANZ			✓		1
15	Contributory Schools	✓	✓	✓		3
16	Support Staff		✓	✓	✓	3
17	Sponsors		✓			1
18	Local State Secondary Schools		✓	✓		2
19	Local Private Schools		✓	✓	✓	3
20	ABS NZ		✓			1
21	NZTC		✓	✓		2
22	NZSPC			✓	✓	2
23	Employers				✓	1
24	Tertiary Institutions			✓		1
		11	17	19	12	

✓ mark in a column denotes that the particular group has been identified by the schools' management as the school's stakeholder.

In all, 24 stakeholders have been identified and of them 18 were indicated by more than one principal and are, therefore, considered ordinary stakeholders, while the remaining six stakeholders identified by only one principal are considered to be marginal stakeholders. Table 6.5 depicts the ordinary stakeholders of the schools in bold font and the marginal stakeholders in normal font. There is consensus among the four principals that teachers, students, parents, Boards of Trustees, and the MoE are the schools' ordinary stakeholders. Here all the principals agreed, which is not the case with other, ordinary stakeholders.

**Figure 6.6** Ordinary and marginal stakeholders of State secondary schools in New Zealand: The managements' perspective.

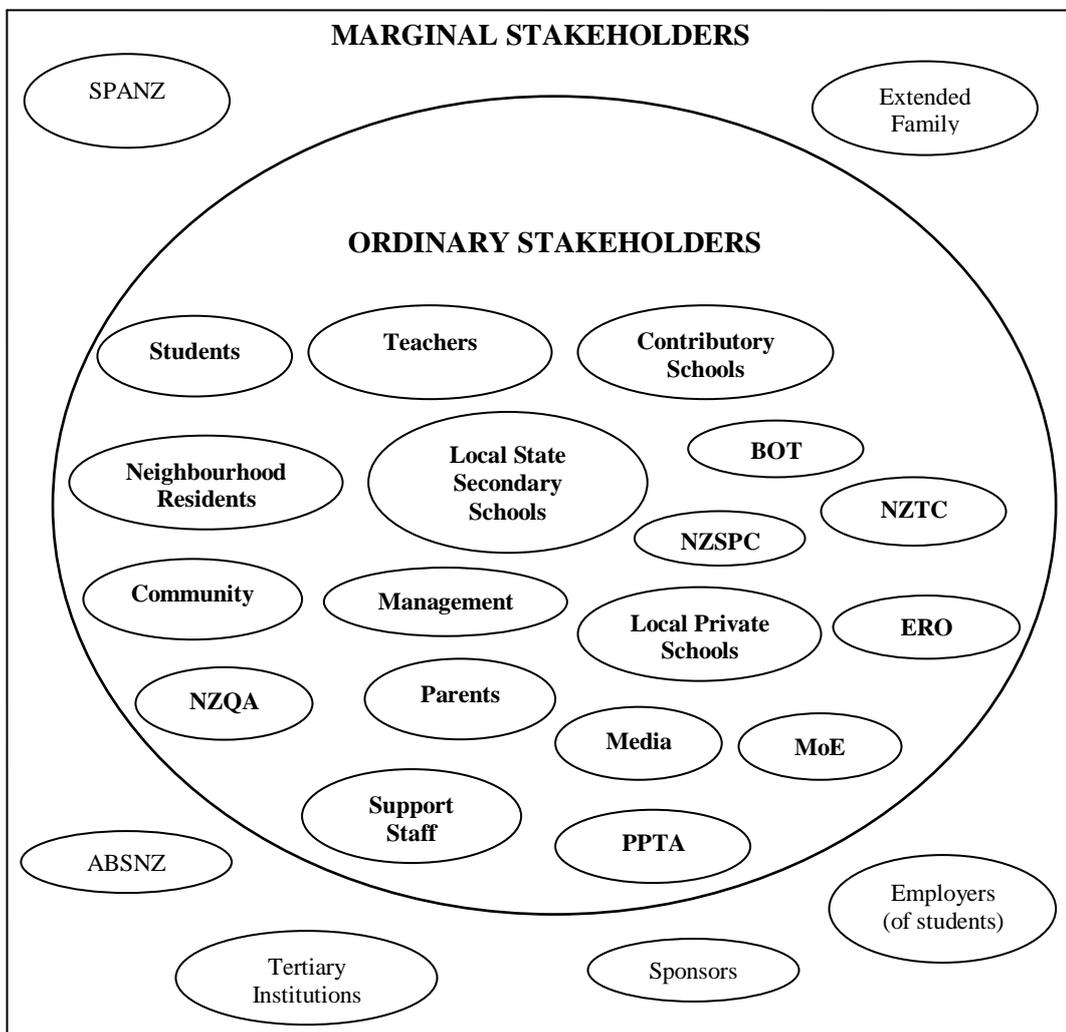


Figure 6.6 shows the schools' 24 stakeholders. The schools' 18 ordinary stakeholders are positioned within a large ellipse while the 6 marginal stakeholders are shown outside the ellipse. The stakeholder "community" is unique among all the schools' stakeholder groups, as they are defined by the principals of the four schools distinctly.

The principal of School A does not appear to be clear on which entity and group is part of the school's community, he said:

"Trying to access that community and trying to work with that community has been one of the hard parts of the. . . actually trying to figure out what the community is, is another hard thing too."

The principal of School C, a decile 8 school, was clear on which entities and group were the community for School C. She considers the old boys of her school, the employers who employ the school's students, as well as the city of Hamilton as part of the school's community. The principal of School D also considers the town as part of the school's community. The principal of School B considers the Tainui (Māori tribe, native to New Zealand), the Waikato and the Kingitanga<sup>103</sup> to be part of the school's community, in addition to the families of the students and the elders of the Māori community. Hence it again appears that the description for community is unique to each school, although there are some commonalities among schools. For example, the principals of Schools C and D both consider the town where their schools are located as part of their school's

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<sup>103</sup> The Kingitanga movement took place in 1850s, when Māori tribes from all over New Zealand discussed the notion of appointing a king. Rapid European population growth was putting pressure on Māori to sell land, and there was a sense that Māori were losing control of their own affairs. The first king was Potatau Te Wherowhero who was coroneted in 1858.

community. The following section discusses the schools' stakeholders from the Ministry of Education's (MoE) perspective.

### **6.2.6 The MoE's perspective**

The Ministry of Education (MoE) is the government organisation that manages the education system in New Zealand. The MoE has a national office in Wellington that primarily develops policies and four regional offices that implement them and provide feedback to the national office on implementation of those policies. The four regional offices are the Northern Region, the Central North Region, the Central South Region and the Southern Region. The Central North Region covers Hamilton, Rotorua and Napier.

The four schools where fieldwork for this investigation was carried out are all based in the Central North Region. Hence, staff at the MoE's Central North Region office was selected to provide information on the MoE's perspective for the schools' stakeholders. The Regional Manager of Central North Region, Manager Student Support, Manager Schools' Performance, Office Manager Local Office Rotorua and School Development Officer were purposively selected to represent the MoE. Table 6.6 depicts the schools' 24 stakeholders that could influence or are influenced by the schools' performances from the MoE's perspective. These stakeholders were identified by the representatives of the MoE. Of the 24 stakeholders, 16 stakeholders were identified by more than one respondent and have been classified as ordinary stakeholders, while the remaining eight are designated as marginal stakeholders.

**Table 6.6** Stakeholders of State secondary schools: The MoE's perspective

#	MoE's Representatives→	Ann Office Manager Rotorua	Bob Schools' Development	Hanson Manager School Performances	Joy Manager	Lucy Regional Manager	Total
1	School Support Services		✓				1
2	<b>Police</b>	✓		✓	✓	✓	4
3	<b>District Health Board (DHB)</b>	✓		✓	✓		3
4	<b>Students</b>	✓		✓	✓	✓	4
5	<b>Teachers</b>	✓	✓	✓	✓	✓	5
6	<b>Parents</b>	✓	✓	✓	✓	✓	5
7	<b>MoE</b>	✓				✓	2
8	<b>Schools' Management (Principal, APs, DPs)</b>	✓	✓	✓		✓	4
9	<b>BOT</b>	✓	✓	✓	✓	✓	5
10	<b>ERO</b>		✓	✓			2
11	Media				✓		1
12	<b>Employers (Local Business)</b>	✓		✓	✓		3
13	<b>Tertiary Institutions</b>	✓	✓	✓			3
14	<b>Support Staff</b>		✓		✓		2
15	Neighbourhood Residents				✓		1
16	<b>Community</b>		✓	✓	✓	✓	4
17	Housing NZ	✓					1
18	<b>Child Youth &amp; Family (CYPS)</b>	✓		✓	✓	✓	4
19	Work and Income	✓					1
20	Trade Bodies	✓					1
21	PPTA		✓				1
22	<b>SPANZ</b>		✓	✓			2
23	NZ Schools Trustees Association (NZSTA)		✓				1
24	<b>NZSPC</b>		✓	✓			2
	<b>Total</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>12</b>	<b>9</b>	

✓ mark in a column denotes that the particular group has been identified by the schools' management as the school's stakeholder.

Table 6.6 depicts the schools' ordinary stakeholders in bold font and the marginal stakeholders in normal font. From among the 16 ordinary stakeholders, the respondents had greater consensus on the classification of six

stakeholders. They are the police, the students, the teachers, the parents, the schools' management, and the BOT as at least four out of five respondents were in agreement.

**Figure 6.7** Ordinary and marginal stakeholders of State secondary schools in New Zealand: The MoE's perspective.

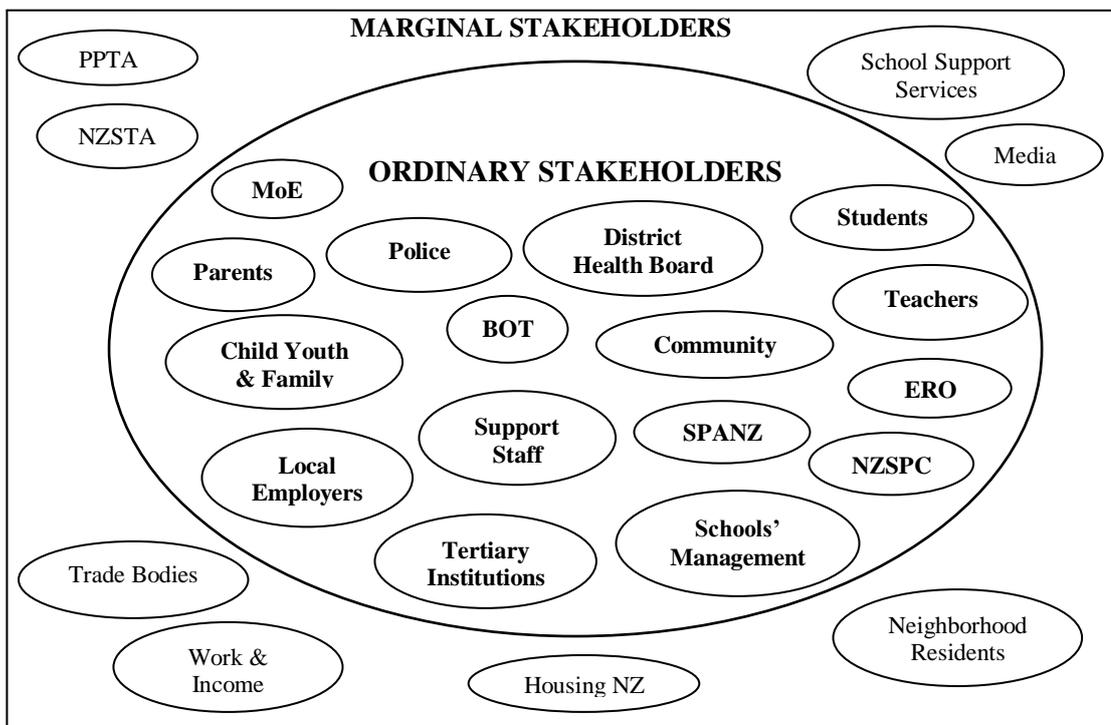


Figure 6.7 shows each of the schools' stakeholders in an ellipse. The schools' 16 ordinary stakeholders are positioned within a large ellipse while the 8 marginal stakeholders are shown outside the ellipse. The following section gives a summary of the identification and classification of the schools' stakeholders as ordinary and marginal stakeholders.

### **6.2.7 Summary and observations**

Table 6.7 depicts the 40 stakeholders and shows ordinary stakeholders in bold font and the marginal stakeholders in normal font. A stakeholder group that is considered ordinary by even one of the schools' traditional stakeholders is considered an ordinary stakeholder, while the remaining are classified as marginal stakeholders. It is interesting to observe that schools' management, MoE and the BOT all identified around 23 to 24 stakeholders, while parents, students and teachers identified from 9 to 15 stakeholders each. It may indicate that the MoE, BOT and the schools' management have concerns about schools that are wider in scope to those of the students, parents, and teachers.

Figure 6.8 shows that out of the 40 stakeholders of the schools, 29 are ordinary stakeholders and the remaining 11 are marginal stakeholders. The categorisation of the schools' stakeholders as ordinary or marginal is indicative. Hence, ordinary stakeholders, as shown in Figure 6.8, could be marginal stakeholders in some schools and ordinary stakeholders for others.

**Table 6.7** Categorisation of stakeholder groups as marginal (M) and ordinary (O)

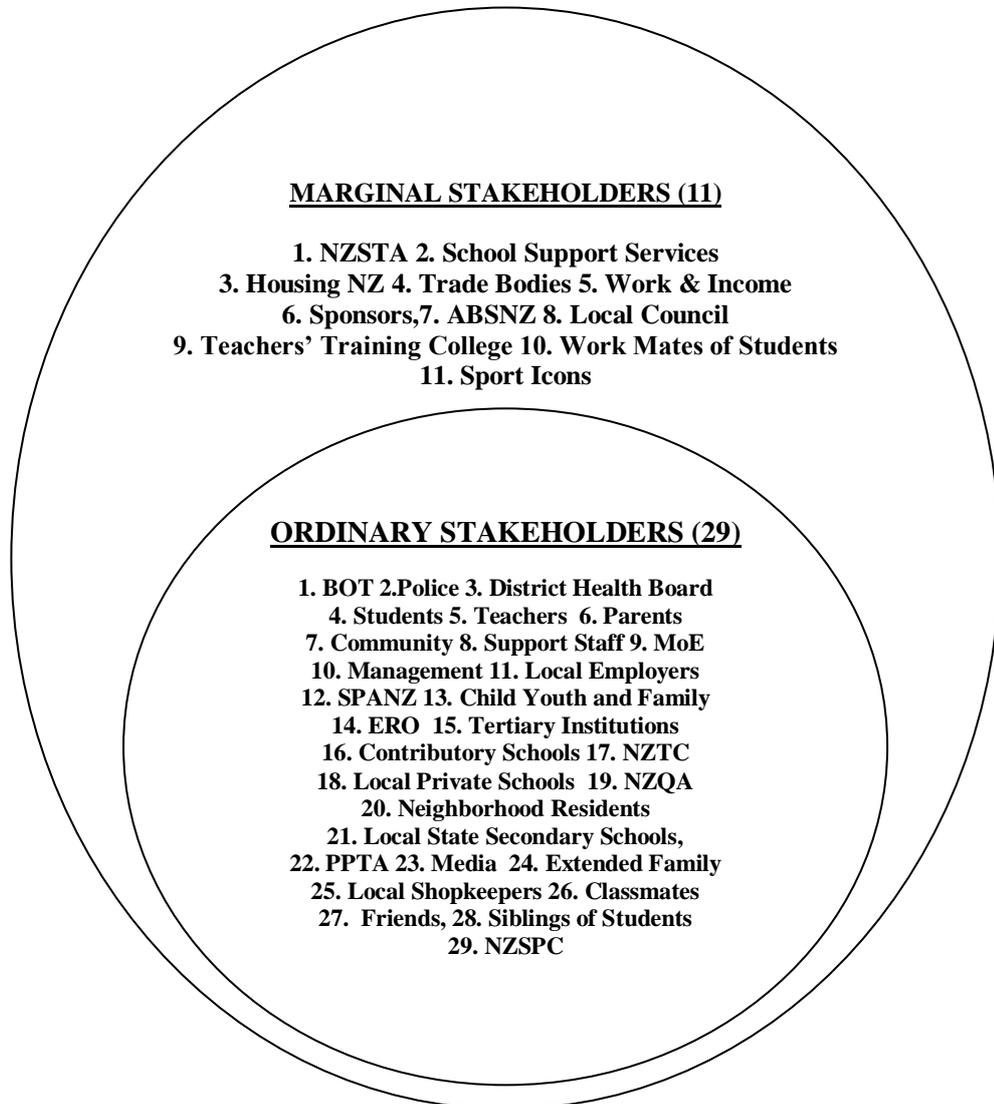
#	STAKEHOLDER GROUPS	Management	MoE	BOT	Students	Parents	Teachers
1	Neighbourhood Residents	O*	M*	M			M
2	Tertiary Institutions	M	O				M
3	SPANZ	M	O				
4	Local Employers	M	O	M			O
5	PPTA	O	M	M			
6	Media	O	M				M
7	Extended Family	M		O	O		
8	Child Youth and Families		O	M			
9	Police		O	M			
10	Local State Secondary Schools	O		M			
11	NZQA	O		M			O
12	BOT	O	O	O	M	O	O
13	Management	O	O	O	M	O	O
14	ERO	O	O	O		O	O
15	Support Staff	O	O	O		M	O
16	Sponsors	M					M
17	Teachers	O	O	O	O	O	O
18	Parents	O	O	O	O	O	O
19	MoE	O	O	O		O	O
20	Students	O	O	O	O	O	O
21	Community	O	O	O		O	O
22	Sport Icons				M		
23	Work mates				M		
24	Friends of students				O		
25	Siblings of students				O		
26	Class mates				O		
27	Housing NZ		M	M			
28	Teachers' Training College			M			
29	Local Council			M			
30	Work & Income		M	M			
31	Contributory Schools	O		O			
32	Local Shopkeepers			O			
33	NZSPC	O	O				
34	ABSNZ	M					
35	Local Private Schools	O					
36	NZTC	O					
37	NZSTA		M				
38	School Support Services		M				
39	Trade Bodies		M				
40	District Health Board		O				
	<b>Total</b>	<b>24</b>	<b>24</b>	<b>23</b>	<b>11</b>	<b>9</b>	<b>15</b>

O\* denotes Ordinary stakeholders; M\* denotes Marginal stakeholders.

However, as the data used for categorisation of the stakeholders have been obtained from stakeholders of schools that are representative of the State secondary schools in New Zealand, it is expected that the categorisation of

stakeholders as shown in Figure 6.8 would reflect the position in State secondary schools in New Zealand.

**Figure 6.8** The stakeholders of State secondary schools in New Zealand



The next section identifies the schools' important stakeholders from the pool of 29 ordinary stakeholders.

### 6.2.8 The important stakeholders

Table 6.8 shows the schools' 29 ordinary stakeholders. The important stakeholders are identified from this set of 29 ordinary stakeholders by

determining the least significant of the ordinary stakeholders and retaining them as ordinary stakeholders while the others are classified as important stakeholders.

**Table 6.8** *Important and ordinary stakeholders of State secondary schools*

#	Schools' Stakeholders	Teachers	Parents	Students	BOT	Management	MoE	Total
1	<b>Teachers</b>	✓	✓	✓	✓	✓	✓	<b>6</b>
2	<b>Students</b>	✓	✓	✓	✓	✓	✓	<b>6</b>
3	<b>Parents</b>	✓	✓	✓	✓	✓	✓	<b>6</b>
4	<b>MoE</b>	✓	✓	✓	✓	✓	✓	<b>6</b>
5	<b>BOT</b>	✓	✓		✓	✓	✓	<b>5</b>
6	<b>Management</b>	✓	✓		✓	✓	✓	<b>5</b>
7	<b>ERO</b>	✓			✓	✓	✓	<b>4</b>
8	Media					✓		1
9	<b>NZQA</b>	✓				✓		2
10	<b>Employers</b>	✓					✓	2
11	Tertiary Institutions						✓	1
12	<b>Support Staff</b>	✓			✓	✓	✓	<b>4</b>
13	<b>Community</b>	✓	✓		✓	✓	✓	<b>5</b>
14	Local State Secondary Schools					✓		1
15	<b>Contributory Schools</b>				✓	✓		<b>2</b>
16	Neighbourhood Residents					✓		1
17	PPTA					✓		1
18	Class Mates			✓				1
19	Friends			✓				1
20	Siblings			✓				1
21	Local Private Schools					✓		1
22	NZTC					✓		1
23	Police						✓	1
24	Child Youth & Family						✓	1
25	District Health Board						✓	1
26	SPANZ						✓	1
27	Extended Family				✓			1
28	Local Shopkeepers				✓			1
29	<b>NZSPC</b>					✓	✓	<b>2</b>
	<b>Total</b>	<b>11</b>	<b>7</b>	<b>7</b>	<b>12</b>	<b>17</b>	<b>15</b>	

Since all ordinary stakeholders are identified by at least one representative of the schools' traditional stakeholders, the next level of stakeholders' significance is identification by at least 2 of the schools' traditional

stakeholders which is the criterion for identifying the important stakeholders from among the schools' ordinary stakeholders.

Table 6.8 also shows that in the set of 29 ordinary stakeholders, 13 are important stakeholders while the remaining 16 are ordinary stakeholders. The important stakeholders are shown in bold font in Table 6.8 while the ordinary stakeholders are in normal font. The 13 important stakeholders are expected to have greater effect on, or are highly affected by, the performance of the schools as compared to the influence of the 16 ordinary stakeholders.

**Figure 6.9** Important and ordinary stakeholders of State secondary schools in New Zealand.

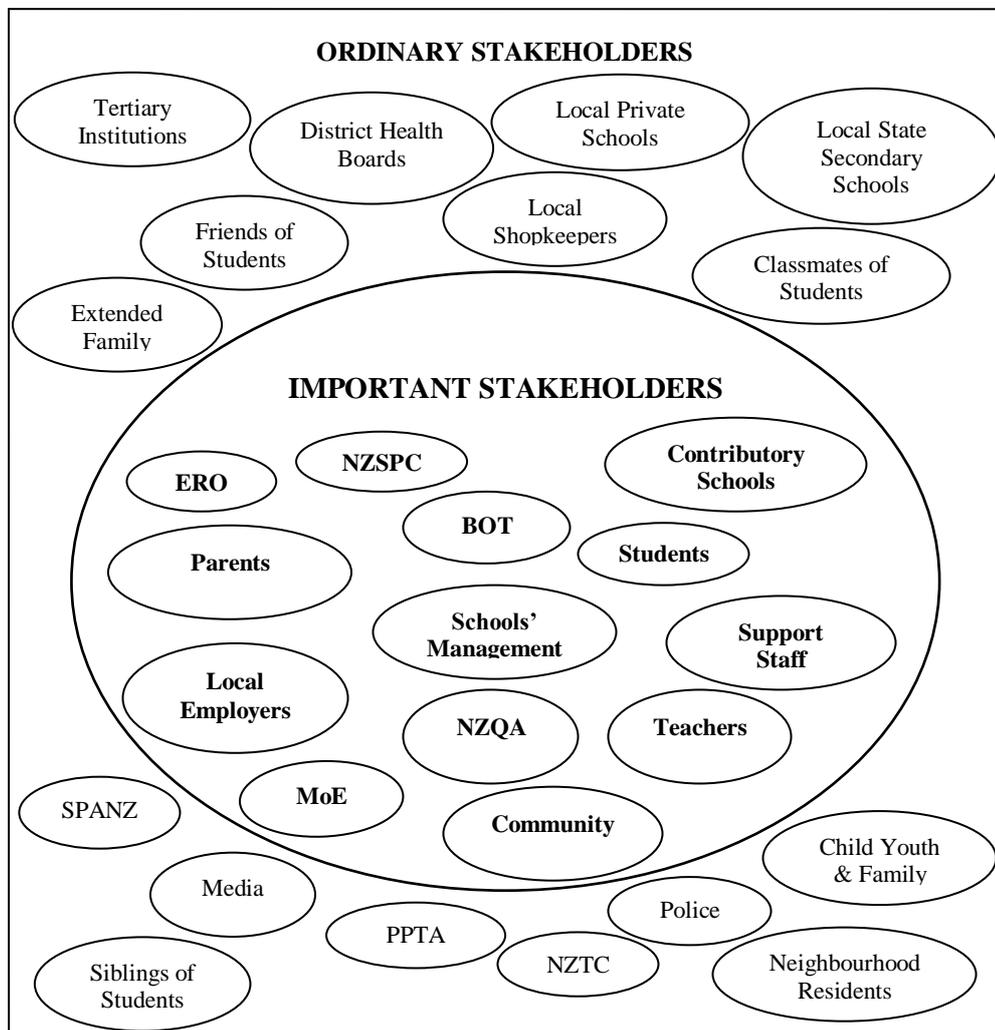


Figure 6.9 depicts the 13 important stakeholders within an ellipse while the 16 ordinary stakeholders are shown outside the ellipse. Freeman (1984) argues that on a particular issue such as performance of schools, a network of stakeholder groups may exist or emerge and endure over time. Hence, it is important to understand the behaviour of the 16 ordinary stakeholders in order to determine their ability to form a network of coalitions with any one of the 13 important stakeholders and, thereby, influence the schools' management. The ordinary stakeholders who may form coalitions with important stakeholders or already have such a relationship with any one of the 13 important stakeholders are also considered as an important stakeholder of schools in this investigation. The following section analyses the relationship of ordinary stakeholders with important stakeholders of schools in terms of their ability to form coalitions with the schools' important stakeholders.

### **6.2.9 Coalition analysis of stakeholders**

Freeman (1984) suggests that stakeholders can be part of current coalitions or may enter into coalitions in the future. In this investigation only current coalitions of schools' stakeholders are investigated. Freeman (1984) further argues that coalitions can be of two types: explicit or tacit. Explicit coalitions occur when stakeholders get together and plan a joint initiative. Tacit coalitions occur when there is an implicit understanding among stakeholders that they will not interfere in a situation or oppose each other on important issues.

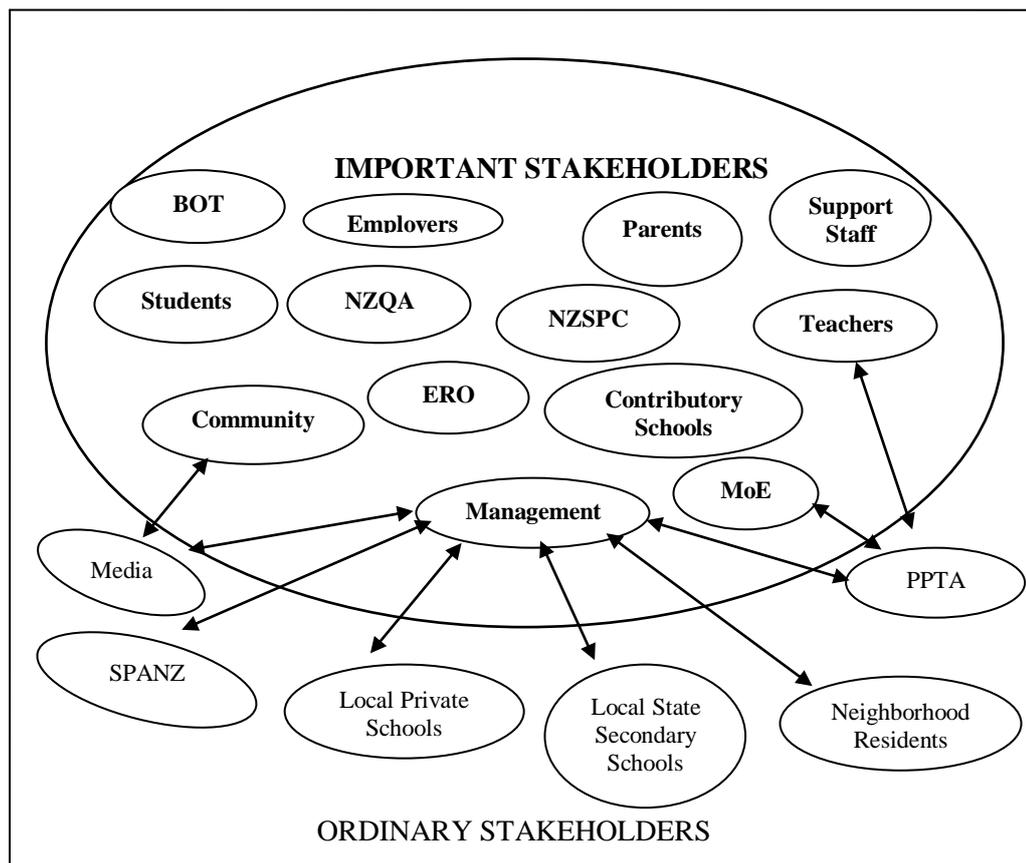
Freeman (1984) is of the opinion that in order to understand current coalitions among stakeholders, managers should think through existing strategic

programmes. Strategic programmes explain how the financial, technological, human, and other resources of the organisation are deployed in order to achieve the mission of the organisation. In this investigation, the representatives of the schools' management were queried about existing coalitions among the schools' stakeholders. Their response has been used to develop a picture of the patterns of relationships between the ordinary and the important stakeholders of the schools. The relationship between marginal and ordinary stakeholders of schools has been ignored in this investigation as the capacity to influence, or be influenced by the schools' performance is much less for marginal and ordinary stakeholders as opposed to the schools' important stakeholders.

Ordinary stakeholders, by forming coalitions with important stakeholders of the school enhance their capacity to affect the schools' management and are, therefore considered on a par with important stakeholders in this investigation. This section explains the relationship between ordinary and important stakeholders that may indicate the existence of a tacit or explicit coalition between the ordinary stakeholders and any one of the important stakeholders of schools. It does not depict the relationship between important stakeholders or between ordinary stakeholders of the schools.

Figure 6.10 shows the relationship between important stakeholders and ordinary stakeholders from the perspective of the principals of four schools. The relationship between ordinary and important stakeholders is discussed from the schools' management perspective as this investigation takes a managerial view to identify the most salient schools' stakeholders based on Freeman's (1984) approach to stakeholder theory.

**Figure 6.10** Relationships among stakeholders of State secondary schools in New Zealand.



The principals of the four schools represent a collective experience of 26 years<sup>104</sup> of managing and leading schools. The arrows in Figure 6.10 show a two-way relationship between the schools' important and ordinary stakeholders implying that they mutually affect one another. For example, the improved academic performance of local private schools affects the management of certain schools, since affluent parents of students in schools that do not show comparable academic performance with local private schools may become inclined to take their children out of the State secondary school and place them into the local private school. On the other hand, the reverse may occur. If a State secondary

<sup>104</sup> Goliath had served as Principal for 8 years, Nikki for 10 years, Tony for 2 years and Todd for 6 years making a grand total (8+10+2+6 = 26) of 26 years.

school in a locality shows better or even comparable academic results to the local private school, parents may send their children to the State school.

The same types of arrows depict the relationship between various pairs of stakeholders in Figure 6.10, although each relationship is distinct and unique between any set of schools' stakeholders. Bourne and Walker (2005) have used diagrams similar to Figure 6.10, which explains how people may exert influence through networks. This theory is called social network mapping<sup>105</sup>. It is a simple concept that extends the concept of the organisation chart that maps people's positions based on hierarchy to one based on their position as influencers and shapers of ideas and opinions. Figure 6.10 depicts six ordinary stakeholders that have relationships with important school stakeholders. The six ordinary stakeholders are neighbourhood residents, PPTA, local State schools, local private schools, SPANZ (Secondary Principals' Association New Zealand), and the media. The principals' comments about the actual behaviour of these six ordinary stakeholders, in terms of their relationship with the schools' important stakeholders, are shown in Tables 6.9 to 6.13. These are discussed in the following sections.

### **6.2.9.1 Neighbourhood residents**

Table 6.9 shows the comments of three principals about their schools' neighbourhood residents.

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<sup>105</sup> Theory of social network analysis is the mapping and/or measuring of relationships and flows between nodes in a network. The nodes may consist of people, groups, organizations, computers or other information/knowledge processing entities. The links shows relationships or flows between the nodes which can be analysed visually or mathematically.

**Table 6.9** Principals' comments about schools' neighbourhood residents

Ordinary Stakeholder	Principals' comments
Neighbourhood Residents	<p><i>I don't think they [neighbourhood residents] affect the performance of the school. (Principal, School A)</i></p> <p><i>Yes, because we want to make them [neighbourhood residents] happy and so it alters the way we work with our boys, it's an issue with us. (Principal, School C)</i></p> <p><i>Yes, also the residents although not many of them have sent their children to us, because we have a philosophical zone, and we have a geographical zone. But, we also have responsibility to be good neighbours, be respectful. (Principal, School B)</i></p>

The principals of schools B and C acknowledge the schools' neighbours as school stakeholders. However, their comments do not indicate the existence of any coalition between the neighbourhood residents and any of the schools' important stakeholders. The comment of principal of School C that, "it alters the way we work with our boys" suggests that there is an interaction between the students and the school's neighbourhood residents, and possibly the school's management has to ensure that it remains "respectful" as stated by the principal of School B.

Since neighbourhood residents do not appear to be in coalition with any of the schools' important stakeholders, they will continue to be considered as ordinary stakeholders in this investigation.

### 6.2.9.2 The Local Schools

Table 6.10 shows the comments of the three principals about two ordinary stakeholders: "local State secondary schools" and "local private schools".

**Table 6.10** Principals' comments about local State and private secondary schools

Ordinary Stakeholder	Principals' comments
Local State Secondary Schools and Local Private Schools	<p><i>We're fortunate that a lot of State and non State secondary schools have either collaborated, along with Māori schools and normal State schools have helped us (in developing systems). From Fraser High School through to Wairu down in Ruatoria through to Kaikohe school in the north, a lot of schools have helped us and we are thankful to those schools and because of that we have a close relationship with those schools. (Principal School B)</i></p> <p><i>So from our school's perspective the stakeholders would be schools like Te Awamutu, or Morrinsville because if they are not doing well, we get more of their students. (Principal School C)</i></p> <p><i>But the local schools it would be the private schools.(Principal School C)</i></p> <p><i>It's the same pool so we (local State and private secondary schools) are all affected. (Principal School C)</i></p> <p><i>They [local private schools] do [affect] when they offer scholarships to our top sports people, and academic one, and not poach but take them away and it does cause tensions. But we are in a sporting and cultural tournament with St. Peters, Cambridge [Cambridge High] and ourselves Waipa [School D], so we'll go and play sport and be nice but sometimes it does irk. (Principal School D)</i></p> <p><i>Where I suppose with us [School D], single-sex into Hamilton Boys' and Girls', Sacred Heart. St. John's if it's catholic education, private probably St. Peter's and St. Paul's. (Principal School D)</i></p>

All three principals have acknowledged that the performance of local private schools and local State secondary schools affects each of them and thereby they are stakeholders. Principal of School C put it very aptly when she commented, "It's the same pool, we are all affected". However the comments of the three principals do not indicate the existence of any coalition between local private or even local State secondary schools on the issue of schools' performance. An impression of competitive rivalry, however, among State secondary and between State secondary and private schools to attract students from a given pool in the locality was given.

However, in spite of this competition, Principal School B acknowledges cooperation between State secondary schools and private schools in

the development of systems at School B. The relationship between State secondary schools, as well as that between State secondary and private schools does not appear to be in coalition with any of the State secondary schools' important stakeholders. Hence, they will remain as ordinary stakeholders of State secondary schools in this investigation.

### 6.2.9.3 SPANZ

Table 6.11 shows the comments of the four principals about SPANZ (Secondary Principals' Association of New Zealand). SPANZ is a national forum of secondary principals that provides them with professional opportunities to network, exchange information, and consult.

**Table 6.11** *Principals' comments about SPANZ*

Ordinary Stakeholders	Principals' comments
SPANZ	<p><i>Yes, Principals' Association [SPANZ and NZSPC], through that network and the relationships, and the opportunities come through those relationships again, we've learnt a lot from other people and other schools' principals. (Principal School B).</i></p> <p><i>I belong to PPTA and SPANZ and that's going to become an issue because SPANZ is now looking to be a union in its own right and I can only have one bargaining agent and I'll probably go with the Secondary Principals Council [NZSPC]. But I think the Secondary Principals Council influence. . . I think there would be a good cause for lobbying in Wellington for principals, for schools, more money for this. So I actually have pretty good faith in them. (Principal School D).</i></p> <p><i>No not amazingly no [SPANZ as stakeholders of schools] (Principal of School A)</i></p> <p><i>The association of boys schools' principals [ABSNZ] would be [school's stakeholder] rather than the full one [SPANZ]. (Principal of School C).</i></p>

The MoE also consults with SPANZ in developing initiatives for schools. For example, the PMS (performance management system) was developed

for schools by the MoE in consultation with SPANZ (MoE, 1999). Principal School A does not consider principals' associations such as SPANZ as a schools' stakeholder. Principal School B is of the opinion that SPANZ, like other principals' associations,<sup>106</sup> provides opportunities for the benefit of schools; this opinion is also supported by Principal School D. However, Principal School D considers NZSPC as a more effective lobby group for the schools in Wellington, compared to SPANZ. Principal School C mentions that her school has a close relationship with the principals' union, ABSNZ. Hence, the four principals have divergent opinions about principals' associations.

None of the principals' comments indicate that SPANZ, which is an ordinary stakeholder, collaborates with any of the schools' important stakeholders. Hence, SPANZ will continue to be classified as an ordinary stakeholder of the schools in this investigation.

#### **6.2.9.4 PPTA (Post Primary Teachers Association)**

Table 6.12 shows the comments of the four principals about the PPTA. The principal of School D considers the PPTA to be a schools' stakeholder as it influences policy issues by working with the MoE. Also in the case of a personal grievance complaint lodged by a teacher against the principal, the PPTA could come in to support the teacher. The PPTA (PPTA, 2009) represents around 18,000 teachers employed in State and integrated secondary schools, area schools, technical craft centres, and community education centres, about 95% of them are its members. Hence, the PPTA has relationships with teachers as most of them are

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<sup>106</sup> Such as NZSPC (New Zealand Secondary Schools Principal Council)

its members. It negotiates with the MoE on behalf of teachers to improve teachers' working conditions.

**Table 6.12** *Principals' comments about PPTA*

Ordinary Stakeholders	Principals' comments
Teachers' Unions PPTA	<p><i>There will be times where of course they [PPTA] could be sitting across the table from you representing a teacher. The teacher thinks you've been a bit unfair, so there is that element to them [PPTA]. But of course they're meant to be working with the school; you'd hope common sense would apply. (Principal School D)</i></p> <p><i>The PPTA, they influence the performance in the fact that, what they win in contracts [with MoE] I have to now implement. (Principal School D)</i></p> <p><i>Most of the time good on them [PPTA] for lobbying for rights and conditions for workers. (Principal School D)</i></p> <p><i>No not amazingly no [PPTA's affect on schools' performance]. (Principal School A)</i></p> <p><i>Most definitely [PPTA as stakeholder of the school]. They are there to support our staff, our teaching staff and to support our school. (Principal School B)</i></p> <p><i>They [PPTA] would be a stakeholder in a minor [way]. (Principal School C).</i></p>

It appears that teachers have a formal relationship with the PPTA, since teachers pay membership fees to the PPTA, which are its main source of funding (PPTA, 2009) and the PPTA negotiates agreements with the MoE on behalf of the teachers (PPTA, 2009). The third relationship that the PPTA has is with the schools' management. This relationship operates on a case by case basis as and when a teacher lodges a personal grievance complaint against a principal. Hence, the PPTA has relationships with three important stakeholders of the school, i.e., the MoE, the teachers, and the schools' management as represented by the principal.

It appears that the PPTA has an explicit coalition with the schools' teachers who are its members. The PPTA does not appear to be in a coalition with the schools' principals (i.e., management) nor with the MoE, since the PPTA represents teachers whose working conditions and salary structure are set by the MoE. However, the PPTA is the teachers' bargaining agent, it is expected that the PPTA and MoE may have a competitive relationship. Since the PPTA is in coalition with teachers who are important stakeholders of the schools. The PPTA for the purposes of this investigation is to be considered an important stakeholder.

#### 6.2.9.5 Media

Table 6.13 shows the comments of the four principals about the media. It appears that all four principals consider the media to be a schools' stakeholder. The comments of Principals of Schools D, B and A show their concern about the community's perception of their schools' performance.

**Table 6.13** *Principals' comments about the media*

Ordinary Stakeholders	Principals' comments
Media	<p><i>They [media] try hard to bring schools down. (Nikki)</i></p> <p><i>It would be dangerous for a principal not to take into account how the media would perceive its performance. (Goliath)</i></p> <p><i>I suppose I am feeling a bit of a triumph over that because as you know, you don't want them [local newspaper] to start sort of a campaign of letters. (Rambo)</i></p> <p><i>I think the media, our philosophy towards media is being, let our results do the talking, so we would not consciously go to the media and say we have news for the media to get messages out there. So we see the media as a stakeholder definitely, as a tool, they will be taking up a more active [role], in regards to our relationship with the media and how they portray our school in the community. (Todd)</i></p>

The media, it appears, can affect the perceptions of the community about schools' performance, which is a matter with grave implications for the principals. The principal of School A commented, "It would be dangerous for a principal not to take into account how the media would perceive it's [a school's] performance."

The perception of the community affects the perceptions of the schools' parents. Principal of school C, explaining the behaviour of parents, says:

"If we are doing something good with the boy, the parents don't care, and so parents don't judge on statistics, they judge on what other parents say and I think really in the community it's car park talk and not statistics."

Hence, "in the car park", if the community talks negatively about the schools' performance based on media reporting then it may affect the perceptions of other parents about the schools' performance. When the researcher asked the principal of School D whether he would be concerned if a letter of complaint was written to the local newspaper's editor, his answer was an emphatic "yes", suggesting that the newspaper affects the perceptions of the community about the school.

The media, it appears, can affect the perceptions of the community and the parents in terms of the schools' performance. Hence there is a tacit coalition between the media and the community and parents. Both the community and the parents are important stakeholders of the schools. The media also have a relationship with the schools' principals (schools' management) as they interview

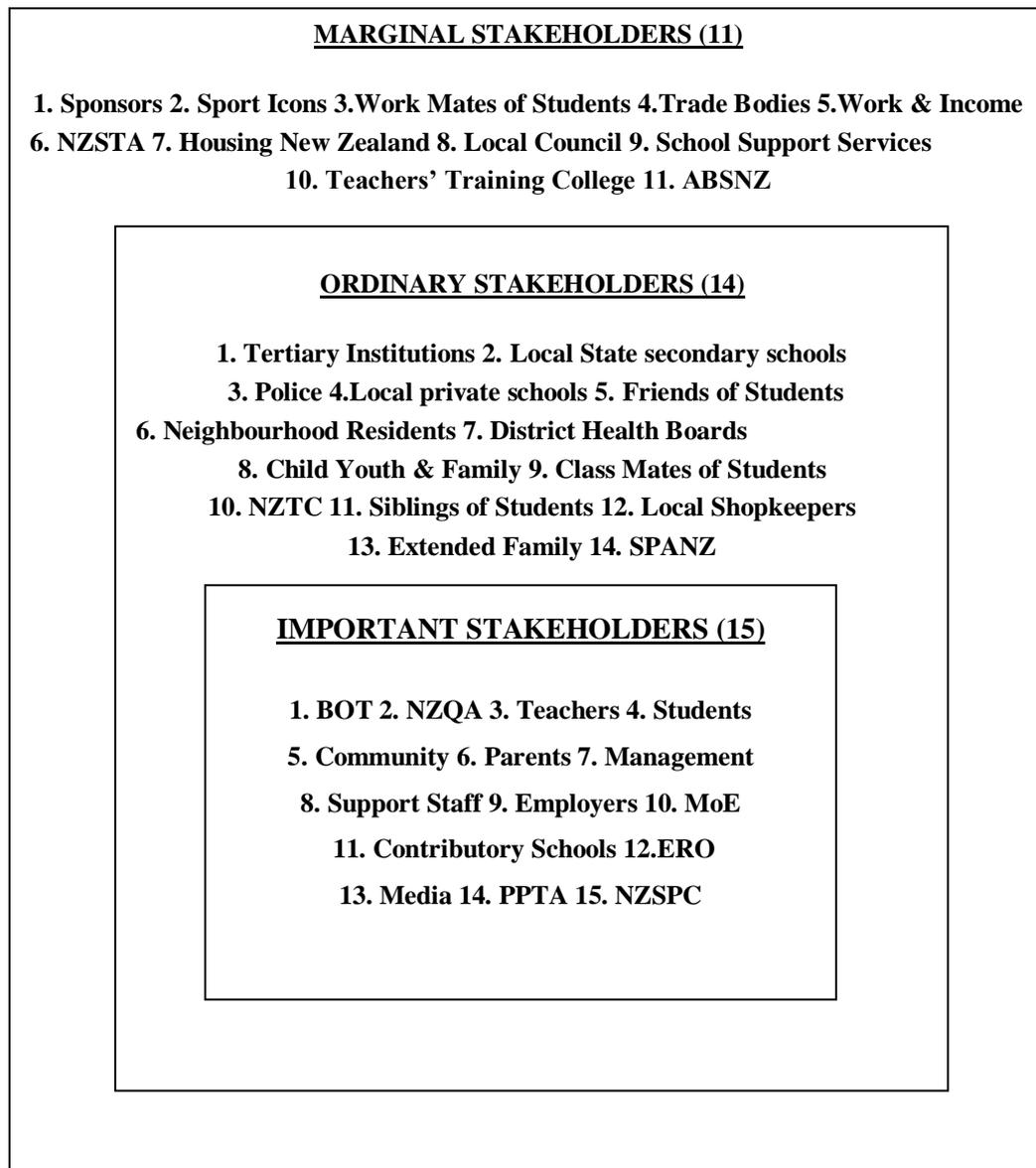
them or obtain news reports from them about issues of concern for the community. However, the principals' comments do not indicate that the principals' are in coalition with the media, although some principals may choose to do so. Since the media appears to have a tacit coalition with the community and through them with the parents, both are seen as important stakeholders of schools. For purposes of this research, the media are considered an important stakeholder. The media and the PPTA are ordinary stakeholders. However, as they are in coalition with important stakeholders of the schools, they are considered as important stakeholders of New Zealand State secondary schools. The following section summarises the analysis of secondary schools' stakeholders.

#### **6.2.10 Summary and observations**

This investigation has identified 40 stakeholders of State secondary schools from the perspective of the schools' traditional group of stakeholders that included the schools' teachers, management, students, parents, Boards of Trustees, and the MoE. The 40 stakeholders have been classified into three categories, which are: marginal, ordinary, and important on the principle that any stakeholder that has been identified by more than one stakeholder representative is to be regarded as an ordinary stakeholder and any ordinary stakeholder that has been identified by more than one stakeholder group is regarded as an important stakeholder. Ordinary stakeholders that are in coalition with any important stakeholder are also classified as important stakeholders of the schools. Applying this principle, the 40 stakeholders of State secondary schools have been categorised into 15 important stakeholders, 14 ordinary stakeholders, and 11 marginal stakeholders as shown in Figure 6.11.

Marginal stakeholders as the name suggests are marginally affected by or marginally affect the schools' performance. Ordinary stakeholders' impact and affect on schools' performance is a little higher than marginal, while important stakeholders are a little higher still than ordinary stakeholders. The categorisation of stakeholders into three categories is indicative. It implies that for a particular school a stakeholder shown as marginal in Figure 6.11 may turn out to be an ordinary stakeholder.

**Figure 6.11** The stakeholders of State secondary schools in New Zealand.



However, for most schools their marginal, ordinary, and important stakeholders on the issue of schools' performance are expected to match the stakeholders as categorised and shown in Figure 6.11.

The list of 15 important stakeholders informs the questionnaire which was used to collect quantitative data in order to identify the hierarchy of the schools' important stakeholders from the perspective of the schools' management. The following section discusses the ranking of the 15 important stakeholders in relation to Mitchell et al.'s (1997) theory of stakeholder salience.

### **6.3 The ranking of important stakeholders**

Management in organisations needs to prioritise the claims of important stakeholder groups as regards limitations of resources, in particular management time (Fottler et al., 1989). Hence the relative importance of the schools' important stakeholders, from the perspective of the schools' management, needs to be assessed. Mitchell et al. (1997) have proposed a theory of stakeholder salience (relative importance) that informs this investigation in order to assess the schools' important stakeholder groups in terms of their power, legitimacy, urgency, and overall salience from the perspective of the schools' management.

The purpose of this investigation is to identify key stakeholders from the managements' perspective and their expectations of the schools' management. The schools' management teams are 1 of the 15 important stakeholders. However, they were not asked to assess themselves on the four attributes (power, legitimacy,

urgency, and salience) in this investigation. The remaining 14 important stakeholders are ranked on the basis of these four attributes. This ranking is based on the questionnaire responses of the management teams of Schools A, B, C and D. The rankings of the stakeholders are indicative and reflect the status of important stakeholders at schools. These rankings are not generalisable to all State secondary schools in New Zealand as, while the four schools have been selected purposively to reflect the conditions in State secondary schools in New Zealand, they are not a statistical sample of the State secondary schools in New Zealand. Hence, this ranking of schools' stakeholders, while reflecting the situation in schools, takes cognisance of the fact that, in particular schools, management may perceive the ranking of school's important stakeholders differently from that offered in this investigation. The next section explains the stakeholder attribute of power.

### **6.3.1 Power**

Table 6.14 shows important stakeholders ranked on the basis of their mean values for the attribute "power" calculated from the management teams' response to the questionnaire. Although no stakeholder group was either given the highest score or totally ignored by all, it appears that the management teams perceive the Boards of Trustees as the most powerful stakeholder group.

Table 6.14 also shows that the BOT, in addition to obtaining a high mean score of 6.10 (on a scale of 1 to 7, where 1 stands for very little power and 7 denotes highly powerful), has a low standard deviation of 0.71<sup>107</sup>, implying that there is a high degree of consensus among the respondents that the BOT ranks as

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<sup>107</sup> The minimum standard deviation possible on a scale of 1 to 7 is 0 and the maximum is 3.21.

the most powerful of the schools' 14 important stakeholders. Apart from the BOT the other top four stakeholders (ERO, NZQA, and MoE) are all government entities, followed by teachers, parents, and the community.

**Table 6.14** *Power of Important stakeholder groups*

#	Important Stakeholder Groups	Minimum	Maximum	Mean	Standard Deviation
1.	BOT	3	7	6.10	0.93
2.	ERO	2	7	5.88	1.06
3.	NZQA	2	7	5.63	1.08
4.	MoE	3	7	5.62	1.19
5.	Teachers	2	7	4.92	1.18
6.	Parents	3	7	4.79	0.99
7.	Community	2	7	4.54	1.01
8.	Students	1	7	4.41	1.51
9.	PPTA	1	7	4.02	1.37
10.	Media	1	7	3.89	1.42
11.	Supervisory Staff	1	5	3.67	1.29
12.	Contributory School	1	7	3.66	1.52
13.	NZSPC	1	6	3.58	1.32
14.	Employer	1	7	3.38	1.59

### 6.3.2 Legitimacy

Table 6.15 shows the relative importance of stakeholders, ranked on the basis of their mean values on the attribute "legitimacy". These rankings are based on the responses to the questionnaire by the schools' management teams.

Although no stakeholder was unanimously given the highest score nor totally ignored, it appears that the BOT is ranked first in terms of "legitimacy", as perceived by the schools' management teams. Table 6.15 also shows that the BOT, in addition to obtaining a high mean score of 6.15 (on a scale of 1 to 7) has a standard deviation of 1.07. This result implies that there is a reasonably high degree of consensus among the respondents that the BOT ranks top in terms of

“legitimacy”. It is interesting to note that in terms of legitimacy, government entities such as ERO, NZQA and MoE are perceived by the schools’ management to rank even above teachers and the parents. The next section discusses the stakeholder attribute ‘Urgency’.

**Table 6.15** *Legitimacy of Important stakeholder groups*

		Minimum	Maximum	Mean	Standard Deviation
1.	BOT	2	7	6.15	1.07
2.	ERO	3	7	6.04	1.05
3.	NZQA	3	7	5.94	1.07
4.	MoE	3	7	5.79	1.04
5.	Teachers	2	7	5.54	1.41
6.	Parents	2	7	5.44	1.30
7.	Community	3	7	5.21	1.17
8.	Students	2	7	5.10	1.53
9.	Support Staff	1	7	4.48	1.46
10.	Contributory Schools	1	7	4.22	1.38
11.	PPTA	1	7	4.29	1.51
12.	NZSPC	1	7	3.98	1.63
13.	Media	1	7	3.62	1.42
14.	Employer	1	6	3.60	1.63

### 6.3.3 Urgency

Table 6.16 shows important stakeholders ranked on the basis of the mean values of their attribute “urgency”. Table 6.16 shows that no stakeholder was unanimously given the highest score, i.e., 7, or totally ignored with a score of 0. It appears that the BOT’s claims are perceived as the most urgent by the schools’ management. Although the BOT has a high mean score of 5.98 (on a scale of 1 to 7), it has a standard deviation of 1.16, a result implying that there is a good degree of consensus among the respondents on this issue.

**Table 6.16** *Urgency of Important stakeholder groups*

	Important Stakeholders	Minimum	Maximum	Mean	Standard Deviation
1.	BOT	2	7	5.98	1.16
2.	ERO	3	7	5.62	1.05
3.	NZQA	1	7	5.51	1.37
4.	MoE	3	7	5.47	1.14
5.	Parents	2	7	5.17	1.42
6.	Teachers	2	7	5.04	1.47
7.	Community	2	7	4.83	1.50
8.	Students	1	7	4.70	1.78
9.	Support Staff	1	7	4.19	1.62
10.	PPTA	2	6	4.02	1.18
11.	Media	1	7	3.98	1.53
12.	Contributory Schools	1	6	3.75	1.28
13.	NZSPC	1	6	3.56	1.43
14.	Employer	1	6	3.15	1.53

Parents and teachers in terms of urgency are relegated below the BOT, ERO, NZQA and MoE, as depicted in Table 6.16. The following section discusses salience for the important stakeholders.

### 6.3.4 Salience

Table 6.17 shows important stakeholders ranked on the basis of the mean values for the attribute “salience”. Table 6.17 shows that no stakeholder was unanimously given the highest score of 7 or totally ignored with a score of 0. It appears that the BOT ranks first in terms of the attribute “salience” as perceived by the schools’ management teams. Table 6.17 also shows that the BOT, in addition to obtaining the highest mean score of 6.21 (on a scale of 1 to 7), has the lowest standard deviation among all 14 stakeholders at 0.89. This figure indicates a high degree of consensus among the schools’ management on the status of salience for the BOT.

**Table 6.17** *Saliency of Important stakeholder groups*

#	Important Stakeholder Groups	Minimum	Maximum	Mean	Standard Deviation
1.	BOT	3	7	6.21	0.89
2.	ERO	3	7	6.06	0.91
3.	NZQA	1	7	5.74	1.26
4.	MoE	3	7	5.66	1.15
5.	Teachers	3	7	5.33	1.23
6.	Parents	3	7	5.27	1.28
7.	Students	2	7	5.08	1.25
8.	Community	2	7	5.06	1.21
9.	Support Staff	1	7	4.30	1.47
10.	PPTA	1	7	4.02	1.44
11.	Contributory Schools	1	6	3.96	1.38
12.	Media	1	7	3.69	1.44
13.	NZSPC	1	6	3.60	1.50
14.	Employer	1	6	3.31	1.52

It is interesting to observe that a cohort of eight stakeholders (BOT, ERO, MoE, NZQA, teachers, parents, community and students) holds the top eight ranking positions from among the 14 stakeholders in terms of power, legitimacy, urgency, and saliency with the only variation being a change in rankings of one position for two sets of stakeholders for two of the four attributes. The next section discusses how the ranking of important stakeholders, in terms of these four attributes, leads to the stakeholders' categorisation as key stakeholders.

#### 6.4 The Key Stakeholders

The identification of key stakeholders has often been based on intuitive judgement after analysing the stakeholders on a set of criteria. Walker et al. (2008) argue that the top 15 stakeholders, after ranking the stakeholder groups

in terms of the stakeholders' power, proximity,<sup>108</sup> and urgency should receive special attention from management. Incidentally this investigation has also identified 15 important stakeholders as shown in Figure 6.11. The argument by Walker et al. (2008) to consider the top 15 stakeholders as of greater significance than others is an example of intuitively deciding the number of key stakeholders after analysing them on a given set of criteria.

Fottler et al. (1989) analysed 19 stakeholder groups of hospitals in the USA. The stakeholder groups were ranked on the basis of the product of two variables called "Total Power". One variable was the number of respondents identifying a particular group as a hospitals' stakeholder and the second variable was the respondents' perception of the growth in power of the stakeholder group vis-a-vis the hospitals' management on a scale of 1 to 10 (where 1 represents lowest and 10 highest amount of power). From this ranked list, all the stakeholders whose power was perceived to be increasing by at least 25% of the respondents were identified as key stakeholders. This is another example where stakeholders, after being analysed on a set of criteria, are identified as key stakeholders on the basis of an intuitively chosen benchmark.

Shelly (2007) has proposed the "organisational zoo" concept to identify stakeholders who could benefit from knowledge residing in different parts of the same organisation. The purpose is to encourage sharing of knowledge and information within organisations. Shelly (2007), in order to explain and visualise relationships between stakeholders, categorised them into seven animal metaphors: lions, eagles, ants, mice, rattlesnakes, hyenas, and unicorns.

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<sup>108</sup> Proximity refers to the degree of closeness of association of the stakeholder to a particular objective such as a project or in case of this investigation the performance of schools.

Classifying stakeholders from a behavioural perspective makes it easier to understand their expectations of others. The categorisation of stakeholders into seven animal metaphors provides another example of intuitive judgement based on a set of criteria.

**Table 6.18** *The Key stakeholder groups*

#	Stakeholder Groups	Power Mean	Legitimacy Mean	Urgency Mean	Saliency Mean	Category of Stake Holder	Type of Stake holder
1.	<b>BOT</b>	<b>6.10</b>	<b>6.15</b>	<b>5.98</b>	<b>6.21</b>	<b>Key</b>	<b>Statutory</b>
2.	<b>ERO</b>	<b>5.88</b>	<b>6.04</b>	<b>5.62</b>	<b>6.06</b>	<b>Key</b>	<b>Crown</b>
3.	<b>NZQA</b>	<b>5.63</b>	<b>5.94</b>	<b>5.51</b>	<b>5.74</b>	<b>Key</b>	<b>Crown</b>
4.	<b>MoE</b>	<b>5.62</b>	<b>5.79</b>	<b>5.47</b>	<b>5.66</b>	<b>Key</b>	<b>Crown</b>
5.	<b>Teachers</b>	4.92	<b>5.54</b>	<b>5.04</b>	<b>5.33</b>	<b>Key</b>	NG*
6.	<b>Parents</b>	4.79	<b>5.44</b>	<b>5.17</b>	<b>5.27</b>	<b>Key</b>	NG*
7.	<b>Students</b>	4.41	<b>5.10</b>	4.70	<b>5.08</b>	<b>Key</b>	NG*
8.	<b>Community</b>	4.54	<b>5.21</b>	4.83	<b>5.06</b>	<b>Key</b>	NG*
9.	Support Staff	3.67	4.48	4.19	4.30	Important	
10.	PPTA	4.02	4.22	4.02	4.02	Important	
11.	Cont. Schools	3.66	4.33	3.75	3.96	Important	
12.	Media	3.89	3.62	3.98	3.69	Important	
13.	NZSPC	3.58	3.98	3.56	3.60	Important	
14.	Employer	3.38	3.60	3.15	3.31	Important	

\*NG stands for Nongovernmental.

In this investigation, important stakeholders that score 5 (mean score of 5 and more are shown in bold font in Table 6.18) or more on any two of the four attributes: power, legitimacy, urgency, and saliency; are considered a key stakeholder. Table 6.18 shows that out of a total of 14 important stakeholders there are 8 key stakeholders of State secondary schools in New Zealand, while the remaining 6 are important stakeholders. Of the 8 key stakeholders, the most

salient, that is the BOT, is a statutory body (as discussed earlier in section 2.4.4); the next three are Crown entities, while the following four are nongovernmental groups. Among the nongovernmental stakeholders of the schools, the teachers and parents are the most salient. The next section summarises and concludes this chapter.

## **6.5 Summary**

This investigation is informed by the stakeholder theory that focuses on the expectations of the schools' key stakeholders from the schools' management. This study has identified 40 stakeholders of State secondary schools in New Zealand. Hence, it is imperative to categorise the stakeholders in order to identify the most salient or key stakeholders. This investigation has categorised schools' stakeholders into four categories: marginal, ordinary, important, and key. The categorisation of stakeholders is expected to assist schools' management in prioritising their resources, in particular time, to respond to the expectations of the schools' stakeholders.

In this investigation the marginal, ordinary, and important stakeholders have been categorised from the perspective of the schools' traditional stakeholders. This approach was taken to ensure that any group or entity that is considered of significance by any one of the schools' traditional stakeholders should not be omitted. From among the marginal, ordinary, and important stakeholders, only the later were considered by the schools' management and assessed in terms of stakeholders' power, legitimacy, urgency, and salience. The key stakeholders of the schools are those stakeholders that have been assessed by

the schools' management to have a median score of at least 5 (on a scale of 1 to 7) on any two of the four attributes: power, legitimacy, urgency, and salience.

This investigation has identified that schools have 8 key stakeholders. They are the MoE, BOT, ERO, and NZQA, in addition to teachers, parents, students and the community. The first four, i.e., the MoE, BOT, ERO and the NZQA, are distant from the school as they do not involve themselves in the day-to-day activities of a school. Although distant, these four (MoE, BOT, ERO and NZQA) are very powerful, key stakeholders. As long as the schools' performances are meeting the expectations of their key stakeholders, they maintain their distance from the school. Teachers, parents, and the students are involved in the day-to-day activities of the school, and are considered to be at the core of the school.

The schools' community is a unique key stakeholder; it is amorphous by nature and unique, to some extent, to each school. The school's community in some ways is the wider context of the school, which sustains and nourishes the schools' core that is the teachers, students and the parents. Currently performance of schools is measured by three Crown institutions: MoE, ERO and NZQA, while the BOT (an institutional stakeholder) establishes the schools' PMS, as discussed in the literature review. However, no appropriate mechanism exists for measuring performance of schools from the perspective of the schools' three key stakeholders: parents, teachers, and the students, who are at the core of a school. Hence the next two chapters discuss the measurement of schools' performances from the perspective of teachers and parents the two most salient key stakeholders, out of the three key stakeholders at the core of all schools.

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## **7 The Teachers' Voice**

### **7.1 Introduction**

This chapter discusses the teachers' KPFs and associated KPIs based on the analysis of qualitative data obtained by interviewing 16 teachers. In this investigation, teachers have been categorised on the basis of their professional experience and their schools' decile number (for further details see Appendix 2, page 456). The characteristics of the teachers' expectations are explained in detail, as they form the basis of the KPFs. The KPF are classified as core or secondary depending on the number of teachers commenting about them and the significance of their comments. The discussion on each core KPF identifies the common concerns that are shared by most teachers, and also explains the distinct perspectives of different categories of teachers. Thereafter, the KPIs for each core KPFs are detailed and categorised as "readily measurable" or "potentially measurable". Three figures summarise the chapter, the first shows the core and secondary KPFs of parents. The second displays the attributes of the core KPFs and the third illustrates the KPIs associated with each core KPF. In this chapter, State secondary schools in New Zealand, are hereafter referred as schools. The following section discusses the rationale for categorising teachers in this investigation.

### **7.2 The categorisation of teachers**

Freeman (1984) is of the opinion that individual members of a stakeholder group, such as teachers, may not all have the same expectations of

their schools' management. In this investigation teachers have been split into three categories based on their professional experience i.e., (1) beginning classroom teachers, (2) classroom teachers, and (3) experienced classroom teachers. This categorisation of teachers is currently an established norm in schools. It has been recommended by the MoE (Ministry of Education, 1997b) to the schools for evaluating the performance of teachers. NZQA has divided the schools on the basis of their decile into three categories<sup>109</sup> while displaying comparative data on performance of secondary schools' students in the National Certificates of Educational Achievement (NCEA) examinations. The three categories of schools are (1) Group A (schools of decile 1 to 3), (2) Group B (schools of decile 4 to 7), and (3) Group C (schools of decile 8 to 10). NZQA's categorisation of schools into three groups on the basis of their decile number also informs this investigation. It is expected that categorising teachers on the basis of their schools' decile and their own professional experience may provide greater insight into the full range of teachers' expectations from the schools, leading to a more robust explanation of each core KPF. The next section discusses the nature and characteristics of teachers' expectations of schools.

### **7.3 The expectations of teachers**

Teachers' expectations appear to be multifaceted in nature and dynamic with respect to time. They are influenced by the work experience, organisational context of the school, the teachers' understanding of their role, and constraints on schools. Teachers' expectations of schools appear to be in a state of gradual evolution moving from one set of expectations to another, like a journey

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<sup>109</sup> For further details look at the website  
<http://www.nzqa.govt.nz/qualifications/ssq/statistics/school-profile.do>

of Deming's (1986) quality improvement that is never ending (Peters, 1989). For example, Bollard a classroom teacher who had emigrated from South Africa to New Zealand about 7 years ago when reflecting on how his past experiences influenced his expectations as a teacher says, "I did not have any expectations at the beginning when I started here [New Zealand]<sup>110</sup>, however after a few years I started realising that I also have to have expectations from the school."

Teachers' expectations are also conditioned by the context of their schools. For example Daniel says:

"I have been teaching at this school for a number of years and that is my expectation, just because I know the types of students that we get through here, and because they have come through the system, perhaps for one or two years. By the time I get to them, I should be expecting a certain level of behaviour and performance. At different schools I imagine that expectation would be a lot lower."

Expectations of teachers about the nature of their profession before they started their career and after entering the profession also change, as one teacher, David commented:

"Sometimes you go onto the job thinking that, you know, you are going to make a difference in the classroom, but you quickly find out that it [teaching in the classroom] is only a little part of the job, most of the time is probably spent on all these other things than teaching."

Similarly another teacher, Jacob, says, "I would like to progress within the hierarchy of the school, perhaps take a responsibility for, like a Dean or something like that. It's I think one of those things that I hadn't considered before starting on my career". Teachers visualise their expectations in terms of degree of

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<sup>110</sup> Words within brackets have been added for explanatory purposes.

expectation, and classify some expectations from the school as minimum expectations. For example, Jack a teacher, says, "Health and safety in the workplace, I would expect as a minimum."

Teachers also indicated that there were certain things that they would like the school to provide for, but realise, that as much as they would like it, they cannot expect the schools to provide for certain things, owing to the legal structure of the State secondary school system in New Zealand. For example, Jacob, a beginning classroom teacher when questioned about the type of students that he expects the school to provide him to teach in the class responded, "I don't think you can expect it [students with positive attitude and good behaviour]. I don't think anyone could really expect that from the school, but it would be lovely, if you could expect it."

Since teachers' expectations are multifaceted and dynamic, the KPFs are explained in various ways by the different categories of teachers. However, in spite of the variation in the description of KPFs, certain KPFs are more commonly identified by teachers when reflecting upon the performance of secondary schools than are others. The following section discusses the various types of KPFs that reflect the performance of secondary schools from the perspective of different categories of teachers.

#### **7.4 Core and secondary KPFs**

Tables 7.1 and 7.2 depict those KPFs that were stated by teachers without being prompted by the researcher. Consequently, these are considered to

be of greater significance than those KPFs that were confirmed by the teachers after being prompted.

**Table 7.1** Teachers' KPFs without prompts (categorised by teachers' experience).

#	KPFs WITHOUT PROMPTS	Beginning Classroom Teachers (4)	Classroom Teachers (4)	Experienced Classroom Teachers (8)
1.	<b>Support to Teachers (10)</b>	Jacob, Judy, David (3)	Bollard, Daniel, Jason (3)	Dolly, Jackie, Jill, Tom (4)
2.	<b>Opportunities for Teachers (4)</b>	David, Raymond (2)		Kate, Jill (2)
3.	<b>Resources (6)</b>	Jacob (1)	Bollard, Daniel (2)	Jack, Jackie, Jill (3)
4.	<b>Roles and Goals (3)</b>		Daniel, Sally (2)	Kate (1)
5.	<b>Management System (3)</b>		Daniel (1)	John, Kate (2)
6.	<b>Treatment of Teachers (2)</b>			Dolly, Jill (2)
7.	<b>Financial Benefits (1)</b>			Dolly (1)
8.	<b>Safety (2)</b>			Jill, Rozy, (2)
9.	<b>Atmosphere at School (1)</b>			John (1)
10.	<b>Community Engagement (1)</b>			Tom (1)

The KPFs in Table 7.1 are categorised into three categories on the basis of teachers' experiences namely, (1) beginning classroom teachers, (2) classroom teachers, and (3) experienced classroom teachers. The numbers in brackets indicate the number of teachers who identified a particular KPF. In Table 7.1 the KPF "Support to Teachers" was mentioned by three out of four beginning classroom teachers. It was also commented on by three out of four classroom teachers and four out of eight experienced classroom teachers. The KPF "Support for Teachers" is the most commonly stated KPF across all three categories of teachers (10 of the 16 teachers referred to it), followed by the KPF "Resources" (6 teachers referred to it). However, each category of teachers in addition to the common KPF "Support for teachers" has its own distinct concerns too. For example, beginning classroom teachers are also concerned about the KPF:

Opportunities for Teachers, while for classroom teachers, the KPF: Roles & Goals and KPF: Resources are of significance, while for experienced classroom teachers their only concern was the KPF: Resources.

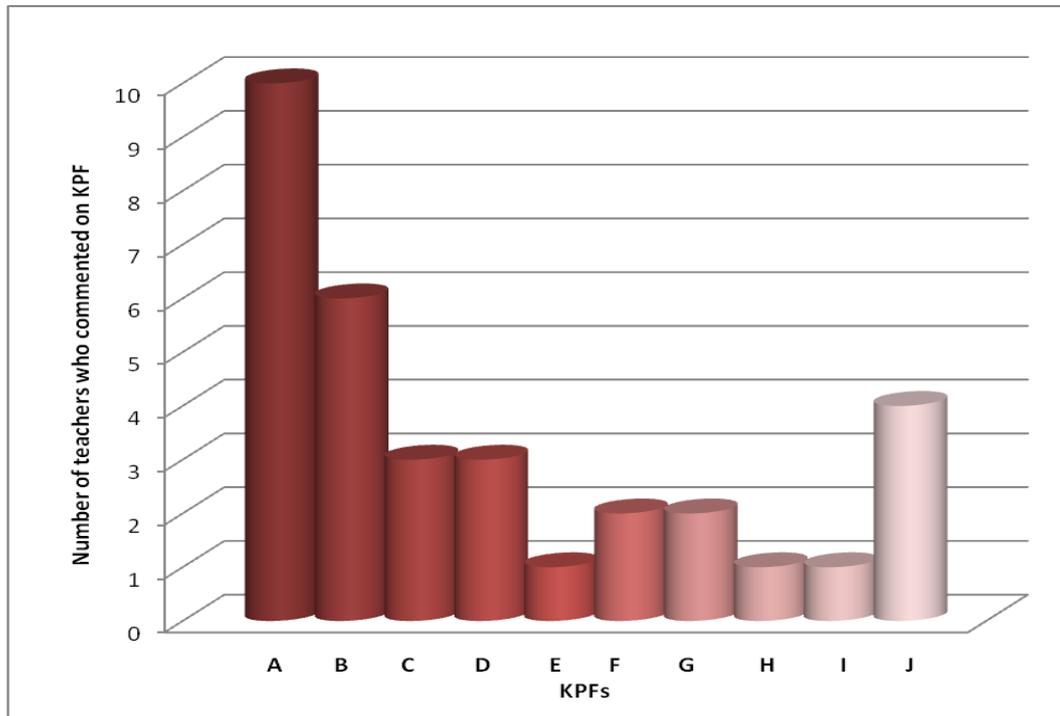
**Table 7.2** Teachers' KPFs without prompts (categorised by schools' decile)

#	KPFs WITHOUT PROMPTS	Teachers from Group A schools (decile 1 to 3) (4)	Teachers from Group B schools (decile 4 to 7) (4)	Teachers from Group C schools (decile 8 to 10) (8)
1.	<b>Support for Teachers (10)</b>	David, Jason, Jackie, Tom (4)	Bollard, Judy, Dolly (3)	Jill, Jacob, Daniel (3)
2.	<b>Opportunities for Teachers (4)</b>	David, Raymond (2)	Kate (1)	Jill (1)
3.	<b>Resources (6)</b>	Jackie (1)	Bollard, (1)	Daniel, Jacob, Jack, , Jill (4)
4.	<b>Roles and Goals (3)</b>	Sally (1)	Kate (1)	Daniel (1)
5.	<b>Management system (3)</b>		John, Kate (2)	Daniel (1)
6.	<b>Treatment of teachers (2)</b>		Dolly (1)	Jill (1)
7.	<b>Financial benefits (1)</b>		Dolly (1)	
8.	<b>Safety (2)</b>	Rozy (1)		Jill, (1)
9.	<b>Atmosphere at school (1)</b>		John (1)	
10.	<b>Community engagement (1)</b>	Tom (1)		

Table 7.2 shows the KPFs identified by teachers without being prompted by the researcher. These KPFs are categorised on the basis of the decile number of the teachers' schools. The KPF: Support for Teachers was referred to by teachers across the entire range of schools. Comparative data shown in Tables 7.1 and 7.2 provides interesting insight into the top three KPFs, i.e., Support for Teachers, Opportunities for Teachers, and Resources. The KPF: Support for Teachers appears to be of concern not only across schools in all the decile ranges, but also across all levels of teachers. The KPF: Resources is of concern to all categories of teachers; however, the level of concern appears to be more pronounced in the teachers of higher decile schools. The data in Table 7.1 have been presented as a histogram in Figure 7.1 for the sake of greater clarity. The figure shows that for teachers the KPF: Support for Teachers is of prime concern

and very salient (10 out of 16 teachers identified "Support for Teachers" as a performance factor for the school without being prompted by the researcher).

**Figure 7.1** Teachers' KPFs (without prompts)



A = Support for Teachers

B = Resources

C = Roles and Goals

D = Management System

E = Financial Benefits

F = Treatment of Teachers

G = Safety

H = Atmosphere at School

I = Community Engagement

J = Opportunities for Teachers

School teachers are in need of support when they interact with students because of the students' behavioural issues in the classroom and sometimes outside the classroom. This student issue has also drawn the attention of the Minister of Education and representatives of the teaching profession such as the President of the Secondary Principals' Association and the President of PPTA<sup>111</sup>. Survey results given to the secondary school teachers attending the PPTA annual conference in Wellington in September 2006 revealed that student

<sup>111</sup> PPTA is the abbreviation for Post Primary Teachers' Association

behaviour had deteriorated to such a degree by 2006 that it was considered a health and safety issue for teachers (Trevett, 2006).

Figure 7.1 shows that some KPFs are identified by larger numbers of teachers than others, indicating their significance. KPFs identified by some teachers without prompting were often referred to by other teachers after prompting. For example, 10 of the 16 teachers commented on the KPF "Support to Teachers" without being prompted by the researcher, while 6 more teachers confirmed it after being prompted by the researcher making a total of 16 teachers who commented on that KPF.

The KPFs in this investigation have been categorised into three categories: the core KPFs, the subsumed KPFs, and the secondary KPFs. Table 7.3 depicts the seven core KPFs in bold font. The teachers' comments about the core KPFs were intense and categorical and appear to have a high degree of consensus. Core KPFs were mentioned by at least 15 of the 16 teachers and were introduced by the teachers without any prompting by the researcher except in the case of the KPF: Workload which was mentioned by teachers only after being prompted by the researcher and hence this KPF is not shown in Figure 7.1.

Although the KPF: Workload was not commented on by teachers without being prompted, all 16 teachers did comment on it after being prompted. Furthermore, teachers have very strong views about their workload. For example Bollard, a classroom teacher from a Group B school, says, "The workload is really a lot for teachers, I think the school is trying to keep it to a minimum but they are not succeeding."

**Table 7.3** Teachers' KPFs with and without prompts

(1) #	(2) PERFORMANCE FACTORS	(3) NUMBER OF TEACHERS COMMENTED WITHOUT BEING PROMPTED	(4) NUMBER OF TEACHERS COMMENTED AFTER BEING PROMPTED	(5) TOTAL	(6) TYPE OF PERFOR- MANCE FACTORS
1.	<b>Atmosphere at School (aas)</b>	10	6	16	<b>Core</b>
2.	Class Size	0	1	1	Subsumed into (w) <sup>112</sup>
3.	<b>Roles and Goals</b>	3	13	16	<b>Core</b>
4.	Financial Benefits	1	0	1	Secondary
5.	<b>Management System</b>	3	13	16	<b>Core</b>
6.	Opportunities for Students	0	11	11	Secondary
7.	<b>Support for Teachers (sft)</b>	10	6	16	<b>Core</b>
8.	<b>Workload (w)</b>	0	16	16	<b>Core</b>
9.	<b>Resources</b>	6	9	15	<b>Core</b>
10.	<b>Safety</b>	2	14	16	<b>Core</b>
11.	Teacher Acknowledgement	0	10	10	Secondary
12.	Community Engagement	1	1	1	Secondary
13.	Opportunities for Teachers	4	11	15	Subsumed into (sft) <sup>113</sup>
14.	Treatment of Teachers	2	13	15	Subsumed into (aas) <sup>114</sup>

Daniel, another classroom teacher from Group C School, says:

“Workload is an issue and it is an expectation that all schools and all teachers would have that. They know that there is a large workload and it is a matter of balancing and juggling the various things that are going on and being aware that the school does try and put too much on you.”

<sup>112</sup> The w, in subsumed into (w) stands for the KPF ‘Workload’

<sup>113</sup> The sft, in subsumed into (sft) stands for the KPF ‘Support for Teachers’

<sup>114</sup> The aas, in subsumed into (aas) stands for the KPF ‘Atmosphere at School’

Jack, an experienced classroom teacher, from Group C School says, "Teacher workload is very high. We have got many things to do. There are many layers expected of a teacher, pastoral, social, curriculum, extra curriculum, core curriculum, and in terms of examination and paperwork."

Given the intensity of the teachers' comments about the KPF: Workload, and the fact that all 16 teachers commented on it, the KPF: Workload is considered a core KPF for this investigation. The subsumed KPFs, as shown in column 6 of Table 7.3, contain teachers' comments that appear to be very similar in scope and intensity to the comments of a core KPF. Hence, they are merged into the core KPF and become part of the core KPFs as shown in column 6 of Table 7.3. For example, "Treatment of Teachers" has been subsumed into the core KPF: Atmosphere at School. Secondary KPFs are those that were commented on by fewer than 15 teachers and their comments do not reflect the most significant aspects of teachers' expectations from the schools' management. For purposes of this investigation, only the core KPFs that have been commented on by at least 15 teachers without being prompted, except for the KPF: Workload, are to be further analysed.

Kenney (2001) is of the opinion that if the KPFs are described lucidly and in sufficient detail the KPIs flow out from the description. Hence in this investigation all seven core KPFs are explained in detail by discussing the comments of all categories of teachers. The following section discusses the KPF: Atmosphere at School.

## **7.5 KPF: Atmosphere at School**

The KPF: Atmosphere at School describes the ambience that teachers expect in schools. The KPF is explained by its five attributes. The attributes of the KPF: Atmosphere at School, are explicated by the comments of teachers categorised on the basis of their professional experience and their schools' decile number. A number of KPIs that indicate the status of each attribute of the KPF are detailed. A figure that shows how the five attributes affect the KPF: Atmosphere at School summarises the discussion.

### **7.5.1 Perspective of teachers categorised by their professional experience**

The five attributes of the KPF are: 1) relationship among teachers, 2) relationship between teachers and students, 3) relationship of students with teachers and the school, 4) management traits (attitudes and policies), and 5) features of the school atmosphere. Table 7.4 shows teachers' comments that explain the first two attributes of the KPF. The name of the teacher appears within brackets after each comment. The capital letter after the teachers' name identifies the school to which the teacher belongs. The text in bold font in Table 7.4 indicates the key words of the respondents' comments that capture the essence of their comments.

The texts within square brackets are the researcher's comments. These are added to explain the context in which the respondents made the statements. The first attribute "relationship between teachers" indicates that friendliness,

collegiality, absence of cliques and grudges among teachers influence the school atmosphere and all three categories of teachers made similar comments on it.

**Table 7.4** Description of the first and second attributes of the KPF: Atmosphere at School, categorised on the basis of teachers' experience

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
1. Relationship between teachers	<p>1. I'd like people to be <b>friendly</b>, so there are no <b>cliques</b> (Judy, B).</p> <p>2. So you want to see there is <b>friendliness</b> (Judy, B).</p>	<p>1. I think as a teacher you are expecting some kind of <b>collegiality</b> when you go to the staffroom and that you have those <b>links</b> with other teachers (Daniel, C).</p> <p>2. Teachers don't hold <b>grudges</b> against each other (Jason, A).</p>	<p>1. Just <b>chatty</b> and <b>friendly</b> and chatty and <b>no cliques</b>. I hate it, you know cliquy sort of environment but in our school, we don't have cliques. We all 50 teachers are like <b>one body</b> (Dolly, B).</p> <p>2. The staff have a good sense of <b>collegiality</b>, of togetherness, of <b>whanau</b>, it's one of the things, strong traits about this school (Jackie, A).</p> <p>3. There is a lot of <b>good fellowship</b> among staff in our staffroom. You can go and sit down in any chair and you can take any cup. There is no sacred sign, chair or whatever (Jill, C)</p> <p>4. All <b>working together</b> and if one of us is down then come in, and help them up, and work with them, to get them back on board, and if the same thing happened to you it will be reciprocated (Rozy, A).</p> <p>5. There's all the <b>Tikanga Māori</b> here, the teachers here don't object when we have powhiri when we stand up to waitototuku, everyone here is like in a <b>big family</b> (Tom, A).</p>
2. Relationship of teachers with students	<p>1. I would expect a level of <b>respect</b> by the staff for the students (David, A).</p> <p>2. Teachers upheld <b>zero tolerance</b> of bullying and swearing (Jacob, C).</p>	<p>1. Teachers do not hold <b>grudges</b> against students (Jason, A).</p>	<p>1. So anybody that perhaps doesn't fit into that family spirit then like any family we try and <b>bring him [student] back</b> into it (John, B).</p>

However, the experienced classroom teachers used the term family as opposed to friendly which was used by their junior colleagues suggesting a greater depth of relationship between experienced classroom teachers. This difference may be because experienced teachers have friendships spread over many years and, consequently, view their colleagues as part of their extended family.

**Table 7.5** Description of the third attribute of the KPF: Atmosphere at School, categorised on the basis of teachers' experience

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
3. Relationship of students with teachers, and the school.	1. I would expect a level of <b>respect</b> for the teachers for all staff and the same in terms for the students and the staff towards the students as well (David, A). 2. Students being <b>happy</b> to be at school (Jacob, C). 3. Kids take <b>pride</b> in their school (David, A). 4. Students enthusiastic about school, about <b>learning</b> at school (Jacob, C). 5. Students <b>proud</b> to be part of that school (Jacob, C).	1. Students don't hold <b>grudges</b> against teachers (Jason, A).	1. I think that I treat people with <b>respect and dignity</b> and I would expect that people would <b>reciprocate</b> and that's not only the <b>staff</b> it is the <b>students</b> as well (Jackie, C).

The second attribute "relationship of teachers with students" shows that respect for students, care of students, being forgiving to students are traits of teachers that affect the school atmosphere. Strict adherence to a policy of zero tolerance for bullying and swearing by teachers also influences schools' atmosphere. The beginning and classroom teachers mentioned maintaining relationships with the students, while experienced teachers appear to go beyond that and treat students as part of the family and endeavour to retain the students in the school. The term family implies love, care and affection on the part of experienced teachers for the students.

Table 7.5 shows teachers' comments that explain the third attribute "relationship of students with teachers and the school". Beginning and classroom teachers are of the view that students' behaviour, such as holding grudges against teachers and the pride they have in the school, affects school atmosphere. Experienced teachers consider that the way students treat teachers affects the schools' ambience. It appears that all three categories of teachers agree that students' behaviour towards teachers and the school affects their school's ambience.

Table 7.6 shows teachers' comments that explain the fourth attribute "management traits" of the KPF. The attitude of the management and the policies that are pursued at the school shape management traits. There is consensus among all three categories of teachers that management traits (attitude and policies) affect schools' atmosphere. Beginning and classroom teachers are of the opinion that openness, fairness, accessibility to teachers, and zero tolerance of bullying and swearing are management traits that affect school atmosphere. Experienced classroom teachers have suggested that management traits such as encouragement to experiment, freedom to disagree, and nonjudgmental attitude on the part of management towards teachers affect atmosphere at schools.

Experienced classroom teachers consider that a collegial environment among teachers is a precondition for the successful operation of a school. Without a collegial and supportive atmosphere teachers cannot engage students successfully and, consequently, favourable outcomes for students may be jeopardised.

**Table 7.6** Description of the fourth attribute of the KPF: Atmosphere at School, categorised on the basis of teachers' experience

Attributes of KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
4. Management traits (attitudes and policies)	<p>1. I expect that it is a school wide policy that things like <b>bullying</b>, things like <b>swearing</b> are not tolerated (Jacob, C).</p> <p>2. Senior management is <b>accessible</b> (Judy, B).</p> <p>3. I would expect a level of <b>respect</b> for the teachers for all staff (David, A).</p> <p>4. I suppose you don't want (the management) to get into <b>personal issues</b> (David, A).</p> <p>5. If <b>one rule</b> is made for a member of a particular faculty or department then that should be <b>across the board</b> (Jacob, C).</p> <p>6. All <b>decisions are actually transparent</b>. That's very clear this is why this is being done, that things, yea are explained to you, that you are <b>treated as an intellectual human being</b> (Judy, B).</p> <p>7. You do actually feel as though, yes they <b>are actually taking on board your comments and suggestions</b> (Judy, B).</p> <p>8. Treat us as <b>adult</b>, treat us all <b>equal</b> (Raymond, A).</p> <p>9. None of their <b>mana</b> is trampled upon? Exactly, that's exactly how I wanted to put it I just couldn't say it like that (Raymond, A).</p>	<p><b>1. Openness</b> from management, assistance from people in charge (Bollard, B).</p> <p><b>2.</b> Good atmosphere is definitely from the schools' management <b>openness</b> and <b>fairness</b> in terms of all the teachers (Bollard, B).</p> <p>3. Treat everyone the same. We are all teachers. The <b>rules are for everyone</b>. Whether it is my husband, my wife teaching with me or whoever, if it is rules for teachers it is rule for all teachers (Bollard, B).</p> <p>4. Ooh, treat them <b>with respect and the dignity</b> they deserve, that they are doing a hard job (Daniel, C).</p> <p>5. Everyone as far as I am concerned should be treated with some kind of, <b>utmost respect</b>, things like that and I felt I have been treated that way (Jason, A).</p> <p><b>6. One rule for everybody</b>, That's it, that's it (Sally, A).</p>	<p>1. All <b>working to back each other</b> knowing that we have got our backs covered as well. And that <b>comes from the top</b>. That comes from our principal. He embodies everything of those things and he is a good <b>example</b> and he <b>practises</b> it I think .every single day (Rozy, A).</p> <p>2. I have been through a situation where the general <b>ambience</b> within the school was <b>not very nice</b> because of the way that the leadership <b>operated</b> (Kate, B).</p> <p>3. I think it (ambience of school) <b>comes from management</b> and senior management often. How they <b>make you feel</b>, which works quite well, so we have got a good <b>collegial</b> atmosphere coming through from senior management (Kate, B).</p> <p>4. It's good to have the balance you know. Oh no I don't agree with this, oh yes I agree with that, it's a good <b>balance</b> (Tom, A).</p> <p>5. I don't think a school <b>operates</b> without a <b>collegial</b> environment. My belief is that teaching has to be collegial. We <b>work together with resources</b>, and you <b>share teaching strategies</b>. You <b>share ideas</b> about how to improve your teaching and I don't think there should be anybody at any school that doesn't follow that (Kate, B).</p> <p>6. Be <b>encouraged</b> (by management) <b>to try new things</b>, being <b>not afraid</b> to try new things, to not to be afraid when some times when things aren't going to go quite right but you are still encouraged to try and yea, and that you can <b>approach them</b> and if you are having difficulty and not feel that you are <b>being judged</b> because you are having difficulty with a student, or a group of people (Kate, B).</p> <p>7. Treat me with <b>respect</b>; they always do that (Dolly, B).</p> <p>8. I expect to be treated as a <b>human</b> and to not jump through unnecessary hoops (Jack, C).</p> <p>9. I want the school to treat me as an <b>educated professional</b> whose voice counts (Jack, C).</p> <p>10. I think that I treat people with <b>respect and dignity</b> and I would expect that people would <b>reciprocate</b> and that's not only the <b>staff</b> it is the <b>students</b> as well (Jackie, A).</p> <p>11. My expectation of a teacher is that I will be treated <b>fairly and equitably</b> (Jill, C).</p> <p>12. I wouldn't say they (school's management) are <b>consistent</b> there (applying policies and procedures uniformly on all teachers), that could be the <b>problem of being their open door policy</b>, that there is no consistency there (John, B).</p> <p>13. Yes definitely <b>with dignity as professionals</b> you know, I expect, that we have trained long enough and to be treated as professionals, treated as, yes treated well (Rozy, A).</p> <p>14. I think you treat everyone <b>fairly</b> and that's it, treat them as you are, as you come. What do you mean by fairly? With <b>respect</b> that's all (Tom, A).</p>

Kate one of the experienced classroom teachers, says:

“I don't think a school operates without a collegial environment, my belief is that teaching has to be collegial we work together with resources and you share teaching strategies, you share ideas about how to improve your teaching and I don't think there should be anybody at any school that doesn't follow that.”

**Table 7.7** Description of the fifth attribute of the KPF: Atmosphere at School categorised on the basis of teachers' experience

Fifth attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
5. Features of the school atmosphere	<p>1. I expect it to be <b>positive</b> and <b>friendly</b> environment (Jacob, C).</p> <p>2. If in a Māori environment it's not <b>warm</b> and <b>caring</b>, then I will definitely think that something is wrong (Raymond, A).</p> <p>3. I'd expect a <b>safe</b> environment (David, A).</p>	<p>1. <b>Friendly</b> welcome when you arrive (Bollard, B).</p> <p>2. I think the ideal atmosphere is where <b>grudges</b> aren't held (Jason, A).</p> <p>3. I would like to think they would provide a <b>safe emotional</b> environment (Sally, A).</p> <p>4. Provide me with a <b>safe</b> working environment (Sally, A).</p> <p>5. And a <b>safe</b> school ambience that would be great (Sally, A).</p>	<p>1. We have a <b>home sort of environment</b>, just cracking silly jokes at each other (Dolly, B).</p> <p>2. The atmosphere within the school should be one of promoting development in its students, like a <b>well oiled machine</b> (Jack, C).</p> <p>3. Machine, so that means things are <b>moving in unison</b>, without friction, <b>people knowing</b> what they are supposed to do and <b>everyone doing</b> their bit? That's what a school should be (Jack, C).</p> <p>4. Oh yea, we all take it for granted, I mean this is a, physically it is a very <b>attractive place</b> our classrooms are well appointed (Jackie, A).</p> <p>5. Such a <b>family feeling</b> (Jackie, A).</p> <p>6. There is a lot of <b>fun and good humour</b> often in the staff briefing, that perhaps at lot of school you would not get so (Jill, C).</p> <p>7. <b>Go in the same direction</b>, as long as they can see that we are all heading that way (John, B).</p> <p>8. The <b>family tradition</b> and the <b>family spirit</b> (John, B).</p>

It appears that the KPF: Atmosphere at School is a significant factor in successful operation of schools. This validates the researcher's categorisation of the KPF: Atmosphere at School, as a core KPF.

Table 7.7 shows teachers' comments that explain the fifth attribute "features of schools' atmosphere". Teachers expect the schools' atmosphere to be positive, warm, friendly collegial, and family-like. Teachers are of the opinion that two KPFs influence the atmosphere of schools. The first is the KPF: Safety. Teachers have commented that safety affects the schools' atmosphere where safety includes both physical as well as emotional safety of teachers. The other is the KPF: Roles and Goals. Teachers are of the opinion that if staff know what they are expected to do and act upon it, all can move in unison in the same direction like a well oiled machine. In addition to these two KPFs, the physical environment of the school also affects the school atmosphere. The following section explains the KPF: Atmosphere at School, from the perspective of teachers categorised on the basis of their school's decile number.

### **7.5.2 Perspective of teachers categorised by the schools' decile number**

Table 7.8 shows the comments of teachers categorised on the basis of their schools' decile number. It appears that some teachers in lower decile (decile 1 to 3) Group A schools also expect their colleagues to acknowledge Tikanga Māori in the school. Teachers in all three categories of schools are of the opinion that teachers should respect their students and not hold grudges against them, and should have zero tolerance for swearing and bullying. They also expect that students take pride in their school.

**Table 7.8** Description of the first and second attributes of the KPF: Atmosphere at School, categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers in Group A Schools	Teachers in Group B Schools	Teachers in Group C Schools
1. Relationship between teachers	<p>1. Teachers don't hold <b>grudges</b> against each other (Jason, A).</p> <p>2. The staff have a good sense of <b>collegiality</b>, of togetherness of <b>whanau</b>, it's one of the thing, strong traits about this school (Jackie, A).</p> <p>3. All <b>working together</b> and if one of us is down then come in, and help them up, and work with them, to get them back on board, and if the same thing happened to you it will be reciprocated (Rozy, A).</p> <p>4. There's all the <b>Tekanga Māori</b> here, the teachers here don't object when we have powhiri when we stand up to waitototuku, everyone here is like in a <b>big family</b> (Tom, A).</p>	<p>1. I'd like people to be <b>friendly</b>, so there are no <b>cliques</b> (Judy, B).</p> <p>2. So you want to see there is <b>friendliness</b> (Judy, B).</p> <p>3. Just <b>chatty</b> and friendly and chatty and <b>no cliques</b>, I hate it, you know cliquy sort of environment but in our school, we don't have cliques, we all 50 teachers are like <b>one body</b> (Dolly, B).</p>	<p>1. There is a lot of <b>good fellowship</b> among staff in our staffroom you can go and sit down in any chair and you can take any cup, there is no sacred sign, chair or whatever (Jill, C)</p> <p>2. I think as a teacher you are expecting some kind of <b>collegiality</b> when you go to the staffroom and that you have those <b>links</b> with other teachers (Daniel, C).</p>
2. Relationship of teachers with students	<p>1. I would expect a level of <b>respect</b> by the staff for the students (David, A).</p> <p>2. Teachers do not hold <b>grudges</b> against students (Jason, A).</p>	<p>1. So anybody that perhaps doesn't fit into that family spirit then like any family we try and <b>bring him</b> [student] <b>back</b> into it (John, B).</p>	<p>1. Teachers upheld <b>zero tolerance</b> of bullying and swearing (Jacob, C).</p>

Table 7.9 shows teachers' comments that explain the third and the fourth attributes of the KPF. In terms of "relationship of students with teachers and the school" teachers in Group A schools have behavioural expectations from the students, such as that they respect the teachers and do not hold grudges against teachers, while teachers in Group C schools expect their students to be happy at school and to be enthusiastic learners. This difference in teachers' expectations may indicate the difference in competence of the students attending Group C and Group A schools.

**Table 7.9** Description of the third and fourth attributes of the KPF: Atmosphere at School, categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers in Group A Schools	Teachers in Group B Schools	Teachers in Group C Schools
3. Relationship of students with teachers, and the school.	<p>1. Kids take <b>pride</b> in their school (David, A).</p> <p>2. Students don't hold <b>grudges</b> against teachers (Jason, A).</p> <p>3. I would expect a level of <b>respect</b> for the teachers for all staff, and the same in terms for the students and the staff towards the students as well (David, A).</p>		<p>1. Students enthusiastic about school, about <b>learning</b> at school (Jacob, C).</p> <p>2. Students <b>proud</b> to be part of that school (Jacob, C).</p> <p>3. Students being <b>happy</b> to be at school (Jacob, C).</p>
4. Management traits (Attitudes and Policies)	<p>1. All <b>working to back each other</b> knowing that we have got our backs covered as well. And that <b>comes from the top</b>. That comes from our principal. He embodies everything of those things and he is a good <b>example</b> and he <b>practices</b> it I think every single day (Rozy, A).</p> <p>2. It's good to have the balance you know. Oh no I don't agree with this, oh yes I agree with that, it's a good <b>balance</b> (Tom, A).</p> <p>3. I would expect a level of <b>respect</b> for the teachers for all staff (David, A).</p> <p>4. I suppose you don't want (the management) to get into <b>personal issues</b> (David, A).</p> <p>5. Treat us as <b>adult</b>, treat us all <b>equal</b> (Raymond, A).</p> <p>6. None of their <b>mana</b> is trampled upon? Exactly, that's exactly how I wanted to put it I just couldn't say it like that (Raymond, A).</p> <p>7. Everyone as far as I am concerned should be treated with some kind of, <b>utmost respect</b>, things like that and I felt I have been treated that way (Jason, A).</p>	<p>1. <b>Openness</b> from management, assistance from people in charge (Bollard, B).</p> <p>2. Good atmosphere is definitely from the schools' management <b>openness</b> and <b>fairness</b> in terms of all the teachers (Bollard, B).</p> <p>3. Senior management is <b>accessible</b> (Judy, B).</p> <p>4. I have been through a situation where the general <b>ambience</b> within the school was <b>not very nice</b> because of the way that the leadership <b>operated</b> (Kate, B).</p> <p>5. I think it <b>comes from management</b> and senior management often. How they <b>make you feel</b>, which works quite well, so we have got a good <b>collegial</b> atmosphere coming through from senior management (Kate, B).</p> <p>6. I don't think a school <b>operates</b> without a <b>collegial</b> environment. My belief is that teaching has to be collegial. We <b>work together with resources</b>, and you <b>share teaching strategies</b>. You <b>share ideas</b> about how to improve your teaching and I don't think there should be anybody at any school that doesn't follow that (Kate, B).</p>	<p>1. I expect that it is a school wide policy that things like <b>bullying</b>, things like <b>swearing</b> are not tolerated (Jacob, C).</p> <p>2. If <b>one rule</b> is made for a member of a particular faculty or department then that should be <b>across the board</b> (Jacob, C).</p> <p>3. Ooh, treat them <b>with respect and the dignity</b> they deserve, that they are doing a hard job (Daniel, C).</p> <p>4. I expect to be treated as a <b>human</b> and to not jump through unnecessary hoops (Jack, C).</p> <p>5. I want the school to treat me as an <b>educated professional</b> whose voice counts (Jack, C).</p> <p>6. My expectation of a teacher is that I will be treated <b>fairly and equitably</b> (Jill, C).</p>

**Table 7.9 (continued)** *Description of the third and fourth attributes of the KPF: Atmosphere at School, by teachers categorised on the basis of schools' decile number*

Attributes of the KPF	Description of the KPF by teachers		
	Teachers in Group A Schools	Teachers in Group B Schools	Teachers in Group C Schools
4. Management traits (Attitudes and Policies)	<p>8. <b>One rule for everybody.</b> That's it, that's it (Sally, A).</p> <p>9. I think that I treat people with <b>respect and dignity</b> and I would expect that people would <b>reciprocate</b> and that's not only the <b>staff</b> it is the <b>students</b> as well (Jackie, A).</p> <p>10. Yes definitely <b>with dignity as professionals</b> you know, I expect, that we have trained long enough and to be treated as professionals, treated as, yes, treated well (Rozy, A).</p> <p>11. I think you treat everyone <b>fairly</b> and that's it, treat them as you are, as you come. What do you mean by fairly? With <b>respect</b> that's all (Tom, A).</p>	<p>7. Be <b>encouraged</b> (by management) <b>to try new things</b>, being <b>not afraid</b> to try new things, to not to be afraid when some times when things aren't going to go quite right but you are still encouraged to try and yea, and that you can <b>approach them</b> and if you are having difficulty and not feel that you are <b>being judged</b> because you are having difficulty with a student, or a group of people (Kate, B).</p> <p>8. All <b>decisions are actually transparent</b>. That's very clear this is why this is being done, that things, yea are explained to you, that you are <b>treated as an intellectual human being</b> (Judy, B).</p> <p>9. You do actually feel as though, yes they <b>are actually taking on board your comments and suggestions</b> (Judy, B).</p> <p>10. Treat everyone the same. We are all teachers. The <b>rules are for everyone</b>. Whether it is my husband, my wife teaching with me or whoever, if it is rules for teachers it is a rule for all teachers (Bollard, B).</p> <p>11. Treat me with <b>respect</b>; they always do that (Dolly, B).</p> <p>12. I wouldn't say they (school's management) are <b>consistent</b> there (in applying policies and procedures uniformly on all teachers), that could be the <b>problem of being their open door policy</b>, that there is no consistency there (John, B).</p>	

Teachers in all three categories of schools expect from the schools' management fairness, accessibility to management, transparency of decision making, one rule for all, respect and dignity and, in terms of policy, zero tolerance for bullying and swearing. This finding indicates that in terms of management attributes the values that are cherished by teachers in most schools are the same. Hence, schools may vary in terms of students' capability and potential but, in terms of teachers' expectations of management attributes, there may not be

significant differences. This may be due to the fact that in terms of qualifications and registration, all teachers in New Zealand have to go through similar processes. John, an experienced teacher, makes a very interesting comment. He says, "I wouldn't say they [the school's management] are consistent there [in applying policies and procedures uniformly on all teachers], that could be the problem of being their open door policy, that there is no consistency there."

In the above statement, John links consistent application of policy on teachers by management to their open door policy, suggesting that an open door policy may allow some teachers to get closer to management and gain advantage over their colleagues. This implies that teachers expect schools' management to maintain a very neutral relationship with teachers; management should not be seen as very friendly with some teachers or cold towards others. On this theme of management's neutral stance, another teacher, David, says, "I suppose you don't want [the management] to get into personal issues [of teachers]."

In terms of "features of the school atmosphere", the KPF: Safety has been referred to by Group A school teachers, indicating their heightened concern about safety at their schools. Groups B and C teachers (John and Jack) have indicated their concern about the KPF: Roles and Goals for all staff members. Hence, we may conclude that the KPF: Safety appears to affect the ambience of lower decile schools more significantly, whereas the KPF: Roles and Goals, affects the atmosphere of higher decile schools.

**Table 7.10** Description of the fifth attribute of the KPF: Atmosphere at School, categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers of Group A Schools	Teachers of Group B Schools	Teachers of Group C Schools
5. Features of the school atmosphere	<p>1. If in a Māori environment it's not <b>warm</b> and <b>caring</b>, then I will definitely think that something is wrong (Raymond, A).</p> <p>2. I'd expect a <b>safe</b> environment (David, A).</p> <p>3. I think the ideal atmosphere is where <b>grudges</b> aren't held (Jason, A).</p> <p>4. I would like to think they would provide a <b>safe emotional</b> environment (Sally, A).</p> <p>5. Provide me with a <b>safe</b> working environment (Sally, A).</p> <p>6. And a <b>safe</b> school ambience that would be great (Sally, A).</p> <p>7. Oh yea, we all take it for granted, I mean this is a, physically it is a very <b>attractive place</b> our classrooms are well appointed (Jackie, A).</p> <p>8. Such a <b>family feeling</b> (Jackie, A).</p>	<p>1. Friendly <b>welcome</b> when you arrive (Bollard, B).</p> <p>2. <b>Go in the same direction</b>, as long as they can see that we are all heading that way (John, B).</p> <p>3. The <b>family tradition</b> and the <b>family spirit</b> (John, B).</p> <p>4. We have a <b>home sort of environment</b>, just cracking silly jokes at each other (Dolly, B).</p>	<p>1. I expect it to be <b>positive</b> and <b>friendly</b> environment (Jacob, C).</p> <p>2. The atmosphere within the school should be one of promoting development in its students, like a <b>well oiled machine</b> (Jack, C).</p> <p>3. Machine, so that means things are <b>moving in unison</b>, without friction, <b>people knowing</b> what they are supposed to do and <b>everyone doing</b> their bit? That's what a school should be (Jack, C).</p> <p>4. There is a lot of <b>fun and good humour</b> often in the staff briefing, that perhaps a lot of school you would not get so (Jill, C).</p>

The following section discusses the KPIs (Key Performance Indicators) that may indicate the status of the KPF: Atmosphere at School from the teachers' perspective.

### 7.5.3 KPIs for the KPF: Atmosphere at School

Teachers ascertain the KPF: Atmosphere at School, on the basis of a number of cues or measures termed KPIs. Appendix 13 contains Table 13.1 that shows the 44 KPIs suggested by the teachers for the KPF: Atmosphere at School.

KPIs having similar meaning have been merged, thereby consolidating the 44 KPIs into 28 KPIs, as shown in Table 7.11

**Table 7.11** KPIs for the KPF: Atmosphere at School

1. Attributes	2. No. of KPIs	3. KPIs for each attribute	4. Reference <sup>115</sup> of KPIs	5. Types of KPIs
1. Relationship between teachers	1.	Number of Māori cultural practices like powhiri	ab	R
	2.	Absence of cliques	f	P
	3.	Lack of ongoing conflict among teachers	l	P
	4.	Number of staff who have relationships beyond the school	x	R
	5.	Number of social activities in school	n	R
	6.	Sense of humour among staff during meetings	i	P
	7.	Friendly and chatty faces in staff room	g	P
	8.	Care expressed in meetings upon bereavement or untoward happenings to staff or their family	o	R
2. Relationship of teachers with students	1.	No us and them between teachers and students	h	P
	2.	Number of truants brought back to school	w	R
	3.	Number of students saying hello or talking to a teacher outside class	q	P
3. Relationship of students with teachers and the school.	1.	Number of fights among students	p	R
	2.	Number of students calling names to one another	y	P
	3.	Lack of ongoing conflict among students	k	P
	4.	Number of students leaving school without qualifications	s	R
	5.	Number of students voluntarily guiding a visitor in school	t	P
4. Management traits	1.	Sense of having some input into staff meetings	j	P
	2.	No reserved sitting place for anyone in staff room	m	R
	3.	Number of staff scared to speak freely in staffroom or to management/freedom to express freely	z	P
	4.	School's systems performance to meet teachers' requirements	aa	P
	5.	Number of sick leave taken by teachers	e	R
	6.	Turnover rate of teachers	c	R
	7.	Number of teachers complaining and moaning	r	P
5. Features of the school atmosphere	1.	Smile on faces of teachers, students, staff and principal	a	P
	2.	Greeting of visitors by principal and teachers	b	P
	3.	Number of assemblies to inform staff and students about happenings in school	d	R
	4.	Amount of Graffiti in school	u	R
	5.	Physical attractiveness of the schools' facilities	v	P

<sup>115</sup> The reference of a KPI links each KPI to the respondent who proposed it as shown in Appendix 13, page 504.

Table 7.11 also shows the KPIs that indicate the status of the five attributes of the KPF: Atmosphere at School. Column 5 in the table shows the types of KPI which have been categorised as “readily measurable” and “potentially measurable”. Readily measurable is denoted by the letter **R** and potentially measurable by the letter **P**. Readily measurable KPIs are those KPIs that may already be measured by the schools’ management system/processes, while “potentially measurable” are those KPIs that can be measured by application of new management system/processes or/and technology in the schools.

The status of the first attribute, relationship between teachers, is indicated by eight KPIs, 4 of which are “readily measurable” i.e., **R**, and four are “potentially measurable” i.e., **P**. The status of the relationship of teachers with the students, is indicated by three KPIs, one of which is “readily measurable” i.e., **R**, and two are “potentially measurable” i.e., **P**. The status of management traits is indicated by seven KPIs, three of which are “readily measurable”, i.e., **R** and four are “potentially measurable”, i.e., **P**. The status of the relationship of students with teachers and the school is shown by five KPIs two of which are “readily measurable”, i.e., **R** and three are “potentially measurable”, i.e., **P**. The status of the features of schools’ atmosphere is shown by five KPIs two of which are “readily measurable”, i.e., **R** and three are “potentially measurable”, i.e., **P**.

Hence of the total 28 KPIs, only 12 are “readily measurable” **R**, indicating that the school may be only partly able to measure the status of the KPF: Atmosphere at School with the existing system at schools. The following section summarises the explanation of the KPF and its associated KPIs.

#### **7.5.4 Summary and observations**

The description and explanation of the KPF: Atmosphere at School by three categories of teachers appears to be quite cohesive as there are no contradictory comments from teachers in Tables 7.4 to 7.10. Hence, teachers are considered as one stakeholder group for the KPF: Atmosphere at School.

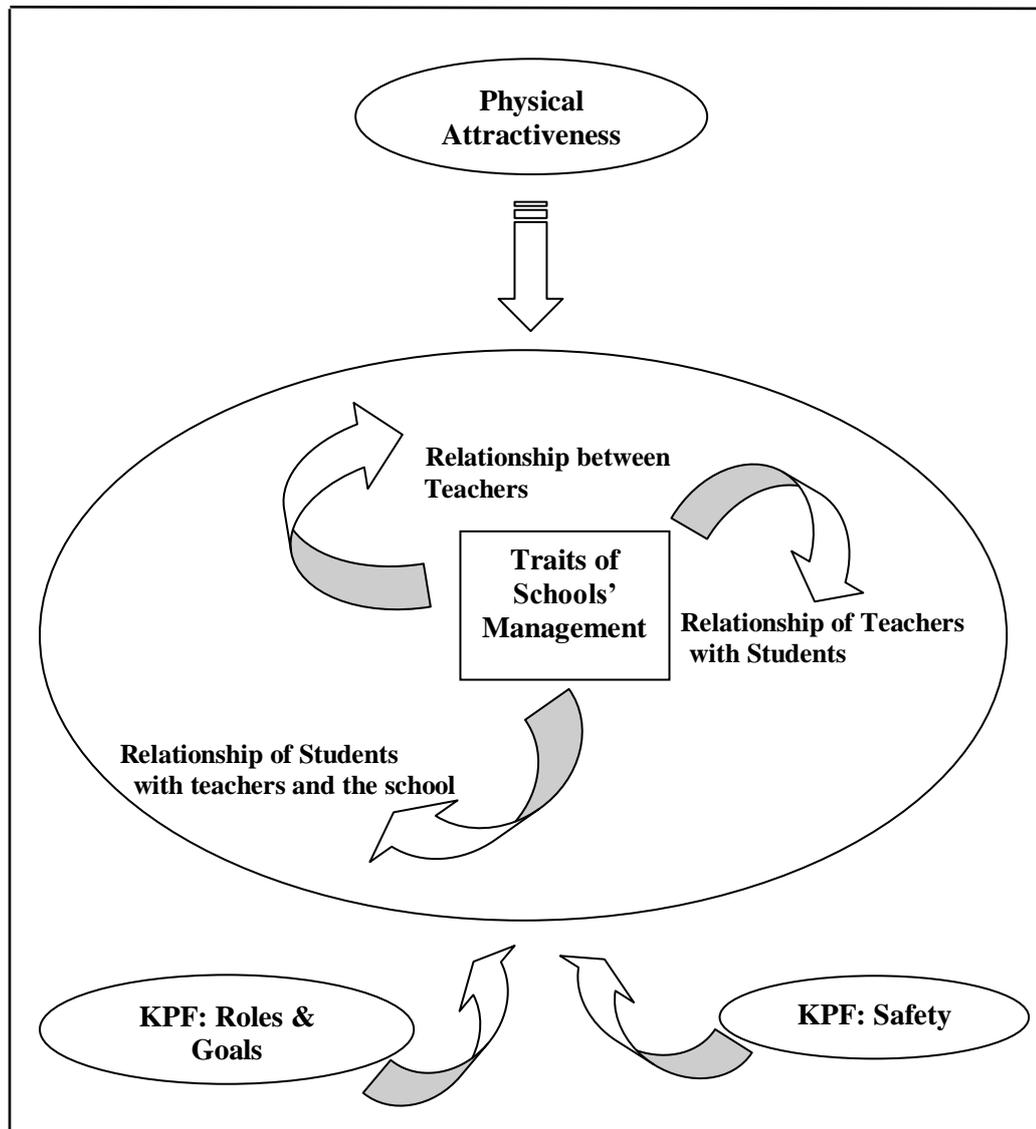
The five attributes that describe the KPF: Atmosphere at School consists of a set of three relationships, the traits of school management, and features of the school atmosphere, as detailed in Table 7.12. The key words used to describe the five attributes of the KPF: Atmosphere at School in the table has been obtained from Tables 7.4 to 7.10. They are the words spoken by the respondents that represent the essence of the respondents' comments. The linkage between the respondents' key words that describe the five attributes of the KPF and the KPIs that reflect on the status of those attributes are self-evident, as shown in column 3 of Table 7.11. The respondents were asked about the KPFs and the KPIs distinct from each other. Furthermore, the statements describing the KPFs and the KPIs do not necessarily come from the same respondent. This linkage between the KPFs and the KPIs internally validates the findings of this investigation. Figure 7.2 provides a visual illustration of the KPF: Atmosphere at School. It shows that the KPF is influenced by the interaction of its four attributes, i.e., the set of three relationships, and the traits of school management, as shown within an ellipse. The fifth attribute – features of the school atmosphere – specifies that in addition to the two KPFs, physical attractiveness of schools' facilities, also affect the KPF: Atmosphere at School.

**Table 7.12** Summary of the KPF: Atmosphere at School

<b>1</b> <b>Attributes</b>	<b>2</b> <b>Description of attributes of the KPF: Atmosphere at School'</b>	<b>3</b> <b>KPIs for the KPF: Atmosphere at School</b>
1.Relationship between teachers	1. Collegiality, friendliness, teamwork (working together) and family-like behaviour among staff without cliques, where grudges are not kept and tekanga Māori is acknowledged.	1.Number of Māori cultural practices like powhiri (group prayers) 2.Absence of cliques 3.Lack of ongoing conflict among teachers 4.Number of staff who have relationships beyond the school 5.Number of social activities in school 6.Sense of humour among staff during meetings 7.Friendly and chatty faces in staff room 8.Care expressed in meetings upon bereavement or untoward happenings to staff or their family
2. Relationship of teachers with students	1. Teachers respect their students, hold no grudges against them and maintain zero tolerance for bullying and swearing while striving to keep the students in school (bring them back)	1.No us and them between teachers and students 2.Number of truants brought back to school 3.Number of students saying hello or wishing or talking to teacher outside class
3. Relationship of students with teachers and the school	1. Students respect their teachers and do not hold grudges against them. They are happy to be at school, take pride in their school and are enthusiastic about learning	1.Number of fights among students 2.Number of students calling names to one another 3.Lack of ongoing conflict among students 4.Number of students leaving school without qualifications 5.Number of students voluntarily guiding a visitor in school
4.Management traits	1. Management has a policy of zero tolerance for bullying and swearing, they are accessible, open and fair to all 2. Management leads by example, practices teamwork, encourages staff to try new things, is not judgemental, respects staff and endeavours to develop a collegial environment	1.Sense of having some input into staff meetings 2.No reserved sitting place for anyone in staff room 3.Number of staff scared to speak freely in staffroom or to management/freedom to express freely 4.Schools' systems performance to meet teachers' requirements 5.Number of sick leaves taken by teachers 6.Teachers' turnover rate 7.Number of teachers complaining and moaning
5. Features of the school atmosphere	1. School atmosphere should be positive, friendly, warm, caring, family like where grudges aren't held 2. School should be safe, and physically attractive 3. In school all should be moving in unison, in the same direction, people knowing what to do and acting accordingly, like a well oiled machine	1.Smile on faces of teachers, students, staff and principal 2.Greeting of visitors by principal and teachers 3.Number of assemblies to inform staff and students about happenings in school 4.Number of times staff reported they were unsafe or offended 5.Amount of graffiti in school 6.Physical attractiveness of the schools facilities

Among all the attributes of the KPF: Atmosphere at School, management's traits appear to be the most decisive influencer of a school's ambience. For this reason the attribute is positioned in the centre of the diagram in Figure 7.2.

**Figure 7.2** KPF: Atmosphere at School



Kate, an experienced teacher, says, “I think it [ambience of school] comes from management and senior management often. How they make you feel, which works quite well, so we have got a good collegial atmosphere coming through from senior management.”

Management's traits affect the set of relationships at a school, as shown by broad arrows originating from management traits and terminating near the three relationships in Figure 7.2. The KPF: Safety, the KPF: Roles and Goals, and the physical attractiveness<sup>116</sup> of schools also influence school ambience and, together with the set of three relationships and management's traits describe the schools' atmosphere. The situation depicted in Figure 7.2 is probably representative of the situation in State secondary schools in New Zealand. However, there may be situations in certain schools when one factor may override the others; for example, in a very rough neighbourhood safety can become the overriding factor that goes to define the school's ambience.

The description of the KPF: Atmosphere at School in Figure 7.2 implies that the ambience in schools is dynamic, and depends on the relationships between teachers, students, and the traits of management as well as the KPFs: Roles and Goals, Safety and the "physical attractiveness" of the schools' facilities. These variables affect the KPF: Atmosphere at School and at the same time may also be evolving due to changes in the wider socio-economic environment of the schools. Hence, atmosphere at a school that is today, say, not very favourable does not necessarily have to remain so tomorrow and vice versa. This analysis shows that KPFs often do not stand in isolation: they influence one another as the KPF: Safety and KPF: Roles and Goals influence the KPF: Atmosphere at School. The following section discusses the KPF: Roles and Goals.

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<sup>116</sup> Physical attractiveness implies that classrooms are well maintained, lawns and flower beds are well kept and the schools' overall physical appearance is pleasant and attractive (free from litter, tagging, broken doors, windows, furniture, plumbing, pavement and signage).

## **7.6 KPF: Roles and Goals**

The KPF: Roles and Goals explains teachers' expectations from management in terms of delineating teachers' roles and defining the goals that teachers are expected to achieve. The KPF is explained by its three attributes. The attributes are explicated by teachers' comments, categorised on the basis of the teachers' professional experience and their schools' decile number. A number of KPIs that indicate the status of each attribute of the KPF are detailed. A figure that shows the influence of the three attributes on the KPF: Roles and Goals, summarises the discussion.

### **7.6.1 Perspective of teachers categorised by their work experience**

The KPF: Roles and Goals is explained by the comments of the teachers that describe its three attributes. The three attributes of the KPF are 1) clarity of roles, 2) clarity of goals, and 3) salient features of roles and goals. Table 7.13 lists teachers' comments that explain the first attribute "clarity of roles". Beginning classroom teachers expect that the roles of teachers and staff need to be defined so that it is clear what everyone is supposed to do. Teachers understand that their role is to teach the curriculum; however, most of them, particularly the classroom and senior teachers, see their role as going beyond academia into developing the students' characters, and driving them to achieve their objectives, or in the case of Deans, providing pastoral care to the students.

**Table 7.13** Description of the first attribute of the KPF: Roles and Goals categorised on the basis of teachers' experience

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
1. Clarity of Roles	<p>I think yes, that it is very clear, defined, this is what everyone's <b>roles</b> are so if you have this problem you go see that person, so once again it is all just about having <b>procedures written down</b> that this is what happens (Judy, B)</p>	<p>I see my <b>role</b> in the <b>teaching</b> of mathematics to the students and <b>broadening</b> their minds in mathematical thinking, I also see my role as being a <b>role model</b> for students, as a person that they look up to and they respect and as a Dean I see my role as doing the <b>pastoral care</b> for Year 9 students be it in any way, and to avail myself when they need me. (Bollard, B).</p> <p>I see my role as someone who is not only <b>teaching</b> a subject but <b>developing a character</b> within the students that I teach and I suppose there are <b>different characteristics</b>, you see a <b>different kid</b> so you push them harder, you push them more, whereas others are a lot more internally driven (Jason, A).</p>	<p>I see my <b>role</b> as an <b>advisor, kumatua, parent, teacher, guidance counsellor</b>, and organiser (Tom, A).</p> <p>So I will sort of <b>drive them</b> with that (challenge students to do as good as the class last year), and from time to time if I don't feel I am measuring up I will remind them that this is where we are at, and if you don't want to buy in, into this idea or talking, you are in the wrong place (Jill, C).</p> <p>So the beginning of this term the <b>principal spoke</b> in the assemblies about the 15 Plus programme so the <b>kids</b> are targeted they <b>were told the idea</b> behind it, <b>teachers</b> are there to <b>encourage the students</b> to look at this 15 Plus and <b>enforce</b> them (Kate, B).</p> <p>It is the <b>role of the Dean</b> to see that the <b>course suits the student</b> and that the students are working at the right level of courses (Kate, B).</p>

Table 7.14 depicts teachers' comments that explain the second attribute 'clarity of goals' of the KPF. It shows that teachers need clarity on goals that their schools' managements want them to pursue. Teachers in schools currently have a range of goals that include regular student attendance, meaningful qualifications, and the academic excellence of the students. Teachers' goals appear to be on a continuum where just attending school is at the lower end and achieving academic excellence is at the higher end.

**Table 7.14** Description of the second attribute of the KPF: Roles and Goals categorised on the basis of teachers' experience

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
2. Clarity of Goals	<p>1. The <b>principal</b> will read out the national statistics and <b>show</b> where we are in terms of what decile we are, and <b>how we are achieving</b> and it's a really good thing because I think, because sort of gets you on a <b>goal</b> and if we work all together you know, you can succeed and all that (David, A).</p> <p>2. My overall <b>goal</b> is just to get them to <b>push their boundaries</b>. But I think if they can achieve that, then they will <b>also achieve better results</b>. So I think I am not [only] teaching the students, that they can achieve an excellence (Jacob, C).</p> <p>3. My <b>personal goal</b> is to teach kids from here our <b>dialect</b> and then my <b>professional goal</b> is make sure that the rest, all the other kids, every child that comes to Nga Taiatea, that they <b>learn Māori</b>, the language to a high calibre, make sure that they leave knowing well their language (Raymond, A).</p> <p>4. We've got a little mantra for the year. [It] is <b>attend, [and] complete to achieve</b>, so we are really pushing that as a focus in this school. [It] is that everyone does achieve, to the best of their abilities so it is coming through (Judy, B).</p>	<p>1. I mean the school sets <b>goals</b> and our department and faculty structure sets goals and where we would like students to be in terms of <b>pass rates</b>, or NCEA and also junior subjects as well (Daniel, C).</p> <p>2. Clear leadership, clear <b>goals</b>, clear expectations (Sally, A).</p> <p>3. Māori achievement, and everything not just academic, the <b>whole</b> you know, what they call tahawhirua [spiritual well being], tahatinana [physical well being] tahahinginaro [academic / mental well being], tahawhano [the family, social well being] (Sally, A).</p> <p>4. We set a <b>standard</b> that we want the kids to reach, for example the <b>15 plus credits</b>, we've brought that in from level one to get the kids to aim for 15 plus in each subject and if they do that they will pass NCEA level 1 (Bollard, B).</p>	<p>1. If we can keep the children here and <b>attending regularly</b>, Year 9, 10, and 11, and you get them over that Year 11, then things happen for them. We can actually then move them to the various places that they need to go (Jackie, A).</p> <p>2. Teachers always complain, ok when [it is ] class time you fool, you asked the kids to go and do this and this, but you know they missed out [on class work] they don't catch up [and later] they complain, but [still] they are out on the sports tournament, so they miss out, they don't catch up so that is, one negative sort of aspect and here [in this school] you don't have particular <b>time for the sports</b>, but from the beginning to the end there are sports that is one thing that I <b>worry</b> about (Dolly, A).</p> <p>3. The <b>values</b> that we believe is one of our objectives, and the other, a <b>good person</b>, a well rounded holistic person there, so that is what I am trying to see, and the second, at the same time be able to achieve in the world, as we say it, get a <b>good job</b> but mainly to have good values and be a decent sort of person (John, B).</p> <p>4. My <b>emphasis</b> would be on the <b>person</b> because I think if that base is there, whatever they do out past my influence here, if they are not a good person then they are <b>not going to achieve</b> in terms of <b>life</b> (John, B).</p> <p>5. From your point of view that your objectives as a teacher are to develop the students spiritually, intellectually, physically and socially? Yeah, yeah, try and get the <b>balance</b> there that is my main objective there (John, B).</p>

**Table 7.14 (continued)** *Description of the second attribute of the KPF: Roles and Goals, categorised on the basis of teachers' experience*

Attributes of the KPF	Description of the KPF ' Roles and Goals' by teachers categorised on the basis of their experience		
2.Clarity of Goals	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
	<p>5. I think because some times it is very easy to just look at the non-academics get pushed, and forget the academics, specially I think in New Zealand sporting society, it is all very easy and some times though it is from a good reason too, because some times the kids who have the <b>sporting success</b> don't have the <b>academic success</b>. So even though that is a good way of making them feel good, and then you sort of, but you have to be careful on the <b>balance</b> there (Judy, B).</p>		<p>6. Within the Māori department, I had a dream that through the Māori programme, that the student at the end of the years that they do this Māori programme, they would come out and be <b>better citizens</b> within the community. It is not just teaching the curriculum document but putting Māori custom <b>tikanga within that document</b> and letting the student for themselves, think for themselves hey, this is a way, this would make be a better person, all those type of things yea Tom, A).</p> <p>7. Well at the centre is, well, being <b>good person</b>, values that is the, at the centre, academic is very important as is sporting (Rozy, A).</p> <p>8. My major focus is on really trying to <b>maintain our</b> (school's) <b>academic record</b>, work very hard with my students to try and give them every opportunity, a) to reach their potential but b) to also be able to get those top academic results, and scholarship, NCEA bursary prior to that. To maintain our reputation so our school is one where we really do promote academic learning, we really do <b>value top results</b> (Jill, C).</p> <p>9. But you are absolutely right we are wanting to make sure each individual student <b>reaches their potential</b>, and some of them might get to those giddy heights of scholarship, but they still will achieve up to close to their potential (Jill, C).</p> <p>10. The school wants all students to have a <b>meaningful qualification</b>, so that is something we are working too, and that's why you see posters around, attend and complete equals achieved (Kate, B).</p> <p>11. If we are looking at Year 11 upwards, to what fifteen plus programme may help the students, [They] are going to get NCEA level one, they should be looking at getting at least <b>15 credits in each of the subjects</b> that they are taking and that will [then] get their <b>80 credits</b> at Level 1, <b>plus</b> then <b>with each there is numeracy and literacy</b> (Kate, B).</p> <p>12. So there is a twofold thing, one is looking at getting <b>meaningful qualifications</b> okay, and the other thing is getting them <b>prepared at school</b> (Kate, B).</p> <p>13. Of course <b>they</b> (students) <b>can't do</b> (achieve 80 credits in Level 1) <b>without that</b> (numeracy and literacy support) (Kate, B).</p>

In spite of this great diversity of goals, academic achievement of students appears to be the common supra goal of all teachers and schools. In some schools, maintaining regular student attendance is a challenge, hence, teachers initially focus on that, since only if students are in the class can they achieve academically. In other schools where attendance is not an issue but academic performance is poor, teachers focus on achieving greater credits for NCEA examinations. In some schools it appears that there is greater focus on sports, particularly for students who are not academically inclined. Through sporting success, the students' self-esteem appears to be enhanced and it is possible that sporting success may also have a positive influence on their academic performance too. In yet other schools, teachers endeavour to maintain the schools' academic record by encouraging students to pass the scholarship examination. Teachers expect that management should not only state the objectives but also lay out the process by which teachers can achieve them.

In terms of the scope of the objectives, most teachers have focused on academic and character building but some experienced teachers consider that being a better person is of greater significance than academic achievement. Hence, we may conclude that although academic achievement is the common supra goal of teachers, a number of teachers are more inclined towards sports and many consider that developing a set of values in students is of greater significance than academic achievement.

**Table 7.15** Description of the third attribute of the KPF: Roles and Goals categorised on the basis of teachers' experience

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
3. Salient features of Roles and Goals.	<p>1. I think that it is really important, that the school does show a strong interest, a really good interest in what we are doing in the classroom, and how not only fix the student [behavioural issues of students] but give us a fair idea on whether we are <b>achieving</b> [academically], or where we need to <b>pickup</b>, what areas we need to [do better] (David, A).</p> <p>2. I think if a school is <b>honest</b> about where they are, in terms of achievement and they have got a <b>goal</b>, and you know where they need to set their goals for the year, for the next few years eventually five years maybe, they are on the line (David, A).</p> <p>3. The focus should be on, hey the majority of people, are you <b>doing your best</b>, and if not there should be <b>consequences</b>. Just as much as for behaviour really, maybe even more (Judy, B).</p> <p>I think yes, that it is very clear, defined, this is what everyone's <b>roles</b> are so if you have this problem you go see that person, so once again it is all just about having <b>procedures written down</b> that this is what happens (Judy, B)</p>	<p>1. That's their guidelines to me to actually attain those goals and then they provide the <b>structures [systems]</b> and obviously the timetable and the <b>resources</b> to help me do that in terms of equipment (Daniel, C).</p> <p>2. And it was <b>good</b> [setting a benchmark for students], as <b>teacher</b> even was <b>driven</b> in order to get them to get the 15 plus, with the management asking the students or seeking the students a 15 plus margin, also influenced the teachers because we improved our performance as well because we wanted them all to get this 15 plus (Bollard, B).</p> <p>3. One thing I've found though when I did get the Dean's role, I was probably here it is, make what you will of it. I felt that I possibly I needed some more sort of <b>initiation</b> into the job, not being told you know, these are our systems, these are what we work, whether you are expected to do this, you are expected to have it done by then, I had not a lot of that. I had to go and ask other Deans what do you do? What's the accepted thing? So there was one thing really, I felt a little bit lost I suppose when I first came into the office (Jason, A).</p> <p>4. From the BOT, from the principal and from other teachers, and basically everyone involved, but clear, clear guidelines, not only what they want to achieve, but what they want us teachers to <b>achieve</b>, but if possible providing a <b>process</b>, for us to achieve it or providing an opportunity for us to contribute to <b>developing</b> that process (Sally, A).</p>	<p>1. I'd like a school time to be efficient. I like a school to look where it is going. Managers should be <b>organised</b>, and their <b>jobs</b> are well <b>delineated</b> so that they can do their jobs well, without impeding on others to not have the jobs done, if you know what I mean, I think the jobs should be very clear, and I think the managers' job, their job, should be clear in order for the place to work well (Jack, C).</p> <p>2. First thing that pops into my mind is staff and how if they are happy, with it if there is confusion, and if there is <b>lack of clarity</b> then staff are unhappy, you know they not knowing where the <b>boundaries</b> are, what the <b>system</b> is. What I am meant to do. (Rozy, A).</p> <p>3. The other thing that I might add, that we are a decile 9 so we are a <b>high socio-economic</b> school so we do tend to get a high proportion of our students who do have a <b>high potential</b> hence the very top national results we can get, but you are absolutely right we are wanting to make sure each individual <b>reaches their potential</b>. (Jill, C).</p> <p>4. We <b>publish</b> where they are at (15 Plus), without their names with their ID numbers so <b>they can actually see how close they are</b>, whether they have got the numeracy, literacy, how many credits they have got? (Kate, B).</p> <p>5. To <b>encourage students</b> we have an excellence in language, students who get more than 10 credits worth of excellence they get an award, the student gets a free dinner and their <b>parents come along</b> half price or whatever (Kate, B).</p>

Table 7.15 discusses the third attribute i.e., “salient features of roles and goals”. It shows that beginning classroom teachers expect schools’ managers to provide a management system that inform teachers about their achievements and failings in the classroom, and that leads to consequences for students who are not putting in their best academically, just as there are consequences for bad student behaviour. Teachers indicate that documentation of school procedures leads to clarity of roles and goals. It puts junior teachers who lack professional experience at ease, as they can see what is expected of them, while even for experienced teachers it enhances efficiency as people know what they are expected to do. Since “management system” defines the roles and goals of teachers through their job descriptions or teachers’ handbook, the “management system” appears to influence the KPF: Roles and Goals.

Classroom and experienced teachers indicated that merely defining roles and goals is not enough. Management needs to provide management systems that delineate the processes that teachers are expected to follow in order to achieve those goals and also provide the resources to enable teachers to achieve the goals. Hence teachers expect the management to provide clarity of roles and goals, adequate support from the management system, and provision of adequate resources in order to achieve the objectives set out by management for them. While defining the roles and goals of teachers, management has to be honest, which implies being realistic, understanding the school’s current position and where teachers may be able to take it in a given period of time. For example Jill an experienced classroom teacher says, “We are a high socio-economic school so we do tend to get a high proportion of our students who do have a high potential.”

Hence in the case of Jill's school, management can aim for excellence in areas academic, which may not be appropriate for many other schools where students do not have such high potential. This linkage between students' potential and goals of teachers in schools is one of the significant features of the KPF: Roles and Goals.

### 7.6.2 Perspective of teachers categorised by their schools' decile number

Table 7.16 shows the comments of teachers categorised on the basis of their schools' decile number to explain the roles of teachers.

**Table 7.16** *Descriptions of the first attribute of the KPF: Roles and Goals categorised on the basis of schools' decile number*

Attributes of the KPF	Description of the KPF by teachers		
	Teachers of Group A Schools	Teachers of Group B Schools	Teachers of Group C Schools
1. Clarity of Roles	<p>1. I see my role as someone who is not only <b>teaching</b> a subject but <b>developing a character</b> within the students that I teach and I suppose there are <b>different characteristics</b>, you see a <b>different kid</b> so you push them harder, you push them more, whereas others are a lot more internally driven (Jason, A).</p> <p>2. I see my <b>role</b> as an <b>advisor, kumatua, parent, teacher, guidance counsellor</b>, and organiser (Tom, A).</p>	<p>1. I see my <b>role</b> in the <b>teaching</b> of mathematics to the students and <b>broadening</b> their minds in mathematical thinking, I also see my role as being a <b>role model</b> for students, as a person that they look up to and they respect and as a Dean I see my role as doing the <b>pastoral care</b> for Year 9 students be it in any way, and to avail myself when they need me (Bollard, B).</p> <p>2. So the beginning of this term the <b>principal spoke</b> in the assemblies about the 15 plus programme so the <b>kids</b> are targeted. They <b>were told the idea</b> behind it, <b>teachers</b> are there to <b>encourage the students</b> to look at this 15 plus and <b>enforce</b> them (Kate, B).</p> <p>3. It is the <b>role of the Dean</b> to see that the <b>course suits the student</b> and that the students are working at the right level of courses (Kate, B).</p> <p>4. I think yes, that it is very clear, defined, this is what everyone's <b>roles</b> are. So if you have this problem you go see that person. So once again it is all just about having <b>procedures written down</b> that this is what happens (Judy, B)</p>	<p>1. So I will sort of <b>drive them</b> with that (challenge students to do as good as the class last year), and from time to time if I don't feel I am measuring up I will remind them that this is where we are at, and if you don't want to buy in into this idea or talking, you are in the wrong place (Jill, C).</p>

From the teachers' comments in Table 7.16 it is evident that the role of teachers in Group A (decile 1 to 3) schools is tilted towards engaging the students by addressing behavioural issues such as character development, to being a parent or guide to the students, rather than only encouraging academic achievement. The teachers' role in Group B (decile 4 to 7) schools is slanted towards teaching the curriculum in order to achieve academic success. In Group C (decile 8 to 10) schools, it appears that teachers are geared to drive the students towards academic excellence.

Table 7.17 shows the comments of teachers categorised on the basis of their schools' decile number to explain the second attribute "clarity of goals" of the KPF. From the teachers' comments, it appears that many teachers in Group A schools consider holistic development of the student as their goal as opposed to solely developing academic excellence. This attitude may be due to the fact that a number of children in low decile schools may come from families that do not provide the child adequate food, clothing, medication, warmth in winter, and private space to learn or play. The children in such situations may also have to endure family breakdowns, or live in fear of domestic violence without positive role models either at their parents' home or in foster homes, with or without their siblings. Such children at times may be abused physically or emotionally by people around them leaving them traumatised. Some Māori teachers consider incorporation of tikanga Māori in the curriculum as a way to make Māori students conscious of their heritage, thereby, raising their self esteem, which may make them better citizens. However, there are teachers in Group A schools who focus on academic achievement as their goal, while some others consider regular attendance of students at school as a major goal. It appears that teachers in Group

A schools have diverse goals ranging from academic achievement to making their students better citizens in a holistic manner.

**Table 7.17** Descriptions of the second attribute of the KPF: Roles and Goals categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers of Group A Schools	Teachers of Group B Schools	Teachers of Group C Schools
2.Clarity of Goals	<p>1. The <b>principal</b> will read out the national statistics and <b>show</b> where we are in terms of what decile we are, and <b>how we are achieving</b> and it's a really good thing because I think, because sort of gets you on a <b>goal</b> and if we work all together you know, you can succeed and all that (David, A).</p> <p>2. If we can keep the children here and <b>attending regularly</b>, Year 9, 10, and 11, and you get them over that Year 11, then things happen for them. We can actually then move them to the various places that they need to go (Jackie, A).</p> <p>3. Clear leadership, clear <b>goals</b>, clear expectations (Sally, A).</p> <p>4. Māori achievement, and everything not just academic, the <b>whole</b> you know, what they call tahawhirua (spiritual well being), tahatinana (physical well being) tahahinginaro (academic/mental well being), tahawhano (the family, social well being) (Sally, A).</p> <p>5. Within the Māori department, I had a dream that through the Māori programme, that the student at the end of the years that they do this Māori programme, they would come out and be <b>better citizens</b> within the community. It is not just teaching the curriculum document but putting Māori custom <b>tikanga within that document</b> and letting the student for themselves, think for themselves hey, this is a way, this would make be a better person, all those type of things yea (Tom, A).</p> <p>6. My <b>personal goal</b> is to teach kids from here our <b>dialect</b> and then my <b>professional goal</b> is make sure that the rest, all the other kids, every child that comes to Nga Taiatea, that they <b>learn Māori</b>, the language to a high calibre, make sure that they leave knowing well their language (Raymond, A).</p>	<p>1. The <b>values</b> that we believe is one of our objectives, and the other, a <b>good person</b>, a well rounded holistic person there, so that is what I am trying to see, and the second, at the same time be able to achieve in the world, as we say it, get a <b>good job</b> but mainly to have good values and be a decent sort of person (John, B).</p> <p>2. My emphasis would be on the person because I think if that base is there, whatever they do out past my influence here, <b>if they are not a good person then they are not going to achieve in terms of life</b> (John, B).</p> <p>3. We set a <b>standard</b> that we want the kids to reach, for example the <b>15 plus credits</b>, we've brought that in from level one to get the kids to aim for 15 plus in each subject and if they do that they will pass NCEA level 1 (Bollard, B).</p> <p>4. We've got a little <b>mantra</b> for the year is <b>attend [and] complete to achieve</b>, so we are really pushing that as a focus in this school [which] is that everyone does achieve to the best of their abilities so it is coming through (Judy, B).</p> <p>5. Yeah, yeah, try and get the <b>balance</b> there that is my main objective there (John, B).</p>	<p>1. My overall <b>goal</b> is just to get them to <b>push their boundaries</b>. But I think if they can achieve that, then they will <b>also achieve better results</b> so I think I am not [just] teaching the students, so that they can achieve an excellence (Jacob, C).</p> <p>2. I mean the school sets <b>goals</b> and our department and faculty structure sets goals and where we would like students to be in terms of <b>pass rates</b>, or NCEA and also junior subjects as well (Daniel, C).</p>

**Table 7.17 (continued)** *Descriptions of the second attribute of the KPF: Roles and Goals categorised on the basis of the schools' decile number*

Attributes of the KPF	Description of the KPF by teachers		
	Teachers of Group A Schools	Teachers of Group B Schools	Teachers of Group C Schools
2. Clarity of Goals	<p>7. Well at the centre is, well, being a <b>good person</b>, values that is the, at the centre. Academic is very important as is sporting (Rozy, A).</p>	<p>6. The school wants all students to have a <b>meaningful qualification</b>, so that is something we are working to, and that's why you see posters around, attend and complete equals achieved (Kate, B).</p> <p>7. If we are looking at Year 11 upwards, to what 15 plus programme may help the students, [They] are going to get NCEA level one. They should be looking at getting at least <b>15 credits in each of the subjects</b> that they are taking and that will [then] get their <b>80 credits</b> at Level 1, <b>plus then with each there is numeracy and literacy</b> (Kate, B).</p> <p>8. So there is a twofold thing, <b>one is looking at getting meaningful qualifications okay, and the other thing is getting them prepared at school</b> (Kate, B).</p> <p>9. Of course <b>they</b> (students) <b>can't do</b> (achieve 80 credits in Level 1) <b>without that</b> (numeracy and literacy support) (Kate, B).</p> <p>10. I think because sometimes it is very easy to just look at the <b>non-academics</b> get pushed, and forget the academics, specially I think in New Zealand sporting society. It is all very easy and sometimes though it is from a good reason too, because sometimes the kids who have the <b>sporting success</b> don't have the <b>academic success</b>. So even though that is a good way of making them feel good, and then you sort of, but you have to be careful on the <b>balance</b> there (Judy, B).</p> <p>11. Teachers always complain, ok when [it is] class time you fool, you asked the kids to go and do this and, but you know they miss out [on class work] they don't catch up [and later] they complain, but they are out on the sports tournament, so they miss out, they don't catch up so that is, one negative sort of aspect and here [in this school] you don't have particular <b>time for the sports</b>, but from the beginning to the end there are sports, that is one thing that I <b>worry</b> about (Dolly, B).</p>	<p>3. My major focus is on really trying to <b>maintain our</b> (school's) <b>academic record</b>. [I] work very hard with my students to try and give them every opportunity, a) to reach their potential but b) to also be able to get those top academic results, and scholarship, NCEA bursary prior to that. To maintain our reputation so our school is one where we really do promote academic learning, we really do <b>value top results</b> (Jill, C).</p> <p>4. But you are absolutely right we are wanting to make sure each individual student <b>reaches their potential</b>, and some of them might get to those giddy heights of scholarship, but they still will achieve up to close to their potential (Jill, C).</p>

Teachers in Group B schools appear to face the same dilemma as those in Group A in terms of multiple goals. Teachers in Group C schools on the contrary, appear to be focused on academic excellence. Probably this focus is owing to the fact that most children in Group C schools do not have the same behavioural issues as children in Group A and Group B schools. This linkage of student potential and teachers' goals shows that the potential of students<sup>117</sup> in a school also affects the roles and goals for teachers.

Table 7.18 shows teachers' comments on the third attribute "salient features of roles and goals". There appears to be a consensus among teachers across the three groups of schools that in order to have clarity of goals and roles the management system has to be documented. The system should provide periodic and honest feedback to teachers, establish clear and objective goals, and allow parents to participate in students' achievements. Some teachers commented that the management system should be holistic and include the health and character-building of the student over and above curricular and non curricular achievement.

Teachers in Group A schools consider that management systems affect the KPF: Roles and Goals, by means of documenting procedures, thereby, reducing confusion and stress among teachers. The management system, by providing periodic feedback to teachers on their classroom performance, also affects clarity regarding achievement of teachers' objectives. Māori teachers, it appears, are focused on developing all aspects of their students and not only their academic side. Teachers in Group A schools also tend to view their goals

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<sup>117</sup> Potential of the students in terms of their behaviour, attitudes and literary and numeracy skills

holistically incorporating the moral, physical and social dimensions of students in addition to academic achievement.

**Table 7.18** Description of the third attribute of the KPF: Roles and Goals, categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers of Group A Schools	Teachers of Group B Schools	Teachers of Group C Schools
3. Salient Features of Roles and Goals	<p>1. I think that it is really important, that the school does show a strong interest, a really good interest in what we are doing in the classroom, and how not only fix the student [behavioural issues of students] but give us a fair idea on whether we are <b>achieving</b> [academically], or where we need to <b>pick up</b>, what areas we need to [do better] (David, A).</p> <p>2. I think if a school is <b>honest</b> about where they are, in terms of achievement and they have got a <b>goal</b>, and you know where they need to set their goals for the year, for the next few years eventually five years maybe, they are <b>on the line</b> (David, A).</p> <p>3. First thing that pops into my mind is staff and how if they are happy. With it, if there is confusion, and if there is <b>lack of clarity</b> then staff are unhappy. You know they not knowing where the <b>boundaries</b> are, what the <b>system</b> is. What I am meant to do (Rozy, A).</p> <p>4. <b>Māori achievement</b>, and everything not just academic, the <b>whole</b> you know, what they call tahawhirua [spiritual well being], tahatinana [physical well being] tahahinginaro [academic / mental well being], tahawhano [the family, social well being] (Sally, A).</p> <p>5. One thing I've found, though when I did get the Deans role, I was probably here it is, make what you will of it. I felt that I possibly I needed some more sort of <b>initiation</b> into the job, not being told you know, these are our <b>systems</b>, these are what we work, whether you are expected to do this, you are expected to have it done by then, I had not a lot of that. I had to go and ask other Deans what do you do? What's the accepted thing? So there was one thing really, I felt a little bit lost I suppose when I first came into the office (Jason, A).</p>	<p>1. And it was <b>good</b> [setting a benchmark for students], as <b>teacher</b> even was <b>driven</b> in order to get them to get the 15 plus, with the management asking the students or seeking the students a 15 plus margin, also influenced the teachers because we improved our performance as well because we wanted them all to get this 15 plus (Bollard, B).</p> <p>2. The focus should be on, hey the majority of people, are you <b>doing your best</b>, and if not there should be <b>consequences</b>. Just as much as for behaviour really, may be even more (Judy, B).</p> <p>3. We <b>publish</b> where they are at (15 Plus), without their names with their ID numbers so <b>they can actually see how close they are</b>, whether they have got the numeracy, literacy, how many credits they have got? (Kate, B).</p> <p>4. Of course <b>they</b> [students] <b>can't do</b> [achieve 80 credits in Level 1] <b>without that</b> [numeracy and literacy support] (Kate, B).</p> <p>5. To <b>encourage students</b> we have an excellence in language, students who get more than 10 credits worth of excellence they get an award, the student gets a free dinner and their <b>parents comes along</b> half price or whatever (Kate, B).</p>	<p>1. I'd like a school time to be efficient. I like a school to look where it is going. Managers should be <b>organised</b>, and their <b>jobs</b> are well <b>delineated</b> so that they can do their jobs well, without impeding on others to not have the jobs done, if you know what I mean, I think the jobs should be very clear, and I think the manager's job, their job, should be clear in order for the place to work well (Jack, C).</p> <p>2. That's their guidelines to me to actually attain those <b>goals</b> and then they provide the <b>structures</b> [systems] and obviously the timetable and the <b>resources</b> to help me do that in terms of equipment (Daniel, C).</p> <p>3. The other thing that I might add, that we are a decile 9 so we are a <b>high socio-economic</b> school so we do tend to get a high proportion of our students who do have a <b>high potential</b> hence the very top national results we can get (Jill, C).</p>

Teachers of Group B schools discussed the various methods of implementing academic goals. They consider that students have to be supported by providing them with literacy and numeracy guidance. They also consider that students not putting in their best academically should have consequences similar to consequences for inappropriate behaviour; furthermore, students need to be encouraged, rewarded, and informed of their academic progress. When rewarding students the process should include the parents so that teachers, students, and parents are all committed to achieving a clear goal.

Teachers in Group C schools consider academic excellence is the primary goal and expect schools' managers to provide a management system that supports teachers to achieve it and allocate resources<sup>118</sup> for it. They also expect their students to have high potential for academic success, which indicates a linkage between students' potential and teachers' goals. It appears that the KPF: Management System influences and affects the KPF: Roles and Goals. The following section discusses the KPIs for the KPF: Roles and Goals.

### **7.6.3 KPIs for the KPF: Roles and Goals**

Teachers ascertain the KPF: Roles and Goals on the basis of a number of cues or measures termed as KPIs. Table 13.2 on page 505, shows the 25 KPIs suggested by the teachers for the KPF. KPIs having similar meaning have been merged together, thereby consolidating the 25 KPIs into 22 KPIs as shown in Table 7.19

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<sup>118</sup> Resources could include teaching tools, student evaluation tools, and presentation and communication equipment etc.

**Table 7.19** KPIs for the KPF: Roles and Goals

1. Attributes	2. Number of KPIs	3. KPIs for each attribute	4. Reference of KPIs	5. Types of KPIs
1. Clarity of Roles	1.	Job descriptions for staff at school	m	R
	2.	Clarity of staff on the boundaries and expectations of school from them	s	P
	3.	Guidelines for teachers from BOT and principal	t	R
2. Clarity of Goals	1.	Number of students achieving 15 plus credits at NCEA	b	R
	2.	Pass rates at NCEA	c	R
	3.	Pass rates in junior subjects	d	R
	4.	Comparison of school's academic achievement nationally with schools in the same decile range	e	R
	5.	Number of classes missed for sports	f	R
	6.	Retention rates for years 9, 10 and 11 students	g	R
	7.	Attendance rates for years 9, 10 and 11 students	h	R
	8.	Number of top scholarships/awards obtained	j	R
	9.	Number of students who get jobs after leaving school	n	R
	10.	Attendance rate of students	o	R
	11.	Completion rate of students	p	R
	12.	Academic results of students	k	R
	13.	Number of students who have learnt Te Reo to a high level	q	R
	14.	Number of sporting events won by school	l	R
3. Salient Features of Roles and Goals	1.	Setting up benchmark for students	a	R
	2.	Job induction procedures for teachers	i	R
	3.	Process for teachers to contribute in development of guidelines for teachers	u	R
	4.	Happiness of staff	r	P
	5.	Students coming out as better citizens of the community	v	P

The status of the clarity of teachers' goals is indicated by 14 KPIs, all of which are "readily measurable" i.e., **R**. The status of the clarity of teachers' roles is indicated by three KPIs, two of which are "readily measurable", i.e., **R** and one is "potentially measurable" i.e., **P**. The status of the influence of the salient features of roles and goals are indicated by five KPIs. Two are "potentially

measurable” i.e., **P** and the remaining three are “readily measurable”, i.e., **R**. Hence of the total 22 KPIs, 19 are “readily measurable” **R** which indicates the status of the KPF: Roles and Goals can be measured to some extent by the existing system at the State secondary schools of New Zealand. The following section summarises the description and explanation of the KPF: Roles and Goals and its associated KPIs.

#### **7.6.4 Summary and observations**

Table 7.20 summarises of the findings of this investigation for the KPF: Roles and Goals. The three attributes of the KPF are explained by the key words that teachers have used to describe the KPF as represented in Tables 7.13 to 7.18. The key words that explain the attributes of the KPF: Roles and Goals appear to complement one another. For example, one of the respondents states that a teacher’s role is to be an “advisor” to the student, while another is of the view that teachers need to “engage the students according to their abilities and need”. It is obvious that when advising students, their abilities and needs have to be taken into account.

There appears to be a broad consensus among the three categories of teachers in their description and explanation of the attributes of the KPF: Roles and Goals as shown in Tables 7.13 to 7.18. Hence teachers are considered as one stakeholder group for the KPF: Roles and Goals.

**Table 7.20** Summary of the KPF: Roles and Goals

<b>1</b> <b>Attributes</b>	<b>2</b> <b>Description by teachers'</b> <b>Keywords</b>	<b>3</b> <b>KPIs for the</b> <b>KPF:</b> <b>Roles and Goals</b>
I. Clarity of Roles	1. Teachers' roles need to be documented 2. Engage students according to their abilities and need 3. Be an advisor, kumatua, parent and guidance counsellor 4. Ensure that the course suits the student 5. To teach the subjects 6. Broaden the minds of the students in the subject 7. Act as a role model 8. Develop character of student	1. Job descriptions for staff at school 2. Clarity of staff on the boundaries and expectations of school from them 3. Guidelines for teachers from BOT and principal
II. Clarity of Goals	1. The school sets goals/ benchmarks for teachers in terms of pass rates for NCEA and junior subjects 2. Balance between developing a person academically (tahahinginaro), spiritually (tahawairua), socially (tahawhano) and (tahatinana) physically 3. Balance between sporting success and academic success 4. Principal shows how we are achieving nationally and it's a good thing because it gets everybody on a goal 5. Enable maximum number of students learn Te Reo Māori and its many dialects 6. Ensure children attend schools regularly during years 9, 10 and 11	1. 15 plus credits at NCEA 2. Pass rates at NCEA 3. Pass rates in junior subjects 4. Comparison of school's academic achievement nationally with schools in the same decile range 5. Number of class missed for sports 6. Retention rates for years 9, 10 and 11 students
	7. Attend (and) complete in order to achieve. 8. School goals should be based on the values that are upheld by the school. 9. My overall goal is to enable students to push their boundaries of academic capability and consequently also achieve better results. 10. My focus is to maintain our school's academic record, we value top results. 11. Each student reaches their potential. 12. One is that each student has meaningful qualification and the other is getting them prepared at school. (via literacy and numeracy). 13. All students obtain the standard 15 credits in each of the subjects so that they have 80 credits in Level 1 NCEA. 14. My emphasis would be on well rounded person.	7. Attendance rates for years 9, 10 and 11 students 8. Number of top scholarships/awards obtained 9. Number of students who get jobs after leaving school 10. Attendance rate of students 11. Completion rate of students 12. Academic results of students 13. Number of students who have learnt Te Reo to a high level 14. Number of sporting events won by school

**Table 7.20 (continued)** Summary of the KPF: Roles and Goals

1 Attributes	2 Description by teachers' Keywords	3 KPIs for the KPF 'Roles and Goals'
III. Salient Features of Roles and Goals	<ol style="list-style-type: none"> <li>1. Management system should give teachers feedback on classroom performance</li> <li>2. Goals should be chosen by management (realistically) honestly</li> <li>3. Management system like behaviour should provide consequences for students not doing their best</li> <li>4. In addition to defining goals management to provide systems and resources to achieve the goals to teachers</li> <li>5. Clarity on how to achieve (processes) objectives for teachers</li> <li>6. Job induction procedures to explain roles and goals</li> <li>7. Setting a goal for students also influences teachers</li> <li>8. School procedures should be documented to be efficient</li> <li>9. Students need to be encouraged to reach the goals</li> <li>10. Students need to be periodically informed about their status in terms of achieving the goals</li> <li>11. Students' potential also influences school's goals</li> <li>12. Staff is stressed without documentation for procedures</li> </ol>	<ol style="list-style-type: none"> <li>1. Setting up benchmark for students</li> <li>2. Job induction procedures for teachers</li> <li>3. Process for teachers to contribute in development of guidelines for teachers</li> <li>4. Happiness of staff</li> <li>5. Students come out as better citizens of the community</li> </ol>

Figure 7.3 depicts the KPF: Roles and Goals as described by the teachers' key words in Table 7.20. The attribute, "Roles" of the KPF explains teachers' expectations from management with respect to delineating their position as teachers in the school. The attribute, "Goals" are targets or objectives that management sets on teachers' roles, and expects teachers to achieve them within a given period of time.

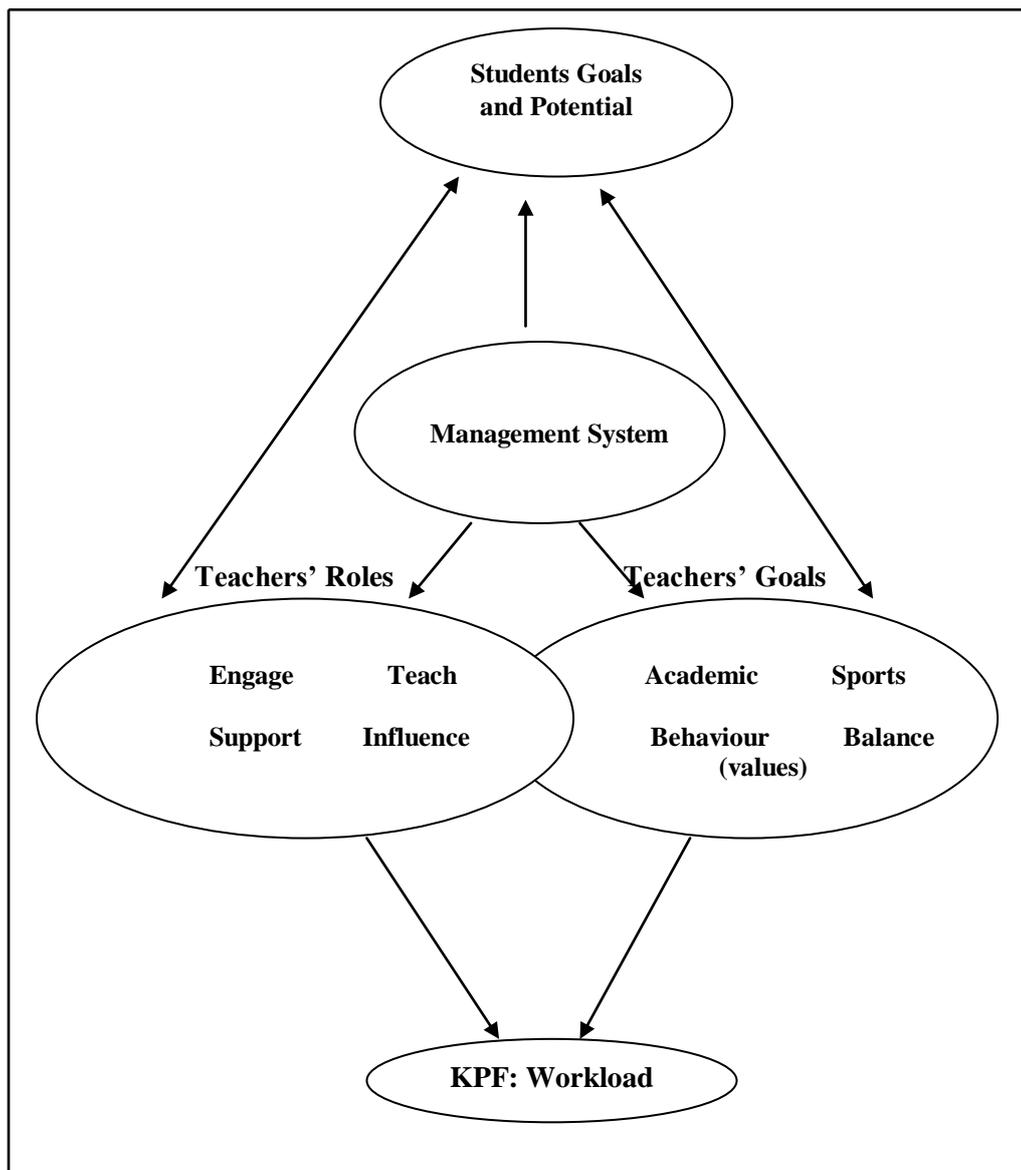
**Figure 7.3** KPF: Roles and Goals

Figure 7.3 shows, that, teachers' roles have four aspects. The first is to engage the student and establish a relationship with the student. This relationship sets the context in which the teacher moves into his/her academic role of teaching. It may allow the teacher to influence the students in a number of ways, which is the third aspect of the teachers' roles. The fourth aspect of the teachers' role is to be a support person in the school, for example, as a Dean or someone supervising noncurriculum activities such as camps and sports. Additionally teachers also

provide support to their students inside as well as outside the classroom. Tom, an experienced classroom teacher, commenting on teachers' support roles says:

“I think [in] most schools throughout New Zealand the hidden agendas are the extra curriculum. When I say the (extra) curriculum, there are a lot of schools they won't say it, but you are expected to get involved in sports, camps other activities outside the school.”

Teachers expect that the schools' management systems, documents their roles, so that they know what is expected of them in their respective roles and how to go about them (For further details see section 7.7, page 231). Hence, schools' management system appear to affect teachers' roles, which is indicated by an arrow originating from the ellipse “Management System” and terminating near the ellipse “Teachers' Roles” in Figure 7.3.

Figure 7.3 portrays four aspects of teachers' goals. Academics, sports, and behaviour are three types of goals while balancing, i.e., striking the right balance amongst the other three goals is an important aspect of the goals. Behavioural goals consist of developing a set of values in student's personalities, so that they behave in an acceptable manner. Certain schools are more academically focused, while for others managing student behaviour is the prime objective. Achieving balance between academics, sports and behavioural goals was mentioned by a number of teachers. The balance among the three goals may not necessarily imply them being given equal weight. Most likely, the balance is to be a mix that is suitable for the student population of a particular school. For example, certain schools in New Zealand use sports to attract students and retain them in the school in order to give the students their best chance in academics on

the one hand, while making even academically oriented students proud of their school's sporting success on the other. This view suggests that the three goals are not mutually exclusive but may feed into one another to create a virtuous cycle. Other schools use cultural activities such as kapahaka to promote teamwork and a sense of achievement among their students who may often be the ones with least success in other facets of their life. Hence, balancing the goals between academics, sports and behaviour is specific to a school, with the possibility that success in one goal may breed success in others.

Figure 7.3 shows that student and "teachers' goals" mutually affect one another, as is denoted by the two-way arrows between the ellipses "Students" and "Teachers' Goals". On the one hand, teachers' goals affect students as the goals may also become a performance benchmark for the students. On the other hand, students' capabilities are taken into account by management while setting teachers' goals. Teachers expect that their school's management assess their students' potential objectively and establish a judicious balance between students' potential and teachers' goals so that the goals are realistic and achievable. As David, one of the beginning classroom teachers, said:

"I think if a school is honest about where they are, in terms of achievement and they have got a goal, and you know where they need to set their goals for the year, for the next few years eventually five years maybe, they are on the line."

Honesty, in the above remark, implies management realistically balancing students' potential and teachers' goals. "Teachers' Roles" also affect, and at the same time are affected by, the "Students". For example, students of low

potential require greater effort on the part of the teacher to encourage them to engage with the teacher. Such students also require greater support from the teacher. Hence, a teacher's role of engagement and support is greatly expanded when students are of low potential. However, if the teacher is competent and motivated and can affect the students positively, the capability of the student may improve, requiring less effort by the teacher to engage and support the students. This two-way relationship between teachers' roles and students is indicated by a two-way arrow between the ellipses of "Students" and "Teachers' Roles" in Figure 7.3.

In many secondary schools where entering students have low potential in terms of poor behaviour and academic achievement (such as low literacy and numeracy skills) the teacher's role, in terms of engaging and supporting the students, expands. The teachers tend to focus on achieving behavioural goals such as student attendance, reduction of classroom disruption, as well as basic academic skills like enhancing literacy and numeracy skills over and above teaching the curriculum to the students. Such situations may increase the workload of teachers as is denoted by the two arrows originating from the ellipses "Teachers' Roles" and "Teachers' Goals" and terminating at the ellipse KPF: Workload in Figure 7.3.

Management systems also influence students by providing them with periodic information on how far they have been successful in achieving their academic or non-academic goals. Teachers expect that management systems provide consequences for students if they do not meet academic goals, as is the case with meeting behavioural goals set by management. Thus management

system affects students as indicated by an arrow originating from the ellipse “Management System” and terminating at the ellipse “Students” in Figure 7.3. Teachers are of the opinion that “Management System”, by providing feedback after appropriate intervals of time (short loops), may lead to positive behaviour modification in students. Teachers also expect management systems to provide periodic feedback to teachers indicating how they are performing with respect to their goals. Thus management systems affect teachers’ achievement of their goals, as is shown by an arrow originating from the ellipse “Management System” and terminating at the ellipse “Teachers’ Goals” in Figure 7.3.

Figure 7.3 also shows that teacher roles and goals may overlap. The nature of the overlap appears to depend on the length of experience of the teachers. Beginning classroom teachers appear to be more focused on achieving the goals defined by management and teachers’ broader roles appear to be incidental to them. For example, Judy, the only beginning classroom teacher of the four, to comment on teachers’ roles, says, “This is what everyone’s roles are so if you have this problem you go see that person, so once again it is all about having procedures written”.

It is evident from Judy’s comments that beginning classroom teachers require clarity about the role of teachers, which may be clarified by proper documentation. Judy, being a beginning classroom teacher, does not mention the role of teachers to engage or influence the students. In the case of experienced teachers, their perceptions about their roles appear to be much broader than those of their junior colleagues. For example, Tom an experienced classroom teacher,

says, "I see my role as an advisor, kumatua, parent, teacher, guidance counsellor, and organiser."

Hence in the case of experienced classroom teachers, it appears that the goals set by management are to be achieved within their role as teachers, where goals appear to be the destinations that teachers and the students have to reach within a period of time. However, that destination is reached as the teacher engages, supports, influences, and teaches the students on a daily basis. Figure 7.3 is indicative of the salient interactions that affect the KPF: Roles and Goals from the teachers' perspective. The following section discusses the KPF: Management System.

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## **7.7 KPF: Management System**

The KPF: Management System covers teachers' expectations from schools' management in terms of providing procedures for teachers, students, and parents so that teachers may be able to achieve their goals. The KPF is explained by its four attributes which are explicated by comments of teachers, categorised on the basis of their professional experience and the decile number of their school. A number of KPIs that indicate the status of each attribute of the KPF are detailed. A figure that shows the effect of the four attributes on the KPF: Management System summarises the discussion.

### **7.7.1 Perspective of teachers categorised by their work experience**

The four attributes of the KPF are: 1) management system and teachers, 2) management system and parents, 3) management system and the students, 4) salient features of the management system. The first attribute explains the expectations teachers have of the management system as it interacts with them. The second attribute explains the interaction of the schools' management system with the parents. The third attribute discusses the management system's interaction with the students, and the fourth attribute discusses the salient features of the schools' management system from the teachers' perspective.

**Table 7.21** Description of the first attribute of the KPF: Management System categorised on the basis of teachers' experience

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
1. Management System and Teachers	<p>1. Things like <b>appraisals</b> will be carried out by our Head of Faculty at faculty level (Jacob, C).</p> <p>2. So they [schools' management] are always <b>pushing</b> that [Professional Development] and because part of our <b>appraisal</b> is during the year, so what courses have you done this year, how have you extended yourself (Judy, B).</p> <p>3. You wouldn't want it [feedback on performance] to just come straight from up above, you'd really <b>want it from your HOD</b> to go hey look this doesn't seem to be working, and they do (Judy, B).</p> <p>4. The management they are full of praises and they praise you all the time. I think this is their way of protecting the mana of a person, but maybe they may need to have, like talk to, even myself <b>talk to me one to one</b>, some times on <b>how I can improve</b> (Raymond, A).</p> <p>5. If it is a planned leave and we know we are going then we have to organise the work before we leave. With a sick one if we ring in the morning, we can either do two things. We can <b>come in and organise</b> the day or else we have <b>relief boxes</b> that we need to set up beforehand to give to our DP (Deputy Principal), relief boxes (Raymond, A).</p>	<p>1. I think it [safety] is well covered, very well, I mean there are <b>procedures</b> for it (Sally, A).</p> <p>2. One change is so much for <b>three years</b>, it's you know, any time the curriculum, any time the program is changed we have got to change so many things (Sally, A)</p> <p>3. Yes there is <b>paperwork</b> that I need to do, that I would rather not do. (Daniel, C)</p> <p>4. So it's a kind of two-way street where you get to <b>explain</b>, yet you are also <b>accountable</b> (Daniel, C).</p> <p>5. We need to be <b>appraised</b>, we need to come and have a look and see these teachers on track, and we need to have that recourse (Bollard, B).</p> <p>6. Unless we <b>change</b> the way <b>we do things</b> or unless we have a way of doing things, then they are not going to change what happens, so yea we need systems to <b>monitor</b> what is happening with the students and what is happening with the teachers (Jason, A).</p> <p>7. The Ministry of Education is going to come up with rule change and not quite so much lately but as happened in the past. [If] the lines of <b>communications</b> are not there then it makes it very, very hard, to actually get everything clear cut and make sure things can be done (Jason, A).</p>	<p>1. If they [teachers] don't teach the kids or if they teach rubbish or if they don't teach the curriculum, what is going to happen in the end they [students] are all going to fail. That is why we have this performance management system. I like someone else to come to my classroom and <b>tell me critically</b>, not just criticise that you are a bad teacher, <b>it helps me</b> (Dolly, B).</p> <p>2. We have an <b>appraisal system</b> which is for our own professional growth (Jackie, A).</p> <p>3. Personally now as a teacher there in the classroom, what I am looking at is does the system support me, given that a number of children there are different, say from five years ago. There are lots of families there now, that you know, who have problems, single parent families, and all sorts of issues coming there, so I look at it now you know, if I go into the classroom, if I have got all these issues coming at me, because that is where they come, to a teacher there now, have I got support? <b>If I can't you know help</b>, you know <b>meet</b> that, <b>the kids needs</b> it at that point, because they want an instantaneous response, and most times I haven't got it there because I have got thirty other people there (John, B).</p> <p>4. The school has an <b>appraisal system</b> explicit or tacit so that, or official and unofficial so that I can go to my head of faculty and ask for appraisal and guidance and support (Jack, C).</p>

**Table 7.21 (continued)** Description of the first attribute of the KPF: Management System categorised on the basis of teachers' experience

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
1. Management System and Teachers	<p>6. But on the other hand if you want to know <b>forewarned</b> [by management system] <b>this kid is on his ADD</b> and if he doesn't take his drugs like I've found out post (Judy, B).</p> <p>7. I <b>like the</b> actually <b>teaching part</b> of it; you quickly do learn to <b>dislike the paperwork</b>. I suppose if the schools do that job professionally, like <b>cut out</b> a lot of the run around things off here and all that, they could work out systems that could <b>eliminate</b> a lot of (David, A).</p>		<p>5. The school facilitates through the <b>curriculum</b> what I can develop, what I can teach. (Jack C).</p> <p>6. Some schools have a very <b>hierarchical difficult appraisal system</b> where just about everything you do is ticked up. Some schools like us we have a more relaxed system, more collegial where <b>the appraisal more is a growing professional development</b> that kind of thing. At the same time certain standards have to be met that could be something that from a teaching point of view could be important (Jill, C).</p> <p>7. We would just send another student to get another staff member if it was an <b>unsafe</b> situation (Kate, B).</p> <p>8. Talking of Teachers' Council you have got to renew all your <b>teacher licence</b> and all that stuff. (Tom, A).</p> <p>9. I think there is a <b>lot of paperwork</b>. (Tom, A).</p> <p>10. Like a <b>tutor guide</b> just a booklet of expectations all of these things you talked about yea, and every year it is upgraded (Tom, A).</p> <p>11. There are certain things that we can work towards providing ourselves but there are other things at high level that needs to be put in place, things you know like policies and stuff to ensure that these are acted upon yea, but I have no problem with that at school at all. It is just; it is a completely <b>safe</b> environment (Rozy, A).</p> <p>12. They (teachers) can see the <b>counsellor</b>, everything is confidential of course and yea, it works both ways for the students and the teachers yea (Tom, A).</p>

Table 7.21 depicts the views of teachers, categorised on the basis of their experience, about the first attribute of the KPF: Management System. The interaction of the management system with teachers gives rise to five types of issues. They are: 1) performance, 2) safety, 3) communication, 4) efficiency and effectiveness of the system, 5) other issues.

Teachers in all three categories expect that their performance appraisal is managed by the head of their faculty/department, and they look forward to professional feedback on how they can improve their performance. However, in small schools where teacher strength is small, usually less than 25, and a faculty structure is not established, teachers expect such feedback from the principal. Experienced and classroom teachers expect that schools should set up procedures for their safety. Teachers in all categories expect that the management system communicates information to them about their students' needs and circumstances, so that they can address them, as well as any changes in the requirements of the MoE. Teachers consider that documentation of the management system, by means of teacher guides, also improves communication. Teachers of all categories appear to be critical of the paperwork that the management system generates and expect it to be simplified so that they can devote more time to teaching and less pushing paper around. Other expectations that teachers have from management systems include counselling facilities for teachers, administrative procedures for relief teachers, and making changes to the schools' management system at an appropriate rate<sup>119</sup>. Experienced classroom teachers, given their years of experience, made 12 comments as opposed to 7 each by the classroom and beginning classroom teachers on the first attribute of the KPF: Management System, as shown in Table 7.21.

Table 7.22 depicts the views of teachers categorised on the basis of their experience about the second attribute of the KPF: Management System. Teachers expect schools to provide parents with information in a manner that parents can readily understand (is user-friendly).

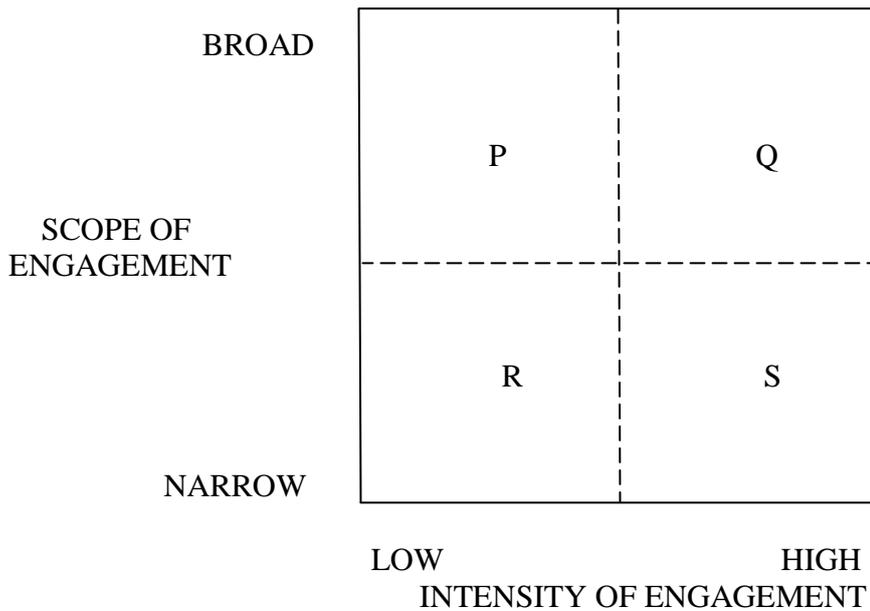
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<sup>119</sup> One of the teachers' commented that changes in curriculum should be made only after three years.

**Table 7.22** Description of the second attribute of the KPF: Management System categorised on the basis of teachers' experience.

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
2. Management Systems and Parents	<p>1. I think they [the teachers] are the <b>first port of call</b> with the parents, but then the Deans are the next step who are again contacting parents, and then I think that the assistant, deputy principal level (Jacob, C)</p>	<p>1. <b>Parents</b> want to <b>know</b> out there how the kids are <b>performing</b>. Students want to know how they are performing. That's the reason they are at school, to improve their performance and if they do a test they would like the results and so do parents (Bollard, B)</p>	<p>1. The way things are <b>reported back to parents</b>, that sort of a way that is easy and that they are there, the way we welcome people into the place (John, B)</p> <p>2. We <b>report</b> on students' progress right across our school. We have the actual academic grades but we also have what we call social attitudes too. The <b>students get marked on three different things</b> there like self management their work ethic and things like their ability to complete tasks and that's got nothing to do with their ability, and they have a scale of 1 to 5 and for each of those things (Jill, C)</p> <p>3. One main focus is we have whanau groups and that is basically in the form class, but with this whanau group we have two <b>hui</b> with their <b>parents</b> each year and the students and with that they <b>set goals</b> their own personal goals, [which] are academic, [and] social goals for the year and then we <b>follow them up</b> at the end of the year (Rozy, A).</p> <p>4. <b>Acknowledged</b> through emails, at the moment in the process of setting up an internet website and it will be acknowledged through that (Rozy, A)</p> <p>5. If the children are not attending and there is no explanation then letters go and they [parents] are reminded of their responsibilities, and eventually it finally will end up with a family group conference, which could possibly bring social services in. Ultimately if it doesn't improve there has been <b>prosecutions</b> and the <b>Deans</b> are responsible (Jackie, A).</p>

The teachers suggested a number of ways to communicate with parents. Some schools engage the parents more than others. For example, in certain schools specific goals for each student are established by the teacher in consultation with the parents, while in others parents are only informed of their child's performance. Some schools report only a student's academic performance, while others report on extra-curricular and personal traits of the students as well as on curricular matters.

**Figure 7.4** Management System's interaction with parents

The teachers' comments recorded in Table 7.22 suggest that in terms of interacting with parents, a school's management system appears to have a range of options that may be tailored depending on the parents' expectations from the school. The management system's interaction with parents can be depicted on two axes, as shown in Figure 7.4. The X-axis shows the intensity of the system's engagement with parents. For example, in the case of high intensity of engagement, a school's management system may be engaging parents to define the students' goals in the class and regular follow-up of those goals, while in the case of low intensity of engagement the schools' management system merely informs the parents of their child's progress and performance at the school. The Y-axis shows the scope of engagement, i.e., the issues on which the school's management system engages with the parents. For example, in the case of narrow scope, the system interacts only on academic matters with parents. On the other hand, in case of broad scope, the system discusses the child's curricular, co-curricular, personal and long-term career options with the parent.

In the researcher's opinion, the manner in which the school management system interacts with parents may be classified into one of the four broad options shown in Figure 7.4. These options are not water-tight as is implied by the broken lines that separates them, but rather on a continuum from low to high on the x-axis and narrow to broad on the y-axis. In this investigation School C, a Group C school (decile 8), appears to interact with parents in a manner that fits Option R in Figure 7.4, while School B, a Group A school (decile 3), interacts with parents in a manner that appears to fit Option Q. Parents of School C (decile 8) are mostly busy professionals and may not have the time or need for extensive engagement with the school. They may be satisfied if kept informed about their child's progress. In the case of School B, the parents appear to be motivated to get their children educated in a way that meets their community's aspirations and are eager to engage with the school and develop their child's total personality in a way which is representative of their community's values. Hence, given the expectations of the parents both the schools appear to be doing what is expected by the parents as regards the students.

Table 7.23 classifies the views of teachers on the basis of their experience about the third attribute of the KPF: Management System, that is, the interaction of the schools' management system with the students. Teachers' expect schools to recognise student achievement in curricular and extra-curricular activities.

**Table 7.23** Description of the third attribute of the KPF: Management System categorised on the basis of teachers' experience.

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
3. Management System and the students	<p>1. Yea things like Australian maths or English competitions, or writing competitions and then they get those <b>students</b> to come up on stage <b>in front of the school</b> and then it is <b>shown</b> that it puts a high value on <b>academic success</b> as well as the <b>sports success</b> (Jacob, C).</p> <p>2. For instance one of the procedures we go through is a <b>time out system</b> where the student may need some time out of the classroom, just to cool down, but it's <b>a bit vague</b>. The people who are running the time out will ask the student, oh why they are here and it might be for a little indiscretion and they think, oh no that is not good enough and send them back (David, A).</p> <p>3. The teacher can set up a <b>detention</b> or whatever and the student's time is also the teacher's time (David, A).</p>	<p>1. It's not our aim to kick the student out of the class. Basically our aim is to find out why, <b>what's wrong</b> with the student, what is the issue so we have a huge job. <b>Relationship</b>, what would you call it, counselling, social services area within the school that looks at the well being of the student. Obviously if the kid is playing up, we have to look at it and we do, and there are systems in place in the school, a relationships coordinator, so if they think there is something in effect, they see the kid is tired, maybe the kids got no food, you know, we actually look at the problem head on and think why. We will send that kid to this person the coordinator, who deals with that area (Sally, A).</p> <p>2. I think that schools that often have those <b>behavioural difficulties</b> [with students] are the ones that don't have good <b>systems</b> or support structures (Daniel, C).</p>	<p>1. [Do you think the management system of the school should have disciplinary consequences for students?] Do I think there should be structures in place to discipline students? [Yeah] Yes I do (Jack, C).</p> <p>2. Well I expect them to have systems there, a good management system that will allow kids to be able to you know, have some space, to have <b>opportunities</b>, to have lots of experiences there (John, B).</p> <p>3. That excellence is promoted by not only what they say but the system is set up to help them to, you know see that expectations, that they are here to achieve excellence in their studies, but they are also here to develop their other side [non-academic parts] such as character that is important too, so these things are recognized in all sorts of things, that their <b>success</b> is <b>recognised</b> whatever it is (John, B)</p> <p>4. It [Te Kotahitanga programme] is a way of delivery to get the kids to <b>engage</b> and that's probably more than using the word behaviour. I prefer the word engagement. Engagement is what you want the students to do and some times that does involve looking at aspects of behaviour (Kate, B).</p>

**Table 7.23 (continued)** Description of the third attribute of the KPF: Management System categorised on the basis of teachers' experience.

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
3. Management System and the students	<p>4. [Do you think the management system should have disciplinary consequences for students?] Yes I think as a teacher what do you set up as the <b>expected behaviour</b> in your class, you can create like I said to one boy, I don't care how you behave in any of the other classes, in this class you will do this (Judy, B).</p> <p>5. We <b>advise</b> them which way they should go. But we can't dictate, the parents can say no I want my son/daughter to be in this class, I think you've underestimated or over-estimated, in the end they have the <b>final</b> say (Judy, B).</p> <p>6. We <b>give them both options</b> and we tell them in a certain way like what kind of classes, in Achievement Standard, Unit Standard classes they will have exams at the end of the year. But in the end that's their life, <b>they choose</b> their pass (Raymond, A).</p> <p>7. If there was like a achievement standard that I would think a child would need to pick up on, I would probably have a <b>talk to them one to one</b>, and I will have some <b>written notes</b> there to help them improve (Raymond, A).</p>	<p>3. Students want to know how they are performing that's the reason they are at school to improve their performance and if they do a test they would like the results (Bollard, B).</p> <p>4. We need systems to monitor what is happening with the students (Jason, A).</p>	<p>5. We have a <b>teacher aide</b> here at school if we feel that a particular student needs time to chill out or needs extra help, we have a teacher aide here who is employed for that purpose to help out (Tom, A).</p> <p>6. We have a lot of <b>disciplinary procedures</b> for students, there is some within the classroom here, like the class rules, expectations, consequences, all those things (Tom, A).</p> <p>7. Its [Rock on Protocol] dealing with truancy but it is more than that, it is dealing with the wagging as well and it is all the schools and the police and the social services the <b>social agencies working together</b> just to, you know, work with the families to have the children here in school all the time (Jackie A).</p> <p>8. There is a '<b>bullying box</b>' and you put it in, you write it down, the incident and you put it in there and it is emptied and done on a regular basis and the senior management is one of the people, they deal with it and it goes through the Deans and is dealt with (Jackie A).</p> <p>9. The school <b>provides various structures</b> that I work with them. [Do you think the management system of the school should have disciplinary consequences for students?] Do I think there should be structures in place to discipline students? [Yeah] Yes I do (Jack C).</p> <p>10. We take out the group of more able kids, and then there is a <b>cluster of classes</b> that are of <b>similar elk</b> and then our special need children are catered for and again in a slightly different way (Jackie, A)</p> <p>11. At the end of the day it depends on the <b>teacher in the classroom</b>, in any school, in any place and all the management can do is encourage them, provide professional development, and encourage development of resources (Kate, B).</p> <p>12. At level 1 you have a <b>G course</b> which is , you do a maximum number of topics The next thing they might do is <b>achievement standards</b>. And then a <b>P course</b> where the ones who are struggling, can do much more smaller bites stuff, and achieve at that level (Kate, B).</p> <p>13. They [Year 11 upwards] should be looking at getting at least 15 credits in each of the subjects that they are taking and that will get them their <b>80 credits at Level 1</b>, plus then with each there is <b>numeracy and literacy</b> of course, they can't do without that, so there is a twofold thing, one is looking at getting <b>meaningful qualifications</b> okay, and the other thing is getting them <b>prepare at school</b>, you know, can actually get themselves in a position to achieve like that (Kate, B).</p>

They also expect schools to have robust disciplinary systems for students; however, some teachers argue that the focus of the disciplinary system should be to identify the problem with the student and solve it and not to exclude the student from the school. The management system is also expected to provide students with feedback on their performance. Some teachers have commented that Te Kotahitanga provides a framework to engage students effectively in the class. Teachers also expect that the management system should provide opportunities for students in curricular and co-curricular activities, as well as ensure their safety. There is also the expectation that management systems should ensure that student needs are met by streaming them into classes according to their needs. Some schools may require a truancy system to ensure students are attending school regularly.

**Table 7.24** *Sub-systems of schools' management system that interacts with students*

<b>STUDENT SUPPORT SYSTEM</b>	<b>DISCIPLINARY SYSTEM</b>	<b>STUDENT ENGAGEMENT SYSTEM</b>	<b>STUDENT SAFETY SYSTEM</b>
Truancy Service	Time-out System	Teacher Aid for Students	Bullying Box
Individual Student Guidance	Detention System	Student Recognition System	
Counselling Services		Student Feedback System	
Social Services		Te Kotahitanga Programme	
Rock On Protocol		Student Streaming System	

The comments of teachers indicate that the school management system consists of four subsystems that in terms of their nature are called 1) a student support system, 2) a disciplinary system, 3) a student engagement system, and 4) a student safety system, as shown in Table 7.24. All schools may not require all the sub-systems and some may require more elaborate subsystems than others depending upon the expectations of their respective stakeholders. Hence, each school has to set up and constantly fine-tune its management system.

However, this fine-tuning should not be carried too far or else it may lead to confusion and uncertainty, as mentioned by one teacher, Sally:

“If you are going to make changes try and do them all at once, rather than, that one and then that one, and then that one and then that one; I mean it’s a bit much for us to take on board.”

In the researcher’s opinion the key issue is that incremental change in a system should be equal to or less than the change absorbing capacity of the individuals affected by the change. This may require a judgement call as it is difficult to quantify what is too much for the affected individuals.

Table 7.25 depicts the comments of teachers about the fourth attribute of the KPF: Management System categorised on the basis of teachers’ experience. Teachers expect a school’s management system to be school-specific as opposed to a one-size-fits-all system and this variability is achieved by trying to figure out what works best at each school. Teachers also expect the system to be upgraded periodically and to be applied consistently throughout the school. The management system in some schools is considered bureaucratic, time-consuming and is disliked by teachers, as it takes their time and attention away from teaching. Teachers expect management systems to provide structures for delivery of the curriculum, and to define roles and boundaries for each individual in the school. Teachers consider that a school management system can drive the students and school towards the school’s objectives. Hence, this conclusion implies that schools’ “Roles and Goals” may also be influencing the KPF: Management System.

**Table 7.25** Description of the fourth attribute of the KPF: Management System categorised on the basis of teachers' experience.

Attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
4. Salient features of Management System	<p>1. The school would be split into different <b>faculties</b> and that each faculty would have a Head of Faculty, who is responsible for the teachers within the faculty. Then I think that a <b>Dean system</b> should be the next step in the management hierarchy (Jacob, C).</p> <p>2. This year we are having spot checks in the classrooms to make sure that everyone, a. Is actually working, and is the student learning (Judy, B).</p> <p>3. We have got a <b>school wide system</b> so basically you got to make sure that in each single class it is the <b>same expectations</b> and I think that's where you start working on the students and <b>changing</b> the whole real environment of the school. This is our expectations, this is what you must do it is the same, <b>push, push, push</b> (Judy, B).</p>	<p>1. Aaah not so much, no that [budgeting process] would be more the head of department that would do that (Daniel, C).</p> <p>2. We need systems to monitor what's happening in the top corridor (Jason, A).</p>	<p>1. The school provides various structures that I work with (Jack, C).</p> <p>2. To get management system up and running and all of the things run smoothly for everyone to understand, where there were boundaries you know, <b>clarity</b> for you don't stop till someone else has started, everyone must be clear, not only teachers but students, and there is <b>consistency</b> across the school (Rozy, A).</p> <p>3. It [Management Systems] has developed over a period of three or four years, depending on <b>what works</b> best for us, of course looking at a whole range of models from other schools (Rozy, A).</p> <p>4. The <b>board acknowledges</b> our partners and our children, and they might acknowledge in a dinner or a Christmas dinner, in giving gifts and things and we have Christmas for the kid (Rozy, A).</p> <p>5. Within our <b>appraisal system</b> we are incorporating KPIs that we as teachers want to be appraised on according to the Nga Taitea philosophy and culture, so in a sense the staff has input in the whole process (Rozy, A).</p> <p>6. We give the kids a questionnaire that ask them to <b>appraise us</b> [teachers] on <b>five</b> different areas. And the <b>feedback</b> is only given to the teacher it is <b>not shared</b> among the staff (Rozy, A).</p> <p>7. It is actually very difficult and very time consuming for teachers I think to develop really good <b>different shades of learning</b>, and that's what something that we all need to work towards (Kate, B).</p> <p>8. It [Safety procedures] was here before I got here, yea it was here, the school upgrades it every year and looks at it. It is also the teachers have a <b>tutor guide</b> (Tom, A).</p> <p>9. I think there is a lot of paperwork (Tom, A).</p>

Some teachers expect that the management system should monitor the school's top management. It should also acknowledge the teachers' families for the sacrifices in terms of time that teachers may make for the school. Some teachers are of the opinion that if the school's management system has a clear cut focus and is applied uniformly and consistently across the school; it can serve as a vehicle for changing the school's environment. The next section discusses the

KPF: Management System, from the perspective of the teachers, categorised on the basis of their schools' decile.

### 7.7.2 Perspective of teachers categorised by their schools' decile number

The four attributes of the KPF: Management System, are explained by teachers' comments, categorised on the basis of their schools' decile number.

Table 7.26 lists teachers' comments that explain the first attribute of the KPF.

**Table 7.26** Description of the first attribute of the KPF: Management System categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
I.Management System and Teachers	<p>1. I think it [safety] is well covered, very well, I mean there are <b>procedures</b> for it (Sally, A).</p> <p>2. One change is so much for <b>three years</b>, it's you know, any time the curriculum any time the program is changed we have got to change so many things (Sally, A).</p> <p>3. Unless we <b>change</b> the way we <b>do things</b> or unless we have a way of doing things, then they are not going to change what happens, so yea we need systems to <b>monitor</b> what is happening with the students and what is happening with the teachers (Jason, A).</p> <p>4. We have an <b>appraisal system</b> which is for our own professional growth (Jackie, A).</p> <p>5. The management they are full of praises and they praise you all the time. I think this is their way of protecting the mana of a person, but maybe they may need to have, like talk to, even myself <b>talk to me one to one</b>, some times on <b>how I can improve</b> (Raymond, A).</p> <p>6. If it is a planned leave and we know we are going then we have to organise the work before we leave. With a sick one if we ring in the morning, we can either do two things. We can <b>come in and organise</b> the day or else we have <b>relief boxes</b> that we need to set up beforehand to give to our DP (Deputy Principal), relief boxes (Raymond, A).</p>	<p>1. We need to be <b>appraised</b>, we need to come and have a look and see these teachers on track, and we need to have that recourse (Bollard, B).</p> <p>2. If they [teachers] don't teach the kids or if they teach rubbish or if they don't teach the curriculum, what is going to happen in the end they [students] are all going to fail. That is why we have this performance management system. I like someone else to come to my classroom and <b>tell me critically</b>, not just criticise that you are a bad teacher, <b>it helps me</b> (Dolly, B).</p> <p>3. So they [schools' management] are always <b>pushing</b> that [Professional Development] and because part of our <b>appraisal</b> is during the year, so what courses have you done this year, how have you extended yourself (Judy, B).</p> <p>4. You wouldn't want it [feedback on performance] to just come straight from up above, you'd really <b>want it from your HOD</b> to go hey look this doesn't seem to be working, and they do (Judy, B).</p> <p>5. Personally now as a teacher there in the classroom, what I am looking at is does the system support me, given that a number of children there are different, say from five years ago. There are lots of families there now, that you know, who have problems, single parent families, and all sorts of issues coming there so I look at it now you know, if I go into the classroom, if I have got all these issues coming at me, because that is where they come, to a teacher there now, have I got support? If <b>I can't you know help</b>, you know <b>meet</b> that, <b>the kids needs</b>, at that point, because they want an instantaneous response, and most times I haven't got it there because I have got thirty other people there (John, B).</p>	<p>1. Yes there is <b>paperwork</b> that I need to do, that I would rather not do (Daniel, C).</p> <p>2. So it's a kind of two-way street where you get to <b>explain</b>, yet you are also <b>accountable</b> (Daniel, C).</p> <p>3. Things like <b>appraisals</b> will be carried out by our Head of Faculty at faculty level (Jacob, C).</p> <p>4. The school has an <b>appraisal system</b> explicit or tacit so that, or official and unofficial so that I can go to my head of faculty and ask for appraisal and guidance and support (Jack, C).</p>

**Table 7.26 (continued)** Description of the first attribute of the KPF 'Management System' categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
1. Management System and Teachers	<p>7. The Ministry of Education is going to come up with rule change and not quite so much lately but as had happened in the past. If the lines of <b>communications</b> are not there then it makes it very, very hard, to actually get everything clear cut and make sure things can be done (Jason, A).</p> <p>8. Talking of Teachers' Council you have got to renew all your teacher licence and all that stuff (Tom, A).</p> <p>9. I think there is a <b>lot of paperwork</b> (Tom, A).</p> <p>10. Like a <b>tutor guide</b> just a booklet of expectations all of these things you talked about yea, and every year it is upgraded (Tom, A).</p> <p>11. There are certain things that we can work towards providing ourselves but there are other things at high level that needs to be put in place, things you know like policies and stuff to ensure that these are acted upon yea, but I have no problem with that at school at all. It is just, it is a completely <b>safe</b> environment (Rozy, A).</p> <p>12. They [teachers] can see the <b>counsellor</b>, everything is confidential of course and yea, it works both ways for the students and the teachers yea (Tom, A).</p> <p>13. I <b>like the</b> actually <b>teaching part</b> of it; you quickly do learn to <b>dislike the paperwork</b>. I suppose if the schools do that job professionally, like <b>cut out</b> a lot of the run around things off here and all that, they could work out systems that could <b>eliminate</b> a lot of (David, A).</p>	<p>6. But on the other hand if you want to know <b>forewarned</b> [by management system] <b>this kid is on his ADD</b> and if he doesn't take his drugs like I've found out post (Judy, B).</p> <p>7. We would just send another student to get another staff member if it was an <b>unsafe</b> situation. (Kate, B).</p>	<p>5. The school facilitates through the <b>curriculum</b> what I can develop, what I can teach. (Jack C).</p> <p>6. Some schools have a very <b>hierarchial difficult appraisal system</b> where just about everything you do is ticked up. Some schools like us we have a more relaxed system, more collegial where <b>the appraisal more is a growing professional development</b> that kind of thing. At the same time certain standards have to be met that could be something that from a teaching point of view could be important (Jill, C).</p>

Teachers in lower decile Group A and average decile Group B schools complained about excessive paperwork generated by the management system, while none of the teachers from the Group C school have commented on the paperwork. This difference indicates that management systems in lower decile Group A and average decile Group B schools may not be as robust and developed as those in higher decile Group C schools. Daniel, one of the teachers made a somewhat similar remark. He said, "I think that schools that often have those behavioural difficulties are the ones that don't have good systems or support structures behind it."

Table 7.27 depicts the comments of teachers (categorised on the basis of their schools' decile number) about the second attribute of the KPF. Teachers in all three groups of schools have similar views; they are of the opinion that parents need to be informed about the progress of their children.

**Table 7.27** Description of the second attribute of the KPF: Management System categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
2. Management System and the parents	<p>1. One main focus is we have whanau groups and that is basically in the form class, but with this whanau group we have two <b>hui</b> with their <b>parents</b> each year and the students and with that they <b>set goals</b> their own personal goals [which] are academic [and] social goals for the year and then we <b>follow them up</b> at the end of the year (Rozy, A).</p> <p>2. <b>Acknowledged</b> through emails, at the moment in the process of setting up an internet website and it will be acknowledged through that (Rozy, A).</p> <p>3. If the children are not attending and there is no explanation then letters go and they [parents] are reminded of their responsibilities, and eventually it finally will end up with a family group conference, which could possibly bring social services in. Ultimately if it doesn't improve there has been <b>prosecutions</b> and the <b>Deans</b> are responsible (Jackie, A).</p>	<p>1. <b>Parents</b> want to <b>know</b> out there how the kids are <b>performing</b>. Students want to know how they are performing. That's the reason they are at school, to improve their performance and if they do a test they would like the results and so do parents (Bollard, B).</p> <p>2. The way things are <b>reported back to parents</b>, that sort of a way that is easy and that they are there, the way we welcome people into the place (John, B).</p>	<p>1. I think they [the teachers] are the <b>first port of call</b> with the parents, but then the Deans are the next step who are again contacting parents, and then I think that the assistant, deputy principal level. (Jacob, C).</p> <p>2. We <b>report</b> on students' progress right across our school. We have the actual academic grades but we also have what we call social attitudes too. The <b>students get marked on three different things</b> there like self management their work ethic and things like their ability to complete tasks and that's got nothing to do with their ability, and they have a scale of 1 to 5 and for each of those things (Jill, C).</p>

However, while teachers from Group A schools focus on children's school attendance and setting up individual goals for each child, the teachers in higher decile schools i.e., Group B and C schools focus on the nature of the reporting process. This includes the scope of the report and whether it should report students' performance in terms of curricular, extra-curricular and personal

traits, in addition to the progression of the parents' interaction with the school starting with the form teacher and leading up to the deputy principal, depending on the severity of the issue at hand, and the format of the report itself in terms of its user-friendliness.

Table 7.28 depicts the views of teachers categorised on the basis of their schools' decile number about the third attribute of the KPF. The teachers' comments on the interaction of their schools' management system with students can be categorised into three groups. The first explains how the system manages the behavioural issues of students, the second explicates the support provided to the students, and the third discusses the significant characteristics of the system. With respect to managing behavioural issues of students; teachers in Group C and B schools made one comment each indicating the need to have a system to discipline students. However, teachers in Group A schools made seven comments describing the behavioural issues of students that a school's management system is expected to manage, indicating the need for a very robust and extensive management system in low decile Group A schools to manage the behavioural issues of students.

Teachers suggest that in order to manage the behaviour of the students in Group A, the school's management system needs to address the issues of bullying, truancy, discipline within school, as well as student performance monitoring, and individual student behavioural problem identification. The teachers from the three groups of schools expect support for the students from the management system. They indicated students need academic support as well as assistance with literacy and numeracy.

**Table 7.28** Description of the third attribute of the KPF: Management System categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
3. Management System and the students	<p>1. It's not our aim to kick the student out of the class. Basically our aim is to find out why, <b>what's wrong</b> with the student, what is the issue so we have a huge job. <b>Relationship</b>, what would you call it, counselling, social services area within the school that looks at the well being of the student. Obviously if the kid is playing up, we have to look at it and we do, and there are systems in place in the school, a relationships coordinator, so if they think there is something in effect, they see the kid is tired, maybe the kid's got no food, you know, we actually look at the problem head on and think why. We will send that kid to this person the coordinator, who deals with that area (Sally, A).</p> <p>2. For instance one of the procedures we go through is a <b>time out system</b> where the student may need some time out of the classroom, just to cool down, but it's <b>a bit vague</b>. The people who are running the time out will ask the student, oh why they are here and it might be for a little indiscretion and they think, oh no that is not good enough and send them back (David, A).</p> <p>3. The teacher can set up a <b>detention</b> or whatever and the student's time is also the teacher's time (David, A).</p> <p>4. We <b>give them both options</b> and we tell them in a certain way like what kind of classes, in Achievement Standard, Unit Standard classes they will have exams at the end of the year. But in the end that's their life, <b>they choose</b> their pass. (Raymond, A).</p> <p>5. If there was like a achievement standard that I would think a child would need to pick up on, I would probably have a <b>talk to them one to one</b>, and I will have some <b>written notes</b> there to help them improve. (Raymond, A).</p> <p>6. We need systems to monitor what is happening with the students (Jason, A).</p>	<p>1. Do you think the management system should have disciplinary consequences for students? Yes. I think as a teacher what do you set up as the <b>expected behaviour</b> in your class, you can create like I said to one boy, I don't care how you behave in any of the other classes, in this class you will do this (Judy, B).</p> <p>2. We <b>advise</b> them which way they should go. But we can't dictate, the parents can say no I want my son/daughter to be in this class, I think you've underestimated or over-estimated, in the end they have the <b>final</b> say (Judy, B).</p> <p>3. Students want to know how they are performing that's the reason they are at school to improve their performance and if they do a test they would like the results (Bollard, B).</p> <p>4. Well I expect them to have systems there, a good management system that will allow kids to be able to you know, have some space, to have <b>opportunities</b>, to have lots of experiences there (John, B).</p> <p>5. That excellence is promoted by not only what they say but the system is set up to help them to, you know see that expectations, that they are here to achieve excellence in their studies, but they are also here to develop their other side [nonacademic parts] such as character that is important too, so these things are recognized in all sorts of things, that their <b>success</b> is <b>recognised</b> whatever it is (John, B).</p>	<p>1. <i>Do you think the management system of the school should have disciplinary consequences for students?</i> Do I think there should be structures in place to discipline students? <i>Yeah</i> Yes I do (Jack, C).</p> <p>2. I think that schools that often have those <b>behavioural difficulties</b> [with students] are the ones that don't have good <b>systems</b> or support structures (Daniel, C).</p> <p>3. Yea things like Australian maths or English competitions, or writing competitions and then they get those <b>students</b> to come up on stage <b>in front of the school</b> and then it is <b>shown</b> that it puts a high value on <b>academic success</b> as well as the <b>sports success</b> (Jacob, C).</p> <p>4. The school <b>provides various structures</b> that I work with them. <i>Do you think the management system of the school should have disciplinary consequences for students?</i> Do I think there should be structures in place to discipline students? <i>Yeah</i> Yes I do (Jack C).</p>

**Table 7.28 (continued)** Description of the third attribute of the KPF: Management System categorised on the basis of the schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
3. Management System and the students	<p>7. We have a <b>teacher aide</b> here at school if we feel that a particular student needs time to chill out or needs extra help, we have a teacher aide here who is employed for that purpose to help out (Tom, A).</p> <p>8. We have a lot of <b>disciplinary procedures</b> for students, there is some within the classroom here, like the class rules, expectations, consequences, all those things (Tom, A).</p> <p>9. Its [Rock on Protocol] dealing with truancy but it is more than that, it is dealing with the wagging as well and it is all the schools and the police and the social services the <b>social agencies working together</b> just to, you know, work with the families to have the children here in school all the time (Jackie A).</p> <p>10. There is a '<b>bullying box</b>' and you put it in, you write it down, the incident and you put it in there and it is emptied and done on a regular basis and the senior management is one of the people, they deal with it and it goes through the Deans and is dealt with (Jackie A).</p> <p>11. We take out the group of more able kids, and then there is a <b>cluster of classes</b> that are of <b>similar ilk</b> and then our special need children are catered for and again in a slightly different way (Jackie, A).</p>	<p>6. It [Te Kotahitanga programme] is a way of delivery to get the kids to <b>engage</b> and that's probably more than using the word behaviour. I prefer the word <b>engagement</b>. Engagement is what you want the students to do and some times that does involve looking at aspects of behaviour (Kate, B).</p> <p>7. At level 1 you have a <b>G course</b> which is, you do a maximum number of topics the next thing they might do is <b>achievement standards</b>. And then a <b>P course</b> where the ones who are struggling but can do much more smaller bites stuff, and achieve at that level. (Kate, B).</p> <p>8. They [Year 11 upwards] should be looking at getting at least 15 credits in each of the subjects that they are taking and that will get them their <b>80 credits at Level 1</b>, plus then with each there is <b>numeracy and literacy</b> of course, they can't do without that, so there is a twofold thing, one is looking at getting <b>meaningful qualifications</b> okay, and the other thing is getting them <b>prepare at school</b>, you know, can actually get themselves in a position to achieve like that. (Kate, B).</p>	

In terms of the management system's significant characteristics, teachers expect classes be streamed so that they are compatible with the capabilities and aspirations of the students. Acknowledgement of students'

success, timely feedback on student performance, options to holistically develop<sup>120</sup> the students, and engagement of the students in class (Te Kotahitanga) are some of the salient characteristics of the management system.

Table 7.29 depicts the views of teachers about the salient features of the KPF: Management System. Teachers from school Groups A and B expect consistency in the application of the management system for students and teachers school-wide. Teachers in Group B schools expect that multiple teaching tools should be available to teachers, as their development by teachers is a very time-consuming process. Teachers in Group A schools expect flexibility in the management system, that it is upgraded annually, and that only methods and approaches that work for the school are retained. Teachers in Group A schools expect the system to give them feedback discreetly on professional issues and publicly on others.

Comments from Group C school teachers about the salient features of a school management system appear to be descriptive. For example, Group C teachers explain the structures through which their school's management system operates, while Group A and B teachers' comments, in addition to being descriptive also tended to be prescriptive. For example, two teachers stated that the management system creates lots of paperwork that they hoped could be curtailed and reduced.

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<sup>120</sup> Holistic development implies developing the student academically physically socially as well as morally and spiritually.

**Table 7.29** Description of the fourth attribute of the KPF: Management System categorised on the basis of schools' decile number

Attributes of the KPF	Characteristics of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
IV. Salient features of Management System	<p>1. To get management system up and running and all of the things run smoothly for everyone to understand, where there were boundaries you know, <b>clarity</b> for you don't stop till someone else has started, everyone must be clear, not only teachers but students, and there is <b>consistency</b> across the school (Rozy, A).</p> <p>2. It [Management System] has developed over a period of three or four years, depending on <b>what works</b> best for us, of course looking at a whole range of models from other schools (Rozy, A).</p> <p>3. The <b>board acknowledges</b> our partners and our children, and they might acknowledge in a dinner or a Christmas dinner, in giving gifts and things and we have Christmas for the kid (Rozy, A).</p> <p>4. Within our <b>appraisal system</b> we are incorporating KPIs that we as teachers want to be appraised on according to the Nga Taitea philosophy and culture, so in a sense the staff has input in the whole process (Rozy, A).</p> <p>5. We give the kids a questionnaire that asks them to <b>appraise us</b> [teachers] on <b>five</b> different areas. And the <b>feedback</b> is only given to the teacher it is <b>not shared</b> among the staff. (Rozy, A).</p> <p>6. It [Safety procedures] was here before I got here, yea it was here, the school upgrades it every year and looks at it. It is also the teachers have a <b>tutor guide</b> (Tom, A).</p> <p>7. I think there is a lot of paperwork (Tom, A)</p>	<p>1. Aaah not so much, no that [budgeting process] would be more the head of department that would do that (Daniel, C)</p> <p>2. We need systems to monitor what's happening in the top corridor. (Jason, A)</p> <p>3. This year we are having spot checks in the classrooms to make sure that everyone, a. Is actually working and is the student learning (Judy, B).</p> <p>4. We have got a <b>school wide system</b> so basically you've got to make sure that in each single class it is the <b>same expectations</b> and I think that's where you start working on the students and <b>changing</b> the whole real environment of the school. This is our expectations, this is what you must do it is the same, <b>push, push, push</b> (Judy, B).</p> <p>5. It is actually very difficult and very time consuming for teachers I think to develop really good <b>different shades of learning</b>, and that's what something that we all need to work towards (Kate, B).</p>	<p>1. The school provides various structures that I work with (Jack, C).</p> <p>2. The school would be split into different <b>faculties</b> and that each faculty would have a Head of Faculty, who is responsible for the teachers within the faculty. Then I think that a <b>Dean system</b> should be the next step in the management hierarchy (Jacob, C).</p>

The seven comments, from teachers in Group A schools, and the five teachers in Group B schools, as opposed the mere two from teachers in Group C schools indicate that the management systems in Group C schools are fairly well developed and are possibly meeting the expectations of the teachers to a greater

extent than is the case for Group A and B schools. The next section discusses the KPIs for the KPF: Management System that best reflect the status of the KPF in terms of meeting teachers' expectations.

### 7.7.3 KPIs for the KPF: Management System

Teachers ascertain the status of the KPF: Management System' on the basis of a number of cues or measures termed KPIs. Appendix 13 contains Table 13.3 that depicts the 33 KPIs suggested by the teachers. Each KPI can be traced back to the interview transcripts of the respective respondents. The KPIs that are similar in meaning have been assigned the same reference symbol and merged together, thereby consolidating the 33 KPIs into 26 KPIs, as shown in Appendix 13, Table 13.3.

The 26 KPIs reflect the status (i.e., position) of the four attributes of the KPF: Management System as shown in Table 7.30. The status of the first attribute - management system and teachers - is indicated by 17 KPIs, 6 of which are "readily measurable" i.e., **R** and 11 are "potentially measurable", i.e., **P**. The status of the second attribute - management system and the parents - is indicated by two KPIs, both of which are "readily measurable" i.e., **R**. The status of the third attribute - management system and the students - is indicated by two KPIs, both of which are "readily measurable" i.e., **R**. The status of the fourth attribute - salient features of management system - is indicated by five KPIs, three of which are "readily measurable", i.e., **R** and two are "potentially measurable", i.e., **P**.

**Table 7.30** *KPIs for the KPF: Management System*

<b>1. Attributes</b>	<b>2. Nos. of KPIs</b>	<b>3. KPIs for each attribute</b>	<b>4. Ref. of KPIs</b>	<b>5. Types of KPIs</b>
1. Management System and the Teachers	1.	Procedures for performance review of teachers	c	R
	2.	Time spent on administration and disciplining children	d	P
	3.	Open door policy of management	e	P
	4.	Focus of teachers' appraisal (punitive or professional growth)	k	P
	5.	Time spent in teaching	m	P
	6.	Complaining and moaning by teachers	n	P
	7.	Response time of procedures for teachers	q	P
	8.	Procedures for teachers' safety	t	R
	9.	Clarity of staff	u	P
	10.	Health of teachers	w	P
	11.	Number of surprises faced by teachers	x	P
	12.	Rate of change in system (for curriculum 1 in 3 years, for others maybe 1 in 6 months)	y	R
	13.	Procedures driven by senior management	o	P
	14.	Job induction procedures	i	R
	15.	Number of procedures and documents	l	R
	16.	Existence of procedures that meet needs of teacher	r	P
	17.	Annual upgrade of procedures	z	R
2. Management System and the Parents	1.	Report to parents	b	R
	2.	Reporting systems to parents	j	R
3. Management System and the Students	1.	Academic performance of students	f	R
	2.	Procedures for student discipline	s	R
4. Salient Features of Management System	1.	Existence of Deans	a	R
	2.	Number of changes in a year to the system	g	R
	3.	Documentation of system	h	R
	4.	Procedures are followed through	p	P
	5.	Events taking place in predetermined sequence	v	P

Hence, of the 26 KPIs, 13 are “readily measurable”, i.e., *R*. As a result, schools may not be able to adequately measure the status of the KPF: Management System, with the existing processes. The following section summarises the description and explanation of the KPF: Management System and its associated KPIs.

#### **7.7.4 Summary and observations**

The findings of the investigation for the KPF: Management System are summarised in Table 7.31 which explains the attributes of the KPF in terms of the key words that teachers have used to describe the KPF through Tables 7.21 to 7.25. The key words describe the relationship between the schools' management system and teachers, students, parents, as well as the salient features of the schools' management system from the teachers' perspective. Teachers' comments depicting the management system's relationship with teachers, students and parents had only one contradictory comment. The only apparently contradictory comment was that teachers in schools that have a faculty structure desire that their performance evaluation process be managed by their respective head of department (HOD), while in schools that do not have a faculty structure owing to small number of teachers (usually fewer than 25) teachers expect that the principal gives them one-to-one feedback on their performance. Hence, as teachers' comments complement one another for the KPF: Management System teachers can be considered as a single stakeholder group.

In terms of the teachers' relationship with their schools' management systems, it appears that high decile (decile 8 to 10) Group C schools have more robust management systems than do lower decile (decile 1 to 7) Group A and B schools where teachers feel burdened with the paperwork involved in the system. This investigation indicates that the scope and intensity of communication between the school and the parents may be influenced by parents' expectations from the school. For example, in some schools parents take the time and effort to set goals for their child with the teachers and then follow up on these goals

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periodically, while in some other schools parent cannot even ensure their children attend school and may even have been prosecuted on that account.

The schools' management system appears to have four subsystems that interact with the students. They are 1) student support system, 2) student behaviour system, 3) student safety system, and 4) student engagement system. Lower decile (decile 1 to 3) schools may require a very robust student support system to deal with student truancy (being absent from school), counselling, wagging (not attending a particular period during a school day), and the consequences of family and social dysfunctionality that the student brings into the class. The student behaviour system keeps the student within acceptable limits of behaviour in the school and the student safety system protects teachers and fellow students from high risk students.

In the researcher's opinion, schools that need to allocate more resources to support the students through the student support system and the student behaviour system are left with less energy and resources for developing and strengthening the schools' student engagement system, which assists students with their learning. Higher decile schools (decile 4 to 10) Group C schools do not appear to need to allocate as much energy and resources into a student support system as do their lower decile counterparts. Consequently, the higher decile schools may have the option to allocate more resources for the development and strengthening of the student engagement system, which assists in student learning.

**Table 7.31** Summary of the KPF: Management System

<b>1</b> <b>Attributes</b>	<b>2</b> <b>Description of the attributes of the KPF: Management System by teachers' keywords</b>	<b>3</b> <b>KPIs for the KPF: Management System</b>
1.Management System and the Teachers	<ol style="list-style-type: none"> <li>1. Management system should appraise teachers in a manner that leads to professional growth of teachers.</li> <li>2. Management should talk one to one to teachers on how can they improve.</li> <li>3. All changes by MoE must be communicated to teachers in time.</li> <li>4. Critical appraisal helps improve performance.</li> <li>5. Management pushes for PD as part of appraisal requires us (teachers) to show how we have extended ourselves.</li> <li>6. Teachers want feedback on performance to come from HOD not from top management.</li> <li>7. Appraisal is a two way process where you explain the outcomes but at the same time are accountable.</li> <li>8. There are procedures to ensure safety of teachers.</li> <li>9. Management should set up policies for safe environment at school.</li> <li>10. Teachers can send a student to get another staff member if classroom gets unsafe.</li> <li>11. Curriculum should not be changed frequently.</li> <li>12. System should provide procedures for teachers' leave.</li> <li>13. System should enable teachers to meet the needs of the students.</li> <li>14. System should reduce paperwork and administrative burden on teachers.</li> <li>15. Teachers like to teach but dislike the paperwork.</li> <li>16. Tutor guide to document expectations from teachers should be annually updated.</li> <li>17. Teachers are provided access to a counsellor for support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus of teachers' appraisal (punitive or professional growth) (k)</li> <li>2. Open door policy of management (e)</li> <li>3. Procedures driven by senior management (o)</li> <li>4. Procedures for performance review of teachers (c) (r)</li> <li>5. Procedures for teachers' safety (t)</li> <li>6. Rate of change in system (y)</li> <li>7. Procedures exist that meet needs of teacher (r)</li> <li>8. Number of procedures and documents (l)</li> <li>9. Response time of procedures for teachers (q)</li> <li>10. Time spent in teaching (m)</li> <li>11. Time spent on administration and disciplining children (d)</li> <li>12. Annual upgrade of procedures (z)</li> <li>13. Job induction procedures (i)</li> <li>14. Clarity of staff (u)</li> <li>15. Number of surprises faced by teachers (x)</li> <li>16. Health of teachers (w)</li> <li>17. Complaining and moaning by teachers (n)</li> </ol>
2.Management System and the Parents	<ol style="list-style-type: none"> <li>1. Management system brings parents students and teachers together periodically via hui's (meetings) where goals are set and then followed up periodically.</li> <li>2. Communication between parents and teachers is acknowledged via emails.</li> <li>3. Deans communicate with parents to ensure that students attend school regularly.</li> <li>4. Teachers expect that the format of reports to parents should be user-friendly.</li> <li>5. Management system ensures that parents know about their child's progress.</li> <li>6. Some schools mark students' progress on a number of things in addition to academic areas.</li> <li>7. Teachers are expected to be the first port of call for parents followed by Deans and then Deputy Principal and on up the management hierarchy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reporting systems to parents (j)</li> <li>2. Report to parents (b)</li> </ol>

**Table 7.31 (continued) Summary of the KPF: Management System**

<b>1 Attributes</b>	<b>2 Description of the attributes of the KPF: Management System by teachers' keywords</b>	<b>3 KPIs for the KPF: Management System</b>
3.Management System and the Students	<p>1. Management system in some schools focuses on identifying the problem with the student and tries to correct it rather than excluding the student from the school.</p> <p>2. Some schools run a time-out system that allows students to go out of the classroom into the marae (Māori community house) for some time.</p> <p>3. Management system usually offers students the courses they should be taking but the decision is theirs and their parents.</p> <p>4. Some teachers talk one to one to students and give them written instructions advising them how to improve.</p> <p>5. Teachers expect systems to monitor students.</p> <p>6. Teachers expect systems to provide for disciplinary consequences if students do not comply with expected behaviour in the school.</p> <p>7. Students need information on their performance periodically that the system should provide.</p> <p>8. Some teachers expect the system to provide students opportunities in terms of curricular subjects and noncurricular activities.</p> <p>9. Teachers expect that students' successes are recognised by acknowledging their achievements in front of the school.</p> <p>10. Management systems are expected to create multiple streams of classes so that students' needs can be met by teachers.</p> <p>11. Management systems are expected to provide tools and methods for teachers so that they can engage the students in the class.</p> <p>12. Management systems are expected to prepare students to be able to learn and earn meaningful qualifications at school.</p>	<p>1. Procedures for student discipline (s)</p> <p>2. Academic performance of students (f)</p>
4.Salient Features of the Management System	<p>1. Management system should ensure that all staff have clarity about their tasks and there is consistency across the school regularly, thereby, changing the school's environment.</p> <p>2. Teachers may have an input in their appraisal system.</p> <p>3. It takes a few years for the management system to develop.</p> <p>4. Board in some schools acknowledge the whanau (extended family) for teachers' performance.</p> <p>5. Teachers in some schools are evaluated by their students and the feedback is confidentially given to each teacher.</p> <p>6. Budgeting is done by HOD.</p> <p>7. Some schools resort to spot checking of teachers in classrooms.</p> <p>8. Developing different tools for learning is difficult and time consuming for teachers.</p> <p>9. Schools need an administrative structure consisting of faculties and Deans within which teachers teach a given curriculum.</p>	<p>1. Events taking place in predetermined sequence (v)</p> <p>2. Documentation of system (h)</p> <p>3. Number of changes in a year to the system (g) Procedures are followed through (p)</p> <p>4. Existence of Deans (a)</p>

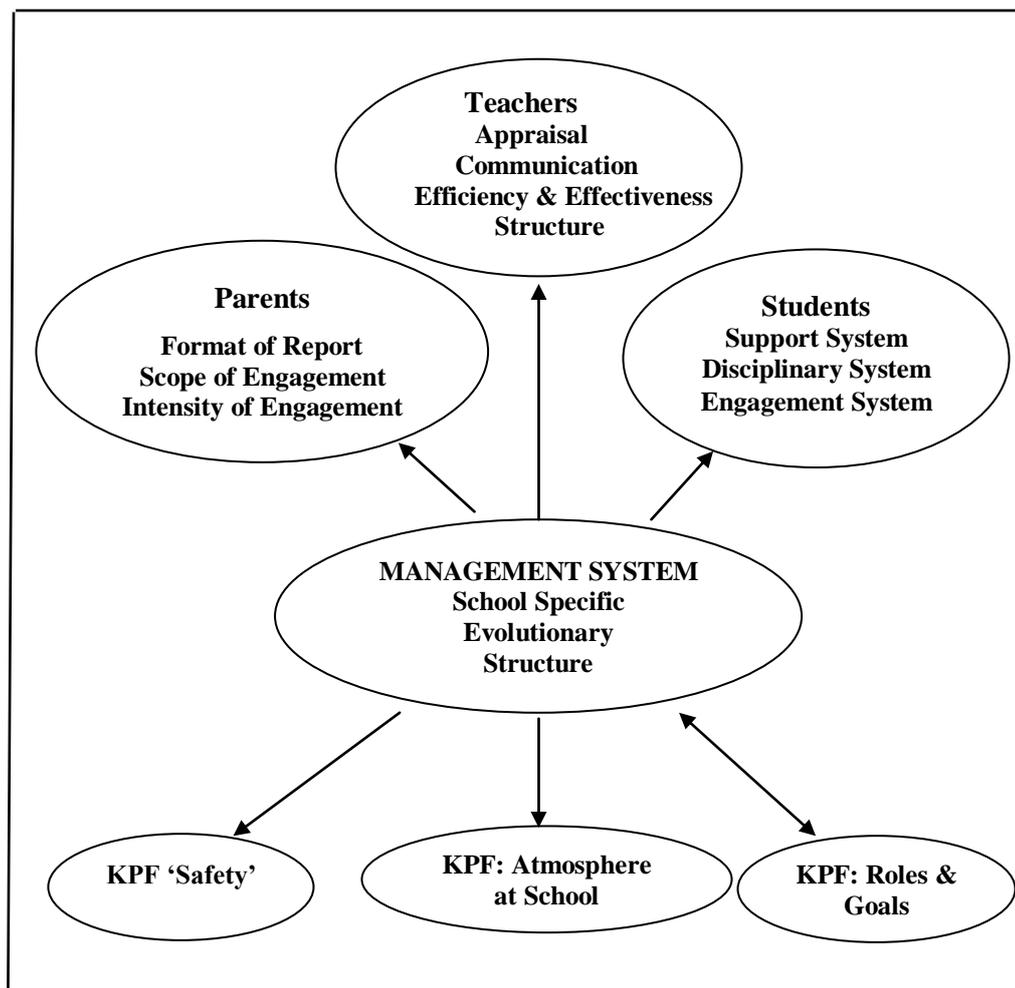
**Figure 7.5** KPF: Management System

Figure 7.5 depicts the KPF: Management System as described by the teachers' keywords in Table 7.31. The management system is school-specific implying that the system at each school is unique. It is also evolutionary and changes with time in order to satisfy the expectations of teachers, students, and parents. The management system operates through the organisational structure of the school, i.e., deans, form teachers and class teachers. Other structures through which the management system operates include the curricula, teacher performance appraisal, and the school administration. The school's management system, in addition to parents, teachers, and students, also affects the KPF: Safety, and Atmosphere at School. The KPF: Roles and Goals affect the school's management system and is also affected by it. It affects the management system as teachers,

students and parents are periodically informed about the students' goals and performance. The management system affects the KPF: Roles and Goals as the system's capability has to be taken into account by management when ascertaining teachers' roles and goals in the school.

The management system at schools also affects the KPF: Safety, since the system establishes the procedures and methods to ensure the safety of teachers, as well as of students. The management system also affects the atmosphere in schools as stated by one beginning classroom teacher, Judy:

“We have got a school wide system so basically you've got to make sure that in each single class it is the same expectations and I think that's where you start working on the students and changing the whole real environment of the school. This is our expectation; this is what you must do. It is the same, push, push, push.”

Teachers expect that their schools' management system provides procedures for their performance appraisal, and communication and gives them a structure in terms of the curriculum that they are expected to teach, and administrative procedures that they are to follow. In addition, they want deans, and form teachers for pastoral care of students. Teachers expect that the school management system provides for student engagement, student discipline, and student support. Teachers can engage the students if the system provides for streaming of classes, teacher aides to help students with their academic work, a feedback system that informs students of their progress, and, in some schools, the Te Kotahitanga programme that trains teachers in methods to engage students. For disciplining students, one management system has set up time-out systems and in others there is a detention system.

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To support students, and to enable them to attend school and achieve academically, the management systems in schools have provided a number of different approaches such as a truancy service, “Rock on Protocol”, individual student guidance, or/and a student counselling service..

Teachers also expect that parents are informed about their child's progress by the management system. It is expected that management choose the scope and intensity of the schools' engagement with parents. The scope of engagement might cover only academic performance or it may include academic, noncurricular achievements, as well as the personal and social traits of the students. Intensity of engagement can be limited to informing the parent only of the students' performance or a parent can be involved in a joint goal-setting exercise with the teachers and the student, along with periodic follow ups. The right mix of scope and intensity of engagement may depend on the parents' expectations as well as the potential of the students and possibly the size (in terms of the number of students) of the school. Figure 7.5 is indicative of the salient interactions that affect or are affected by the KPF: Management System. The following section discusses the KPF: Support for Teachers.

## **7.8 KPF: Support for Teachers**

The KPF: Support for Teachers describes teachers' expectations in terms of support from schools' management. The KPF is explained by its four attributes. The attributes of the KPF are explicated by comments of teachers, categorised on the basis of their professional experience and the decile number of their school. A number of KPIs that indicate the status of each attribute of the KPF are detailed. A figure that shows how the four attributes affect the KPF summarises the discussion.

### **7.8.1 Perspective of teachers categorised by their work experience**

The four attributes that explain the KPF are: 1) supportive management team, 2) supportive management system, 3) supportive atmosphere at school, and 4) features of support for teachers.

The first attribute is explained by teachers' comments as shown in Table 7.32. All three categories of teachers expect a policy of strong support from management in terms of managing difficult children in class-rooms. When facing adversarial parents or when accused of something that was a matter of the teacher's judgement, and particularly if he/she has not breached any code of conduct or not done something that is socially unacceptable, teachers expect the school's management to support them as a matter of school policy. Beginning classroom teachers and classroom teachers look first to their head of department (HOD) when soliciting assistance.

**Table 7.32** Description of first attribute of the KPF: Support for Teachers categorised on the basis of teachers' experience

Attribute of the KPF	Description of the KPF by teachers.		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
1.Supportive Management Team	<ol style="list-style-type: none"> <li>1. I would expect that this school would <b>back me up</b> on the face of it in front of the students. (Jacob, C).</li> <li>2. Very important for a <b>beginning classroom teacher</b> because everything is new. It is like anything, it is so new you are always looking for <b>support [from HOD]</b> (David, A).</li> </ol>	<ol style="list-style-type: none"> <li>1. Support from <b>management</b> in terms of <b>discipline</b>, support from my <b>HOD</b> in terms of <b>classroom management</b> or assistance with resources (Bollard, B).</li> <li>2. That I have got a high level of <b>support</b> from <b>senior management team</b> (Daniel, C).</li> <li>3. I've had no problems when I have asked someone further on for <b>support</b>. I've obviously found most of the <b>Deans</b> and <b>senior managers</b> quite <b>supportive</b> when it comes to that (Jason, A).</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Help me</b> when I am in trouble finding it difficult to <b>cope with kids</b> some times (Dolly, B).</li> <li>2. Support when you are having <b>difficulty with classes</b> or with <b>students</b> (Kate, B).</li> <li>3. For anybody who is in a situation where there is some question about something that has gone wrong they do need to know that <b>management will support them</b> as far as they can. I mean but of course, if you have done something completely wrong you can't expect them (management) to support you, when you have, if you have assaulted a student or verbally abused a student (Kate, B).</li> </ol>

The second attribute, supportive management system, of the KPF is explained by teachers' comments, as shown in Table 7.33. Teachers across the three categories expect support from the management system to manage difficult students by providing disciplinary procedures that can be acted upon if necessary. They also expect management system to provide professional support, such as counsellors and learning assistance for students, as well as guidance for teachers. Experienced classroom teachers expect a management system that supports them in their career growth by providing opportunities within the school or even beyond it.

**Table 7.33** Description of the second attribute of the KPF: Support for Teachers categorised on the basis of teachers' experience

Attribute of the KPF	Description of the KPF by teachers.		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
2.Supportive Management System	<p>1. Yeah I <b>expect support</b> [to manage difficult students] (Raymond, A).</p> <p>2. Schools are clearly focused on <b>behaviour</b>. Aaah but now actually getting more <b>backing</b> that if a student isn't, and I can see where Peter or Lee is not meeting the requirements and <b>not trying their hardest</b>, do get support and the Deans recognise that's an <b>equal problem</b> (Judy, B).</p>	<p>1. That if I have issues or problems within a classroom then I can fall back and <b>rely on structures</b> that are in place (Daniel, C).</p> <p>2. The school has procedures in place in terms of <b>discipline</b> and as a teacher I would like to see those <b>procedures followed</b> (Bollard, B).</p> <p>3. We do have a <b>school counsellor</b> and we are told we can go and see him whenever (Jason, A).</p> <p>4. Counselling, social services area within the school that looks at the <b>well being of the student</b> obviously if the kid is playing up we have to look at it and we do (Sally, A).</p>	<p>1. I would like to have more <b>structure</b> there [safety system for teachers] (John, B).</p> <p>2. If teachers <b>need to get help</b> they know where to go, what is the <b>process</b>, what is the <b>system</b> (Tom, A).</p> <p>3. The union has given <b>funding</b> for teachers if they <b>need time out</b> (Tom, A).</p> <p>4. We have a person who has a role who is a SCT [Specialist Classroom Teacher] and that person's role is to <b>support teachers</b> in the classroom <b>anonymously</b> (Rozy, A).</p> <p>5. Myself as the <b>learning coordinator</b> I am <b>available</b> to any teacher at any time to support them in any area of learning and then of course we have our other side where <b>Watson</b> [principal] is always <b>available</b> (Rozy, A).</p> <p>6. Support for being able to get <b>professional development</b> as you require (Kate, B).</p> <p>7. I expect that that the school would you know, <b>care about us as teachers</b>, in terms of our <b>career</b> and try to provide us opportunities within the school to advance our career. If they can't provide the opportunities that they maybe can provide us with encouragement to look and study so we can advance our career somewhere else (Jill, C).</p> <p>8. Another formal way is in our staff meetings we can identify needs of staff. We have PD [Professional Development] provided for staff so we have like two goals for the year that all <b>staff</b> have to <b>identify</b> that this is what we want to do, and so <b>we provide support</b> that way (Rozy, A).</p> <p>9. There are things like <b>support in the guidance</b> and <b>discipline</b> and those sorts of areas where you can remove the disruptive students from your classroom and that they are able to be taken care of and be able to come back into the classroom to continue their learning (Jackie, A).</p>

The comments of teachers in Table 7.33 show that, as teachers become more experienced, their expectations from the schools' management system change. Beginning and classroom teachers need support regarding students, while experienced teachers expect support for career growth.

**Table 7.34** Description of the third attribute of the KPF: Support for Teachers categorised on the basis of teachers' experience

Attributes of the KPF	Description of the KPF by teachers.		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
3.Support from Environment (Atmosphere at school)	<p>1. If you are saying hey I have got this problem, you know some of these kids aren't engaging or they are not continuing, so it is from a <b>peer</b> point of view that people offer <b>suggestions</b> that are actually <b>helpful</b> (Judy, B).</p> <p>2. From a senior management point of view. . . that you build a philosophy or <b>environment</b> where it [to strive to the best of your ability] is acceptable. . . . what becomes the standard is that you will <b>try your best</b> (Judy, B).</p> <p>3. That's the <b>environment</b> of the whole school [supporting one another] (Raymond, A).</p>	<p>1. <b>Deans</b> and <b>senior managers</b> quite supportive when it comes to that [support] (Jason, A).</p> <p>2. Obviously there is a hierarchy but I don't think that way, the work is hierarchical, everybody is, will <b>help each other</b> (Sally, A).</p> <p>3. The last thing you want is to <b>become isolated</b> as a teacher, because it is a fairly isolated type of profession, that you are kind of isolated in terms of classroom. You can go a whole day with only dealing with students and in order to actually feel part of something bigger which is this organisation of the school (Daniel, C).</p>	<p>1. I believe some times teachers also need <b>emotional support</b> Yes, yes, yes (Jackie, A).</p> <p>2. <b>I need support</b> from other <b>staff members</b> (Dolly, B).</p> <p>3. If you are <b>emotionally upset</b> like stress, some times you get you know, stress and other things going at home, there are <b>guidance counsellors</b> (Dolly, B).</p> <p>4. I think we have the <b>support system</b> there that you know. If a teacher gets into that situation [threatened by a student], we have, you know as colleagues, we are able, to you know, do something about it (John, B).</p> <p>5. If you go and <b>approach the administration</b> staff and let them know this is <b>a plan</b>, I want to do this and this because I feel at the end we will achieve this and this they are <b>very supportive</b> (Tom, A).</p> <p>6. I expect <b>all the other employees</b> within the school to do their job, and if we all <b>work together</b> as a team, I am very much a team person, and then we should have a successful institution (Jill, C).</p> <p>7. [support from peers] It's just <b>what we do</b> (Rozy, A).</p> <p>8. You have to talk to <b>Watson</b> [principal] and <b>Harry</b> [deputy principal] and they <b>sort out the leave</b> and things (Rozy, A).</p> <p>9. If I am having a <b>problem</b> and I want <b>help</b> even my principal <b>confidentially</b> will listen to me (Dolly, B).</p>

Table 7.34 lists teachers' comments that explain the third attribute, supportive atmosphere at school, of the KPF. Teachers across the three categories commented that the collegial atmosphere at school is vital for providing support for teachers.

Table 7.35 lists teachers' comments that explain the fourth attribute of the KPF. Some teachers believe that an effective management system affects teachers as well as students. It reduces the teaching pressure on teachers and signals management support for the teachers. It also signals to the students that unacceptable behavior will not be tolerated. Classroom teachers commented that parental support and availability of resources are also sources of support for teachers.

**Table 7.35** *Description of the fourth attribute of the KPF: Support for Teachers categorised on the basis of teachers' experience*

Attribute of the KPF	Description of the KPF by teachers.		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
4.Features of Support for Teachers	<p>1. If the school has <b>good systems</b> then it's a pull for teachers, in the classroom then it can take the <b>pressure</b> off her (David, A).</p> <p>2. It sends two messages too not only to the teacher, we are here we do <b>support you</b>, but also to the students that their <b>behaviour</b> is unacceptable in the classroom (David, A).</p>	<p>1. Support from HOD for managing classroom and obtaining <b>resources</b> (Bollard, B).</p> <p>I even include parents, <b>assistance from the parents</b> to understand that schools have rules and the rules are there for the kids and they have to abide by the rules (Bollard, B).</p>	

The four attributes that characterise the KPF: Support for Teachers, as shown in Tables 7.32 to 7.35, depends on three KPFs and the policy of the schools' management on two issues. First is the policy of the school towards supporting a teacher when he/she is accused of any wrong doing by a parent, student or anybody else. Second is the schools' policy with respect to student discipline. The three KPFs: Management System (discussed earlier in section 7.7), Atmosphere at School (discussed earlier in section 7.5), and Resources (explained later in section 7.10) also affect the KPF: Support for Teachers at a school. The

influence of the KPF: Management System is in terms of systems that provide teachers' safety and professional support if things are not working out with a particular student or class. The KPF: Atmosphere at School affects support for teachers by creating an environment where all employees at the school readily support one another. This collegial atmosphere in addition to professional matters also provides emotional support for teachers, thereby meeting the professional needs of teachers as well as supporting them emotionally in person. The following section discusses the four attributes of the KPF: Support for Teachers, as explained by teachers' comments categorised on the basis of their schools' decile number.

### **7.8.2 Perspective of teachers categorised by their schools' decile number**

Table 7.36 lists teachers' comments on the first attribute, supportive management team. The comments indicate that teachers across the three categories of schools expect that management lays down a policy that supports teachers in managing difficult students at school, clarifies student behaviours that will not to be tolerated, and provides full backing to the teacher in case he/she is accused of any wrong doing. A supportive management team puts teachers at ease so that they believe the schools' management is behind them. The team also signals to the students that they had better behave properly in class.

**Table 7.36** Description of the first attribute of the KPF: Support for Teachers categorised on the basis of schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
I.Supportive Management Team	<p>1. Very important for a <b>beginning classroom teacher</b> because everything is new. It is like anything, it is so new you are always looking for support [from HOD] (David, A).</p> <p>2. I've had no problems when I have asked someone further on for <b>support</b>. I've obviously found most of the <b>Dean's</b> and <b>senior managers</b> quite <b>supportive</b> when it comes to that (Jason, A).</p>	<p>1. Support from <b>management</b> in terms of <b>discipline</b>, support from my <b>HOD</b> in terms of <b>classroom management</b> or assistance with resources (Bollard, B).</p> <p>2. <b>Help me</b> when I am in trouble finding it difficult to <b>cope with kids</b> some times (Dolly, B).</p> <p>3. Support when you are having <b>difficulty with classes</b> or with <b>students</b> (Kate, B).</p> <p>4. For anybody who is in a situation where there is some question about something that has gone wrong they do need to know that <b>management will support them</b> as far as they can. I mean but of course, if you have done something completely wrong you can't expect them [management] to support you, when you have, if you have assaulted a student or verbally abused a student (Kate, B).</p>	<p>1. That I have got a high level of <b>support</b> from <b>senior management team</b> (Daniel, C).</p> <p>2. I would expect that this school would <b>back me up</b> on the face of it in front of the students. (Jacob, C).</p>

Table 7.37 lists teachers' comments on the second attribute, supportive management system. The comments indicate that teachers in general expect schools' management to provide structures that address four things: 1) development of procedures to manage difficult students in class, 2) professional support for teachers such as counselling or tips to manage a student or class, 3) professional development (PD) of teachers that leads to growth in their careers, and 4) development of procedures for safety of teachers.

**Table 7.37** Description of the second attribute of the KPF: Support for Teachers categorised on the basis of the schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
2.Supportive Management System	<p>1. Yeah I <b>expect support</b> [to manage difficult students] (Raymond, A).</p> <p>2. If teachers <b>need to get help</b> they know where to go, what is the <b>process</b>, what is the <b>system</b> (Tom, A).</p> <p>3. The union has given <b>funding</b> for teachers if they <b>need time out</b> (Tom, A).</p> <p>4. We have a person who has a role who is a SCT (Specialist Classroom Teacher) and that person's role is to <b>support teachers</b> in the classroom <b>anonymously</b> (Rozy, A).</p> <p>5. Myself as the <b>learning coordinator</b> I am <b>available</b> to any teacher at any time to support them in any area of learning and then of course we have our other side where <b>Watson [principal]</b> is always <b>available</b> (Rozy, A).</p> <p>6. Another formal way is in our staff meetings we can identify needs of staff. We have PD (Professional Development) provided for staff so we have like two goals for the year that all <b>staff</b> have to <b>identify</b> that this is what we want to do, and so <b>we provide support</b> that way (Rozy, A).</p> <p>7. There are things like <b>support in the guidance</b> and <b>discipline</b> and those sorts of areas where you can remove the disruptive students from your classroom and that they are able to be taken care of and be able to come back into the classroom to continue their learning (Jackie, A).</p> <p>8. We do have a <b>school counsellor</b> and we are told we can go and see him whenever (Jason, A).</p> <p>9. Counselling, social services area within the school that looks at the <b>well being of the student</b>. Obviously if the kid is playing up we have to look at it and we do (Sally, A).</p>	<p>1. The school has procedures in place in terms of <b>discipline</b> and as a teacher I would like to see those <b>procedures followed</b> (Bollard, B).</p> <p>2. I would like to have more <b>structure</b> there [safety system for teachers] (John, B).</p> <p>3. Support for being able to get <b>professional development</b> as you require (Kate, B).</p> <p>4.Schools are clearly focused on <b>behaviour</b> Aaah but now actually getting more <b>backing</b> that if a student isn't, and I can see where Peter or Lee is not meeting the requirements and <b>not trying their hardest</b>, do get support and the Deans recognise that's an <b>equal problem</b> (Judy, B).</p>	<p>1. That if I have issues or problems within a classroom then I can fall back and <b>rely on structures</b> that are in place (Daniel, C).</p> <p>2. I expect that that the school would you know, <b>care about us as teachers</b>, in terms of our <b>career</b> and try to provide us opportunities within the school to advance our career. If they can't provide the opportunities that they maybe can provide us with encouragement to look and study so we can advance our career somewhere else (Jill, C).</p>

**Table 7.38** Description of the third and fourth attributes of the KPF: Support for Teachers, categorised on the basis of schools' decile number

Attributes of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
3. Support from Environment (Atmosphere)	<p>1. That's the <b>environment</b> of the whole school [supporting one another] (Raymond, A).</p> <p>2. <b>Deans</b> and <b>senior managers</b> quite supportive when it comes to that [support] (Jason, A).</p> <p>3. Obviously there is a hierarchy but I don't think that way, we work hierarchical, everybody is, will <b>help each other</b> (Sally, A).</p> <p>4. I believe some times teachers also need <b>emotional support</b> Yes, yes, yes (Jackie, A).</p> <p>5. [support from peers] Its just <b>what we do</b> (Rozy, A).</p> <p>6. You have to talk to <b>Watson [principal] and Harry [deputy principal]</b> and they <b>sort out the leave</b> and things (Rozy, A).</p> <p>7. If you go and <b>approach the administration</b> staff and let them know this is a <b>plan</b>, I want to do this and this because I feel at the end we will achieve this and this they are <b>very supportive</b> (Tom, A).</p>	<p>1. If you are saying hey I have got this problem, you know some of these kids aren't engaging or they are not continuing, so it is from a <b>peer</b> point of view that people offer <b>suggestions</b> that are actually <b>helpful</b> (Judy, B).</p> <p>2. From a senior management point of view. . . that you build a philosophy or <b>environment</b> where it is acceptable. . . what becomes the standard is that you will <b>try your best</b> (Judy, B).</p> <p>3. I <b>need support</b> from other <b>staff members</b> (Dolly, B).</p> <p>4. If you are <b>emotionally upset</b> like stress, sometimes you get you know, stress and other things going at home, there are <b>guidance counsellors</b> (Dolly, B).</p> <p>5. I think we have the <b>support system</b> there that you know. If a teacher gets into that situation [threatened by a student], we have, you know as colleagues, we are able to, you know, do something about it (John, B).</p> <p>6. If I am having a <b>problem</b> and I want <b>help</b> even my principal <b>confidentially</b> will listen to me (Dolly, B).</p>	<p>1. I expect <b>all the other employees</b> within the school to do their job, and if we all <b>work together</b> as a team, I am very much a team person, and then we should have a successful institution (Jill, C).</p> <p>2. The last thing you want is to <b>become isolated</b> as a teacher, because it is a fairly isolated type of profession, that you are kind of isolated in terms of classroom. You can go a whole day with only dealing with students and in order to actually feel part of something bigger which is this organisation of the school (Daniel, C).</p>
4. Features of Support for Teachers	<p>1. If the school has <b>good systems</b> then it's a pull for teachers, in the classroom then it can take the <b>pressure</b> off her (David, A).</p> <p>2. It sends two messages too not only to the teacher, we are here we do <b>support you</b>, but also to the students that their <b>behaviour</b> is unacceptable in the classroom (David, A).</p>	<p>1. Support from HOD for managing classroom and obtaining <b>resources</b> (Bollard, B).</p> <p>2. I even include parents, <b>assistance from the parents</b> to understand that schools have rules and the rules are there for the kids and they have to abide by the rules (Bollard, B).</p>	

However, teachers in Group A and B schools are more concerned about procedures for managing difficult students and it is a significant issue for them, as 8<sup>121</sup> out of 12 teachers commented on managing difficult students, while in case of Group C schools only one of the four commented upon managing difficult pupils. In terms of management systems that support professional development teachers from each of the three categories of school expect the schools' management to promote their careers by providing them with the option to attend professional development courses.

Teachers' comments that explain the third and fourth attributes of the KPF are listed in Table 7.38. The third attribute of the KPF, supportive environment, was commented on by 9 of the 12 teachers from Group A and B schools while two of the four teachers from Group C schools also commented on it, indicating that the attribute supportive environment is of significance for teachers across all decile schools in New Zealand. However, of the 15 comments in Table 7.38, 13 were made by teachers in Group A and B schools suggesting that the third attribute, supportive environment, may be a more significant source of support for teachers in lower and average decile schools than for those in higher decile (Group C) schools.

The researcher is of the opinion that since the management system in higher decile schools may be more developed and effective than that in lower and average decile schools, teachers of higher decile Group C schools are not as dependent on support from the school's environment as teachers of lower and average decile schools.

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<sup>121</sup> The teachers who commented are: i. Raymond ii. Jason iii. Rozy iv. Jackie v. Bollard vi. Judy vii. Dolly and viii. Kate.

Teachers' comments on the fourth attribute, features of support for teachers, are shown in Table 7.38. The comments have the same arrangement as in Table 7.35 hence there is nothing further to add to the discussion. The next section discusses the KPIs for the KPF: Support for teachers, that best reflects the performance of the school from the teachers' perspective.

### 7.8.3 KPIs for the KPF: Support for Teachers

Teachers ascertain the KPF: Support for Teachers, on the basis of a number of cues or measures termed KPIs. Appendix 13 contains Table 13.4 that shows the 30 KPIs suggested by the teachers for the KPF: Support for Teachers. KPIs having similar meaning have been merged together, thereby consolidating the 30 KPIs into 20 KPIs as shown in Table 13.4 in Appendix 13.

The 20 KPIs show the status of the four attributes of the KPF: Support for Teachers. The status of the first attribute – supportive management team – is indicated by five KPIs, all of which are “readily measurable” i.e., **R**. The status of the second attribute – supportive management system – is indicated by 10 KPIs, 9 of which are “readily measurable”, i.e., **R** while 1 is “potentially measurable”, i.e., **P**. The status of the third attribute – support from the schools' environment – is indicated by four KPIs, only one of which is “readily measurable”, i.e., **R**, while the remaining three are **P**. The researcher is of the opinion that the KPIs indicating the status of the KPF: Atmosphere at School, when read in tandem with the above two KPIs, may be able to give a more adequate picture of the status of the support that teachers may be getting from the

school environment. The status of the fourth attribute is indicated by only one KPI that is “readily measurable”, i.e., **R**.

**Table 7.39** KPIs for the KPF: Support for Teachers

1. Attributes of the KPF	2. Number of KPIs	3. KPIs for each attribute of the KPF: Support for Teachers	4. Reference of KPIs	5. Types of KPIs
1. Supportive Management Team	1. 2. 3. 4. 5.	Number of Deans present Presence of Specialist Teacher Presence of Literacy/Numeric Specialist Existence of PRT Monitors Procedures for HOD to support teachers	c o p e f	R R R R R
2. Supportive management system	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	Outcome for teachers when support is sought Procedures for difficult students Procedures for rehabilitating difficult students Documentation of procedures Procedures followed through Number of times lessons are disrupted by pupils Existence of support procedures (e.g. Red Card) Procedure for leave planned/unplanned (e.g., Relief Box) Existence of procedures for safety of teachers Existence of procedures for professional support of teachers	q h  i d k  a  b  r  n  m	R R  R R P  R  R  R  R
3. Support from environment (Atmosphere at School)	1. 2. 3. 4.	Procedures for teachers to access peers for professional support Existence of procedures for emotional support of teachers Happy staff Communication of support procedures to all concerned	j  k s  g	R  P P  P
4. Features of support for teachers	1.	Budget of PD (Professional Development)	t	R

Hence, 16 of the 20 KPIs are “readily measurable” i.e., **R**. Since 80% of KPIs are ‘readily measurable’ the researcher is of the opinion that schools can measure the status of the KPF: Support for Teachers, by using existing procedures, to a considerable degree. The following section summarises the discussion on the KPF: Support for Teachers, and its associated KPIs.

### 7.8.4 Summary and observations

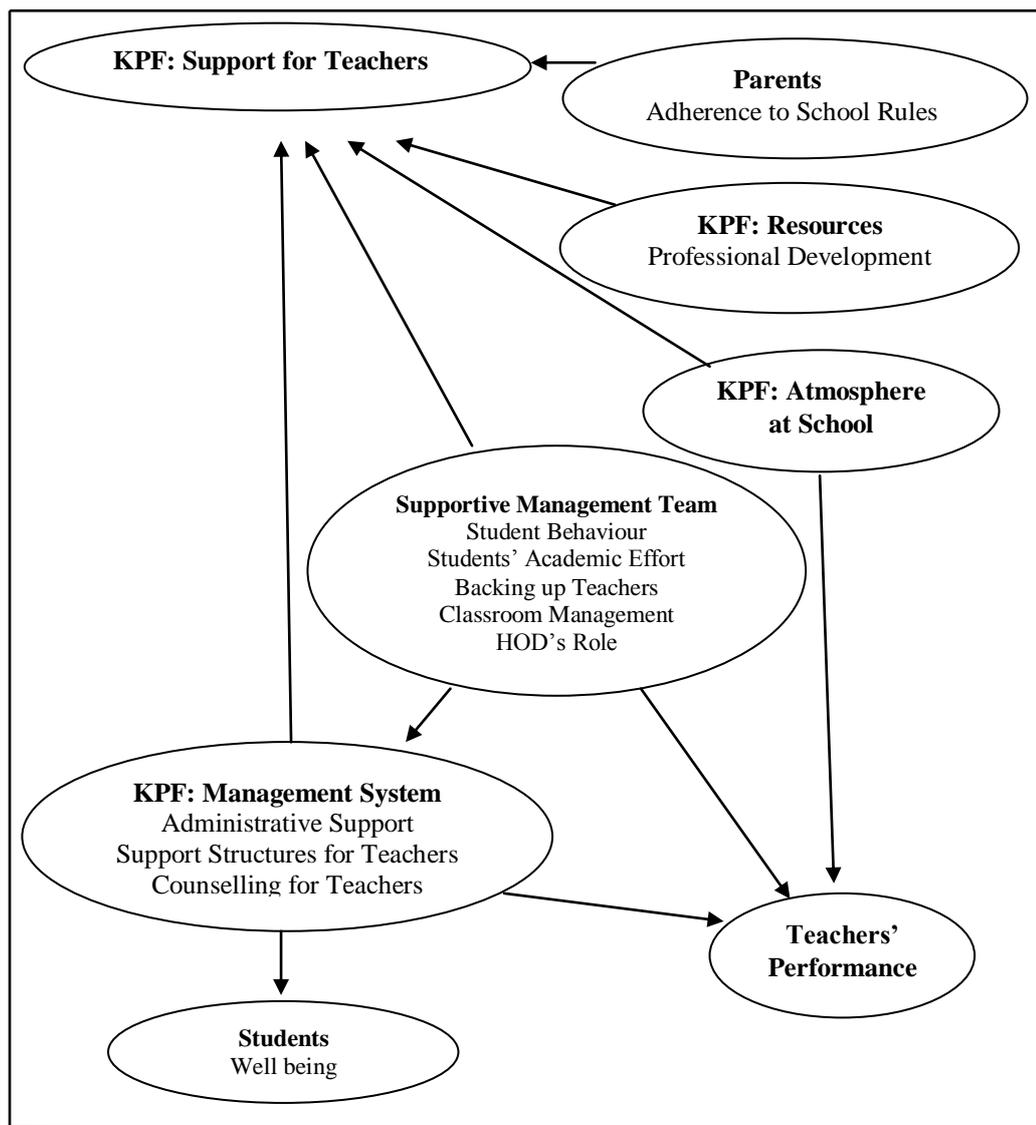
The findings of this investigation for the KPF: Support for Teachers are summarised in Table 7.40 which explains the attributes of the KPF in terms of the key words that teachers have used to describe the KPF through Tables 7.32 to 7.35. The key words describe teachers' expectations of support from the schools' management team, the setting up of a supportive management system at schools, an ambience of supporting one another at school, support to teachers from parents, availability of resources to teachers, and also the effect of the management system on teachers' performance.

**Table 7.40** *Summary of the KPF: Support for Teachers*

1 Attributes	2 Description of the attributes of the KPF: Support for Teachers	3 KPIs for the KPF: Support for Teachers
1.Supportive Management Team	1. If a teacher does something wrong by mistake they should know that <b>management will support them</b> as far as they can. 2. Management team supports teachers in terms of student <b>discipline, classroom management</b> and <b>coping with kids</b> . If they have <b>difficulty with classes</b> or with <b>students</b> . 3. Management team supports <b>beginning classroom teachers</b> to settle in their jobs. 4. Management team <b>backs up</b> the teachers in accusations from any quarter. 5. Deans are <b>backing</b> teachers if students are <b>not trying their hardest</b> in class and consider it an <b>equal problem</b> like inappropriate behaviour.	1. Number of Deans present. 2. Presence of Specialist Teacher 3. Presence of Literacy/Numeric Specialist 4. Existence of PRT Monitors 5. Procedures for HOD to support teachers

**Table 7.40 (continued)** Summary of the KPF: Support for Teachers

1 Attributes	2 Description of the attributes of the KPF 'Support for Teachers'	3 KPIs for the KPF 'Support for Teachers'
2. Supportive Management System	<ol style="list-style-type: none"> <li>1. Teachers <b>expect support</b> and require <b>structures to rely on</b> to manage difficult students in class.</li> <li>2. Teachers expect <b>disciplinary procedures</b> to be <b>followed</b> through in schools.</li> <li>3. Teachers expect access to a <b>counsellor</b> at school if need be.</li> <li>4. Teachers expect procedures and facilities so that <b>well being of the student</b> is looked after and the student has access to proper <b>guidance</b>.</li> <li>5. Some teachers expect professional <b>support anonymously</b> at school.</li> <li>6. Teachers expect support for <b>professional development</b>.</li> <li>7. Teachers expect the school to <b>care about teachers' careers</b> by providing them opportunities to develop and grow within the school and beyond.</li> </ol>	<ol style="list-style-type: none"> <li>1. Outcome for teachers when support is sought</li> <li>2. Procedures for difficult students</li> <li>3. Procedures for rehabilitating difficult students</li> <li>4. Documentation of procedures</li> <li>5. Procedures are followed through</li> <li>6. Number of times lessons are disrupted by kids</li> <li>7. Existence of safety procedures (e.g., Red Card)</li> <li>8. Procedure for leave planned / unplanned (e.g., Relief Box)</li> <li>9. Existence of procedures for safety of teachers</li> <li>10. Existence of procedures for professional support of teachers</li> </ol>
3. Supportive Environment (Atmosphere at School)	<ol style="list-style-type: none"> <li>1. The supportive atmosphere of the school provides for <b>peer</b> support that offers <b>suggestions</b> that are actually <b>helpful</b>.</li> <li>2. The <b>environment</b> of the school is that one has to <b>try your best</b>.</li> <li>3. Supportive atmosphere provides administrative, <b>peer, Deans and senior management</b> support for teachers.</li> <li>4. Teachers may <b>need emotional support</b> and do not want to <b>become isolated</b>. <b>Support</b> from <b>staff members</b> is required by teachers.</li> <li>5. Teachers having <b>problems</b> look forward to <b>confidential help</b> by principal.</li> <li>6. Teachers expect <b>all the other employees</b> at school to <b>work together</b>.</li> <li>7. Teachers in some schools have <b>support system</b> that <b>helps each other</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Procedures for teachers to access peer for professional support</li> <li>2. Happy staff</li> <li>3. Existence of procedures for emotional support of teachers</li> <li>4. Communication of support procedures to all concerned</li> </ol>
4. Other Support for Teachers	<ol style="list-style-type: none"> <li>1. HOD supports teachers to obtain <b>resources</b>.</li> <li>2. <b>Parents</b> can <b>provide assistance</b> to teachers by abiding by rules of the school.</li> <li>3. <b>Good systems</b> make schools attractive to teach in, and take <b>pressure</b> off the teacher.</li> <li>4. Good system sends messages of <b>support</b> to teachers and to students that inappropriate <b>behaviour</b> is unacceptable in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Budget of PD (Professional Development)</li> </ol>

**Figure 7.6** KPF: Support for Teachers

The influence of parents on the KPF: Support for Teachers, is beyond the scope of this investigation. It appeared in the findings of this investigation incidentally as qualitative data obtained from teachers were analysed. Hence, it is shown in the findings of the investigations. The key words in Table 7.40 have been displayed in Figure 7.6 which gives a visual description of the KPF: Support for Teachers.

Figure 7.6 depicts that teachers consider support of the management team and the management system of significance as they impact on their

performance. The support to teachers is also influenced by the schools' ambience, the resources provided to teachers as well as the support that teachers get from parents. Teachers expect support from the schools' management team in terms of classroom management and disruptive students who misbehave in class. They also expect the management team to stand by them if they are accused of any wrong doing from any quarter. The HOD's role, in particular guiding and nurturing beginning classroom teachers, is of great significance.

Teachers expect that the management system provides them with structures that they can rely on if they are faced with a safety issue in class. They also contend that the system provides them with opportunities for professional development and growth. Teachers at times need emotional support from counsellors and also administrative support so that they can go about their daily business of teaching. The ambience at the school also affects the support for teachers, as significant amounts of support for teachers come informally through their peers. Teachers also expect that the management system takes care of the well-being of students including the difficult and disruptive students. Parents influence support for teachers if they readily follow and regularly make an effort to comply with the schools' rules. Resources may also affect teachers support via availability of teaching resources and professional development opportunities for teachers.

The KPF: Support for Teachers is influenced by a web of relationships between the management team, management system, and the school atmosphere. Parents' attitudes towards schools and availability of resources also appear to influence the KPF: Support for Teachers. The sketch in Figure 7.6 is generic and

indicative of the salient interactions that affect the KPF: Support for Teachers.

The support that an individual teacher may need depends on his or her particular situation at any given time, and may vary from one teacher to the other. The following section discusses the KPF: Workload of Teachers.

## **7.9 KPF: Workload**

The KPF: Workload describes teachers' expectations of workload from the schools' management. The KPF is explained by its four attributes. The attributes of the KPF are explicated by teachers' comments categorised on the basis of their professional experience and the decile number of their school. A number of KPIs that indicate the position of each attribute of the KPF are detailed. A vignette that shows how the four attributes affect the KPF: Workload summarises the discussion.

### **7.9.1 Perspective of teachers categorised by their work experience**

The four attributes of the KPF are: 1) systemic workload, 2) features of workload, 3) teachers' workload, and 4) managing teachers' workload. Table 7.41 lists teachers' comments that explain the first attribute - systemic workload - of the KPF. The systemic workload is that part of the teachers' workload that comes from the structure of the educational system which is managed by the schools' management but is influenced by three governmental entities, i.e., the MoE, the NZQA and the ERO. The MoE provides guidelines to schools in terms of curriculum and school governance (Ministry of Education, 2009d, 2009e), while NZQA provides guidelines in terms of assessments for years 11 to 13 NCEA examinations. ERO audits the schools' management compliance with the government's statutory framework provided by the Education Act 1989, as well as the strategic objectives of each school and the suggestions for improvement given to the schools' management in their last ERO audit. Teachers perceive that the government, through its policies of assessments, curriculum requirements,

documentation, and reporting required by the MoE and NZQA, has led to an increase in teachers' workload particularly in the area of non-teaching activities.

Commenting on the high workload, one of the teachers, Jack said:

“I think that's [workload] governmental. I think there are structures in place in higher echelons of the examination system that make the workload high, so over examination, or over analysis of performance criteria rather than teaching the kid to get through the exam.”

Other systemic sources that teachers perceive have led to increases in their workload are their passion to “go the extra mile” for their students, the widely varying literacy levels of students entering secondary schools, and changes in curriculum or assessments that are instituted by the NZQA and at times by the schools' management. The comments on teachers' workload from the three groups of teachers appear to reinforce one another. The beginning classroom teachers consider assessments, number of students in class, and administrative paperwork as the main determinants of teachers' systemic workload. The classroom teachers had a wider outlook. They agreed with the beginning classroom teachers but considered the NZQA, MoE, the schools' management and their own capability to juggle affected the teachers' workload capability. The experienced classroom teachers concur with the comments of the beginning as well as the classroom teachers, and additionally consider that wide variation in student competency (of literacy and numeracy skills) in one class, as well as the extra-curricular activities, influence teachers' workload.

**Table 7.41** Description of the first attribute of the KPF: Workload categorised on the basis of teachers' experience

Attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
1. Systemic Workload	<p>1. When you have an exam and all of a sudden you have <b>300 papers to mark within a set time</b> period, the workload obviously spikes and so I would say it is the responsibility of this school to, well provide teachers with the methods and the ways to assess students, to not as much as possible to <b>not resort to, too much external formal examination</b> (Jacob, C).</p> <p>2. There is a difference in the <b>workload</b> depending on how big your <b>class size</b> is (Judy, B).</p> <p>3. I have never had a <b>class size</b> of 32 but I think it [impact of class size on workload] <b>definitely would be</b> (Raymond, A).</p> <p>4. It's the <b>other things</b> that I struggle with, with all the <b>paperwork</b> and <b>rolls</b> and <b>notes</b> and <b>headcounts</b> and all those <b>extra things</b> (David, A).</p>	<p>1. I think the workload <b>not only stems</b> from the <b>amount of kids</b> that you teach. There are other <b>outside factors</b> that adds, to the workloads, lots of <b>paperwork</b>, lots of <b>deadlines</b> that you have to meet (Bollard, B).</p> <p>2. It [smaller classes] would just be <b>less script to mark</b> and other than that, that's it (Bollard, B).</p> <p>3. Anytime the <b>curriculum</b>, anytime the <b>programme is changed</b> we have got to change. It creates a <b>large amount of work</b> for you (Sally, A).</p> <p>4. From my point of view, yea there is a fair amount, but I wouldn't say overwhelming. It is more <b>what I need to do for NZQA and the Ministry</b> that's probably more <b>overwhelming</b> (Daniel, C).</p>	<p>1. We have got so many things to do. <b>There are many layers expected of a teacher</b>, pastoral, social, curriculum, extra curriculum, core curriculum, and in terms of examination and paperwork (Jack, A).</p> <p>2. I think that's [workload] <b>governmental</b>. I think there are structures in place in the higher echelons of the examination system that make the workload high, <b>so over examination, or over analysis of performance criteria</b> [of students] <b>rather than teaching the kid</b> to get through the exam (Jack, A).</p> <p>3. You have a <b>job description</b> and if whatever is in your job description that is your workload and it is <b>unreasonable</b> to expect teachers <b>to do more than that</b> but within <b>Wharekura</b> we have developed a kind of <b>culture</b> where <b>people just give anyway</b> knowing that the returns are seeing students smiling and happy and learning and progressing (Rozy, A).</p> <p>4. They (the schools) won't say it but you are <b>expected</b> to get involved in <b>sports, camps</b>, other <b>activities</b> outside the school (Tom, A).</p> <p>5. You have different levels of students within your classroom and you have got to work, you have got to be able to <b>juggle and work</b> with those <b>different levels just in one class</b>. Sometimes it makes it a bit hard but then you have <b>got to work</b> with it, you just got to, what you have <b>got in front</b> of you, that's it (Tom, A).</p> <p>6. It is not the school. <b>It is actually the government [NZQA] that has put that load onto teachers</b> without giving them compensatory payment for marking (Kate, B).</p> <p>7. I think <b>there is a lot of paperwork</b>; I think gone are the days when you're just a teacher in the classroom. I think in most schools throughout New Zealand the <b>hidden agendas</b> are the extra curriculum (Tom, A)</p> <p>8. Every time there is a <b>change in the curriculum</b> or a <b>change in assessment and NCEA</b> has done that, then there is a <b>greater load</b> on your marking (Kate, B).</p> <p>9. When a teacher is given <b>30 to 32 kids in a classroom</b>, it's <b>not fair on the students</b> (Dolly, B).</p>

Teachers' comments in Table 7.42 explain the second attribute – features of workload – of the KPF. Teachers appear to be under a heavy workload, as 15 out of the 16 teachers interviewed complained of excessive workload which spills into their homes. Assessments<sup>122</sup> as required by the NCEA examination system affect teachers' workload. Frequent changes in curriculum and assessments by the NZQA also increase the workload. It appears that in addition to assessments record keeping, excessive paperwork and headcounts take a lot of the teachers' time at the expense of teaching and nurturing the student. The complexity of teachers' work, along with variation of student competency, teachers' capability to manage workload, the unique nature of each subject, and the type of assessment chosen make estimating teachers' workload very difficult. The problem is further compounded as some assistant principals or deputy principals may not have come through the current educational setup of NCEA, and may not fully understand all the workload issues for teachers. The culture of each school also impacts on the workload expectations of teachers, as in certain schools such as a Wharekura<sup>123</sup>, heavy teacher workloads are considered a given. Some experienced teachers felt they could not fail their students; hence, they feel compelled to keep on working, while some others feel morally bound to keep on working.

The key feature of the workload is that it is cyclical with peaks and troughs, and it varies from one teacher to another. The trend of teachers' workload as reported by a classroom teacher appears to be increasing with time.

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<sup>122</sup> NZQA regulates assessments for NCEA level 1 to 3 examinations given by year 11, 12 and 13 students while students in year 9 and 10 in secondary schools are all internally assessed.

<sup>123</sup> Wharekura is a State secondary school for year 9 to 13 students that offer the curriculum in a Māori context.

**Table 7.42** Description of the second attribute of the KPF: Workload categorised on the basis of teachers' experience

Attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
2. Features of Workload	<p>1. I am only a beginning classroom teacher and I sort of at the end of each day you know, have always got something to do so I <b>always have to plan</b> for the next day or the next week or whatever and organise things like camps (David, A).</p> <p>2. If a teacher like, had <b>kids and families</b> they are here 9 to 3 probably 9 to 5 it can get pretty big like <b>workload</b>. Cause you would need to come in <b>after hours</b> (Raymond, A).</p> <p>3. We should always be pushing yourself that does mean yes, that your <b>workload</b> is always quite <b>a lot, heaps of stuff at home</b>, we do have to do. You <b>can't do</b> all that you're <b>expected</b> to do <b>within school hours</b> (Judy, B).</p>	<p>1. The <b>workload is really a lot</b> for teachers, I think the <b>school is trying</b> to keep it to a minimum but they [management] are <b>not succeeding</b>, there is <b>so much paperwork</b> that needs to be done, and you only have <b>such little time</b> (Bollard, B).</p> <p>2. We don't always have the <b>time at home</b> to do it, and you definitely don't have the <b>time at school</b> and <b>as parents we have lives as well</b>, we have kids that we always have to see too (Bollard, B).</p> <p>3. It's just that <b>we all</b> have got <b>so many jobs</b> to do (Sally, A).</p> <p>4. <b>I don't have any issues with the workload</b> that I have here (Jason, A).</p> <p>5. There might be someone that would fill the gap but they probably do not have <b>as much passion for those sports</b> as perhaps I do (Daniel, C).</p> <p>6. <b>Workload is an issue</b> and it is an expectation that all schools and all teachers would have that. They know that there is a large workload and it is a matter of balancing and juggling the various things that are going on and <b>being aware that the school does</b> try and <b>put too much</b> on you. (Daniel, C).</p>	<p>1. <b>Work</b> comes in <b>clusters</b>. There are times when it is fine and then you have <b>pressure points</b> where there are a lot of things that need to be dealt with. Now they are dealt with but then there is <b>down time again</b> (Jackie, A).</p> <p>2. We always try to do everything but what happens is, I now bring home, we <b>bring work home</b>. I <b>can't tell them</b> [the students] oh sorry look I couldn't do it because I don't have time. They [the students] just want to see their marks (Dolly, B).</p> <p>3. <b>Teacher workload is very high</b> (Jack, A).</p> <p>4. They [teachers] <b>are sick</b> but they go to school, <b>big responsibilities, because of the work load</b>. Here is extremely <b>very very high workload</b>, lots of work to do, especially if you think internal assessments, that is one area I don't like, I don't like (Dolly, B).</p> <p>5. I have noticed that the <b>workload is more now</b> (John, B).</p> <p>6. It [workload] would <b>vary from teacher to teacher</b> (Kate, B).</p> <p>7. I don't think it's <b>fair</b> some people have <b>different marking modes</b>, you see so some people if they are doing more external papers won't do so much internal marking and moderating and chasing where that will be, so it will vary. If I have got 35 in my class and I am doing 35 research essays and somebody's got 12 only we <b>have the same time</b>, we have the same money but we <b>don't have the same marking mode</b> (Kate, B).</p> <p>8. The <b>school does its very best</b> to try and look at what people are doing and make sure they have you know a reasonable, as they possibly can amount of time to actually try and do the job, so to me <b>workload is a very important issue</b> (Jill, C).</p> <p>9. We still got a few <b>deputy and assistant principals</b> around the country who have <b>not come through and experienced that</b> [changes in curriculum, assessment and reporting] (Jill, C).</p> <p>10. Yes and there are a couple that do [say no to more work] you know, and <b>that is ok</b> and should not be <b>looked down upon</b> either because it is well within their right, but the general <b>culture</b> [in a Wharekura] is that we pretty much <b>give more</b> than what is <b>expected</b> (Rozy, A).</p> <p>11. The easiest thing is to say well we haven't got enough teachers here to provide say music or language and I think that is not right for that person that is coming here to be able to go into that. That <b>might mean sacrifice</b> on some of us. Some of us <b>might get loaded up</b> in some way (John, B).</p>

**Table 7.43** Description of the third attribute of the KPF: Workload categorised on the basis of teachers' experience

Attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
3. Teachers' Workload	<p>1. You go onto the job thinking that you know you are going to <b>make a difference</b> in the <b>classroom</b>, but you quickly find out <b>that's only a little part of the job</b>. (David, A).</p> <p>2. The <b>senior management</b> they should <b>know</b> what it is like to have a <b>full workload</b>, to be a heavy workload and if they see that in a person's workload then <b>they'll try and make it easier</b> for him in some way (Raymond, A).</p> <p>3. I like them [schools' management] to <b>recognise</b> that we have <b>really got a lot to do</b>, just doing what we have already done, so to be very careful if they are giving us something more to do, how long? How much will it take? Some justification or recognition that it is going to be extra, cause <b>we do quite a lot already</b>. (Judy, B).</p>	<p>1. My <b>expectation</b> of teaching when I came out of the university was that it <b>wasn't</b> going to be <b>easy</b>. I think, I was maybe <b>expecting</b> to work a little <b>harder</b> than I am now. So I have <b>no issues</b> with <b>workload</b> (Jason, A).</p> <p>2. I have a feeling <b>big workload</b>, but then I look around and <b>everyone</b> in the school <b>has a big workload</b>, you know, and the other thing is in <b>Wharekura</b> you just <b>expect</b> it, it is what we expect, you choose to work in a Wharekura or Kurapapa Māori you <b>gonna get a big workload</b> that's it (Sally, A).</p> <p>3. <b>Workload is an issue</b> and it is an expectation that all schools and all teachers would have that. They know that there is a large workload and it is a matter of balancing and juggling the various things that are going on and <b>being aware</b> that the <b>school does try and put too much on you</b>. (Daniel, C).</p>	<p>1. Well I <b>expect</b> that the <b>work</b>, that is <b>manageable</b> (Jackie, A).</p> <p>2. If I was <b>coming into the system</b> and <b>starting</b> I might be getting <b>overburdened</b> because <b>when</b> I was <b>younger</b> I had <b>lot more other interests</b> that would perhaps cause me <b>some concern</b> (John, B).</p> <p>3. Oh I think, I hope that, I am just <b>hoping it</b> [workload] could be <b>lighter</b> (Tom, A).</p> <p>4. For me I would like to think that I will not have a <b>workload</b> that I would feel <b>stressed</b> (Kate, B).</p> <p>5. How many <b>non-contacts</b> [hours per week] <b>over and above the requirement</b> [5 non-contact hours in a 25 hour week] <b>do you give?</b> What is your <b>teaching load?</b> That is certainly a <b>very significant question</b> (Jill, C).</p> <p>6. You have a <b>job description</b> and if whatever is in your job description that is your workload and it is <b>unreasonable</b> to expect teachers <b>to do more than that</b> but within <b>Wharekura</b> we have developed a kind of <b>culture</b> where <b>people just give anyway</b> knowing that the returns are seeing students smiling and happy and learning and progressing (Rozy, A).</p> <p>7. Yes and there are couple that do (say no to more work) you know, and <b>that is ok</b> and should not be <b>looked down upon</b> either because it is well within their right, but the general <b>culture</b> is that we pretty much <b>give more</b> than what is <b>expected</b>. (Rozy, A).</p> <p>8. So if it is full on all the time, you can't do that, so <b>it is ups and downs</b> and <b>taking into your personal circumstances</b>, and I think if you have given an honest day's work and you know that you do that, then if you have a down day yea it's fine (Jackie, A).</p>

However, 1 classroom teacher out of the 16 did not complain of excessive workload which suggests that there may be ways to manage this problem.

Teachers' comments in Table 7.43 explain the third attribute - teachers' expectations of workload - of the KPF. Beginning classroom teachers consider that management should acknowledge the fact that they have a heavy workload, and should find ways and means to reduce administrative paperwork, and in the case where a particular teacher is faltering he/she should be given a helping hand by management. Classroom teachers commented that schools' management tries to load work onto teachers, and it is expected that teachers will carry a heavy workload particularly in a Wharekura. Experienced classroom teachers expect that management should ensure that teachers have manageable workloads, so that they are not stressed out and younger (beginning) teachers should have lower workloads.

**Table 7.44** *Description of the fourth attribute of the KPF: Workload categorised on the basis of teachers' experience*

Attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
4. Managing Teachers' Workload.	<p>1. By providing <b>adequate resources</b> in established resources that require the least amount of development to match into whichever particular lesson you are teaching that <b>eases the workload</b> considerably (Jacob, C).</p> <p>2. They could work out <b>systems</b> that could <b>eliminate</b> a lot of [paperwork] (David, A).</p>	<p>1. I think the <b>school is trying</b> to keep it to a minimum but they [management] are <b>not succeeding</b>, there is <b>so much paperwork</b> that needs to be done, and you only have <b>such little time</b> (Bollard, B).</p> <p>2. Maybe it's my <b>time management</b> and the <b>way I do things</b>, but I <b>haven't</b> found myself <b>staying up</b> and <b>burning the candle</b> too often (Jason, A).</p> <p>3. If you choose a <b>job you like</b> you are <b>never</b> going to <b>work</b> again in life (Jason, A).</p> <p>4. You need a way <b>to pull back in</b> some way, <b>saying no</b> to certain things or classes or you know work. It's one of the <b>key things</b> that I think teachers have <b>got to and try and deal</b> with that other professionals don't necessarily have (Daniel, C).</p>	<p>1. Next year (2007) it is going to be <b>5 [non-contact periods per week]</b> (Dolly, B).</p> <p>2. <b>They</b> [beginning classroom teachers] have a <b>lower teaching load</b> there is so much time just to set yourself up (Kate, B).</p> <p>3. The <b>school does its very best</b> to try and look at what people are doing and make sure they have you know a <b>reasonable</b>, as they possibly can amount of <b>time</b> to actually try and <b>do the job</b>, so to me <b>workload</b> is a <b>very important issue</b> (Jill, C).</p>

Teachers appear to be apprehensive that the government may further increase their workload. Teachers consider that they should not be asked to do more than what is in their job description and if a teacher refuses to do what is not part of the job description he/she should not be victimized.

Teachers' comments in Table 7.44 explain the fourth attribute - managing the workload - of the KPF. Beginning classroom teachers are of the opinion that teaching resources and administrative system simplification can reduce their workload. Classroom teachers have also argued for administrative system simplification in addition to acquiring time management skills and restricting entry into the profession to those persons who enjoy teaching. They advise teachers to learn to say 'no' when workload goes beyond their capacity. Experienced classroom teachers commented that schools do try to keep teachers' workload manageable and the recently instituted 5 non-contact hours per week may help teachers manage their workload.

Some teachers consider that the cause of their excessive workload is owing to changes instituted by NZQA whose focus is on assessment and analysis of students' academic performance rather than on teaching. Furthermore, expectations from teachers have proliferated starting from academic achievement of students to administration of the learning process and onto pastoral and social care of the students. The following section explains the KPF: Workload from the perspective of the teachers categorised on the basis of their schools' decile.

## 7.9.2 Perspective of teachers categorised by their schools' decile number

Table 7.45 shows the comments of teachers categorised on the basis of their schools' decile number describing the four attributes of the KPF: Workload.

**Table 7.45** Description of the first attribute of the KPF: Workload categorised on the basis of the schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
1. Systemic workload	<p>1. They [the schools] won't say it but you are <b>expected</b> to get involved in <b>sports, camps</b>, other <b>activities</b> outside the school (Tom, A).</p> <p>2. You have different levels of students within your classroom and you have got to work, you have got to be able to <b>juggle and work</b> with those <b>different levels just in one class</b>. Some times it makes it a bit hard but then you have <b>got to work</b> with it, you've just got to, what you have <b>got in front</b> of you, that's it (Tom, A).</p> <p>3. We have got so many things to do. <b>There are many layers expected of a teacher</b>, pastoral, social, curriculum, extra curriculum, core curriculum, and in terms of examination and paperwork (Jack, A).</p> <p>4. I think that's [workload] <b>governmental</b>. I think there are structures in place in the higher echelons of the examination system that make the workload high, <b>so over examination, or over analysis of performance criteria</b> (of students) <b>rather than teaching the kid</b> to get through the exam (Jack, A).</p> <p>5. I think <b>there is a lot of paperwork</b>; I think gone are the days when you're just a teacher in the classroom. I think in most schools throughout New Zealand the <b>hidden agenda's</b> are the extra curriculum (Tom, A).</p> <p>6. I have never had a <b>class size</b> of 32 but I think it [impact of class size on workload] <b>definitely would be</b> (Raymond, A).</p> <p>7. Anytime the <b>curriculum</b>, anytime the <b>programme is changed</b> we have got to change. It creates a <b>large amount of work</b> for you (Sally, A).</p> <p>8. You have a <b>job description</b> and if whatever is in your job description that is your workload and it is <b>unreasonable</b> to expect teachers <b>to do more than that</b> but within <b>Wharekura</b> we have developed a kind of <b>culture</b> where <b>people just give anyway</b> knowing that the returns are seeing students smiling and happy and learning and progressing (Rozy, A).</p> <p>9. It's the <b>other things</b> that I struggle with, with all the <b>paperwork</b> and <b>rolls</b> and <b>notes</b> and <b>headcounts</b> and all those <b>extra things</b> (David, A).</p>	<p>1. I think the workload <b>not only stems</b> from the <b>amount of kids</b> that you teach, there are other <b>outside factors</b> that adds to the workloads, lots of <b>paperwork</b>, lots of <b>deadlines</b>, that you have to meet (Bollard, B).</p> <p>2. It [smaller classes] would just be <b>less script to mark</b> and other than that, that's it (Bollard, B).</p> <p>3. There is a difference in the <b>workload</b> depending on how big your <b>class size</b> is (Judy, B).</p> <p>4. Every time there is a <b>change in the curriculum</b> or a <b>change in assessment</b> and NCEA has done that, then there is a <b>greater load</b> on your marking (Kate, B).</p> <p>5. It is not the school. <b>It is actually the government [NZQA] that has put that load onto teachers</b> without giving them compensatory payment for marking (Kate, B).</p> <p>6. When a teacher is given <b>30 to 32 kids in a classroom</b>, it's <b>not fair on the students</b> (Dolly, B).</p>	<p>1. When you have an exam and all of a sudden you have <b>300 papers to mark within a set time</b> period, the workload obviously spikes and so I would say it is the responsibility of this school to, well provide teachers with the methods and the ways to assess students, to not as much as possible to <b>not resort to</b>, too much <b>external formal examination</b> (Jacob, C).</p> <p>2. From my point of view, yea there is a fair amount, but I wouldn't say overwhelming. It is more <b>what I need to do for NZQA and the Ministry</b> that's probably more <b>overwhelming</b> (Daniel, C).</p>

**Table 7.46** Description of the second attribute of the KPF: Workload categorised on the basis of the schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
2. Salient Features of Workload	<p>1. I am only a beginning classroom teacher and I sort of at the end of each day you know, have always got something to do so I <b>always have to plan</b> for the next day or the next week or whatever and organise things like camps (David, A).</p> <p>2. If a teacher like, had <b>kids and families</b> they are here 9 to 3 probably 9 to 5 it can get pretty big like <b>workload</b>. Cause you would need to come in <b>after hours</b> (Raymond, A).</p> <p>3. Yes and there are a couple that do [say no to more work] you know, and <b>that is ok</b> and should not be <b>looked down upon</b> either because it is well within their right, but the general <b>culture</b> [in a Wharekura] is that we pretty much <b>give more</b> than what is <b>expected</b> (Rozy, A).</p> <p>4. It's just that <b>we all</b> have got <b>so many jobs</b> to do (Sally, A).</p> <p>5. <b>Work</b> comes in <b>clusters</b>. There are times when it is fine and then you have <b>pressure points</b> where there are a lot of things that need to be dealt with. Now they are dealt with but then there is <b>down time again</b>. So if it is full on all the time, you can't do that, so <b>it is ups and downs</b> and <b>taking into your personal circumstances</b>, and I think if you have give an honest days work and you know that you do that, then if you have a down day yea its fine (Jackie, A).</p> <p>6. <b>Teacher workload is very high</b> (Jack, A).</p> <p>7. <b>I don't have any issues with the workload</b> that I have here (Jason, A).</p>	<p>1. The <b>workload is really a lot</b> for teachers, I think the <b>school is trying</b> to keep it to a minimum but they [management] are <b>not succeeding</b>, there is <b>so much paperwork</b> that needs to be done, and you only have <b>such little time</b> (Bollard, B).</p> <p>2. We don't always have the <b>time at home</b> to do it, and you definitely don't have the <b>time at school</b> and <b>as parents we have lives as well</b>, we have kids that we always have to see too (Bollard, B).</p> <p>3. We should always be pushing yourself that does mean yes, that your <b>workload</b> is always quite <b>a lot, heaps of stuff at home</b>, we do have to do. You <b>can't do</b> all that you're <b>expected</b> to do <b>within school hours</b> (Judy, B).</p> <p>4. They (teachers) <b>are sick</b> but they go to school, <b>big responsibilities, because of the work load</b>. Here is extremely <b>very very high workload</b>, lots of work to do, especially if you think internal assessments, that is one area I don't like, I don't like (Dolly, B).</p> <p>5. I have noticed that the <b>workload is more now</b> (John, B).</p> <p>6. <b>It</b> (workload) would <b>vary from teacher to teacher</b> (Kate, B).</p> <p>7. I don't think it's <b>fair</b> some people have <b>different marking modes</b>, you see so some people if they are doing more external papers won't do so much internal marking and moderating and chasing where that will be, so it will vary. If I have got 35 in my class and I am doing 35 research essays and somebody's got 12 only we <b>have the same time</b>, we have the same money but we <b>don't have the same marking mode</b> (Kate, B).</p> <p>8. We always try to do everything but what happens is, I now bring home, we <b>bring work home</b>. <b>I can't tell them</b> (the students) oh sorry look I couldn't do it because I don't have time. They (the students) just want to see their marks (Dolly, B).</p> <p>9. The easiest thing is to say well we haven't got enough teachers here to provide say music or language and I think that is not right for that person that is coming here to be able to go into that. That <b>might mean sacrifice</b> on some of us. Some of us <b>might get loaded up</b> in some way (John, B).</p>	<p>1. The <b>school does its very best</b> to try and look at what people are doing and make sure they have you know a reasonable, as they possibly can amount of time to actually try and do the job, so to me <b>workload is a very important issue</b> (Jill, C).</p> <p>2. We still got a few <b>deputy and assistant principals</b> around the country who have <b>not come through</b> and <b>experienced that</b> (changes in curriculum, assessment and reporting) (Jill, C).</p> <p>3. There might be someone that would fill the gap but they probably do not have <b>as much passion for those sports</b> as perhaps I do (Daniel, C).</p> <p>4. <b>Workload is an issue</b> and it is an expectation that all schools and all teachers would have that. They know that there is a large workload and it is a matter of balancing and juggling the various things that are going on and <b>being aware that the school does try and put too much on you</b> (Daniel, C).</p>

Teachers' comments in Table 7.45 depict consensus amongst teachers across the three types of schools that teachers' systemic workload has increased due to students' assessments introduced by the NZQA, requirements of the MoE, and the changes that are introduced by NZQA and the MoE from time to time. Teachers complain that apart from teaching they are burdened with supervision of extra-curricular activities and a range of administrative jobs. Teachers give in to workload increases as they value better outcomes for their students, and also because they are passionate about teaching their students.

Table 7.46 lists teachers' comments that explicate the salient features of the teachers' workload. There appears to be a consensus amongst teachers across the three categories of schools that teachers' workload is very high. Except for one teacher for whom workload is not an issue at all, 15 teachers consider that the workload of teachers is a significant issue. Teachers of Group A (decile 1 to 3) and Group B (decile 4 to 7) schools describe the features of the workload in similar terms. For example, both groups state that workload of teachers has spilled over into their homes; there is an excessive amount of paperwork, and the workload is high.

Teachers' workload comes in peaks and troughs, hence there are times when teachers are stressed out but there are lean periods too. Hence, if teachers have skills to manage peak workloads, these skills may alleviate the situation. Management in certain schools expects long hours from their teachers, and teachers in such schools have many jobs to do. A Group C (decile 8 to 10) teacher commented that in some schools not all members of the senior

management have gone through the NZQA system; consequently, they may not fully appreciate the workload of teachers.

**Table 7.47** Description of the third attribute of the KPF: Workload categorised on the basis of the schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
3. Teachers' Workload	<p>1. You go onto the job thinking that you know you are going to <b>make a difference</b> in the <b>classroom</b>, but you quickly find out <b>that's only a little part of the job</b>. (David, A).</p> <p>2. The <b>senior management</b> they should <b>know</b> what it is like to have a <b>full workload</b>, to be a heavy workload and if they see that in a person's workload then <b>they'll try and make it easier</b> for him in some way (Raymond, A).</p> <p>3. You have a <b>job description</b> and if whatever is in your job description that is your workload and it is <b>unreasonable</b> to expect teachers <b>to do more than that</b> but within <b>Wharekura</b> we have developed a kind of <b>culture</b> where <b>people just give anyway</b> knowing that the returns are seeing students smiling and happy and learning and progressing (Rozy, A).</p> <p>4. Yes and there are couple that do [say no to more work] you know, and <b>that is ok</b> and should not be <b>looked down upon</b> either because it is well within their right, but the general <b>culture</b> is that we pretty much <b>give more</b> than what is <b>expected</b>. (Rozy, A).</p> <p>5. Well I <b>expect</b> that the <b>work</b>, that is <b>manageable</b> (Jackie, A).</p> <p>6. Oh I think, I hope that, I am just <b>hoping it</b> [workload] could be <b>lighter</b> (Tom, A).</p> <p>7. My <b>expectation</b> of teaching when I came out of the university was that it <b>wasn't</b> going to be <b>easy</b>. I think, I was maybe <b>expecting</b> to work a little <b>harder</b> than I am now. So I have <b>no issues</b> with <b>workload</b> (Jason, A).</p> <p>8. I have a feeling <b>big workload</b>, but then I look around and <b>everyone</b> in the school <b>has a big workload</b>, you know, and the other thing is in <b>Wharekura</b> you just <b>expect</b> it, it is what we expect, you choose to work in a Wharekura or Kurapapa Māori you <b>gonna get a big workload</b> that's it (Sally, A).</p> <p>9. So if it is full on all the time, you can't do that, so <b>it is ups and downs</b> and <b>taking into your personal circumstances</b>, and I think if you have given an honest day's work and you know that you do that, then if you have a down day yea its fine (Jackie, A).</p>	<p>1. I like them [schools' management] to <b>recognise</b> that we have <b>really got a lot to do</b>, just doing what we have already done, so to be very careful on if they are giving us something more to do, how long? How much will it take? Some justification or recognition that it is going to be extra, cause <b>we do quite a lot already</b>. (Judy, B).</p> <p>2. If I was <b>coming into the system</b> and <b>starting</b> I might be getting <b>overburdened</b> because <b>when</b> I was <b>younger</b> I had <b>lot more other interests</b> that would perhaps cause me <b>some concern</b> (John, B).</p> <p>3. For me I would like to think that I will not have a <b>workload</b> that I would feel <b>stressed</b> (Kate, B).</p>	<p>1. How many <b>non-contacts</b> [hours per week] <b>over and above the requirement</b> [5 non-contact hours in a 25 hour week] <b>do you give?</b> What is your <b>teaching load?</b> That is certainly a <b>very significant question</b> (Jill, C).</p> <p>2. <b>Workload is an issue</b> and it is an expectation that all schools and all teachers would have that. They know that there is a large workload and it is a matter of balancing and juggling the various things that are going on and <b>being aware</b> that the <b>school does try and put too much on you</b>. (Daniel, C).</p>

Table 7.47 lists teachers' comments that explain teachers' expectations from the schools and their profession. Teachers from Group A and B schools expect management to recognize teachers' workload and to be supportive of teachers by keeping their workloads manageable and providing support in case a teacher wilts under pressure of the workload. Teachers of Group C schools appear to be a bit wary of the schools' management as they are of the view that management keeps on putting too much on the plate of teachers.

**Table 7.48** *Description of the fourth attribute of the KPF: Workload categorised on the basis of the schools' decile number*

Attribute of the KPF	Description of the KPF by teachers		
	Teachers from Group A Schools	Teachers from Group B Schools	Teachers from Group C Schools
4. Managing Teachers' Workload.	<p>1. If you choose a <b>job you like</b> you are <b>never</b> going to <b>work</b> again in life (Jason, A).</p> <p>2. Maybe it's my <b>time management</b> and the <b>way I do things</b>, but I <b>haven't</b> found myself <b>staying up</b> and <b>burning the candle</b> too often (Jason, A).</p> <p>3. They could work out <b>systems</b> that could <b>eliminate</b> a lot of (paperwork) (David, A).</p>	<p>1. I think the <b>school is trying</b> to keep it to a minimum but they [management] are <b>not succeeding</b>, there is <b>so much paperwork</b> that needs to be done, and you only have <b>such little time</b> (Bollard, B).</p> <p>2. Next year (2007) it is going to be <b>5 (non-contact periods per week)</b> (Dolly, B).</p> <p>3. <b>They</b> (beginning classroom teachers) have a <b>lower teaching load</b> there is so much time just to set yourself up (Kate, B).</p>	<p>1. The <b>school does its very best</b> to try and look at what people are doing and make sure they have, you know, a <b>reasonable</b>, as they possibly can amount of <b>time</b> to actually try and <b>do the job</b>, so to me <b>workload</b> is a <b>very important issue</b> (Jill, C).</p> <p>2. You need a way to <b>pull back in</b> some way, <b>saying no</b> to certain things or classes or you know work. It's one of the <b>key things</b> that I think teachers have <b>got to and try and deal</b> with that other professionals don't necessarily have (Daniel, C).</p> <p>3. By providing <b>adequate resources</b> in established resources that require the least amount of development to match into whichever particular lesson you are teaching that <b>eases the workload</b> considerably (Jacob, C).</p>

The fourth attribute – managing teachers' workload – of the KPF discusses a number of options for reducing workload, as stated in Table 7.48. Teachers in lower decile Group A and average decile Group B schools

complained of excessive paperwork, while teachers of higher decile Group C school did not comment on it, thereby indicating that administrative procedures may be less efficient in lower and average decile schools as compared to higher decile schools. The following section discusses the KPIs that may indicate the status of the four attributes of the KPF: Workload, from the teachers' perspective.

### 7.9.3 KPIs for the KPF: Workload

Teachers determine the status of the KPF: Workload, on the basis of a number of cues or measures termed KPIs. Appendix 13 contains Table 13.5, which shows 31 KPIs suggested by the teachers for the KPF: Workload.

**Table 7.49** KPIs for the KPF: Workload

1. Attributes	2. Number of KPIs	3. KPIs for each attribute	4. Reference of KPIs	5. Types of KPIs
1. Systemic Workload	1.	Number of students per class	d	R
	2.	Number of extra-curricular activities per teacher	l	R
	3.	Number of changes in curriculum	o	R
	4.	Number of changes in assessments	p	R
	5.	Number of classes per teacher	n	R
2. Features of Workload	1.	Number of deadlines per term	b	R
	2.	Number of assessments per term	c	R
	3.	Number of forms filled in a period (term)	e	R
	4.	Number of man-hours	f	R
	5.	Percentage of non teaching man-hours	g	R
	6.	Crowding of teachers' desks	a	P
3. Teachers' Workload	1.	Looking run down due to workload	i	P
	2.	Teachers' griping (complain) about workload	h	P
	3.	Calm and relaxed feeling	k	P
	4.	Number of non contact hours	j	R
4. Managing the Workload.	1.	Number (Inability) of deadlines missed	m	R

The KPIs having similar meaning have been consolidated, thereby the 31 KPIs have been reduced to 16 KPIs, as shown in Table 7.49. Column 3 in Table 7.49 depicts the KPIs that indicate the status of the four attributes of the KPF: Workload. The first attribute – systemic workload – is indicated by five KPIs, all of which are “readily measurable”, i.e., **R**. Hence, by using existing procedures schools can obtain an indication of the systemic workload. The researcher is of the view that these KPIs provide an opportunity to schools’ management to gauge the systemic workload for each teacher. It provides management with options to reduce one component of the teachers’ systemic workload if another component is increased so that the overall systemic workload on the teacher remains manageable. For example, if NZQA has made changes in assessments in one particular period (year) then the school may reduce extra-curricular activities of the affected teachers for that period, thereby keeping the systemic workload within manageable limits for each teacher.

The status of the second attribute – features of workload – is indicated by six KPIs, five of which are “readily measurable”, i.e., **R** while one is “potentially measurable”, i.e., **P**. The status of the third attribute – teachers’ workload – is indicated by four KPIs out of which three are “potentially measurable”, i.e., **P** and one is “readily measurable”, i.e., **R**. The status of the fourth attribute “managing the workload” is indicated by one KPI which is “readily measurable”, i.e., **R**. Hence of the total 16 KPIs, 12 KPIs are “readily measurable” **R**, thereby even with existing procedures schools may be able to measure the workload of teachers. The following section summarises the explanation and contains the researcher’s observations on the KPF: Workload and its associated KPIs.

### 7.9.4 Summary and observations

Since 15 of 16 teachers indicated that their workload is very high, it is most likely an issue of concern for teachers at State secondary schools in New Zealand.

**Table 7.50** Summary of the first and second attributes KPF: Workload

1 Attributes	2 Description of the attributes of the KPF 'Workload'	3 KPIs for the KPF: Workload
1. Systemic Workload	1. Management <b>expects</b> teachers to teach as well as get involved in non teaching activities such as <b>sports</b> , cultural activities, <b>camps</b> , pastoral care of students as well as administrative activities. 2. <b>Class size</b> in terms of number of students in a class, the type and number of assessments affect teachers' workload. 3. The <b>different levels</b> of numerical and literacy skills of students <b>in a class</b> also affect teachers' workload. 4. <b>Changes in curriculum</b> or <b>assessments</b> affect teachers' workload. 5. <b>Workload is an issue</b> of concern for teachers. Teachers currently appear to be stressed on account of their workload. 6. Most teachers enjoy teaching but <b>struggle with paperwork, rolls, notes and headcounts</b> .	1. Number of students per class 2. Number of extra-curricular activities per teacher 3. Number of changes in curriculum 4. Number of changes in assessments 5. Number of classes per teacher
2. Salient Features of Workload	1. Teachers <b>always have to plan</b> their activities as they have heavy workload and <b>many jobs</b> even teachers with <b>kids and families</b> have to come <b>after hours</b> . 2. The <b>culture</b> is to <b>give more</b> and that is <b>expected</b> of teachers. 3. <b>Teachers' work load is very high, more now</b> and comes in <b>clusters</b> . 4. There may be some teachers who <b>don't have any issues with workload</b> . 5. Workload <b>varies from teacher to teacher</b> . 6. Teachers have <b>passion</b> to teach and <b>big responsibilities</b> for their students. So go to school even when <b>sick</b> . 7. Teachers have <b>different marking modes</b> . 8. Some deputy principals are not conversant with the nature of teachers' workload. 9. Teachers have to <b>sacrifice</b> and get <b>loaded up</b> in order to provide better options for students. 10. Teachers in some schools perceive that schools' <b>put too much</b> on them in terms of workload. In some other schools teachers consider that the <b>school does its very best</b> to keep their workloads manageable, while in some other schools teachers' consider that the <b>school is trying</b> to keep the workload minimum but is <b>not succeeding</b> .	1. Number of deadlines per term 2. Number of assessments per term 3. Number of forms filled in a period (term) 4. Number of man-hours 5. Percentage of non-teaching man-hours 6. Crowding of teachers' desks

However when 1 out of those 16 teachers says that he is doing fine, it shows that there may be a solution to the workload issue. The findings of this

investigation are summarised in Tables 7.50 and 7.51 which explain the four attributes of the KPF: Workload, using teachers' keywords that explained the KPF through Tables 7.41 to 7.44.

**Table 7.51** Summary of the third and the fourth attributes of the KPF: Workload

1 Attributes	2 Description of the attributes of the KPF 'Workload'	3 KPIs for the KPF 'Workload'
3. Teachers' Workload	<ol style="list-style-type: none"> <li>1. Teaching has become <b>only a little part of the job</b>.</li> <li>2. Management should <b>try and make it easier</b> if teachers falter under heavy workload.</li> <li>3. Although it is <b>unreasonable</b> to expect teachers to do beyond their <b>job description</b> but at the <b>Wharekura</b> there is a <b>culture</b> where people just give anyway.</li> <li>4. Teachers expect that if they say no to additional work they should not be <b>looked down upon</b> and their <b>work</b> should be <b>manageable</b>.</li> <li>5. Some teachers at the start of their careers did not expect it to be <b>easy</b>.</li> <li>6. If you work in a <b>Wharekura</b> you <b>gonna get a big workload</b>.</li> <li>7. Work has its <b>ups and downs</b> so if you have done the hard yards its fine if you have a down day.</li> <li>8. Teachers expect management to <b>recognise</b> that they are <b>doing a lot</b>.</li> <li>9. For younger teachers <b>coming into the system</b> heavy workload <b>is of some concern</b>.</li> <li>10. <b>Workload</b> should not <b>stress</b> out teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Looking run down due to workload</li> <li>2. Teachers' griping (complain) about workload</li> <li>3. Calm and relaxed feeling</li> <li>4. Number of non-contact hours</li> </ol>
4. Managing the Workload	<ol style="list-style-type: none"> <li>1. Teaching should be taken up by those who <b>like</b> it.</li> <li>2. Teachers need <b>time management</b> skills.</li> <li>3. Schools should reduce <b>paperwork</b> by streamlining processes.</li> <li>4. Teachers should <b>pull back</b> and say no if they feel overwhelmed.</li> <li>5. Management should supply <b>adequate resources</b> in terms of learning and assessment tools to reduce workload of teachers.</li> <li>6. Increasing <b>non-contact hours</b> decreases teachers' workload.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number (Inability) of deadlines missed</li> </ol>

Systemic workload on teachers as summarised in Table 7.50 is generally considered to be high by most teachers. The factors that influence systemic workload include: the number of students in one class, and the extent of any variation in their competency, the growing expectations of the schools' management from teachers, the number of changes to assessments that NZQA

thrusts on teachers, and the increasing amount of paperwork in schools that teachers have to deal with on a daily basis.

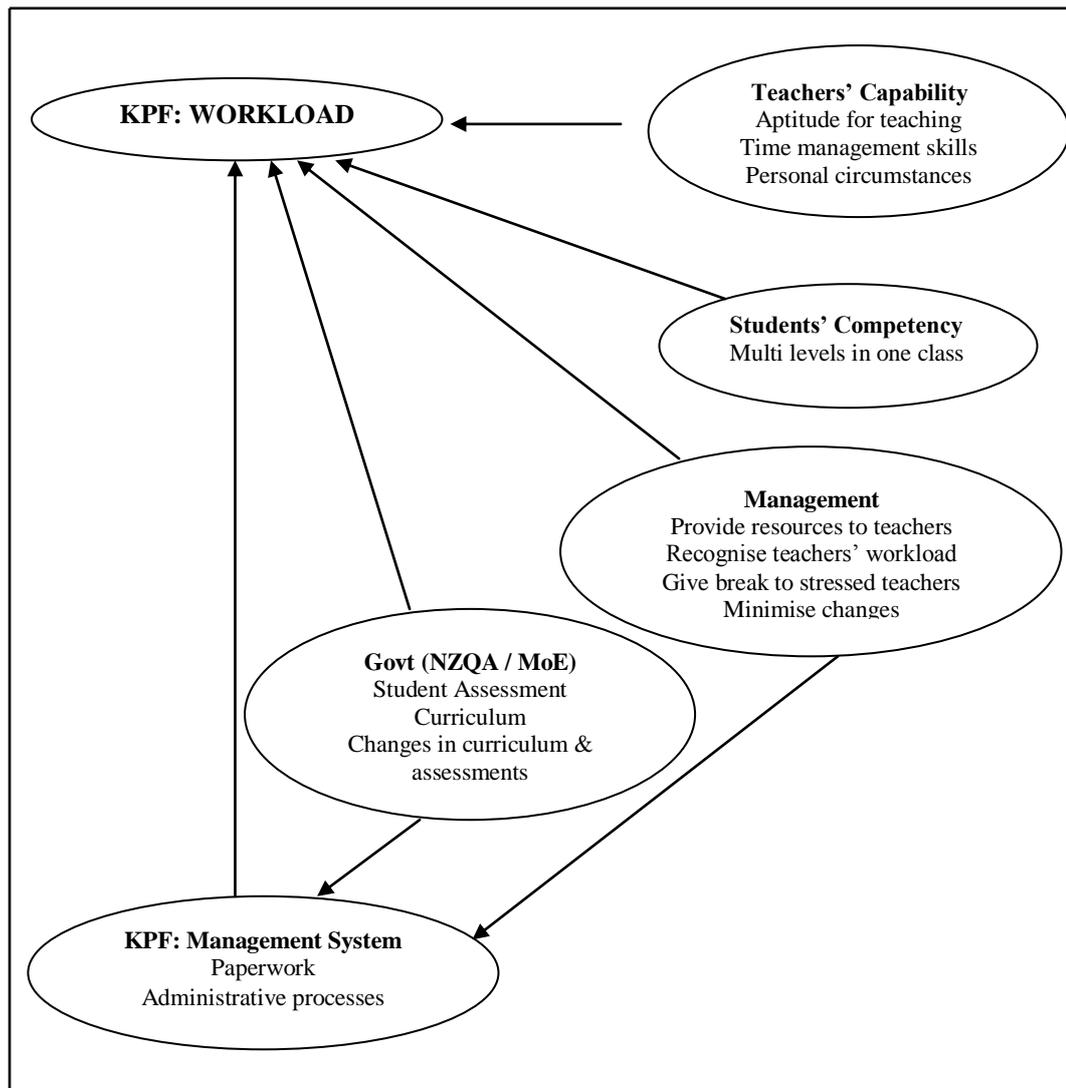
The second attribute of the KPF suggests that workload is teacher specific; hence, there can be secondary school teachers who may not have high workloads. In this investigation, out of 16 teachers at least 1 teacher (Jason) had no complaints about high workload. This is attributable to different marking modes for different papers that teachers teach. It could also be due to the number of students in the class and the variability of their competencies. There is a culture of giving and sacrifice by teachers for the sake of their students. Given schools' management's rising expectations from teachers that they not only teach students but also supervise sports, arrange camps etc. and the government's need to document for traceability and accountability purposes, there is a risk that teachers' workload may continue to increase, inadvertently leading to adverse consequences for all stakeholders. Hence measuring teachers' workload and keeping it within manageable limits should be one of the key concerns for the schools' management.

Teachers have mixed opinions on the role of schools' management and their influence on workload. Some of the teachers credit their school's management with managing teachers' workload optimally, while teachers in some schools consider that their school's management is fighting a losing battle and teachers' workload is increasing over time. One teacher commented that, in terms of workload, schools try to put too much on the teachers' plate.

Teachers' comments on workload as shown in Table 7.51 indicate that the job of teaching currently requires teachers to spend significant amounts of time doing administrative work, which they dislike, as it distracts them from teaching, which they enjoy. Teachers expect that management should acknowledge their long hours, as teaching workload is cyclical with peaks and troughs. In cases where teachers falter under heavy workload, management should move in to ease their burden. Some schools have a culture of heavy workload for teachers; consequently, teachers in such schools, when they refuse to work additional hours, risk being marginalised.

In order to manage their workload teachers need to acquire time management skills, and should say no to more work if they are feeling stressed. The fact that non-teaching hours have currently been increased to 5 hours should provide some relief to teachers.

Figure 7.7 provides a visual description of the findings discussed in Table 7.58. The findings of this investigation indicate that teachers' workload is influenced by teachers' capability as well as students' competency. Schools' management can influence teachers' workload by providing resources to teachers such as teaching or assessment tools. Management's growing expectations from teachers, and frequent changes to schools' curriculum could also affect teachers' workload. Management could make the schools' management system efficient and user-friendly, operating in a manner that reduces paperwork for teachers, leading to a reduction in teachers' workload. This relationship is shown by a set of arrows linking management to the KPF: Workload and the KPF: Management System, in Figure 7.7.

**Figure 7.7** KPF: Workload

The government through the MoE and the NZQA affects teachers' workload. A change in assessment by NZQA and reporting requirements by the MoE affects teachers' workload. Changes in a school's management system may also add to teachers' workload as is shown by two arrows, one originating from the ellipse marked government (NZQA / MoE) and terminating at the ellipse marked KPF: Workload while the other originates at the KPF: Management System, and terminates at the ellipse marked KPF: Workload as shown in Figure 7.7.

Given that the government is the main provider of resources to schools, there is an expectation of teacher accountability; hence, the government requires documentation, reporting, and transparency. Schools' management has to work and deliver within these constraints. From the perspective of the schools' management, teachers' workload has two main variables: the amount of the workload, and the capacity of the teacher to manage the workload. Since it is difficult to objectively measure both the variables, management has to make a decision based more on intuition and feeling than on objective criteria. It appears that a significant proportion of teachers perceive their workload as between high and very high.

Management's objective should be to make the workload manageable for every teacher, and to achieve that, management on the one hand could endeavour to enhance the ability of the teacher to manage workload and on the other take measures to reduce workload on teachers. Possible options to increase the capacity of teachers to manage workload could include strengthening time management skills, by setting up longitudinal time management training workshops for teachers. Options to reduce the workload on teachers may include reducing administrative activities by work simplification measures, and providing administrative support to teachers. Short-term adjustments to teachers' workload may be required to cater for the professional and personal circumstances of the teacher. Schools' management should endeavour to strike a balance between teachers' time spent on non-teaching activities such as assessments and time spent on teaching and helping the student achieve academically. Figure 7.7 is indicative of the salient interactions that affect the KPF: Workload from the teachers' perspective. The following section discusses the KPF: Resources.

## **7.10 KPF: Resources**

The KPF: Resources describes teachers' expectations of resources to be provided by the schools' management. The KPF: Resources has three attributes, which are explained by teachers' comments categorised on the basis of their professional experience, and the decile number of their school. A number of KPIs that indicate the status of each attribute of the KPF are detailed. A figure that shows the relationship between different attributes of the KPF summarises the discussion.

### **7.10.1 Perspective of teachers categorised by their work experience**

The three attributes of the KPF are: 1) teaching resources, 2) learning environment, and 3) features of resources. The first attribute - teaching resources - describes the resources that teachers expect schools' management to make available to them so that they can deliver the curriculum to the students in a manner that supports students' learning. Table 7.52 lists teachers' comments that explain the first and the second attributes of the KPF. The three categories of teachers consider books, textbooks, teaching tools, laptops and communication and display equipment as teaching resources.

The second attribute - learning environment - describes the resources that create an environment conducive to learning. Teachers in all three categories are of the opinion that schools need a learning environment. However, some teachers consider that a sense of community, a habit of sharing resources is part of the learning environment.

**Table 7.52** Description of the first and second attributes of the KPF: Resources categorised on the basis of teachers' experience

Attributes of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
1. Teaching Resources	<p>1. From the school my <b>expectations</b> are that I would be supported from a resource point of view, so that I have the <b>necessary resources</b> to be able to teach and to be able to <b>undertake lessons</b> or the <b>mode of delivery</b> that I want (Jacob, C).</p> <p>2. By <b>providing</b> some <b>resources to help in the classroom</b> (David, A).</p> <p>2. Yeah specially as an English teacher you have got a class <b>set of books</b>, that yea you would like to go through (Judy, B).</p> <p>3. I try and keep my <b>lessons</b> as <b>interesting and interactive</b> as I can and without, for example, the <b>proper technology</b> or the <b>proper resources</b> available that would be very difficult, and it is the school's responsibility that personally our teachers shouldn't have to be <b>forking out of their own pockets</b> to provide (Jacob, C).</p>	<p>1. Absolutely, <b>textbooks and stuff</b>, <b>projectors</b> and <b>laptops</b> and you know <b>teaching tools</b> that definitely help (Daniel, C).</p>	<p>1. I expect the <b>resources</b> to be there. Certainly in science there are a lot of resources in terms of <b>materials</b> that are used. There are specific pieces of <b>equipment</b> that the school needs to have in order for the students to do that (Jackie, A).</p> <p>2. And resources you said in terms of space maybe drawing materials? <b>Technology</b> (Jack, C).</p> <p>3. We have all these facilities and <b>computers</b> and <b>laptop</b> (Dolly, B).</p> <p>4. To <b>provide</b> me with <b>essential resources</b> that enable me to <b>deliver</b> my <b>teaching programme</b> whether that is in the form of <b>textbooks</b> or <b>data projectors</b> or <b>electronic white boards</b> (Jill, C).</p> <p>5. I <b>expect</b> that we have the <b>necessary equipment</b> in order to do so (provide best service to students) and that is <b>not a problem</b> at our school either (Rozy, A).</p>
2. Learning environment	<p>1. Yes everything to establish that <b>learning environment</b> where students can learn (Jacob, C).</p>	<p>1. I grew up with that at primary school and at secondary school where you have a book and you shared it. I had no problem with that because <b>it was an accepted thing</b> and I think <b>some</b> of the <b>students nowadays</b> are <b>not communal</b> enough. They <b>don't know how to share</b> and I think that's half of our problem (Jason, A).</p>	<p>1. We have our <b>department resource room</b>; it's a big one, so we have our <b>personal space</b> (Dolly, B).</p> <p>2. And <b>coffee making facilities</b> and inside this little thing it is <b>warm during winter</b> and <b>cool during summer</b> (Dolly, B).</p> <p>3. The <b>expectations</b> are that you have a <b>decent physical environment</b> I reckon, while more students get put in because there are higher roles and of course it is slightly more crowded than others at times (Kate, B).</p> <p>4. I don't know that resources as such are all necessary. They might be more exciting and more fun, and more whistles and hoots. The kids like that because they tend to be, <b>need more to be entertained</b>, than they used to (Kate, B).</p>

In other words, if all children have their own, individual books, computers and accessories they may miss out on learning to share. Experienced classroom teachers consider personal space, heating in winter and cooling in summer, and a decent physical layout to be part of the school's learning environment. One of the experienced teachers is of the opinion that students expect to be entertained by teachers which puts pressure on the teachers to obtain more resources (bells and whistles).

Table 7.53 lists teachers' comments that explain the third attribute - features of resources - that describes different aspects of resources that are of significance for teachers. The experienced classroom teachers believe that resources consist of textbooks and teaching tools for students at different levels of abilities. Resources help in capturing the attention of the students and thereafter it is the teachers' ability to nurture their students' interest and competence. However, resources of themselves are not going to ensure desirable outcomes for students. Some experienced teachers have commented that teaching resources can be created by teachers from virtually nothing, although it may require time on the part of teachers. Probably experienced classroom teachers after many years of teaching experience can themselves develop unique methods for engaging students and are less reliant on technology as compared to their less experienced colleagues.

Beginning and classroom teachers are of the opinion that resources assist teachers in teaching and improve the learning experience of students. Teachers, however, need to identify the resources required and need to obtain support from their head of department (HOD) to obtain the resources.

**Table 7.53** Description of the third attribute of the KPF: Resources categorised on the basis of teachers' experience

Attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
3. Features of resources	<p>1. Having the <b>resources</b> there (De Bono Hats) that you can really go deeply through and you can study them, it is a lot better than <b>trying</b> to get stuff <b>off the Internet</b>, <b>saves</b> a lot of <b>time</b> for teachers (David, A).</p> <p>2. Your job is to <b>find</b> them (Te Reo Māori teaching resources) evaluate them, but then you <b>expect</b> the <b>school</b> to <b>provide</b> the <b>cash</b> to buy (Raymond, A).</p>	<p>1. <b>Support</b> from my <b>HOD</b> in terms of classroom management or assistance with <b>resources</b> (Bollard, B).</p> <p>2. I mean the <b>resources</b> I have in my classroom are <b>provided</b> by the <b>school</b>. There is not a lot that I go out and buy for myself (Jason, A).</p> <p>3. We are very <b>well resourced</b> in terms of whatever you need, you know, whether you need <b>somebody to talk</b> to or whether it's the <b>equipment</b> (Sally, A).</p> <p>4. Yeah, yeah so that is their guidelines to me to actually attain those goals and then they <b>provide</b> the <b>structures</b> and obviously the timetable and the <b>resources</b> to help me do that in terms of equipment (Daniel, C).</p>	<p>1. I expect to have a reasonable <b>range of text books</b> at various levels so that the students, because as you would appreciate in a school like ours we have a range of abilities from fairly low literacy levels to students at the gifted end and you know quite a wide range of the class, so it is the resources to <b>cover</b> all of the <b>needs</b> of <b>all</b> of the <b>students</b> (Jackie, A).</p> <p>2. I <b>can't do much without them</b> Resources) (Jack, C).</p> <p>3. We've <b>got ample resources</b> here and it is not a problem for the school (Tom, A).</p> <p>4. There is far more demand for <b>photocopying</b> and more <b>exciting resources</b> particularly in the <b>sciences</b> (Kate, B).</p> <p>5. A good <b>teacher can</b> often <b>create things</b> from nothing (Kate, B).</p> <p>6. You <b>capture</b> their (students) <b>attention</b>. What you do with that is <b>really important</b>, after that is in terms of <b>thinking</b> (Kate, B).</p> <p>7. You need to have a <b>data show projector</b>, you can show on, you can have up there your Power point, but if it is just the same as wording from a textbook what's the point. If you get more resources are you going to use them effectively? So it's <b>effective use of resources</b> (Kate, B).</p> <p>8. I <b>expect</b> that if I am going to provide the best service to the students I expect that we have the <b>necessary equipment</b> in order to do so and that is <b>not a problem</b> at our school either (Rozy, A).</p> <p>9. They (the MoE) <b>don't think through their reforms</b> and consequently they <b>don't resource</b> the schools (Jill, C).</p> <p>11. The latest <b>21<sup>st</sup> century learner</b> which is all around ICT but they (MoE) then <b>don't resource</b> us enough for us to get the <b>equipment to integrate</b> it into the curriculum and deliver it to the students (Jill, C).</p>

The researcher is of the opinion that younger teachers, owing to their exposure to computers at an earlier age, are more comfortable with technology than are their senior colleagues; hence, they tend to use technology in their classes. Additionally technology also captures the attention of students these days. Teachers in general did not complain of inadequacy of resources except for one beginning classroom teacher, Jacob who, commenting about resources, said, "Teachers shouldn't have to be forking out of their own pockets".

The comment indicates that there may be schools where resources are an issue of concern. An experienced classroom teacher also voiced her concern at lack of "Information and Communications Technology" (ICT) resources for the learning initiative launched by the MoE<sup>124</sup>. Hence the research indicates that resources are probably adequate in most schools, with some schools possibly under resourced. However, ICT resources appear to be inadequate in a number of New Zealand's schools which may impair the ability of the students to move over to the next generation of computer based learning. The following section discusses the KPF: Resources, from the perspective of teachers categorised by their schools' decile number.

### **7.10.2 Perspective of teachers categorised by their schools' decile number**

Table 7.54 shows the comments of teachers that explain the first and second attributes of the KPF.

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<sup>124</sup> For further details see 'Enabling the 21<sup>st</sup> Century Learner' at <http://www.minedu.govt.nz/~media/MinEdu/Files/EducationSectors/PrimarySecondary/PolicyAndStrategy/ELearningActionPlan.pdf>

**Table 7.54** Description of the first and second attributes of the KPF: Resources categorised on the basis of the schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Teachers from Group A schools	Teachers from Group B schools	Teachers from Group C schools
1. Teaching Resources	<p>1. By <b>providing</b> some <b>resources</b> to <b>help</b> in the <b>classroom</b> (David, A).</p> <p>2. I expect the <b>resources</b> to be there. Certainly in science there are a lot of resources in terms of <b>materials</b> that are used. There are specific pieces of <b>equipment</b> that the school needs to have in order for the students to do that (Jackie, A).</p> <p>3. I <b>expect</b> that we have the <b>necessary equipment</b> in order to do so [provide best service to students] and that is <b>not a problem</b> at our school either (Rozy, A).</p>	<p>1. Yeah specially as an English teacher you have got a class <b>set of books</b>, that yea you would like to go through (Judy, B).</p> <p>2. We have all these facilities and <b>computers</b> and <b>laptop</b> (Dolly, B).</p>	<p>1. From the school my <b>expectations</b> are that I would be supported from a resource point of view, so that I have the <b>necessary resources</b> to be able to teach and to be able to <b>undertake lessons</b> or the <b>mode of delivery</b> that I want (Jacob, C).</p> <p>2. Absolutely, <b>textbooks</b> and <b>stuff</b> we have <b>projectors</b> and <b>laptops</b> and you know <b>teaching tools</b> that definitely help (Daniel, C).</p> <p>3. To <b>provide</b> me with <b>essential resources</b> that enable me to <b>deliver</b> my <b>teaching programme</b> whether that is in the form of <b>textbooks</b> or <b>data projectors</b> or <b>electronic white boards</b> (Jill, C).</p> <p>4. And resources you said in terms of space maybe drawing materials? <b>Technology</b> (Jack, C).</p> <p>4. I try and keep my <b>lessons</b> as <b>interesting and interactive</b> as I can and without, for example, the <b>proper technology</b> or the <b>proper resources</b> available that would be very difficult, and it is the school's responsibility that personally our teachers shouldn't have to be <b>forking out of their own pockets</b> to provide (Jacob, C).</p>
2. Learning environment	<p>1. I grew up with that at primary school and at secondary school where you have a book and you shared it. I had no problem with that because it was an accepted thing and I think some of the <b>students</b> nowadays are <b>not communal</b> enough. They <b>don't know how to share</b> and I think that's half of our problem (Jason, A).</p>	<p>1. We have our <b>department resource room</b>; it's a big one, so we have our <b>personal space</b> (Dolly, B).</p> <p>2. And <b>coffee making facilities</b> and inside this little thing it is <b>warm during winter</b> and <b>cool during summer</b> (Dolly, B).</p> <p>3. The <b>expectations</b> are that you have a <b>decent physical environment</b> I reckon, while more students get put in because there are higher roles and of course it is slightly more crowded than others at times (Kate, B).</p> <p>4. I don't know that resources as such are all necessary, they might be more exciting and more fun, and more whistles and hoots the kids like that because they tend to be, <b>need more to be entertained</b>, than they used to (Kate, B).</p>	<p>1. Yes everything to establish that <b>learning environment</b> where students can learn (Jacob, C).</p> <p>2. I try and keep my <b>lessons</b> as <b>interesting and interactive</b> as I can and without for example the <b>proper technology</b> or the <b>proper resources</b> available that would be very difficult, and it is the schools' responsibility that personally our teachers shouldn't have to be <b>forking out of their own pockets</b> to provide. (Jacob, C).</p>

Teachers in Group B (decile 4 to 7) and Group C (decile 8 to 10) schools appear to be more information-technology-driven than their colleagues in lower decile (decile 1 to 3) Group A schools.

**Table 7.55** Description of the third attribute of the KPF: Resources categorised on the basis of the schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Teachers from Group A schools	Teachers from Group B schools	Teachers from Group C schools
3. Features of Resources	<p>1. I expect to have a reasonable <b>range of text books</b> at various levels so that the students, because as you would appreciate in a school like ours we have a range of abilities from fairly low literacy levels to students at the gifted end and you know quite a wide range of the class, so it is the resources to <b>cover</b> all of the <b>needs of all of the students</b> (Jackie, A).</p> <p>3. We are very <b>well resourced</b> in terms of whatever you need, you know, whether you need <b>somebody to talk</b> to or whether it's the <b>equipment</b> (Sally, A).</p> <p>4. We've got <b>ample resources</b> here and it is not a problem for the school (Tom, A).</p> <p>5. Having the <b>resources</b> there (De Bono Hats) that you can really go deeply through and you can study them, it is a lot better than <b>trying</b> to get stuff <b>off the Internet, saves</b> a lot of <b>time</b> for teachers (David, A).</p> <p>6. Your job is to <b>find</b> them (Te Reo Māori teaching resources) evaluate them, but then you <b>expect the school to provide</b> the <b>cash</b> to buy (Raymond, A).</p> <p>7. I mean the <b>resources</b> I have in my classroom are <b>provided</b> by the <b>school</b>. There is not a lot that I go out and buy for myself (Jason, A).</p> <p>8. I <b>expect</b> that if I am going to provide the best service to the students I expect that we have the <b>necessary equipment</b> in order to do so and that is <b>not a problem</b> at our school either (Rozy, A).</p>	<p>1. <b>Support</b> from my <b>HOD</b> in terms of classroom management or assistance with <b>resources</b> (Bollard, B).</p> <p>2. There is far more demand for <b>photocopying</b> and more <b>exciting resources</b> particularly in the <b>sciences</b> (Kate, B).</p> <p>3. A good <b>teacher can</b> often <b>create things</b> from nothing (Kate, B).</p> <p>4. You <b>capture</b> their [students] <b>attention</b>. What you do with that is <b>really important</b>, after that is in terms of <b>thinking</b> (Kate, B).</p> <p>5. You need to have a <b>data show projector</b>, you can show on, you can have up there your Power point, but if it is just the same as wording from a textbook what's the point. If you get more resources are you going to use them effectively? So it's <b>effective use of resources</b> (Kate, B).</p>	<p>1. They [the MoE] <b>don't think through their reforms</b> and consequently they <b>don't resource</b> the schools (Jill, C).</p> <p>2. Yeah, yeah so that is their guidelines to me to actually attain those goals and then they <b>provide</b> the <b>structures</b> and obviously the timetable and the <b>resources</b> to help me do that in terms of <b>equipment</b> (Daniel, C).</p> <p>3. I <b>can't do much without them</b> [Resources] (Jack, C).</p> <p>4. The latest <b>21<sup>st</sup> Century learner</b> which is all around ICT but they (MoE) then <b>don't resource</b> us enough for us to get the <b>equipment to integrate</b> it into the curriculum and deliver it to the students (Jill, C).</p>

Only three of the seven teachers from Group A schools mentioned “computers”, “laptop”, “technology”, “internet”, “equipment” or “data projectors”

when commenting about learning resources, as opposed to three out of five teachers from Group B and C schools, as shown in Table 7.55, which suggests that there may be a digital gap<sup>125</sup> between Group A, and Groups B and C schools in New Zealand.

Table 7.55 shows teachers' comments that explain the third attribute - features of resources - of the KPF. Teachers in Group A schools commented most (eight comments) on the salient features of resources, indicating their preference for teaching tools that can be used with students at different levels of competence. Teachers in Groups B and C schools also indicated their preference for teaching tools, in addition to technological support and an appropriate learning environment. One Group C school teacher expressed concern that the government is not funding the latest 21<sup>st</sup> Century Learner programme adequately, thereby, indicating the interest that teachers in Group C schools have in technology-driven learning systems for their students. The following section discusses the KPIs that may indicate the status of the KPF: Workload of Teachers from the perspective of the teachers.

### **7.10.3 KPIs for the KPF: Resources**

Teachers ascertain the status of the KPF: Resources on the basis of a number of cues or measures termed KPIs. Appendix 13 contains Table 13.6 that lists the 56 KPIs suggested by the teachers for the KPF: Resources. KPIs having similar meaning have been merged, thereby, consolidating the 56 KPIs into 30

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<sup>125</sup> For further details on digital divide in New Zealand see the following:  
[http://www.nzherald.co.nz/business/news/article.cfm?c\\_id=3&objectid=1392212](http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=1392212)  
[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=10411734&pnum=0](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10411734&pnum=0)

KPIs, as shown in Table 7.56. The status of the first attribute – teaching resources – is indicated by eight KPIs, seven of which are “readily measurable”, i.e., **R** and only one is “potentially measurable”, i.e., **P**. The status of the second attribute “learning environment” is indicated by 14 KPIs, 11 of which are “readily measurable”, i.e., **R** while 3 are “potentially measurable”, i.e., **P**.

**Table 7.56** KPIs for the attributes of KPF: Resources

1. Attributes	2. Number of KPIs	3. KPIs for each attribute of the KPF: Resources	4. Reference of KPIs	5. Types of KPIs
1. Teaching Resources	1.	Number of text books per student	a	R
	2.	Facility for photocopying	b	R
	3.	Number of requisitions rejected	d	R
	4.	Amount (\$) budgeted for resources	e	R
	5.	Number of board markers	h	R
	6.	Number / Availability of projectors	i	R
	7.	Availability of stationery	ab	P
	8.	Number of students sharing text books	f	R
2. Learning Environment	1.	Property budget (\$)	w	R
	2.	Maintenance budget (\$)	x	R
	3.	Comfort of desks and chairs	y	R
	4.	Good lighting in classroom	z	R
	5.	(Warm ) Heating in classroom	o	R
	6.	Clean classroom	aa	P
	7.	Age of furniture	j	R
	8.	Age of computers	k	R
	9.	Chairs and tables per student	n	R
	10.	Space per student	m	R
	11.	Adequate whiteboard space	p	R
	12.	Upgrading of resources	r	P
	13.	Status of library	u	P
	14.	Sharing of resources such as computers	s	R
3. Salient Features of Resources	1.	Number of teaching materials	g	R
	2.	Dollar amount of curriculum budgets	ac	R
	3.	Dollar amount of PD (Professional Development) budget	ad	R
	4.	Number of computers per student	c	R
	5.	Data projectors per class	l	R
	6.	Availability/Number of laptops per teacher	q	R
	7.	Number of TVs	t	R
	8.	Budget (\$) for creating resources for students	v	R

The status of the third attribute – features of resources – is indicated by eight KPIs all of which are “readily measurable”, i.e., **R**. Since 26 out of 30

KPIs are “readily measureable”, i.e., **R**, schools by employing the KPIs suggested may be able to measure the status of the KPF: Resources, without significant modification to their current processes. The following section summarises the description of the KPF: Resources and its associated KPIs.

#### **7.10.4 Summary and observations**

The findings of this investigation indicate that schools in New Zealand are not short of resources such as books, teaching materials and classrooms. However, it appears that resources required to keep schools up to date in ICT may be lacking. Table 7.57 explains the three attributes of the KPF: Resources using the keywords teachers used to describe the attributes of the KPF through Tables 7.52 to 7.55.

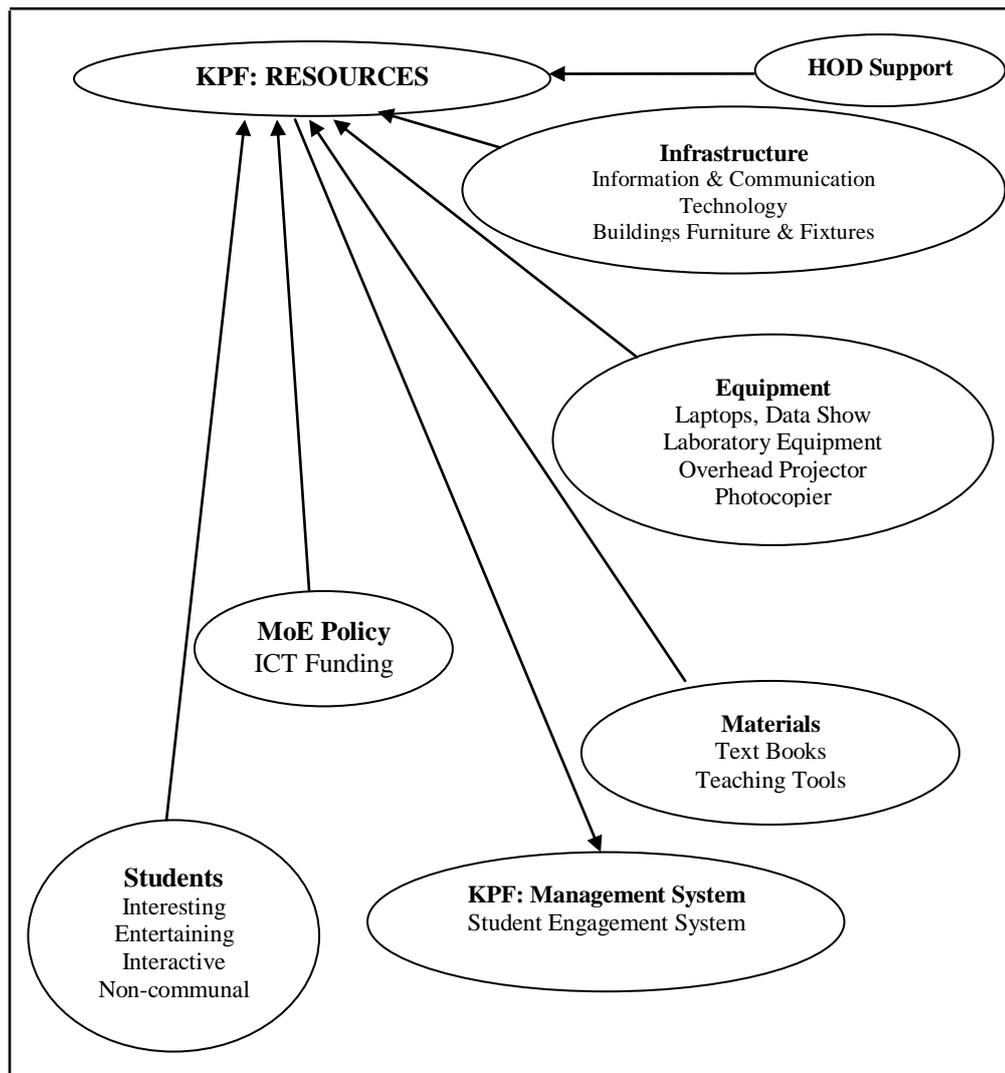
Teachers expect that schools' management will provide them with text books, equipment, stationery, and materials so that they can deliver the curriculum to the students. Teachers also expect that a physical environment conducive to learning will be provided, one that offers shelter from the elements and provides a degree of comfort so that students can focus on learning. Individual teachers' resourcing needs may vary depending on the subjects they are teaching.

Some students expect to be entertained in class, and many are not accustomed to sharing books or computers. Teachers expect that schools' management provide them with resources so that each student can be resourced individually.

**Table 7.57** Summary of the KPF: Resources

1 Attributes	2 Description of the attributes of the KPF: Resources	3 KPIs for the KPF: Resources
I. Teaching Resources	<ol style="list-style-type: none"> <li>1. Teachers have <b>expectations</b> that <b>necessary resources</b> will be provided by schools' management so that they can <b>undertake lessons</b> in a suitable <b>mode of delivery</b>.</li> <li>2. Resources include a <b>set of books</b>, teaching tools that help in the classroom, <b>projectors, electronic white boards</b> and <b>laptops</b> for teachers.</li> <li>3. Science requires materials, laboratory <b>equipment</b>, drawing needs materials.</li> <li>4. Schools currently do not appear to have <b>problem</b> with resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of text books per student</li> <li>2. Facility for photocopying</li> <li>3. Number of requisitions rejected</li> <li>4. Amount (\$) budgeted for resources</li> <li>4. Number of board markers</li> <li>5. Number / Availability of projectors</li> <li>6. Availability of stationery</li> <li>7. Number of students sharing text books</li> </ol>
II. Learning Environment	<ol style="list-style-type: none"> <li>1. Learning environment includes: teachers' <b>personal space</b>, a <b>departmental resource room</b> to keep all resources and coffee making facilities.</li> <li>2. Teachers expect a <b>decent physical environment</b> in class which is not too crowded, that is <b>warm</b> in winter and <b>cool</b> in summer.</li> <li>3. Students expect to have <b>interesting, interactive</b> and <b>entertaining</b> classes and teachers require resources to provide that.</li> <li>4. Some students <b>do not know how to share</b>; hence schools have to provide resources to each student individually.</li> </ol>	<ol style="list-style-type: none"> <li>1. Property budget (\$)</li> <li>2. Maintenance budget (\$)</li> <li>3. Comfort of desks and chairs</li> <li>4. Good lighting in classroom</li> <li>4. (Warm ) Heating in classroom</li> <li>5. Clean classroom</li> <li>6. Age of furniture</li> <li>7. Age of computers</li> <li>8. Chairs and tables per student</li> <li>9. Space per student</li> <li>10. Adequate whiteboard space</li> <li>11. Upgrading of resources</li> <li>12. Status of library</li> <li>13. Sharing of resources such as computers</li> </ol>
III. Salient Features of Resources	<ol style="list-style-type: none"> <li>1. Teachers require a <b>range of text books</b> that cover the needs of students of different abilities.</li> <li>2. Schools currently appear to have <b>ample resources</b>.</li> <li>3. Teaching resources <b>save time</b>. Teachers can <b>create</b> them but it takes time.</li> <li>4. Resources can make a class <b>interesting</b> and can <b>capture</b> students' <b>attention</b>; it appears some teachers <b>can't do much without them</b>.</li> <li>5. Teachers expect schools to provide proper technology and <b>necessary equipment</b>.</li> <li>6. Some teachers are of the opinion that <b>effective use</b> of resources is more important than getting the resources.</li> <li>7. MoE has <b>not resourced</b> the schools' ICT for the <b>21<sup>st</sup> Century Learner programme</b> adequately.</li> <li>8. Junior teachers may need <b>support of HOD</b> to acquire <b>resources</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of teaching materials</li> <li>2. Dollar amount of curriculum budgets</li> <li>3. Dollar amount of PD (Professional Development) budget</li> <li>4. Number of computers per student</li> <li>5. Data projectors per class</li> <li>6. Availability/Number of laptops per teacher</li> <li>7. Number of TVs</li> <li>8. Budget (\$) for creating resources for students</li> </ol>

Figure 7.8 provides a visual description of the findings shown in Table 7.57. It shows that the KPF: Resources is affected by schools' management in terms of the supply of equipment, materials and infrastructure for the use of teachers.

**Figure 7.8** KPF 'Resources'

Equipment consists of laptops for teachers, data show and overhead projectors in classrooms, as well as electronic whiteboards and computers for students. It also includes equipment for the science laboratories and that needed to teach drawing, music and even sports. Materials include text books, teaching tools for teaching students at different levels of competency, as well as materials required in laboratories to do the experiments. Infrastructure consists of things such as the school library, classrooms, furniture and fixtures as well as information and communication technology to provide twenty-first century learning opportunities to students.

Figure 7.8 shows that the funding policy of the MoE affects the KPF: Resources at schools since the MoE is the largest fund provider for all State secondary schools in New Zealand. One of the teachers is of the opinion that the MoE does not think through its plans; consequently, it falls short of funding them as has happened with the 21<sup>st</sup> Century learner programme. Students' expectations and attributes also affect the KPF: Resources.

Some teachers suggest that present-day students expect to be entertained by the learning process in their classes somewhat like a computer game. They also expect the class to be interesting and interactive. Furthermore, most of the students are not used to sharing textbooks or other resources with their classmates, and there is at times significant variation in the ability of students even in one class. Teachers, in order to meet students' expectations and adjust the learning process according to the students' attributes, require significant resources and any lack of funding for information and communications technology or for teaching tools such as De Bono Hats may lead to a weakening of the student engagement system. This relationship has been depicted by an arrow originating from the KPF: Resources and terminating at the KPF: Management System.

Some junior teachers have suggested that their HOD's support is of significance in obtaining resources. This correlation has been shown by an arrow originating from the ellipse "HOD Support" and terminating at KPF: Resources. Figure 7.8 is indicative of the salient interactions that affect the KPF: Resources from the teachers' perspective. The following section discusses the KPF: Safety of Teachers.

## **7.11 KPF: Safety**

The KPF: Safety describes teachers' expectations of safety from the schools' management, be it physical, emotional or professional safety. The KPF has three attributes which are explained by teachers' comments categorised on the basis of their professional experience and the decile number of their school. A number of KPIs that indicate the status of each attribute of the KPF are detailed. A figure that shows how the three attributes influence the KPF: Safety summarises the discussion.

### **7.11.1 Perspective of teachers categorised by their experience**

The three attributes of the KPF are: 1) meaning of safety, 2) management system, and 3) features of safety. Table 7.58 lists teachers' comments that explicate the first attribute of the KPF: Safety. The comments indicate that the three categories of teachers consider their physical, emotional, and professional safety at school non-negotiable. This internally validates the KPF: Safety as a core KPF. Many teachers indicated that they personally feel safe in their schools. However, some have indicated concerns either about their safety or that of their colleagues. Sadly, most of the threat to teachers' safety arises from the students. It also appears that in some schools the system for safeguarding the emotional safety of teachers may not be adequate.

**Table 7.58** Description of the first attribute of the KPF: Safety categorised on the basis of teachers' experience

Attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
1. Meaning of Safety	<p>1. Make it as <b>safe as possible</b> for teachers both <b>physically</b> and also <b>mentally</b> or <b>emotionally</b> (Jacob, C).</p> <p>2. <b>First it is safe for me</b> (Raymond, A).</p> <p>3. As for emotional I think, yea I expect the school to <b>support the teacher emotionally</b>. The <b>stress of the teacher</b>. I mean teaching is one of those jobs that you are always you know, your minds always moving, you can always get there, trying to keep ahead of everything in the classroom and that's not even encountered in other jobs (David, A).</p> <p>4. I think that the school should <b>definitely support teachers</b> to the <b>fullest extent</b>. If there was ever perhaps like an <b>accusation</b> made or something, I would expect the school to argue on my behalf rather than to distance itself from me so I think that the school has a <b>responsibility to uphold its teachers</b> (Jacob, C).</p> <p>5. If something does happen, that people will respond so <b>safe doesn't mean you are completely protected</b> from everything. It means that <b>people are obviously doing their best</b> (Judy, B).</p> <p>6. It is often, the <b>teachers are often</b>, I think <b>not given the benefit of the doubt</b> (Jacob, C).</p> <p>7. It's [teaching] a <b>profession</b> where in terms of <b>any allegations</b>, whether it is sexual, violence, anything, that <b>you are almost guilty until proven innocent</b> and <b>definitely in terms of the media</b> (Jacob, C).</p> <p>8. I think it's the <b>schools' responsibility</b> to somehow <b>counter that</b> [teacher guilty until proven innocent particularly by the media] and <b>fully back their teachers</b> (Jacob, C).</p>	<p>1. <b>Where I come from it wasn't as safe as it is here</b>, and <b>I feel 100%</b> over and over <b>safe</b> in school (Bollard, B).</p> <p>2. The school needs to provide a <b>safe working environment</b> for <b>teachers</b>, yes definitely (Bollard, B).</p> <p>3. <b>Absolutely</b> [expectation of safety for teachers] (Daniel, C).</p> <p>4. I don't think it is so much of a problem here, but certainly if there was a problem I know that <b>I can rely on certain people to come in and to help</b> (Daniel, C).</p> <p>5. <b>Emotional safety</b>, like I said you know any other school I don't think they, you know, I wouldn't, You don't really, <b>I wouldn't really acknowledge that until I came here</b>, and it is <b>here you do have a system of emotional safety</b> at this school. I have <b>never seen it before myself</b>. I have been in, I guess a couple of schools, Māori schools, <b>different levels of emotional safety</b> (Sally A).</p> <p>6. But here it is pretty high? Well I would say 50% and <b>going up</b> (Sally, A).</p>	<p>1. I would <b>expect</b> that this would be a <b>safe place</b> (Jackie, A).</p> <p>2. I expect to work in a place that's <b>free from bullying</b> of all sorts, that is <b>free of physical, verbal</b> all those <b>violence</b> type situations (Jackie, A).</p> <p>3. Something (safety for teachers) I have <b>no concerns</b> (Jack, C).</p> <p>4. <b>Health and safety</b> in the work place I would <b>expect as a minimum</b> (Jack, C).</p> <p>5. <b>If there is trouble there are procedures</b> that we carry out if we need to, if we feel that we are not in a safe environment (Tom, A).</p> <p>6. Schools are <b>bound to take into account safety</b> (Kate, B).</p> <p>7. And the other aspect of course which is a bit more difficult is that <b>we have safety in terms of relationships with students</b>. Now if the students are aggressive or abusive and they're rare, but that <b>there will be safety</b>. But in a <b>one to one situation</b> the <b>reality is very difficult</b>. If somebody wants to be very very aggressive to you in the classroom and there is only you, the rest of the class and the students. There are no adults there, that is going to be able to step in and rescue, but that's the problem of being a teacher, <b>that's what happens when you are a teacher</b> (Kate, B).</p> <p>8. It is just, it is a <b>completely safe environment</b> [at school] (Rozy, A).</p> <p>9. That the <b>health and safety aspects</b> would be <b>acknowledged</b> and in schools and certainly within this area. There are <b>health and safety issues with working with children</b> in the <b>science lab</b> and I would expect that the <b>school would support</b> me with the <b>decisions</b> I made around that (Jackie, A).</p> <p>10. This [safety] is something important in terms of your expectations from the school? <b>Yes</b> (Rozy, A).</p> <p>11. My <b>expectations</b> are that we are <b>safe</b> (Rozy, A).</p>

Teachers' comments about professional safety show that teachers expect schools' management to stand by the decisions that teachers make in their line of duty and in accordance with procedures, rather than distancing themselves from the teachers in the face of any accusation against a teacher. This view is shared by beginning as well as experienced classroom teachers. Beginning classroom teachers indicated that media reporting about accusations against teachers appears to be biased against teachers.

Teachers are aware that safety provided by the schools' management cannot be total. However, they expect that management takes due care to provide for teachers' safety. Experienced teachers have indicated that each school should assess the sources of risks to teachers' safety and take measures to counter them. Teachers expect that schools develop policies and procedures to ensure safety for them, as well as for students. Teachers have commented that the issue of safety at schools is affected by factors exogenous to schools, such as the availability of drugs in society, which further exacerbate safety at schools.

Table 7.59 lists teachers' comments that explicate the second attribute - management system - of the KPF. The second attribute describes the linkage between the KPF: Safety and the KPF: Management System. Only the classroom and experienced classroom teachers have commented on the attribute "Management System". The researcher is of the view that it could be that as teachers become experienced they realize that systems are required to ensure safety at schools. Teachers have suggested that safety systems at some schools are annually upgraded. Teachers are also of the opinion that the management system

should provide consequences for unacceptable student behaviour including usage of drugs.

**Table 7.59** Description of the second attribute of the KPF: Safety categorised on the basis of teachers' experience

Attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
2. Management System		<p>1. I'd <b>expect</b> that if in any way <b>my safety is compromised</b> that the school would <b>do something</b> about it <b>as soon as possible</b>. That means if there is a <b>student</b> in my class who has become <b>very aggressive</b> and could harm me, <b>there are systems I can follow</b> and here <b>we do have a system</b> that we can follow (Jason, A).</p>	<p>1. Oh yea, there are <b>procedures in place</b>, that have been put in place <b>for the safety of teachers</b> (Tom, A).</p> <p>2. <b>You hit it in a nutshell</b> yea that's it. It [safety procedures] <b>was here before I got here</b>, yea it was here; the <b>school upgrades it every year</b> and looks at it (Tom, A).</p> <p>3. There are <b>policies in place in our management documents</b> to cover that, so that's safety in terms of the working environment, the physical working environment, the emotional working environment, being treated well. I guess in relation to the students as well. So <b>there are safety policies</b> (Kate, B).</p> <p>4. That they [schools' management] will <b>provide appropriate places and disciplinary consequences for students</b> who do not, you know, you do not respect other people and make it difficult to teach (Jill, C).</p> <p>5. As soon as we <b>suspect a student is on drugs</b> we actually have a <b>strict protocol to follow</b>. There are certain students we target, which the parents have given permission that they can be <b>drug tested</b> if we suspect that they have been on drugs, so yes we do, and there are times when <b>we bring in the police</b>. (Jill, C).</p> <p>6. There are <b>certain things</b> that we can work towards <b>providing that ourselves</b> but there are <b>other things</b> at high level that need to be put in place, things you know <b>like policies</b> and stuff to <b>ensure that these are acted upon</b>, but I have <b>no problem</b> with that <b>at school</b> at all (Rozy, A).</p> <p>7. I think <b>we have the support systems</b> there that you know if a <b>teacher gets into that situation</b>, we have, you know, as colleagues <b>we are able to</b>, you know, <b>do something about it</b>, but I would <b>like to have more structure</b> there, yeah (John, B).</p>

The third attribute - features of safety - of the KPF describes the different aspects of safety from the teachers' perspective. Experienced teachers have made nine comments as opposed to only one comment by a classroom and two by beginning classroom teachers, indicating that experienced teachers owing to their experience have a deeper understanding of all aspects of safety at schools.

The beginning and classroom teachers are of the view that safety of teachers includes safety of students in the schools. In their opinion teachers who are physically smaller are more vulnerable as some the senior students may be physically bigger than the teachers. They have also commented that in the last few years, the media have shown greater interest in the issues that teachers have to face with difficult children in the classrooms.

**Table 7.60** Description of the third attribute of the KPF: Safety categorised on the basis of teachers' experience

Attribute of the KPF	Description of the KPF by teachers		
	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
3. Features of Safety (drugs) (dynamic) (violence) (expectation level) (media influence) (Atmosphere at School)	<p>1. <b>Also safe for the kids</b>, you know the <b>kids will be paramount here</b> (in the school) (Raymond, A).</p> <p>2. I am quite a big boy so physical safety is not really a big one for me but I suppose a lot of the teachers is for having to teach, <b>specially our senior school</b>, they do get put in some <b>pretty nasty situations</b> you know. A lot of the <b>students are a lot larger</b> than some of the teachers at school and I am pretty sure <b>they</b> (teachers who are small) <b>could find themselves in trouble</b> (David, A).</p>	<p>1. I know that <b>it has been in the media</b> in the last few years about <b>teachers</b> that are <b>having problems within the classroom</b> about how to manage with troubled, you know, difficult students (Daniel, C).</p>	<p>1. I would <b>expect measures to be taking place</b>, schools are very open places and it depends on what <b>risks you identify</b> in order to consider yourself unsafe so <b>I don't see any risks</b> that I would consider myself <b>to be unsafe</b> here (Jack, C).</p> <p>2. Yeah <b>definitely</b> [expectation of working in a safe environment] I would <b>expect that as a basic right</b> as an employee in any job (Jack, C).</p> <p>3. [Talking about expectations of teachers from students] <b>No abuse the teachers</b>, don't abuse us (Dolly, B).</p> <p>4. [That is an expectation of the teachers from the school?] I think it's an <b>expectation through the Ministry, through the BOT</b> (Kate, B).</p> <p>5. I think that <b>drugs</b> have become <b>more and more prevalent at schools</b> and, you know, and no one, can ever be sure how students are going to behave when they are on drugs. Yes <b>that is a big issue and an increasing one</b>. (Jill, C).</p> <p>6. I think it has <b>changed for all schools</b> and what I hear you know at conferences they are saying the <b>kids are a bit more violent</b>. We most probably are lucky you know at the moment. I think <b>it is more good luck</b> than perhaps good management; <b>we don't tend to have that sort of strife</b> (John, B).</p> <p>7. Yes <b>look after them</b> (the kids) in a <b>safe environment</b> (Dolly, B).</p> <p>8. I certainly <b>expect the school to provide me</b> with an <b>environment</b> where I can teach the students and students can learn <b>without being disrupted</b> by other students. (Jill, C).</p> <p>9. I expect the school to have <b>high expectations of student behaviour</b> and provide me with a <b>safe environment to work</b> in. (Jill, C).</p>

Experienced teachers expect schools to provide them with a safe place to work. They expect schools to analyse the risks to safety that teachers face and set up appropriate mechanisms to counter those risks. Experienced teachers are of the opinion that safety of teachers and students at school is also an issue of concern for the MoE and the schools' Boards of Trustees. Teachers are of the view that exogenous factors such as availability of drugs and increasingly violent behaviour of students are a source of increasing threat to the teachers' safety at school. The following section discusses the KPF: Safety from the perspective of teachers categorised by their schools' decile number.

### **7.11.2 Perspective of teachers categorised by their schools' decile number**

Table 7.61 shows the comments of teachers that describe the first attributes of the KPF: Safety. The teachers' comments have been categorised on the basis of their schools' decile number. Safety is described by teachers in terms of physical safety, emotional safety, and professional safety. Teachers in Group A (decile 1 to 3) and Group B (decile 4 to 7) schools appear to be more at risk from their students than are teachers in Group C (decile 8 to 10) schools, as can be seen from the teachers' comments.

Tom, a Group A school teacher, says, "If there is trouble there are procedures that we carry out if we need to." Kate, a Group B school teacher, says, "Now, if the students are aggressive or abusive and they are rare, but that there will be safety." Jack, a teacher in Group C School, says, "Something [safety of teachers] I have no concerns".

**Table 7.61** Description of the first attribute of the KPF: Safety categorised on the basis of the schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Group A school	Group B school	Group C school
1. Meaning of Safety	<p>1. I would <b>expect</b> that this would be a <b>safe place</b> (Jackie, A).</p> <p>2. I expect to work in a place that's <b>free from bullying</b> of all sorts, that is <b>free of physical, verbal</b> all those <b>violence</b> type situations (Jackie, A).</p> <p>3. <b>First it is safe for me</b> (Raymond, A).</p> <p>4. As for emotional I think, yea I expect the school to <b>support the teacher emotionally</b>. The <b>stress of the teacher</b>. I mean teaching is one of those jobs that you are always you know, your minds always moving, you can always get there, trying to keep ahead of everything in the classroom and that's not even encountered in other jobs (David, A).</p> <p>5. <b>Emotional safety</b>, like I said you know any other school I don't think they, you know, I wouldn't, You don't really, <b>I wouldn't really acknowledge that until I came here</b>, and it is <b>here you do have a system of emotional safety</b> at this school. I have <b>never seen it before myself</b>. I have been in, I guess a couple of schools, Māori schools, <b>different levels of emotional safety</b> (Sally A).</p> <p>6. But here it is pretty high? Well I would say 50% and <b>going up</b> (Sally, A).</p> <p>7. <b>If there is trouble there are procedures</b> that we carry out if we need to, if we feel that we are not in a safe environment (Tom, A).</p> <p>8. It is just, it is a <b>completely safe environment</b> [at school] (Rozy, A).</p> <p>9. That the <b>health and safety aspects</b> would be <b>acknowledged</b> and in schools and certainly within this area. There are <b>health and safety issues with working with children</b> in the <b>science lab</b> and I would expect that the <b>school would support</b> me with the <b>decisions</b> I made around that (Jackie, A).</p> <p>10. This [safety] is something important in terms of your expectations from the school? <b>Yes</b> (Rozy, A).</p> <p>11. My <b>expectations</b> are that we are <b>safe</b> (Rozy, A).</p>	<p>1. <b>Where I come from it wasn't as safe as it is here</b>, and <b>I feel 100%</b> over and over <b>safe</b> in school (Bollard, B).</p> <p>2. The school needs to provide a <b>safe working environment</b> for <b>teachers</b>, yes definitely (Bollard, B).</p> <p>3. Schools are <b>bound to take into account safety</b> (Kate, B).</p> <p>4. And the other aspect of course which is a bit more difficult is that <b>we have safety in terms of relationships with students</b>. Now if the students are aggressive or abusive and they're rare, but that <b>there will be safety</b>. But in a <b>one to one situation</b> in the classroom <b>the reality is very difficult</b>. If somebody wants to be very very aggressive to you in the classroom and there is only you, the rest of the class and the students. There are no adults there, that is going to be able to step in and rescue, but that's the problem of being a teacher, <b>that's what happens when you are a teacher</b> (Kate, B).</p> <p>5. If something does happen, that people will respond so <b>safe doesn't mean you are completely protected</b> from everything. It means that <b>people are obviously doing their best</b> (Judy, B).</p>	<p>1. Something [safety for teachers] I have <b>no concerns</b> (Jack, C).</p> <p>2. <b>Health and safety</b> in the work place I would <b>expect as a minimum</b> (Jack, C).</p> <p>3. Make it <b>as safe as possible for teachers</b> both <b>physically</b> and also <b>mentally</b> or <b>emotionally</b> (Jacob, C).</p> <p>4. <b>Absolutely</b> [expectation of safety for teachers] (Daniel, C).</p> <p>5. I don't think it is so much of a problem here, but certainly if there was a problem I know that <b>I can rely on certain people to come in and to help</b> (Daniel, C).</p> <p>6. It is often, the <b>teachers are often</b>, I think <b>not given the benefit of the doubt</b> (Jacob, C).</p> <p>7. <b>It's [teaching] a profession</b> where in terms of <b>any allegations</b>, whether it is sexual, violence, anything, that <b>you are almost guilty until proven innocent</b> and definitely <b>in terms of the media</b> (Jacob, C).</p> <p>8. I think it's the <b>schools' responsibility</b> to somehow <b>counter that</b> [teacher guilty until proven innocent particularly by the media] and <b>fully back their teachers</b> (Jacob, C).</p> <p>9. I think that the school should <b>definitely support teachers</b> to the <b>fullest extent</b>. If there was ever perhaps like an <b>accusation</b> made or something, I would expect the school to argue on my behalf rather than to distance itself from me so I think that the school has a <b>responsibility to uphold its teachers</b> (Jacob, C).</p>

In spite of being relatively safer, teachers, even in Group C schools, have expressed concerns about their physical safety. This heightened concern could be due to the fact that lately the safety of teachers has attracted a lot of attention from the media. However, it appears that it is the physical safety of teachers that is highlighted by the media, while emotional safety of teachers is not so widely acknowledged in schools as is physical safety. Hence, some schools may not pay as much attention to it as it deserves, particularly in Group A schools. Sally, a Group A teacher, says:

“Emotional safety, like I said you know any other school I don't think they, you know, I wouldn't, You don't really, I wouldn't really acknowledge that, until I came here [at School B], and it is here you do have a system of emotional safety at this school. I have never seen it before myself. I have been in, I guess a couple of schools, Māori schools, different levels of emotional safety.”

The issue of professional safety appears to be an issue of concern and was raised by a teacher in Group C School. He feels that the media judges the teachers guilty until proven innocent, thereby increasing teachers' vulnerability. Schools need to stand by their teachers, particularly until they are not proven guilty.

Table 7.62 lists teachers' comments that explain the second attribute – management system – of the KPF. Teachers from the three categories of schools expect that management sets up effective procedures and systems that provide them with safety, and also provide disciplinary consequences for children who are disrupting the class and who may be on drugs.

**Table 7.62** Description of the second attribute of the KPF: Safety categorised on the basis of the schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Group A school	Group B school	Group C school
2. Management System	<p>1. I'd <b>expect</b> that if in any way <b>my safety is compromised</b> that the school would <b>do something</b> about it <b>as soon as possible</b>. That means if there is a <b>student</b> in my class who has become <b>very aggressive</b> and could harm me, <b>there are systems I can follow</b> and here <b>we do have a system</b> that we can follow (Jason, A).</p> <p>2. Oh yea, there are <b>procedures in place</b>, that have been put in place <b>for the safety of teachers</b> (Tom, A).</p> <p>3. <b>You hit it in a nutshell</b> yea that's it. It (safety procedures) <b>was here before I got here</b>, yea it was here; the <b>school upgrades it every year</b> and looks at it (Tom, A).</p> <p>4. There are <b>certain things</b> that we can work towards <b>providing that ourselves</b> but there are <b>other things</b> at high level that need to be put in place, things you know <b>like policies</b> and stuff to <b>ensure that these are acted upon</b>, but I have <b>no problem</b> with that <b>at school</b> at all (Rozy, A).</p>	<p>1. There are <b>policies in place in our management documents</b> to cover that, so that's safety in terms of the working environment, the physical working environment, the emotional working environment, being treated well. I guess in relation to the students as well. So <b>there are safety policies</b> (Kate, B).</p> <p>2. I think <b>we have the support systems</b> there that you know if a <b>teacher gets into that situation</b>, we have, you know, as colleagues <b>we are able to</b>, you know, <b>do something about it</b>, but I would <b>like to have more structure</b> there, yeah (John, B).</p>	<p>1. That they (schools' management) will <b>provide appropriate places</b> and <b>disciplinary consequences for students</b> who do not, you know, you do not respect other people and make it difficult to teach (Jill, C).</p> <p>2. As soon as we <b>suspect a student is on drugs</b> we actually have a <b>strict protocol to follow</b>. There are certain students we target where the parents have given permission that they can be <b>drug tested</b> if we suspect that they have been on drugs, so yes we do, and there are times when <b>we bring in the police</b>. (Jill, C).</p>

In terms of the third attribute - features of safety - teachers in the three categories of schools expect management to provide safety to them, as well as to the students, as shown in Table 7.63. One of the teachers from a Group C School commented that he considered safety at work as a basic right of the employee. A

teacher from Group A school remarked that teachers who have a smaller physique than their students may be more vulnerable to violence from their students.

**Table 7.63** Description of the third attribute of the KPF: Safety described by teachers categorised on the basis of the schools' decile number

Attribute of the KPF	Description of the KPF by teachers		
	Group A school	Group B school	Group C school
3. Features of Safety	<p>1. <b>Also safe for the kids</b> you know the <b>kids will be paramount here</b> (in the school) (Raymond, A).</p> <p>2. I am quite a big boy so physical safety is not really a big one for me but I suppose a lot of the teachers is for having to teach, <b>specially our senior school</b>, they do get put in some <b>pretty nasty situations</b> you know. A lot of the <b>students are a lot larger</b> than some of the teachers at school and I am pretty sure <b>they</b> (teachers who are small) <b>could find themselves in trouble</b> (David, A).</p>	<p>1. [Talking about expectations of teachers from students] <b>No abuse the teachers</b>, don't abuse us (Dolly, B).</p> <p>2. [That is an expectation of the teachers from the school?] I think it's an <b>expectation through the Ministry, through the BOT</b> (Kate, B).</p> <p>3. I think it has <b>changed for all schools</b> and what I hear you know at conferences they are saying the <b>kids are a bit more violent</b>. We most probably are lucky you know at the moment. I think <b>it is more good luck</b> than perhaps good management; <b>we don't tend to have that sort of strife</b> (John, B).</p> <p>4. Yes <b>look after them</b> (the kids) in a <b>safe environment</b> (Dolly, B).</p>	<p>1. I would <b>expect measures to be taking place</b>, schools are very open places and it depends on what <b>risks you identify</b> in order to consider yourself unsafe so <b>I don't see any risks</b> that I would consider myself <b>to be unsafe</b> here (Jack, C).</p> <p>2. Yeah <b>definitely</b> (expectation of working in a safe environment) I would <b>expect that as a basic right</b> as an employee in any job (Jack, C).</p> <p>3. I think that <b>drugs</b> have become <b>more and more prevalent at schools</b> and, you know, and no one, can ever be sure how students are going to behave when they are on drugs. Yes <b>that is a big issue and an increasing one</b>. (Jill, C).</p> <p>4. I certainly <b>expect the school to provide me</b> with an <b>environment</b> where I can teach the students and students can learn <b>without being disrupted</b> by other students. (Jill, C).</p> <p>5. I expect the school to have <b>high expectations of student behaviour</b> and provide me with a <b>safe environment to work</b> in. (Jill, C).</p> <p>6. I know that it <b>has been in the media</b> in the last few years about <b>teachers</b> that are <b>having problems within the classroom</b> about how to manage with troubled, you know, difficult students (Daniel, C).</p>

The media have increasingly covered the issue of safety in schools in the last few years. The spread of drugs has added an additional dimension to safety in schools. Teachers have also observed that students are increasingly getting more prone to violence. The following section discusses KPIs that indicates the status of the KPF: Safety.

### 7.11.3 KPIs for the KPF: Safety

Teachers ascertain the status of the KPF: Safety on the basis of a number of cues or measures termed KPIs. Appendix 13 contains Table 13.7 that lists the 46 KPIs suggested by the teachers for the KPF: Safety.

**Table 7.64** *KPIs for the attributes of the KPF: Safety*

1. Attributes	2. Number of KPIs	3. KPIs for each attribute of the KPF: Safety	4. Ref. of KPIs	5. Type of KPIs
1. Meaning of Safety	1.	Number of reports about misbehaviour of students	a	R
	2.	Number of police reports about students	b	R
	3.	Number of violent incidents by students against teachers in a given period	l	R
	4.	Number of instances of verbal abuse of teachers	d	P
	5.	Managements' actions as their response to fix safety problems	t	R
	6.	Free expression of views by teachers in meetings	w	P
	7.	Number of incidents relating to safety	z	R
2. Management System	1.	Existence of safety procedures (such as electronic bracelets)	e	R
	2.	Effectiveness of procedures	f	P
	3.	Appraisal (periodic) of procedures	aa	R
	4.	Secure rooms	h	R
	5.	Maintained buildings	i	P
	6.	Maintained furniture and fixtures	j	P
	7.	Procedures for managing unruly students	k	R
	8.	Written procedures for managing allegations against teachers	m	R
	9.	Number of stand downs	o	R
	10.	Number of suspensions	p	R
	11.	Number of expulsions	q	R
	12.	Number of students tested for drugs	r	R
	13.	Number of students testing positive for drugs	s	R
	14.	Safety procedures for verbal abuse	u	R
	15.	Safety procedures for physical abuse	v	R
3. Features of safety	1.	Number of physical assaults on teachers	c	R
	2.	Number of verbal attacks on teachers	d	R
	3.	Large body size of teachers	g	P
	4.	Teachers' reluctance to teach a class	x	R
	5.	Turnover of teachers	y	R
	6.	Counselling support for teachers	ab	R
	7.	Relievers for teachers	ac	R

The KPIs having similar meaning have been merged together, thereby consolidating the 46 KPIs into 29 KPIs, as shown in Table 7.64. The status of the first attribute – meaning of safety – is indicated by seven KPIs, five of which are “readily measurable”, i.e., **R** and only two are “potentially measurable”, i.e., **P**. The status of the second attribute – management system – is indicated by 15 KPIs, 12 of which are “readily measurable”, i.e., **R** while 3 are “potentially measurable”, i.e., **P**. The status of the third attribute – features of resources – are indicated by seven KPIs, six of which are “readily measurable”, i.e., **R** and only one is “potentially measurable”, i.e., **P**. Hence, out of 29 KPIs, 23 are “readily measurable”, i.e., **R**, implying that schools may be able to measure the status of the KPF: Safety to some extent by using existing processes/system at schools. The following section summarises the explanation and observations on the KPF: Safety and its associated KPIs.

#### **7.11.4 Summary and observations**

The findings of this investigation indicate that safety in schools from teachers' perspective is increasingly becoming an issue of concern. Although none of the 16 teachers from the seven schools explicitly complained about security in their schools, at least two of them implicitly acknowledged that there are serious issues of safety at their schools. David, a teacher in a Group A school, says, “I suppose a lot of the teachers .... ... specially our senior school, they do get put in some pretty nasty situations you know.” Another teacher, Dolly, in a Group B school talking about expectations from students says, “No [Do not] abuse the teachers, don't abuse us”.

**Table 7.65** Summary of the KPF: Safety

1. Attributes of the KPF	2. Description of the attributes of the KPF 'Safety' by teachers' keywords	3. KPIs for the KPF
1. Meaning of Safety	<ol style="list-style-type: none"> <li>1. Teachers expect physical, verbal, emotional and professional safety from schools' management.</li> <li>2. Teachers expect management to stand by them in case they are accused of professional misconduct until not found guilty.</li> <li>3. Some teachers appear to consider that media consider teachers almost guilty until proven innocent.</li> <li>5. Some teachers are of the view that emotional safety of teachers varies from school to school.</li> <li>6. Some teachers consider that violence from students is a professional work hazard for teachers.</li> <li>7. Expectations and perceptions of safety may be affected by where teachers' come from (past work environment)</li> <li>8. Teachers appear to be genuinely concerned about their safety in schools and expect schools to provide a safe working environment although they understand that no safety procedures offer complete protection.</li> <li>9. Teachers expect emotional support to manage the stress of teaching.</li> <li>10. Health and safety is considered by some teachers as a minimum requirement of the job.</li> <li>11. Teachers are of the view that the school acknowledges the health and safety issues while teachers work with children around science labs and support their decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of reports about misbehaviour of students</li> <li>2. Number of police reports about students</li> <li>3. Number of violent incidents by students against teachers in a given period</li> <li>4. Number of instances of verbal abuse of teachers</li> <li>5. Managements' actions as their response to fix safety problems</li> <li>6. Free expression of views by teachers in meetings</li> <li>7. Number of incidents relating to safety</li> </ol>
2. Management System	<ol style="list-style-type: none"> <li>1. Teachers' expect policies and procedures for safety system at school to ensure safety at school.</li> <li>2. Some schools upgrade their procedures annually.</li> <li>3. Safety systems at some schools are informal, such as teachers rushing in to rescue their colleague and may require more formal and professional setup.</li> <li>4. Some teachers' expect that schools' have systems to cater for unruly or disruptive students.</li> <li>5. Some schools have established a strict protocol to handle students suspected of being addicted to drugs at school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Existence of safety procedures (such as electronic bracelets)</li> <li>2. Effectiveness of procedures</li> <li>3. Appraisal (periodic) of procedures</li> <li>4. Secure rooms</li> <li>5. Maintained buildings</li> <li>6. Maintained furniture and fixtures</li> <li>7. Procedures for managing unruly students</li> <li>8. Written procedures for managing allegations against teachers.</li> <li>9. Number of stand downs</li> <li>10. Number of suspensions</li> <li>11. Number of expulsions</li> <li>12. Number of students tested for drugs</li> <li>13. Number of students testing positive for drugs</li> <li>14. Safety procedures for verbal abuse</li> </ol>
3. Features of Safety	<ol style="list-style-type: none"> <li>1. Teachers want schools to be not only safe for themselves but also the students.</li> <li>2. Teachers are of the opinion that the media has highlighted the unruly behaviour of students in class during the last few years.</li> <li>2. Teachers expect that students should not be abusive towards them.</li> <li>3. Teachers' expectations of safety for themselves and their students are shared by the MoE, and the BOT.</li> <li>4. Teachers are of the view that students have changed from yester years and are generally more prone to violence.</li> <li>5. Teachers expect the school to provide an environment that is not only safe but also conducive for learning, which means from disruptions and with well behaved students.</li> <li>6. Some teachers view a safe environment as a basic right of the employee.</li> <li>7. Teachers expect that risks to safety should be analysed at each school level and appropriate measures be taken.</li> <li>8. Teachers expect schools' management to provide a safe environment in schools.</li> <li>9. Teachers are of the opinion that drugs are an issue that is growing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of physical assaults on teachers</li> <li>2. Number of verbal attacks on teachers</li> <li>3. Large body size of teachers</li> <li>4. Teachers' reluctance to teach a class</li> <li>5. Turnover of teachers</li> <li>6. Counselling support for teachers</li> <li>7. Relievers for teachers</li> </ol>

It is also possible that media coverage about incidents of violence against teachers during the last few years may have influenced teachers' perceptions of safety at school, even in schools where the situation is quite peaceful.

**Figure 7.9** KPF: Safety

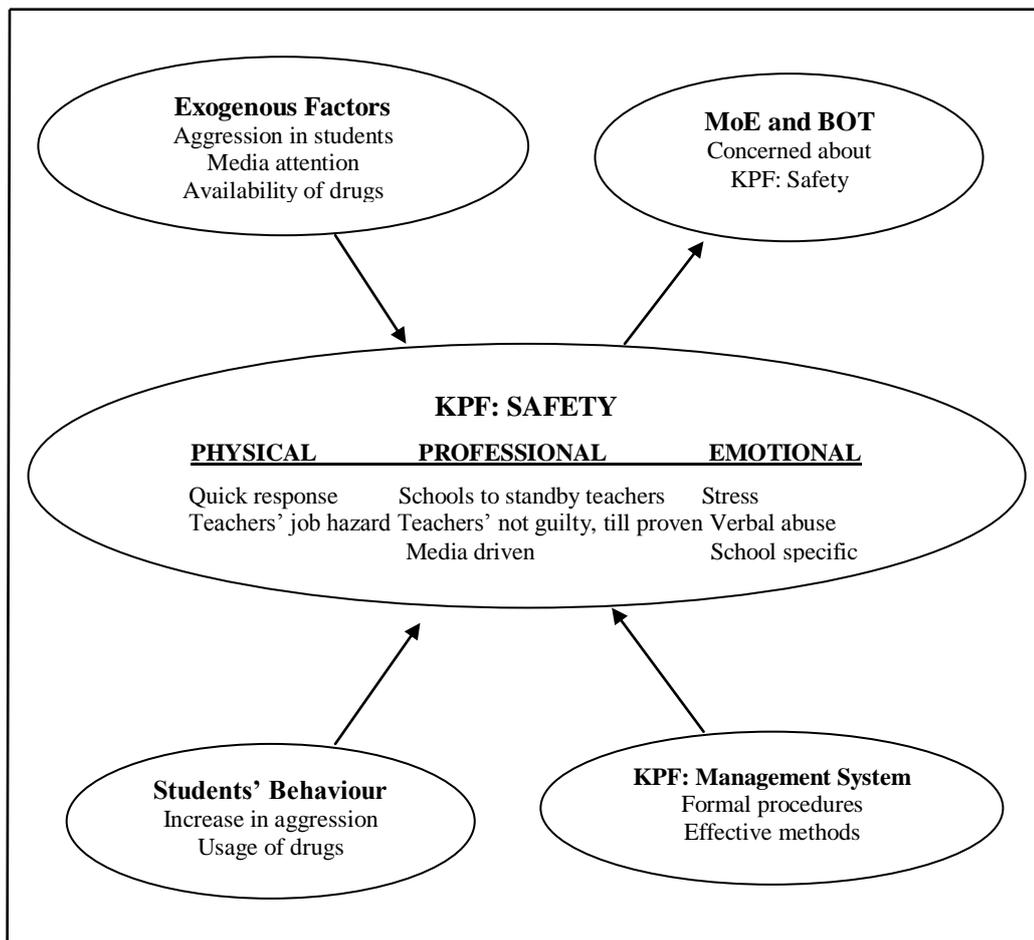


Table 7.65 explains the three attributes of the KPF: Safety using teachers' keywords to describe the attributes of the KPF through Tables 7.58 to 7.63. The meaning of safety includes not only physical safety but also verbal, emotional, professional and health related issues. In terms of physical and verbal safety of teachers, it appears that they are primarily at risk from students. Some teachers may need counselling and relievers to avoid risk to their emotional

safety. The professional safety of teachers could be at risk on account of personal accusations against a teacher coming from any quarter. Such risks could be aggravated due to media attention that teachers consider biased against them.

Teachers expect the schools' management to set up formal safety procedures at schools that are effective in keeping them safe. Some schools have set up formal protocols for managing drugs at school that are strictly adhered to, and which may also involve the police. Teachers expect schools' management to ensure safety not only for themselves but also for their students. Amongst the external factors that affect safety at schools is the trend of increasingly violent behaviour on the part of students, increased availability of drugs, and adverse media attention, which judges teachers even before due process of law is completed.

The physical safety of teachers has lately attracted media attention. Aggressive student behaviour leading to assaults has been the most common source of risk. In the case of teachers who are physically small, the risk is greater as one teacher, David, who himself is physically very big, says:

“I am quite a big boy so physical safety is not really a big one for me but I suppose a lot of the teachers is, for having to teach, specially our senior school, they do get put in some pretty nasty situations you know. A lot of the students are a lot larger than some of the teachers at school and I am pretty sure they [teachers who are small] could find themselves in trouble.”

The above statement indicates that concerns about safety may vary from one teacher to another even within the same school, depending upon the

teacher's physique and the age and physique of the students in the classroom. Figure 7.9 provides a visual description of the findings shown in Table 7.72. It shows that the KPF: Safety is affected by students' behaviour, by the KPF: Management System, and by outside factors. The KPF: Safety is defined by the teachers' physical, emotional and professional safety. It appears most schools have a good appreciation of physical and professional safety issues but some teachers indicated that appreciation of the emotional safety of teachers varies significantly.

The KPF: Safety also appears to be of concern to the MoE and the schools' Boards of Trustees as is shown in Figure 7.9 by an arrowhead originating from the ellipse KPF: Safety and terminating at the ellipse: "MoE and BOT". Figure 7.9 indicates that a school's development of formal and effective methods that ensure safety of teachers can influence the status of the KPF: Safety favourably. However, management processes must meet concerns arising out of the teachers' physical, emotional, and professional safety issues at schools. Jack, a teacher, puts it very succinctly when he says, "I would expect measures to be taking place, schools are very open place and it depends on what risks you identify in order to consider yourself unsafe."

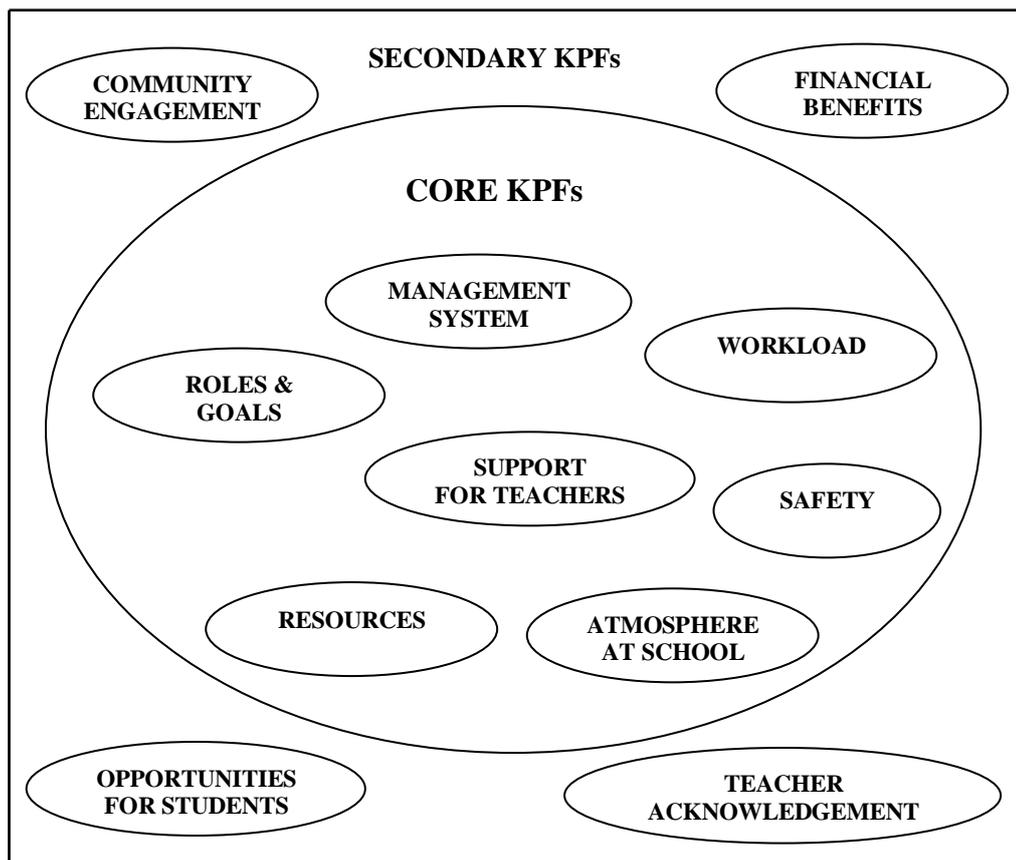
Although safety is an issue of increasing concern, it appears that schools with proper management systems can manage it if they address all three components of safety. However, if students continue to get violent, aggressive with teachers, in the short term safety measures may protect the teachers from harm but ultimately the schools may be constrained to exclude these students from the schools. The question that now arises is where these aggressive students who

are expelled from of the school system will go. The next section concludes the section titled "Teachers' Voice" that has discussed the performance of schools from the teachers' perspective.

## 7.12 Summary

The most significant expectations of teachers in State secondary schools in New Zealand are reflected by seven core KPFs that are shown within the ellipse in Figure 7.10. The KPFs outside the ellipse are called secondary KPFs. These also reflect teachers' expectations from the schools' management, but are of a lesser significance than the core KPFs.

**Figure 7.10** KPFs of teachers.

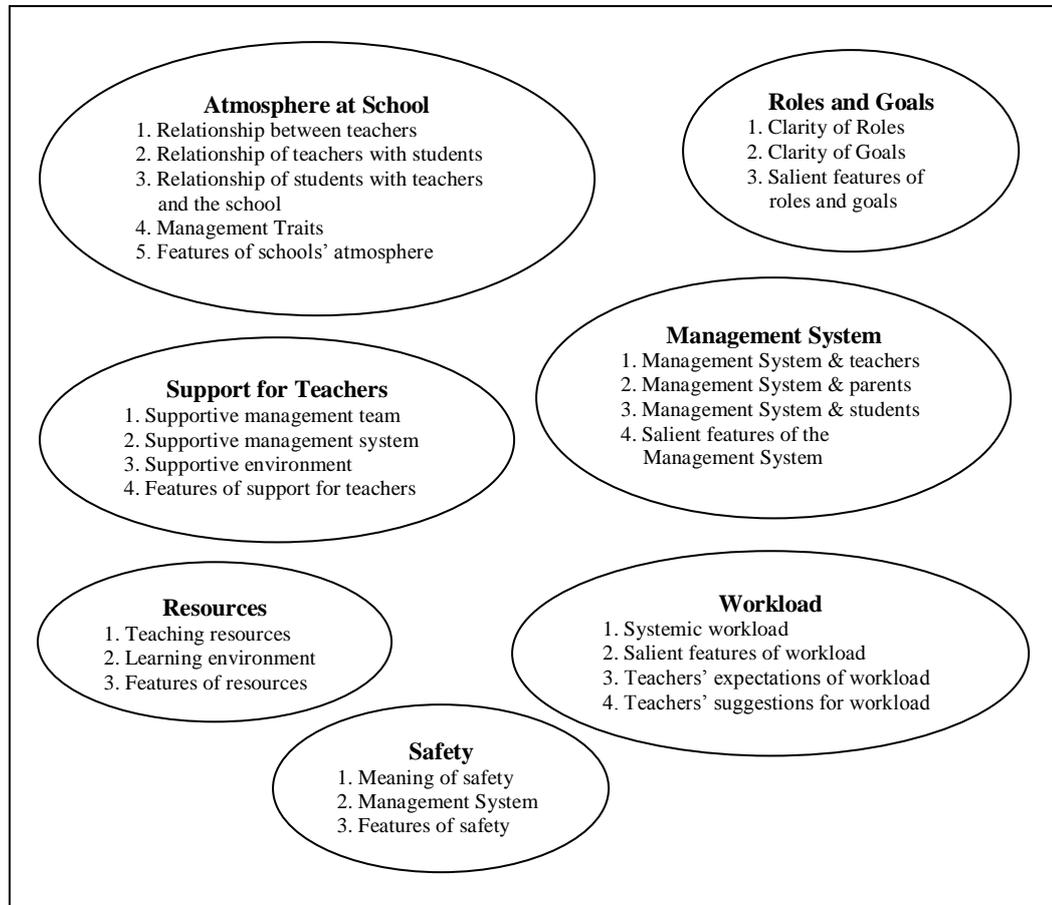


The seven core KPFs identified in this investigation provide a generic basis to measure teachers' expectations from the schools' management at State secondary schools in New Zealand. Data for this investigation were collected from 16 teachers; 8 are experienced classroom teachers, 4 are classroom teachers and 4 are beginning classroom teachers. The teachers, in terms of gender, were seven females and nine males. The 16 teachers belonged to seven different schools. Two of the seven schools are in the lower decile range, i.e., decile 1 to 3, three schools are in the middle decile range, i.e., decile 4 to 7 and the remaining two schools are in the higher decile range 8 to 10. Hence teachers' representatives covered the three categories of professional experience of teachers, are from both genders, and cover the entire spectrum of the schools' decile. Therefore, the findings are argued to reflect teachers' expectations of State secondary schools in New Zealand.

However, the status of KPFs as core or secondary as shown in Figure 7.10 for a particular school depends on teachers' expectations of that school. For example, teachers from School A indicated that the school has historically been viewed as part of the community of Ngaruawahia and the adjoining rural areas. The school's students have over the years taken a very active part in a number of social and cultural community activities such as the annual regatta. The community has also established a Marae within the school. Hence, in the case of School A, the KPF: Community Engagement is likely to be a core KPF reflecting the expectations of teachers, in addition to the seven core KPFs as shown in Figure 7.10. In some schools it is possible that one or more of the secondary KPFs may become part of the core KPFs, and it is also possible that one or more of the

core KPFs may not be considered to represent the significant expectations of teachers and thus be relegated to the position of secondary KPFs.

**Figure 7.11** Attributes of teachers' KPFs



The seven core KPFs, along with the secondary KPFs, present an approach for evaluating the performance of schools based on teachers' expectations from the schools' management. These expectations, on the one hand, are flexible so that teachers' expectations at each school can be faithfully reflected, while on the other they provide a common approach to measure performance of schools from the teachers' perspective that can be used across all State secondary schools in New Zealand.

The seven core KPFs identified in this investigation each consist of a number of attributes that describe and explain the KPF, as shown in Figure 7.11. It is expected that in all schools teachers' expectations may not emphasise each of the attributes in the same manner. For example, in certain high decile State schools that are offering their students both NCEA and Cambridge examinations, systemic workload for teachers may be more than on teachers in schools that are not offering that option to their students. Hence, the KPF: Workload, in the two schools may be described differently by changing the emphasis on the attributes of the KPF in line with different teachers' expectations.

**Figure 7.12** KPIs of teachers' KPFs

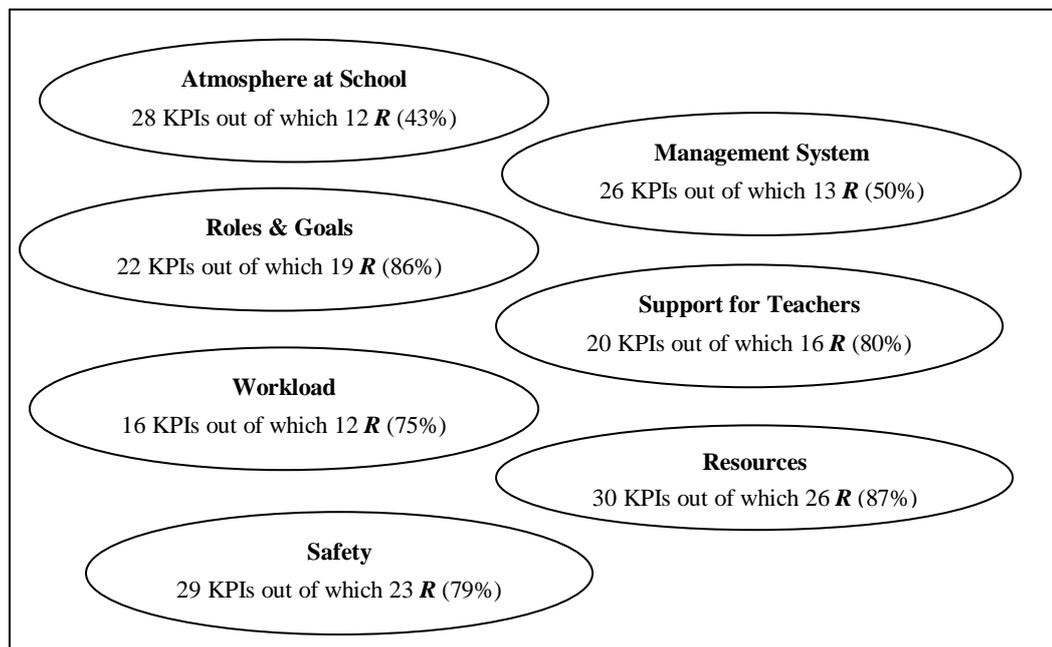


Figure 7.12 shows the number and type of KPIs that reflect the status of the seven core KPFs from the teachers' perspective. The KPIs are shown within the ellipse, the percentage of KPIs that are readily measureable, are shown within brackets. It shows that four KPFs: 1) Roles & Goals, 2) Support for teachers, 3) Resources, and 4) Safety can be "readily measured" by the KPIs suggested by the

teachers employing existing processes at State secondary schools in New Zealand, as close to 80% of the KPIs are readily measureable. The next chapter discusses parents' expectations from the schools' management.

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## 8 The Parents' Voice

### 8.1 Introduction

This chapter discusses parents' expectations from State secondary schools in New Zealand. The KPFs and associated KPIs are based on the analysis of parents' expectations. Parents were interviewed in groups at four State secondary schools (For further details see Appendix 7 on page 473). For analysing the data, parents have been categorised on the basis of the schools' decile number. The KPFs are classified as core or secondary depending on the number of parents commenting about them and the significance of their comments. The discussion on each core KPF identifies the common concerns that are shared by most parents and also explains the distinct perspectives of parents from low, average or high decile schools. Thereafter, the KPIs for each of the core KPFs are detailed and categorised as "readily measurable" *R* or "potentially measurable" *P*. The findings of this chapter are summarised in three figures: the first illustrates the secondary and core KPFs, the second shows the attributes of the core KPFs, and the third depicts the KPIs associated with each core KPFs. The following section discusses the rationale for categorising parents in this research.

### 8.2 The categorisation of parents

This investigation splits parents into three categories on the basis of the decile number of their children's school. Decile 1 to 3 schools are listed as Group A, decile 4 to 7 schools as Group B, while decile 8 to 10 schools as Group C. This categorisation of schools has been influenced by NZQA's (New Zealand

Qualifications Authority) approach to classifying schools on the basis of the schools' decile number (as discussed earlier in section 7.2 on pages 179). Since all parents may not have the same expectations from schools, the categorisation of parents into three groups is expected to provide a more comprehensive insight into all the attributes of parents' expectations from the schools, leading to a more robust explanation of each KPF. The next section discusses different types of KPFs that reflect the performance of secondary schools from the parents' perspective.

### **8.3 Core and secondary KPFs**

Table 8.1 lists 17 KPFs (Key Performance Factors) that reflect parents' expectations of schools. Column 1 of Table 8.1 shows that initially 17 KPFs were identified. The KPFs have been categorised into two categories: the core KPFs, and the secondary KPFs. Core KPFs are those that have been brought out by all the five groups of parents and are depicted in bold font. The parents' comments about the core KPFs are intense and categorical and appear to have a degree of consensus among them. The KPFs that are not classified as core KPFs are called secondary KPFs.

In Table 8.1 two KPFs (serial number 4 and 7) have been merged to form a single core KPF: Education, as the two KPFs in tandem explained two aspects of the KPF. Column 6 in Table 8.1 shows that three KPFs, that have similar or complementary explanation, have been subsumed into the KPF: Nurturing Environment. Secondary KPFs are those that have been commented by

fewer than four groups of parents and the comments do not reflect the most significant aspects of parents' expectations of schools' management<sup>126</sup>.

**Table 8.1** Parents' KPFs

(1) #	(2) KPFs	(3) Two Group of parents representing two Group A schools	(4) One Group of parents representing one Group B school	(5) Two Groups of parents representing one Group C school	(6) Type of Performance Factors
1.	Affordability (1)	✓			Secondary
2.	<b>Communication (5)</b>	✓✓	✓	✓✓	<b>Core</b>
3.	<b>Discipline (5)</b>	✓✓	✓	✓✓	<b>Core</b>
4.	<b>Educational Achievement (5)</b>	✓✓	✓	✓✓	<b>Merged into core KPF 'Education'</b>
5.	Fire Child's Passion (2)	✓	✓		Subsumed into NE <sup>127</sup>
6.	Happy Child (4)	✓	✓	✓✓	Subsumed into NE
7.	<b>Noncurricular Achievement (4)</b>	✓	✓	✓	<b>Merged into core KPF 'Education'</b>
8.	<b>Nurturing Environment (5)</b>	✓✓	✓	✓✓	<b>Core</b>
9.	Opportunities for Students (3)		✓	✓✓	Secondary
10.	Pride of Student (4)	✓	✓	✓✓	Subsumed into NE
11.	Quality of Facilities (3)	✓		✓✓	Secondary
12.	<b>Quality Teachers (4)</b>	✓✓	✓	✓	<b>Core</b>
13.	Resources (3)	✓	✓	✓	Secondary
14.	<b>Safety (5)</b>	✓✓	✓	✓✓	<b>Core</b>
15.	Single-sex Schools (2)			✓✓	Secondary
16.	Socialising (3)	✓	✓	✓	Secondary
17.	<b>Support for Students (5)</b>	✓✓	✓	✓✓	<b>Core</b>

✓ mark in a column denotes that the particular KPF has been identified by a group of the schools' parents.

For purposes of this investigation, only the seven core KPFs as shown in bold font in column 6 of the Table 8.1 are to be further analysed. Kenney (2001) argues that if KPFs are described in sufficient detail the KPIs flow out from the description. Hence each core KPF is explained in detail by discussing the comments coming from all categories of parents. The following section discusses the KPF: Communication.

<sup>126</sup> The number of times a KPF is commented by a respondent and the intensity of the comments have been a basis for identifying a particular KPF as core as discussed earlier in section 7.4, page 182.

<sup>127</sup> NE is abbreviation for the KPF: Nurturing Environment.

## **8.4 KPF: Communication**

The KPF: Communication explains parents' expectations in terms of communication between the school and three of its stakeholders: parents, students, and the community. The KPF is explicated by two attributes: scope, and features, that are explained by parents' comments. A number of KPIs indicate the status of each attribute. A figure that shows how the two attributes shape the KPF: Communication summarises the discussion.

### **8.4.1 Perspective of parents categorised by schools' decile number**

Table 8.2 lists parental comments that describe the first attribute – scope - of the KPF. The parents' comments have been synthesised into three sets of keywords, as shown in italicised font in Table 8.2. Parents expect two loops of communication from the school: one between the school, teachers and students, and the other between the school, community, and the ERO. Parents also expect that the communication between the school and its three stakeholders: parent, students and community should be honest, two-way and solutions-oriented.

Table 8.3 shows the comments of parents that describe the second attribute; features of the KPF. The parents' comments have been summarised into five sets of keywords. Parents of lower decile Group A schools specifically commented that schools should make their children confident communicators. Parents expect schools to have a system of communication that is responsive to their needs. They showed their concern that school size may affect

communication at school. Parents also wish schools to communicate their achievements.

**Table 8.2** Description of the first attribute of the KPF: Communication

First attribute of the KPF	Description of the KPF: Communication by parents		
	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
1. <i>Communication between school, child, and parent</i>	1. I have very little communication between the school and myself as a parent (A).	1. The school has expectations of the children and they tell them what those expectations are (D).	1. Absolutely [about communications] that's parent, child, school, it's a triangle. (C1).
2. <i>Communication between school, community, and ERO</i>	2. Yea I have that communication with my child (A).	2. Teenagers have one story for the peers and one story for the parents and probably two or three other stories for other people around as well. (D).	2. We go there, we talk about it, hopefully it's sorted and then move on. But if there is no backwards and forwards I think you are wasting time (C 1).
3. <i>Solutions oriented, two-way communication</i>	3. And not in a way to belittle but for the betterment of our school so that the student takes ownership of their school and says well I think that we could do that better and are able to say it to somebody and that person will take it to whoever it needs to go to (B).	3. If they (ERO) come to the school and see that this, this, this and this needs to be improved, the community needs to be told, not just the school (D).	3. Well it's a two-way street isn't it; it's about communication, then getting across to you what they need to and you getting across to them (C 2).
	4. Feedback from the teachers. (B)	4. What achievement that the school can do in the community of Te Awamutu because really the school is a reflection of the community (D).	
		5. We rang the school in the morning; they rang us back within two hours (D).	

**Table 8.3** Description of the second attribute of the KPF: Communication

Second attribute of the KPF	Description of the KPF: Communication by parents		
Features	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
1. <i>Timely communication</i>		<p>1. If the school has expectations of the children and they tell them what those expectations are the third thing that must happen is they must follow through those expectations (D).</p> <p>2. I would like to be contacted within 24 hours (D).</p> <p>3. It's been good but I think it should be, and probably it is a policy to get back in touch (D).</p>	<p>1. They [the school] would contact us if there was something that they needed (C2).</p> <p>2. There was no tolerance [for drugs] but they were also quick to give feedback (C2).</p>
2. <i>Children's ability to communicate</i>	<p>1. I also want my child to be able to express their views (B).</p> <p>2. And to be able to speak Te Reo Māori (B).</p> <p>3. And they [the children] ask questions. If they ask questions then they are confident communicators (B).</p>		
3. <i>Communication and size of school</i>			<p>3. I thought it [communication] would be getting worse because the school is getting bigger and bigger and bigger but I don't find it is (C2).</p> <p>4. When we left Christchurch just went to [the] primary school there, started there, and [the] school wasn't that big, then we came to Hamilton we went to quite a big primary school, [and were] was lost. (C2).</p>

**Table 8.3 (continued)** *Second attribute of the KPF: Communication*

Second attribute of the KPF	Description of the KPF: Communication by parents		
	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
4. <i>Communication system</i>			<p>5. Boys High has a referral system. You get a green referral slip every now and then and I'm not sure about other families, but we get these referral slips and you can read the comment and sign it (C2).</p> <p>6. Also the parent teacher interview at the start of the year, so we can meet the teachers (C2).</p> <p>7. Well the referral is the reward. If they achieve wonderfully, we get that. It's like a gold star system...and it's nice for us too, to take that pride (C2).</p>
5. <i>Communicate schools' achievement</i>		<p>4. I can't see it here at this school and that is, be proud of who they are and where they come from. The school itself, for instance, there's some very, very famous people that have gone through this school, do you ever see their photos and those people hanging around the wall (D).</p>	

The following section discusses the KPIs that indicate the status of the KPF: Communication.

### 8.4.2 KPIs for the KPF: Communication

Table 8.4 shows the 18 KPIs suggested by the parents that indicate the status of the KPF: Communication.

**Table 8.4** KPIs for the KPF: Communication

(1) Attributes of the KPF 'Communication'	(2) Nos. of KPIs	(3) KPIs for each attribute of the KPF: Communication	(4) Types of KPIs
<b>Scope</b>	1.	Parent teacher meetings	<b>R</b>
	2.	Parents contacting schools	<b>P</b>
	3.	Parents visiting schools	<b>R</b>
	4.	Feedback from teachers	<b>P</b>
	5.	ERO must talk with the community	<b>R</b>
	6.	Teacher at school gate monitoring kids	<b>P</b>
	7.	School tells children their expectations	<b>R</b>
	8.	Information evening	<b>R</b>
<b>Features</b>	1.	Referral slip	<b>R</b>
	2.	Child can engage in conversation	<b>P</b>
	3.	Kids ask questions from parents	<b>P</b>
	4.	School contacts within 24 hours	<b>R</b>
	5.	Kids come home and talk about school	<b>P</b>
	6.	School consistently contacts parents urgently	<b>P</b>
	7.	Acceptance by school that problems exist	<b>P</b>
	8.	Behaviour of schools' students on street	<b>P</b>
	9.	Child can speak Te Reo Māori	<b>R</b>
	10.	Photos on public display of successful school alumni in school	<b>R</b>

The status of the first attribute – scope – is indicated by eight KPIs, five of which are “readily measurable”, **R** and three are “potentially measurable”, **P**. The status of the second attribute – features – is indicated by 10 KPIs, 4 of which are “readily measurable”, **R** and 6 are “potentially measurable”, **P**. Hence of a total of 18 KPIs, only 9 are “readily measurable”, which suggests that schools can measure the status of the KPF: Communication to some degree (50%)

with the current management processes. The following section summarises the discussion on the KPF: Communication.

### 8.4.3 Summary and observations

The description of the KPF: Communication by all categories of parents appears to be quite cohesive as there are no contradictory comments in Tables 8.2 and 8.3, although parents did express different shades of opinion on a number of issues.

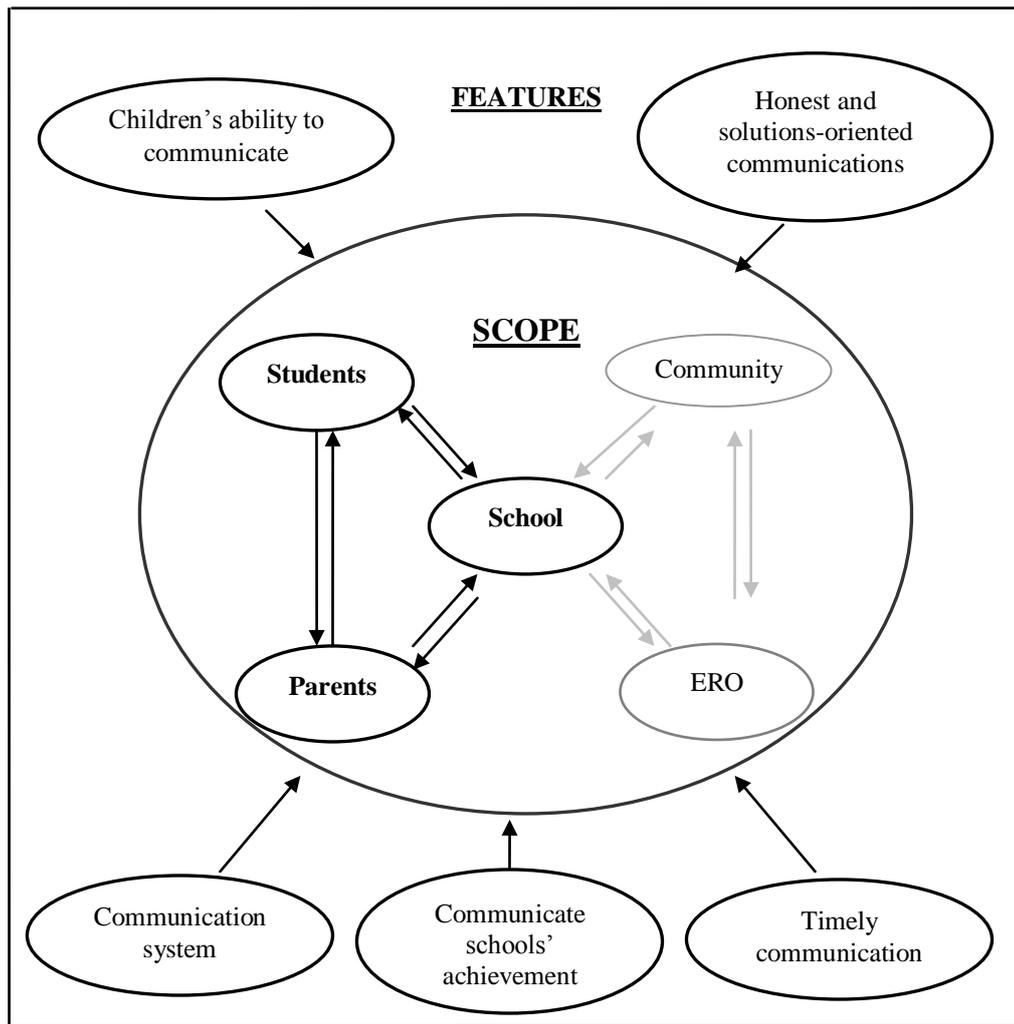
**Table 8.5** Summary of the KPF: Communication

(1) Attributes	(2) Description of attributes by the key words	(3) KPIs for the KPF: Communication
<b>Scope of communication</b>	1. Parents across schools consider that parents, child and school form a triangle of communication and they expect schools to be contactable for them and their children.  2. Parents also expect schools to communicate with the community along with the ERO about the school's evaluation. However, this issue was raised by only one group of parents.	1. Parent teacher meetings 2. Parents contacting schools 3. Parents visiting schools 4. Feedback from teachers 5. ERO talking with the community 6. Teacher at school gate monitoring kids 7. School tells children their expectations 8. Information evening
<b>Features of communication</b>	1. Parents' expect that schools are conveniently contactable and that they should contact the parents promptly if required.  2. Parents want schools to make their children good communicators.  3. Parents want schools to communicate their successes to the parents and the students so that all take pride in the school.  4. Parents want schools to be honest and solutions oriented in their communication.  5. Parents expect schools to develop system for communication.	1. Referral slip 2. Child can engage in conversation 3. Kids ask questions from parents 4. School contacts within 24 hours 5. Kids come home and talk about school 6. School consistently contacts parents urgently 7. Acceptance by school that problems exist 8. Behaviour of school's students on street 9. Child can speak Te Reo Māori (local native language) 10. Photos on public display of successful school alumni in school.

For example, certain parents of low decile schools complained that schools have very little communication with them, while others reported satisfaction on communication with the schools. However, all parents want schools to communicate with them. Hence parents are considered as one stakeholder group for the KPF: Communication.

The linkage between the keywords that describe the two attributes of the KPF: Communication and the KPIs that reflect the status of those attributes is self-evident, as shown in Table 8.5. The statements describing the KPFs and the KPIs do not necessarily come from the same respondent. This linkage between the keywords of the KPFs and the KPIs internally validates the findings of this investigation.

Figure 8.1 provides a visual illustration of the KPF: Communication. It shows that the KPF is defined by the interaction of its two attributes i.e., scope of communication and features of communication. The attribute scope is shown within a circle while the attribute features is shown outside the circle in Figure 8.1. The attribute scope is explained by two triangles of information flows: one between school, students and parents, and the other between school, community and ERO. The first flow appears to be expected by most parents; however, the other, i.e., the information flow between school, ERO, and the community appears to be school-specific as it was mentioned by only one of the five groups of parents and is, therefore, shown in a lighter shade within the circle in Figure 8.1.

**Figure 8.1** KPF: Communication

Five factors influence the KPF: Communication, as shown in an ellipse outside the circle in Figure 8.1. From among the five, honest and solutions-oriented communications, in the opinion of the researcher is of paramount significance, since it influences the relationship between schools' management and the parents and without a working relationship it is difficult to expect effective communication. In order to sustain honest and solutions-oriented communications between parents and the school, the school needs a formal system of communication with established procedures that ensures timeliness of communication and also communicates the school's achievements.

Parents of Group A schools appear to have lower expectations from schools with respect to the KPF: Communication than do their peers in higher decile schools. For example, for the first attribute – scope – parents of Group A schools expect the school to communicate only with the parents and the students. With respect to the second attribute – features - parents want the school only to enable the students to be able to express themselves. Some lower decile schools may not be meeting even the lower expectations of communication, by the schools' parents, as is depicted in the following parent's comment, "I have very little communication between the school and myself as a parent."

Figure 8.1 provides an approach, which is expected to assist in understanding the KPF: Communication at State secondary schools in New Zealand. However, the approach shown in Figure 8.1 is indicative. There may be situations in certain schools where one factor may override the others, for example, in certain communities that are conscious and proactive, the information triangle between the school, community and the ERO could be as significant as that between the school, parents and the students. The description of the KPF: Communication, in Figure 8.1 implies that the KPF depends on the relationship between the school's management and parent on the one hand and the students on the other. Hence, the KPF: Communication is dynamic in nature, and if communication at a school is not very favourable during one period of time, that does not necessarily mean that it will remain so at another period. The following section discusses the KPF: Discipline.

## 8.5 KPF: Discipline

The KPF: Discipline describes parents' expectations about discipline at school. The KPF is explicated by two attributes: structure and influencers which are explained by parents' comments. A number of KPIs indicate the status of both the attributes. A figure summarises the KPF: Discipline.

### 8.5.1 Perspective of parents categorised by schools' decile number

Table 8.6 shows the comments of parents that describe the first attribute – structure – of the KPF: Discipline.

**Table 8.6** Description of the first attribute of the KPF: Discipline

First attribute of the KPF	Description of the KPF: Discipline by parents		
	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1. Establish rules and consequences for violating them.</p> <p>2. Communication of rules and consequences by school to students and parents</p> <p>3. School enforces the rules.</p>	<p>1. [Do you have some expectations from the school?] Discipline (B).</p>	<p>1. And if there's an issue with the child, you'll know straight-away if there's something wrong with the child and if it's stemming from something at school you need to find out what it's all about. It could be from a whole lot of different issues (D).</p>	<p>1. Yes, and then you've got to be answerable to those consequences too. It's just the same as me going to work, if you're told to wear a uniform to work, same as wearing a uniform at schools, [If] you don't wear a uniform you're in trouble. So they [students] have to know these things (C2).</p> <p>2. I mean that there is a line in the sand, step over it, and that's in our life, I mean 100 kms down the road, go over and we get a ticket. So same with the school, so they [students] have to know those sort of things (C2).</p> <p>3. I think the rules are fairly well laid out, and I think the boys understand that (C1).</p> <p>4. I think they [the schools' management] are pretty quick at stamping it [drugs] out and I like the attitude, it's not tolerated (C1).</p> <p>5. And we were told the boys were expelled, the boys were expelled. The boys who did partake of the drugs were expelled (C1).</p> <p>6. Part of education is experimentation . . . but you have to give a message of education, this [drugs] is a dangerous thing (C1).</p>

Parents are of the opinion that establishing rules, consequences for violating the rules, and communicating this policy to parents and students is the structure for establishing discipline at schools, as shown by the keywords in *italicised font* in Table 8.6. Parents of higher decile schools have made a number of comments (six in all) about discipline at school – compared to very few comments (one each) from parents of lower and average decile schools – suggesting their comparatively greater concern about discipline at schools.

**Table 8.7** Description of second attribute of the KPF: Discipline

Second attribute of the KPF: Discipline	Description of the KPF: Discipline by parents categorised on the basis of decile number of their children's school.		
Influencers	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<i>1. Single-sex schools</i>			1. I think in single-sex schools it's easier to have a reasonable amount of discipline, and it's the same for girls as for boys, because they are totally different and that makes it so hard in co-ed schools to create a certain amount of discipline (C2).
<i>2. Moderation</i>			2. I don't like schools that are over the top but there has to be some discipline (C2).
<i>3. Honest and solutions-oriented communication (KPF: Communication)</i>	1. As long as they don't get bullied they are supposed to be learning in order to go to varsity (B).	1. Us as parents have got in a way to look at it from a perspective of what is the issue here? And the child needs to show first respect, then the next issue is how do we deal with it [any disciplinary issue] (D).	3. So once again there are rules and I think if there is an issue with bullying and you say well hey look my sons being picked on by blah, blah. They should waltz them straight away and sort it, not like we don't have bullying at school; we don't have this sort of thing (C2).
<i>4. Links to educational achievement. (KPF: Education)</i>	2. More so in secondary school due to the biological changes that they [students] are going through (A).		4. It [drugs] is not something that you have to be secretive about. You have to talk about, keep it open and keep the conversation alive (C2).
<i>5. Biological age/peer pressure on students</i>	3. Peer pressure, it's a big one (A).		5. Because part of education is experimentation ... you have to give a message of education, this is [drugs] a dangerous thing (C1).

Table 8.7 shows the comments of parents that explain the second attribute – influencers - of the KPF: Discipline. Parents raised five issues that may influence discipline at schools, as shown by the keywords in italicised font in Table 8.7. Parents consider openness in communication between school and parents, bullying at school, and the issue of drugs at school as important influencers on the KPF: Discipline. Parents at low decile school commented that peer pressure and biological changes occurring in teenagers affect schools' discipline. The next section discusses the KPIs that indicate the status of the KPF: Discipline.

### 8.5.2 KPIs for the KPF: Discipline

Table 8.8 lists the 14 KPIs suggested by the parents that indicate the status of the KPF: Discipline.

**Table 8.8** *KPIs for the KPF: Discipline*

(1) Attributes of the KPF: Discipline	(2) Nos. of KPIs	(3) KPIs for each attribute of the KPF: Discipline	(4) Types of KPIs
<b>Structure</b>	1.	Detentions	<i>R</i>
	2.	Uniform (policy)	<i>R</i>
	3.	Uniform checks	<i>R</i>
	4.	Enforcers of discipline	<i>R</i>
	5.	Hair cut checks	<i>R</i>
	6.	No tolerance (expulsions) for drugs	<i>R</i>
	7.	Quick feedback	<i>P</i>
<b>Influencers</b>	1.	Respect for enforcers of discipline/teachers	<i>P</i>
	2.	Message that drugs are dangerous	<i>P</i>
	3.	Openness about drugs	<i>P</i>
	4.	Child's confidence in the disciplinary system	<i>P</i>
	5.	Teenage child	<i>R</i>
	6.	Peer pressure on child	<i>P</i>
	7.	Child's behaviour changes	<i>P</i>

Of the 14 KPIs that indicate the status of the KPF: Discipline, 7 are “readily measurable”, i.e., **R** while the other 7 are “potentially measurable”, i.e., **P** which indicates that schools can measure the status of the KPF: Discipline to some degree even with existing systems at schools. The following section summarises the discussion on the KPF: Discipline.

### 8.5.3 Summary and observations

There are no contradictory comments by parents in Tables 8.6 and 8.7, although parents did express different shades of opinion on a number of issues, and on certain issues their comments are distinctive.

**Table 8.9** Summary of the KPF: Discipline

(1) Attributes of the KPF: Discipline	(2) Description of attributes of the KPF: Discipline	(3) KPIs for the KPF: Discipline
<b>Structure</b>	1. Parents expect that schools set rules and consequences for students for violating those rules.  2. Parents also expect schools to communicate to the parents and the students the rules and consequences for violating those rules, as well as any issues that the child may be having at school.	1. Detentions 2. Uniform (policy) 3. Uniform checks 4. Enforcers of discipline 5. Hair cut checks 6. No tolerance (expulsions) for drugs 7. Quick feedback
<b>Influencers</b>	1. Some parents consider that single-sex schools are more amenable to discipline teenage boys and girls as they have different issues at that stage of their lives.  2. Some parents want to enforce discipline with moderation.  3. Parents want schools to be honest and solutions oriented in their communication.  4. Parents expect schools to enforce discipline mindful that children are in their teens and susceptible to peer pressure.	1. Respect for enforcers of discipline/teachers 2. Message that drugs are dangerous 3. Openness about drugs 4. Child's confidence in the disciplinary system 5. Teenage child 6. Peer pressure on child 7. Child's behaviour changes

For example, some parents are of the opinion that single-sex schools can maintain better discipline as boys and girls have different issues in their teenage years, while other parents did not consider it relevant to comment on this issue. However, all parents wanted schools to enforce discipline. Hence, parents are considered as one stakeholder group for the KPF: Discipline.

Table 8.9 describes the two attributes by using the keywords obtained from the comments of the respondents, as shown in Tables 8.6 and 8.7. The linkage between the keywords that describe the attributes of the KPF and the KPIs that reflect on the status of those attributes are self-evident, as shown in column 3 of Table 8.9. The comments explaining the KPFs and the KPIs do not necessarily come from the same respondents. This linkage between the keywords explaining the KPFs and the KPIs internally validates the finding of this investigation.

**Figure 8.2** KPF: Discipline

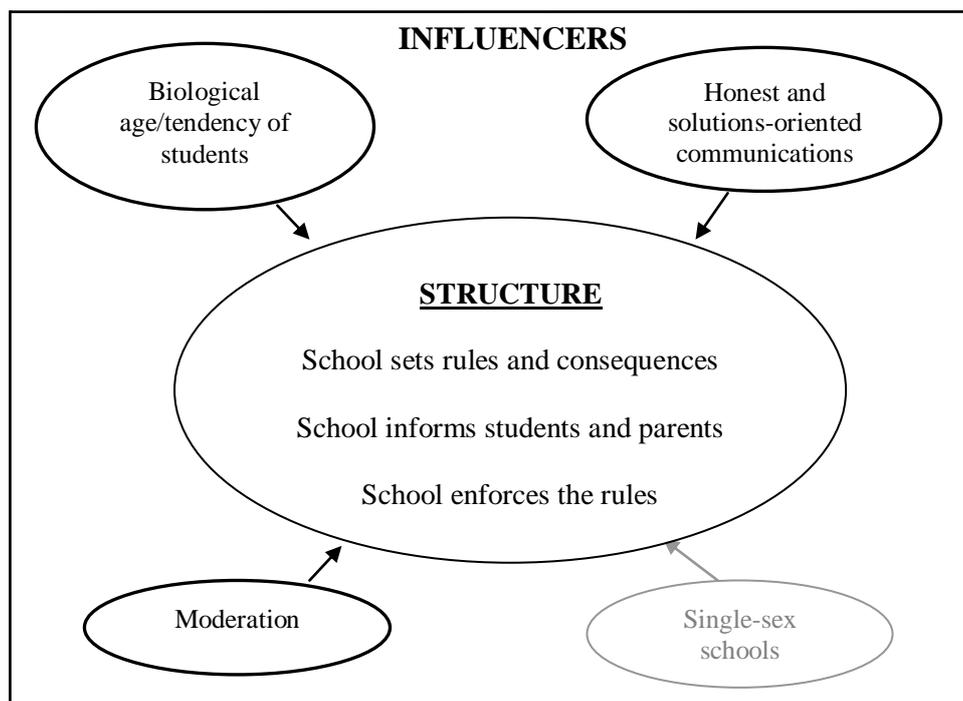


Figure 8.2 provides a visual illustration of the KPF: Discipline. It shows the effect of the two attributes: structure, and influencers, on the KPF: Discipline. The attribute “structure” is shown within a circle while the attribute “influencers” is depicted outside the circle in Figure 8.2. Among the influencers, the factor single-sex schools is displayed in light font as it represented the views of only those parents who were sending their children to single-sex-schools. In the researcher’s opinion, moderation which constitutes the attribute “influencers” reflects the socially accepted version of discipline. This understanding of discipline may change over time. For example, caning of students to enforce discipline was considered acceptable some time ago but currently corporal punishments to enforce discipline are unacceptable in New Zealand.

Figure 8.2 depicts that the KPF: Discipline depends on the robustness of the disciplinary structure, which consists of three parts: 1) establishing rules, 2) consequences for their violation, and 3) enforcement of the rules. However, disciplinary structures can be adequately enforced only if they are acceptable to parents and students and considered legitimate by them, as indicated by the factor “moderation” in Figure 8.2. Schools need to communicate with the parents and students in order to establish acceptance for and the legitimacy of the school’s disciplinary structure. In the researcher’s opinion the state of discipline in schools appears to be dynamic. As social legitimacy is a function of time, management needs to proactively communicate with students and parents on the structure of discipline in order to remain relevant to what is considered socially legitimate. Parents in Group C schools appear to be convinced that students using drugs need to be immediately excluded from the school. Parents in lower decile Group A schools have commented on the causative factors, such as peer pressure and

biological changes in students that influence disciplinary issues at schools, implying that schools may focus their attention on managing those factors of students. The following section discusses the KPF: Education.

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## **8.6 KPF: Education**

The KPF: Education describes parents' expectations about education of students at school. The KPF is explicated by two attributes: 1) academic achievement, and 2) noncurricular engagement, which are explained by parents' comments. A number of KPIs indicate the status of both the attributes. A figure that shows how the attributes shape the KPF: Education summarises the discussion.

### **8.6.1 Perspective of parents categorised by schools' decile number**

Table 8.10 shows the comments of parents that describe the first attribute - academic achievement - of the KPF: Education. Parents across the three categories of schools are of the opinion that education of children includes academic achievement as well as noncurricular engagement. However, parents of lower decile schools expect the basics from the school, i.e., to make their children literate and able to organise themselves. Parents in higher decile schools expect higher educational achievement and international assessments (such as the Cambridge system of examination) from schools. Parents imply that the KPFs Quality Teachers, Opportunities for Students, and Support influence the KPF: Education. It appears that parents of lower decile schools have lower expectations, than parents of higher decile schools, in terms of education for their children from the schools.

**Table 8.10** Description of the first attribute of the KPF: Education

First attribute of the KPF	Description of the KPF: Education by parents.		
	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1. Education includes academic as well as non curricular achievement</p> <p>2. Skills to read write and calculate as well as obtain qualifications</p> <p>3. Maximise student potential and learning</p> <p>4. KPF: Quality Teachers</p> <p>5. KPF: Opportunities for Students</p> <p>6. KPF: Support</p>	<p>1. Expectations of the school to provide the basics and with our children I'm always saying to them reading, maths and spelling, to make sure that they focus on the basics (A).</p> <p>2. I am actually depending on the school to provide the essentials for our children, in terms of getting them to plan, to organise themselves (A).</p> <p>3. For me it's [sports] not as important as the academic side of it (A).</p> <p>4. I guess that's part of our taha wainua tahaha [holistic]. You know the whole person is looked after, holistic sort of thing (B).</p> <p>5. [Academic achievement] not the only thing though (B).</p>	<p>1. Good education (D).</p> <p>2. No I think it's more than just education (D).</p> <p>3. I think the school should be encouraging any kid that have a passion within. They should be spotting that, helping that child meet their highest potential in whatever it is within those three different mediums [academics, sports and arts] (D).</p>	<p>1. You get a good education so if you can read, write and be better than 50% so get up higher (C2).</p> <p>2. I think we've got a big responsibility as parents to choose a school that's going to provide the best education for our boys (C1).</p> <p>3. Yea, yea [child's educational achievement] otherwise it's a waste of time going to school really (C1).</p> <p>4. I am a firm believer in streaming, I think having a class of like boys, of like abilities, similar abilities means that the class can move as a whole, rather than the teacher having to spend a lot of time to bring somebody up to speed and the other ones just staying there until that happens (C1).</p> <p>5. Academically I think it's an excellent measure of the pupils. At Boys High achievements is the Cambridge exams because that's an international exam, it's not NCEA (C1).</p> <p>6. I think it's too vague NCEA (C1).</p> <p>7. I mean wider than that, is that if the child isn't happy, isn't being fulfilled, just spiritual and emotional level all of that, none of this is relevant (C1).</p>

The second attribute – noncurricular engagement – as shown in Table 8.11 explains that parents expect a holistic education of their children. For some students who may not be achieving academic success, achievement in noncurricular activities such as sports or technologies like carpentry or workshop

apprenticeship may act as a catalyst to generate interest in academic areas. Some parents are of the view that certain children may find more purposeful meaning in their life by pursuing arts or sports or music rather than academic subjects.

**Table 8.11** Description of the second attribute of the KPF: Education

Second attribute of the KPF	Description of the KPF: Education by parents.		
	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1. Sports, music, arts and values</p> <p>2. Involvement of teachers</p> <p>3. KPF: Quality Teachers</p> <p>4. Catalyst for success</p> <p>5. KPF: Opportunities for Students</p> <p>6. Ability to socialise</p>	<p>1. One of the activities we've found beneficial for our children in terms of their socialising was the kapahaka [Māori war dance] that they were involved with. We found it beneficial, in terms of their social skills (B).</p> <p>2. And closer bonds, closer friendships are formed with those activities [school project to do a business venture] (A).</p> <p>3. Not just academic, extra curriculum (B).</p> <p>4. Speeches, sports, kapahaka (B).</p> <p>5. And be able to speak Te Reo Māori (B).</p> <p>6. Service to community like helping others not being all about themselves (B).</p>	<p>1. At this school in particular not many teachers are involved with sport, so there's no teacher involved with rowing, there's only one, his daughter's rowing and the same with the netball (D).</p> <p>2. I know that sports, is an example, if the child is interested in a sport they will persevere with it (D).</p> <p>3. And in some cases it might be just small successes that those children might have in just some small areas, like for instance someone might be really good at playing guitar and he struggles with everything else, but they can read music and they can play a guitar (D).</p> <p>4. But that is the catalyst for them to learn that, want to stay at school, wanting to learn their English because they've got to have English to do this; they've got to have maths to do that (D).</p>	<p>1. I would be very disappointed if boys high didn't allow the number of soccer teams that they have allowed. Our boys and each child need to experience a sport, to find out which one they actually like (C1).</p> <p>2. I just think interact with people, behave, learn manners, do as good as you can (C2).</p> <p>3. Yea, I'd like to have an opinion, when we see some of the news and he comes up with something, well that's his opinion (C2).</p> <p>4. All of our children have interacted with girls, through Boys High with socials . . . they've had to go to Dio school [Girls school] to do French (C1).</p>

Parents across the three categories of schools expect schools to engage the students in noncurricular activities, in order to improve their social skills and discover the pursuits that interest them. The following section discusses the KPIs that indicate the status of the KPF: Education, from the parents' perspective.

### 8.6.2 KPIs for the KPF: Education

Table 8.12 lists the 11 KPIs suggested by parents that indicate the status of the two attributes of the KPF: Education. Of a total of 11 KPIs, 6 can measure academic achievement, while the remaining 5 can measure noncurricular engagement.

**Table 8.12** *KPIs for the KPF: Education*

(1) Attributes of the KPF: Education	(2) Nos. of KPIs	(3) KPIs for each attribute of the KPF: Education	(4) Types of KPIs
<b>Academic achievement</b>	1.	School report card	<i>R</i>
	2.	Ability to read	<i>R</i>
	3.	Ability to write	<i>R</i>
	4.	Ability to do arithmetic	<i>R</i>
	5.	Pass NCEA level 1 to 3	<i>R</i>
	6.	Feedback from teachers	<i>P</i>
<b>Noncurricular engagement</b>	1.	Number of noncurricular opportunities at school.	<i>R</i>
	2.	Number of teachers supervising noncurricular activities.	<i>P</i>
	3.	Children's ability to communicate	<i>P</i>
	4.	Children's ability to network	<i>P</i>
	5.	Good manners of children	<i>R</i>

Of the 6 KPIs that measure academic achievement, 5 are “readily measurable”, *R*. Since more than 80% of the KPIs are “readily measurable” schools can measure academic achievement of students adequately, using existing

processes. Of the 5 KPIs that measure noncurricular engagement, only 2 are “readily measurable”, **R**. Since only 40% of the KPIs are “readily measurable”, schools may need to modify their current processes in order to adequately measure noncurricular engagement of their students. The following section summarises the discussion on the KPF: Education.

### **8.6.3 Summary and observations**

The KPF: Education is explicated by two attributes: 1) academic achievement, and 2) noncurricular engagement. The comments by parents provide an explanation of the two attributes. Parents' comments are varied but they do not contradict one another. Hence parents are considered as one stakeholder group for the KPF: Education.

Column 2 of Table 8.13 describes the two attributes using keywords obtained from the parents' comments in Tables 8.10 and 8.11. The linkage between the keywords and the KPIs that reflect the status of those attributes are self-evident as shown in column 3 of Table 8.13. Statements describing the KPFs and KPIs do not necessarily come from the same respondents. This linkage between the key words of the KPFs and the KPIs internally validates the findings of this investigation.

Figure 8.3 provides a visual illustration of the KPF: Education. It shows that the attributes: academic achievement and noncurricular engagement both affect the KPF: Education. The attribute, noncurricular engagement positioned within a circle supports the attribute – academic achievement –

depicted within an ellipse at the core of the circle. The core KPFs: Quality Teachers, and Support, in addition to the secondary KPF: Opportunities for Students, influence both the attributes “noncurricular engagement” and “academic achievement”, of the KPF: Education as shown in Figure 8.3.

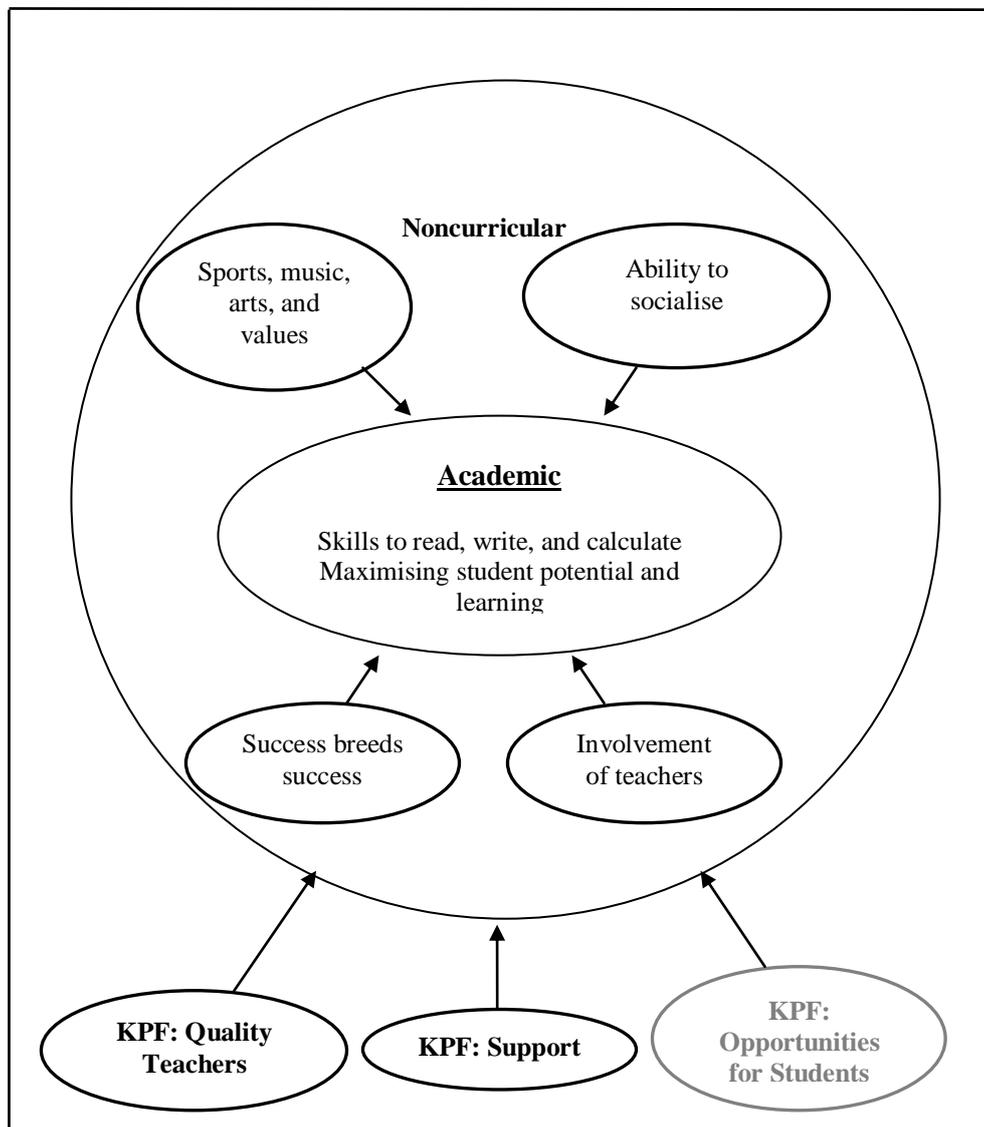
**Table 8.13** Summary of the KPF: Education

(1) Attributes of the KPF: Education	(2) Description of attributes of the KPF: Education	(3) KPIs for the KPF: Education
<b>Academic achievement</b>	<ol style="list-style-type: none"> <li>1. There is consensus among parents that education includes more than just academics.</li> <li>2. Parents consider academic achievement paramount and expect schools to provide children with skills, supportive peer group, as well as qualifications (NCEA &amp; Cambridge) that reflect academic success.</li> <li>3. Parents expect schools to identify their children's potential and then help them fulfil it.</li> </ol>	<ol style="list-style-type: none"> <li>1. School report card</li> <li>2. Ability to read</li> <li>3. Ability to write</li> <li>4. Ability to do arithmetic</li> <li>5. Pass NCEA levels 1 to 3</li> <li>6. Feedback from teachers</li> </ol>
<b>Noncurricular engagement</b>	<ol style="list-style-type: none"> <li>1. In addition to academic achievement, parents also expect schools to provide sports, speeches, kapahaka, community service, and social opportunities for the children.</li> <li>2. Some parents expect teachers to lend a hand in providing noncurricular opportunities for their children.</li> <li>3. Parents are of the opinion that noncurricular achievement helps in holistic development of children. It may also act as a catalyst for academic improvement in some children.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of noncurricular opportunities at school</li> <li>2. Number of teachers supervising noncurricular activities</li> <li>3. Children's ability to communicate</li> <li>4. Children's ability to network</li> <li>5. Good manners of children</li> </ol>

Noncurricular engagement consists of sports, music, and arts. Parents commented that noncurricular engagement improves students' social skills, and for some students it may act as catalyst for academic success. In the researcher's opinion Figure 8.3 is indicative and reflects the situation of State secondary schools in New Zealand. However, there may be schools where excessive focus

on sports or cultural activities may adversely affect the academic achievement of students.

**Figure 8.3** KPF: Education



The researcher is of the opinion that the secondary KPF: Opportunities for Students may have greater significance in lower decile schools where many students enjoy working with their hands in order to acquire trade skills, as opposed to higher decile schools where a higher percentage of students aspire to tertiary education. The following section discusses the KPF: Nurturing Environment.

## **8.7 KPF: Nurturing Environment**

The KPF: Nurturing Environment describes parents' expectations about the environment at the school. The KPF is explicated by its three attributes: 1) ambience at school, 2) attitude of students, and 3) influencers, as explained by parents' comments. A number of KPIs indicate the status of the three attributes. A figure shows the attributes which shape the KPF: Nurturing Environment and summarises the discussion.

### **8.7.1 Perspective of parents categorised by schools' decile number**

Table 8.14 shows the comments of parents that describe the first attribute - ambience at school - of the KPF. Parents expect a school's environment to be safe, to be fair in terms of access to opportunity for every child, and gentle and nurturing. Some parents consider that boys need a boys-only school environment. Parents of high decile schools talked about the intuitive "feel of the place" as they walk into the school. Some thought, when they look at their son in the school uniform, the feel should be that of a private school.

In the researcher's opinion such ideas implied a physically clean and organised environment, and a dress which brings the best out of the students in terms of appearance and personality. Parents of lower and average decile schools expect that the school's ambience should nurture the passion of students to achieve their goals whether academic or noncurricular. It appears that parents in general expect that the school's ambience should motivate their children and make them happy. However, the focus of parents with respect to ambience is on safety

and equality in lower decile schools, while a nurturing and gentle environment with a private school feel was the case for higher decile schools.

**Table 8.14** Description of the first attribute of the KPF: Nurturing Environment

First attribute of the KPF	Description of the KPF: Nurturing Environment by parents.		
Ambience at school	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
1. <i>Description</i>	1. Safe and fair environment that every child has the same equal opportunity to achieve should they want to take that (B).		1. That nurturing environment too, where they grow them from being boys so that when they leave at the end they're young men (C2). 2. We did the right thing, and realised that boys actually need that environment [single-sex] (C1). 3. And also it's a very gentle environment. Some boy's schools aren't nurturing (C1).
2. <i>Feel of the place</i>			4. When we walked into this school, our daughter wasn't in private school then, but this school had a private school feel to it. That's what we liked (C2). 5. When I look at my son, my son is a prefect, and so now he's dressed in white shirt and tie and everything else, and he looks the same as my daughter (C2).
3. <i>Passion</i>	2. I think we have a mindset of striving for excellence and supporting academic (B).	1. A friend of mine who went through school with me he wasn't bright academically but he became an All Black. So that he left school early but found his passion at school because they had the most amazing first 15 in those first few years so and he left school right on the 6 <sup>th</sup> form and so he's become an All Black but if he hadn't played rugby and what they achieved may not have been (D).	

**Table 8.14 (continued)** *Description of the first attribute of the KPF: Nurturing Environment*

First attribute of the KPF	Description of the KPF by parents.		
	Ambience at school	Parents of Group A Schools	Parents of Group B Schools
<i>4. Motivation and happiness</i>	<p>3. That they're happy, happy and they come home happy. Happy and love to get up and go to school every day and they talk about school, they talk about school, they don't want to miss school (B).</p> <p>4. I expect that my child will be happy while at this school (B).</p> <p>5. Setting goals...zest to learn (B).</p> <p>6. Spiritually, emotionally that kind of health and well-being (B).</p>	<p>2. As long as they are eager to go to school because that's the reason for it (D).</p> <p>3. But it's their [students] attitude that makes the difference between whether they would succeed or not. So all those people who can come in and speak about their success or whatever, just to inspire (D).</p>	<p>6. My son loves academic work..... He likes to achieve and likes to solve problems..... I want him to be happy doing that (C2).</p> <p>7. What I have tried with our children is we want you to be happy, if you want to be happy then the more opportunities you take on the way to adulthood the easier it becomes (C2).</p> <p>8. That our boys just enjoy Saturday morning game of soccer, game of football (C1).</p> <p>9. If the child isn't happy, isn't being fulfilled, just spiritual and emotional level, all of that, none of this is relevant they have to feel safe and happy (C1).</p>

The second attribute - attitude of students - as shown in Table 8.15 explains that parents across the three categories of schools expect the schools' environment to develop a sense of pride in their children, so that they can articulate their views and speak confidently in a respectful manner.

**Table 8.15** Description of the second attribute of the KPF: Nurturing Environment

Second attribute of the KPF	Description of the KPF by parents.		
Attitude of students	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
1. Pride (self-esteem)	1. And not in a way to belittle but for the betterment of our school so that the student takes ownership of their school and says well I think that we could do that better and are able to say it to somebody and that person will take it to whoever it needs to go to (B).	1. If they achieve to the best of their potential in one particular area then it is just going to follow that they will in other areas as well, because their esteem will be better and the drive will be there to achieve (D).	1. They are really proud to wear their uniform. (C2) 2. Like we went to them with the badges and things, I said to him, we talked about something and he just raved about the school, he knew the school (C2). 3. The fact that they have pride in who they are because of what they are doing (C1). 4. When I look at my son, my son is a prefect, and so now he's dressed in white shirt and tie and everything else, and he looks same as my daughter [ who is in a private school] (C2). 5. The older boys in the uniform they're young men and you can see that they are (C2).
2. Respectfulness 3. Self-confidence	2. And not in a way to belittle but for the betterment of our school so that the student takes ownership of their school (B). 3. Yea, confident in themselves that wherever they choose to go when they leave school they can, they will be confident to give it a go, don't have to know about it, just have that confidence (B).		6. Yea and respectful to everybody (BH 1)

The third attribute of the KPF – influencers – shows that a number of KPFs influence the schools' environment. Two of the five groups of parents are in agreement that the KPF: Safety and the KPF: Communication affects the KPF:

Nurturing Environment. In addition to these two KPFs, parents have commented that the KPFs: Quality Teachers and Discipline may also affect the schools' environments, as shown in Table 8.16

**Table 8.16** Description of the third attribute of the KPF: Nurturing Environment

Third attribute of the KPF	Description of the KPF by parents.		
Influencers	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
KPF: Safety	Safe and fair environment that every child has the same equal opportunity to achieve should they want to take that (NT).		If the child isn't happy, isn't being fulfilled, just spiritual and emotional level, all of that, none of this is relevant they have to feel safe and happy. (BH 1).
KPF: Quality Teachers		But that's what we hope is that the teachers will look at your child as an individual and pull them to bits and find out what they are good at and how to push them into that direction so that they can reach their highest potential (TC).  If it's [motivation] not coming from the teachers who have a certain curriculum to follow then bring those people in from outside (TC).	
KPF: Discipline			I think this nurturing thing, a discipline as you say, not beating the hell out of them and that I don't think works, but they have to know, I mean there is a line in the sand and that's in our life (BH 2).
KPF: Communication			I actually believe they can, I think they [school] can but it's a long process, you have to start saying this, let the parent know that they are failing, and they are failing, yes (BH 1).  So basically it is if we find he is good in English but not good in maths they should say excuse me your sons having trouble, we can give you some extra help or we can give you somewhere to go (BH 2).

The next section discusses the KPIs that reflect the status of the KPF:

Nurturing Environment.

### 8.7.2 KPIs for the KPF: Nurturing Environment

Table 8.17 shows the 19 KPIs suggested by the parents. Since only 6 out of a total of 19 KPIs are of the type **R**, schools may not be able to adequately measure the status of the KPF: Nurturing Environment by using existing procedures at schools.

**Table 8.17** KPIs for the KPF: Nurturing Environment

(1) Attributes of the KPF	(2) Nos. of KPIs	(3) KPIs for each attribute of the KPF	(4) Types of KPIs
<b>Ambience of the school</b>	1.	Feedback from student	<i>P</i>
	2.	School reports	<i>R</i>
	3.	Comments by teachers	<i>R</i>
	4.	Positive relationship between teacher and student	<i>P</i>
	5.	Student hates missing school	<i>R</i>
	6.	Clean physical facility	<i>R</i>
	7.	Vocabulary used by students in their conversation	<i>P</i>
	8.	Student eager to go to school	<i>P</i>
	9.	Student connecting with people at the school	<i>P</i>
	10.	Students talking about school	<i>P</i>
	11.	Student's supportive behaviour at home	<i>P</i>
	12.	Student interacts with family	<i>P</i>
<b>Attitude of students</b>	1.	Student's confidence in communication	<i>P</i>
	2.	Student proud to wear school uniform	<i>P</i>
	3.	Student's ability to make decisions	<i>P</i>
<b>Influencers</b>	1.	School's recognition of student's passion	<i>P</i>
	2.	Feedback from teacher	<i>R</i>
	3.	Complaints about students' behaviour	<i>R</i>
	4.	Student making positive comments about the school	<i>P</i>

The following section summarises the discussion on the KPF:

Nurturing Environment.

### 8.7.3 Summary and observations

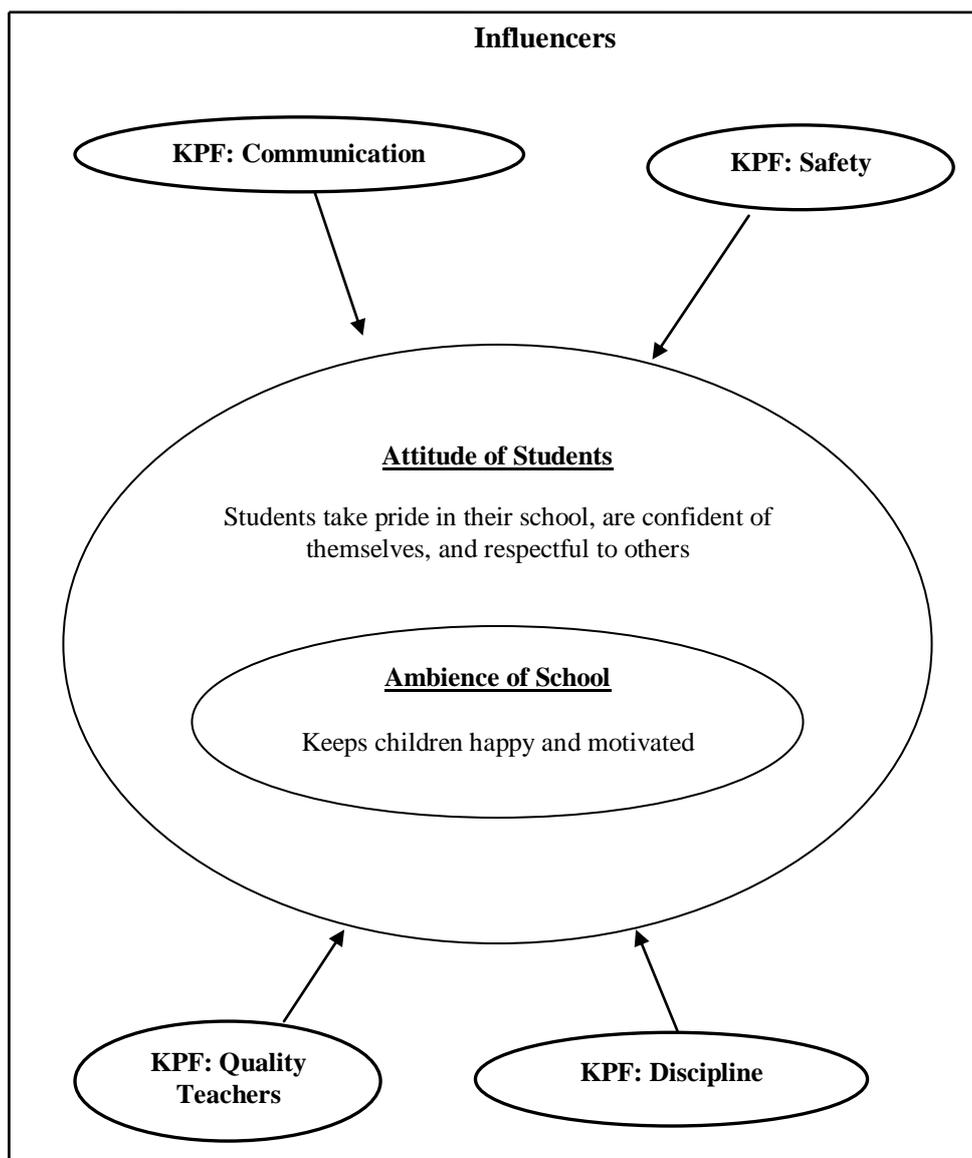
Parents are considered as a single stakeholder group for the KPF: Nurturing Environment, since there are no contradictory comments from parents in Tables 8.14, 8.15 and 8.16.

**Table 8.18** Summary of the KPF: Nurturing Environment

(1) Attributes of the KPF	(2) Description of the attributes	(3) KPIs for the KPF
<b>1.Ambience at school</b>	1. Parents in general want the school's ambience to be such that their children are happy and motivated to go to school. 2. Parents expect the school's ambience to be fair, nurturing and gentle. 3. Parents of high decile schools expect a private school feel in the school's ambience. 4. Parents of low to average decile schools expect the school's ambience to develop their child's passion.	1. Feedback from student 2. School reports 3. Comments by teachers 4. Positive relationship between teacher and student 5. Student hates missing school 6. Clean physical facility 7. Vocabulary used by students in their conversation 8. Student eager to go to school 9. Student connecting with people at the school 10. Students talking about school 11. Student's supportive behaviour at home 12. Student interacts with family
<b>2.Attitude of students</b>	1. Parents expect the school's ambience to inculcate in their children pride in their school and in the abilities that they have. 2. Parents also expect their children to be confident and express their views while being respectful at the same time.	1. Student's confidence in communication 2. Student proud to wear school uniform 3. Student's ability to make decisions
<b>3.Influencers</b>	1. Four KPFs affect the school environment. They are Safety, Quality Teachers, Discipline, and Communication.	1. School's recognition of student's passion 2. Feedback from teacher 3. Complaints about student's behaviour 4. Student making positive comments about the school

The KPF: Nurturing Environment is explicated by its three attributes: ambience at school, attitude of students, and influencers. Column 2 of Table 8.18 describes the three attributes using the keywords obtained from the parents' comments in Tables 8.14 to 8.16. The linkage between the keywords and the KPIs that reflect the status of the three attributes is self-evident as shown in Table 8.18.

**Figure 8.4** KPF: Nurturing Environment



The statements describing the KPIs and the keywords do not necessarily come from the same respondent. This linkage between the keywords

of the KPFs and the KPIs internally validates the findings of this investigation. It appears that schools' management, students, and teachers have a role in shaping the school environment. Management have to be fair, provide systems for safety, and communication, as well as maintaining facilities and employing quality teachers in the school. Teachers have to be able to identify their students' potential and nurture their passions. Hence the school environment is the consequence of teamwork between three stakeholders of the school: management, teachers, and students.

Figure 8.4 provides a visual illustration of the KPF: Nurturing Environment. The attribute – ambience of school – placed in the inner most ellipse describes the environment that parents expect at schools. The second attribute – attitude of students – explains the role that students play in schools to create a nurturing environment. It is shown in an ellipse enclosing the first attribute, ambience of school, suggesting that the attitude of students affects the attribute, ambience of school. The third attribute – influencers – listed four KPFs: quality teachers, communication, safety, and discipline that influence the students and shape the ambience of the school. Figure 8.4 illustrates an approach for understanding the KPF: Nurturing Environment at State secondary schools in New Zealand. The following section discusses the KPF: Quality Teachers.

## 8.8 KPF: Quality Teachers

The KPF: Quality Teachers describes parents' expectations about the competency of school teachers. The KPF is explained by its two attributes: 1) competence of teachers, and 2) ability to connect with students. A number of KPIs indicate the status of the two attributes. A figure illustrating how the two attributes shape the KPF: Quality Teachers summarises the discussion.

### 8.8.1 Perspective of parents categorised by schools' decile number

Table 8.19 shows the comments of parents that describe the two attributes of the KPF.

**Table 8.19** Description of the first attribute of KPF: Quality Teachers

First attribute of the KPF	Description of the KPF by parents.		
Teachers' competence	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1.Ability to motivate students</p> <p>2.Enabling and supporting students to reach their full potential</p>	<p>[So what would be your expectations from the school then?] With competent teachers (A).  I also want my child to be able to express their views (B).</p>	<p>What we hope is that the teachers will look at your child as an individual and pull them to bits and find out what they're good at and how to push them in that direction so that they can reach their highest potential (D).  Well obviously you need their expertise in the field, otherwise they're [the teachers] going to teach them the wrong things. But the availability of the knowledge is already there, it's on the formats of computers or whatever, whether its woodwork that someone built something 10 years ago and you can still copy it. But it's up to the teacher to get the best out of the child who's copying that or doing that .....stimulating, exactly (D).</p>	<p>[To support the child?] Yea to the best of their [school] abilities obviously and that comes down to money, available time and expertise of teachers (C2).</p>

**Table 8.20** Description of the second attribute of KPF: Quality Teachers

Second attribute of the KPF	Description of the KPF by parents.		
Ability to connect with the student	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p><i>1. Encourages exchange of views with students</i></p> <p><i>2. Focuses on students strengths</i></p> <p><i>3. Establishes positive relationship of mutual respect with students</i></p>	<p>1. We sit with the child, we talk with them, and if they're comfortable with sorting it out with their teachers that's fine, but if it gets a bit heated then yea, I take it off them and I come calling (A).</p> <p>2. Yea to tell the teacher or whatever straight up and some sort of process be followed where their voice can be heard (B).</p> <p>3. [You are also expecting that the kaiko have a very positive relationship, or be able to engage with the child?] Absolutely (B).</p>	<p>1.It's about, I suppose it is just you know....going for the positive, looking for their strengths as opposed to not even looking for their weakness and focusing on that (D).</p>	<p>1. We have had a long association with Boys High so we know a lot of the teachers anyhow, but it's good to know how those teachers relate to the boys (C1).</p> <p>2. A teacher can't be a teacher unless they have that kind [respect] of relationship [with students] (C1).</p>

Parents in lower decile schools expect schools to provide competent teachers with expertise in teaching their subjects and who can enable the students to articulate their views. Parents in average and higher decile schools expect teachers to motivate, support, and encourage students into those areas of learning where the child has highest potential to do well. Parents across all of the schools expect that teachers can connect with their students. In other words, teachers should allow their students to express their views and have a relationship of mutual respect that permits an exchange of ideas and opinions with the students. Parents also commented that teachers should focus on the strengths of their students as opposed to their weaknesses. The following section discusses the KPIs that reflect the status of the KPF: Quality Teachers.

### 8.8.2 KPIs for the KPF: Quality Teachers

Table 8.21 shows the 18 KPIs suggested by the parents that reflect the status of the KPF: Quality Teachers.

**Table 8.21** *KPIs for the KPF: Quality Teachers*

(1) Attributes of the KPF: Quality Teachers	(2) Nos. of KPIs	(3) KPIs for each attribute of the KPF: Quality Teachers	(4) Types of KPIs
<b>Teachers' competence</b>	1.	Teachers' pride in their students	<i>P</i>
	2.	Teachers' relationship of respect with students	<i>P</i>
	3.	Feedback from child	<i>P</i>
	4.	Response of students to parent's questioning	<i>P</i>
	5.	Comments of teachers	<i>P</i>
	6.	Talking to teachers	<i>P</i>
	7.	School reports	<i>R</i>
	8.	Teacher's guidance to the student	<i>P</i>
	9.	Student's motivation for the subject	<i>P</i>
<b>Ability to connect with the students</b>	1.	Teacher's presence on sports field	<i>P</i>
	2.	Availability of teacher to students	<i>P</i>
	3.	Teacher's passion for the subject	<i>P</i>
	4.	Teacher's concern for the child	<i>P</i>
	5.	Teacher's relationship with parents	<i>P</i>
	6.	Child's eagerness to go to school	<i>P</i>
	7.	Teacher's one to one advice to the student	<i>P</i>
	8.	Teacher's attitude with parents	<i>P</i>
	9.	Teacher's availability to parents.	<i>P</i>

Column 1 in the table lists the two attributes of the KPF: Quality Teachers in bold. The status of the first attribute "teachers' competence" is indicated by nine KPIs, eight of which are "potentially measureable" i.e., *P*, while only one is "readily measureable" i.e., *R*. The status of the second attribute, "ability to connect with student" is indicated by nine KPIs, all of which are

“potentially measurable” i.e., *P*. It appears that current school processes may not be in a position to measure the KPF: Quality Teachers from the parents' perspective, as out of 18 KPIs only 1 is “readily measurable”, *R*. The following section summarises the discussion on the KPF: Quality Teachers.

### 8.8.3 Summary and observations

The description and explanation of the KPF: Quality Teachers by all categories of parents appear to be quite cohesive as all three categories of parents expressed similar views, as shown in Tables 8.19 and 8.20. Therefore parents are considered as one stakeholder group for the KPF: Quality Teachers.

**Table 8.22** Summary of the KPF: Quality Teachers

(1) Attributes of the KPF	(2) Description of the attributes	(3) KPIs for the KPF
<b>Teachers' competence</b>	Parents expect the schools to provide competent teachers who have expertise in the subject and can stimulate (motivate) their children in the subjects that the students are good at so that the children may reach their highest potential. Some parents expect that teachers should enable their children to be able to express their views in particular.	<ol style="list-style-type: none"> <li>1. Teachers' pride in their students</li> <li>2. Teacher's relationship of respect with students</li> <li>3. Feedback from child</li> <li>4. Response of students to parent's questioning</li> <li>5. Comments of teachers</li> <li>6. Talking to teachers</li> <li>7. School reports</li> <li>8. Teacher's guidance to the student</li> <li>9. Student's motivation for a subject</li> </ol>
<b>Ability to connect with the student</b>	Parents expect that teachers establish a relationship of respect with their students allowing them to express their opinions while focusing on their strengths.	<ol style="list-style-type: none"> <li>1. Teacher's presence on sports field</li> <li>2. Availability of teacher to students</li> <li>3. Teacher's passion for the subject</li> <li>4. Teacher's concern for the child</li> <li>5. Teacher's relationship with parents</li> <li>6. Child's eagerness to go to school</li> <li>7. Teacher's one to one advice to the student</li> <li>8. Teacher's attitude with parents</li> <li>9. Teacher's availability to parents</li> </ol>

Column 2 of Table 8.22 describes the two attributes of the KPF by using the keywords obtained from Tables 8.19 and 8.20. The linkage between the keywords and the KPIs that reflect the status of the KPF are self-evident as shown in columns 2 and 3 of Table 8.22. The comments describing the KPFs and the KPIs do not necessarily come from the same respondent. This linkage between the keywords describing the attributes of the KPF and the KPIs internally validates the findings of this investigation.

**Figure 8.5** KPF: Quality Teachers

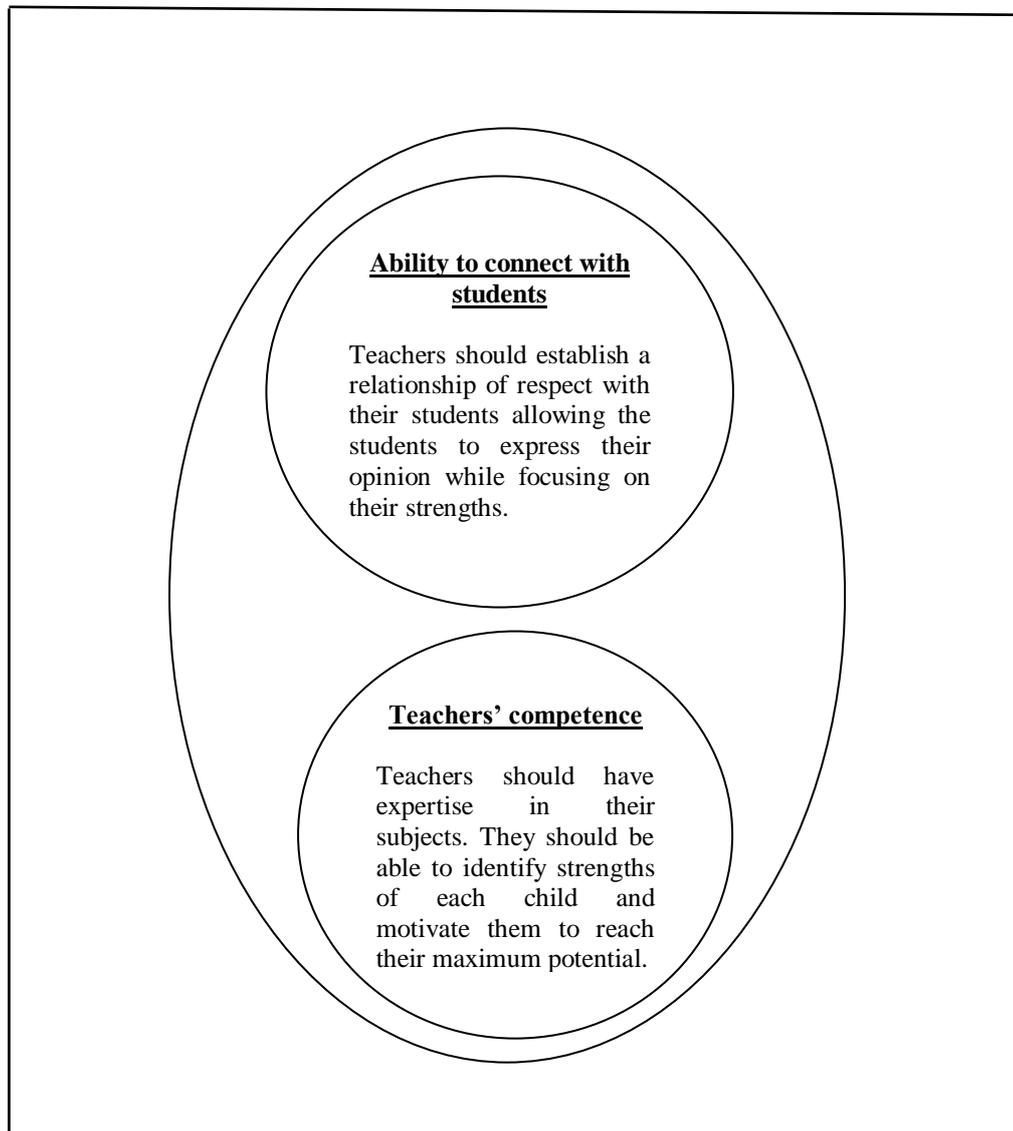


Figure 8.5 is a visual illustration of the KPF: Quality Teachers. It shows that the KPF depends on the professional competency of the teachers and their ability to connect with the students. Parents expect teachers to establish a relationship of mutual respect with students, while allowing them to express their opinion. Teachers should be able to identify a student's potential and should motivate students and support them to progress in that direction, thereby enabling the students to reach their full potential.

Figure 8.5 illustrates an approach to understand the KPF: Quality Teachers from the perspective of parents at State secondary schools in New Zealand. Teachers may need more time and energy to connect with students in some schools than they do in others. Hence, in certain schools and given the background of the students, more teachers' time is devoted to becoming connected with the students than in actually teaching the subject. Perhaps that is the reason that none of the parents have linked academic achievement as measured by grades or marks to the KPF: Quality Teachers.

It appears that an important skill for teachers is their ability to connect with students. Since students at State secondary schools come from various ethnicities and cultural backgrounds, the ability of the teachers to connect with students from a variety of socioeconomic strata and cultural backgrounds appears to be very important. The following section discusses the KPF: Safety.

## **8.9 KPF: Safety**

The KPF 'Safety' describes parents' expectations about the safety of students at school. The KPF is described by three attributes: 1) meaning and implications of safety, 2) context of safety, and 3) role of schools. The three attributes are explained by parents' comments. A number of KPIs indicate the status of the three attributes. A figure shows how the three attributes shape the KPF: Safety and summarises the discussion.

### **8.9.1 Perspective of parents categorised by schools' decile number**

Table 8.23 shows the comments of parents that describe the first and second attributes of the KPF. Parents commenting on the first attribute – meaning and implications of safety – expect a school's environment to be physically and emotionally safe. Parents consider safety a pre-requisite for learning. They also expect schools to keep students protected from negative external influencers. Parents across the board commented on the meaning and implications of safety at schools, thereby indicating their common concern about safety at school.

Parents commenting on the second attribute - context of safety - stated that some sort of bullying had always existed in schools. However, concerns over safety at schools have been aggravated by the availability of drugs, variations in family structure (single parent), and different parenting styles. Parents are concerned that there is intolerance of the individual aspirations of students, particularly if their aspirations conflict with existing social norms.

**Table 8.23** Description of the first and second attributes of the KPF: Safety

First and Second attributes of the KPF	Description of the KPF by parents.		
Meaning and implications of safety	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1. <i>Physical and emotional safety</i></p> <p>2. <i>Safety is prerequisite for learning</i></p> <p>3. <i>Safety from externalities</i></p>	<p>1. Totally safe. Safe and fair environment (B).</p> <p>2. I guess that safety thing is health and well-being (B).</p> <p>3. [What about safety at school, do you have some expectations about safety at school for your children?] Yea (A).</p> <p>4. As long as they don't get bullied, they are supposed to be learning something to go to varsity (B).</p> <p>5. And he doesn't bully other kids as well (B).</p> <p>6. I expect the school will be a safe environment for our children (B).</p>	<p>1. I think they're still doing everything they possibly can to keep all those negative outside things away but they still come (D).</p>	<p>1. I think we've got a big responsibility as parents to choose a school that's going to provide the best education for our boys and also obviously for them to learn in a safe environment (C1).</p> <p>2. Absolutely, because they can't learn if they are not safe (C2).</p>
Context of safety	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1. <i>Availability of drugs</i></p> <p>2. <i>Variation in family structures and parenting styles</i></p> <p>3. <i>Individual passion need to be nurtured</i></p>		<p>1. In some schools in NZ if a young male was into ballet it wouldn't be encouraged..... ....It must be the teacher and the schools role to nurture all those different (D).</p>	<p>1. I guess the environment is different than when we were at school, but I think bullying, there's drugs, there's different elements in the schools, solo mums and dads are bad, but there's different types of parenting things (C2).</p> <p>2. Bullying has always happened in our time as well (C2).</p>

The third attribute of the KPF – role of schools – explains the role parents expect schools to play in ensuring the safety of students. Parents expect schools to take full responsibility for their children's safety at school, and to take immediate action if bullying is reported in order to stamp it out. Parents also expect that schools educate students about drugs so that students can develop an informed opinion about the demerits of using drugs.

**Table 8.24** Description of the third attribute of the KPF: Safety

Third attribute of the KPF	Description of the KPF by parents.		
Role of schools	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1. To be responsible and caring for students</p> <p>2. To be receptive, honest and not defensive with parents</p> <p>3. To be alert and vigilant about drugs, bullying</p>		<p>1. They're responsible for our kids while they're here and they have to take full responsibility and if they're allowing people to walk in off the street. (D)</p> <p>2. He (the school's principal) encouraged that (bullying) because that was the way he disciplined the school. (D)</p>	<p>1. If there is an issue with bullying, and you say well hey look my sons being picked on by blah, blah. They should waltz them straight away and sort it, not like we don't have bullying at school; we don't have this sort of thing. (C2)</p> <p>2. I think it's the good thing, knowing primary school especially in the senior [years] they make the kids aware of drugs. So there's a lot of education and as a parent you just have to be open about it. (C2)</p> <p>3. And they [children] form their own opinion too, like they will say oh no, that's stupid [consuming drugs]. (C2)</p>

The next section discusses the KPIs of the KPF: Safety.

### 8.9.2 KPIs for the KPF: Safety

Table 8.25 shows 15 KPIs suggested by the parents that indicate the status of the KPF: Safety at schools. The status of the first attribute is reflected by nine KPIs only one of which is “readily measureable”, i.e., **R**. The status of the second attribute is reflected by two KPIs, none of which is “readily measureable”, while the third attribute can be measured by four KPIs, three of which are “readily measureable”, i.e., **R**.

**Table 8.25** KPIs for the KPF: Safety

(1) Attributes of the KPF	(2) Nos. of KPIs	(3) KPIs for each attribute of the KPF	(4) Types of KPIs
Meaning and implications of safety	1.	1. Child can freely express his/her opinion at school	<i>P</i>
	2.	2. Child is not picked on at school	<i>P</i>
	3.	3. Child wants to go to school	<i>P</i>
	4.	4. Child talks about school.	<i>P</i>
	5.	5. Bruises on child's body	<i>R</i>
	6.	6. Child is bubbly	<i>P</i>
	7.	7. Child supports / helps others at home	<i>P</i>
	8.	8. Child is active and participating	<i>P</i>
	9.	9. Child lacks motivation, drive and enthusiasm	<i>P</i>
Context of safety	1.	1. Child can be an individual at school	<i>P</i>
	2.	2. Teachers' nurturing role	<i>P</i>
Role of schools	1.	1. Awareness of drugs by children	<i>P</i>
	2.	2. Opinion of children about drugs	<i>P</i>
	3.	3. Management's attitude to complaints	<i>P</i>
	4.	4. Immediate action by schools' management on bullying	<i>R</i>

Hence out of a total of 15 KPIs only 2 are “readily measureable”, i.e., **R**. This indicates that existing school systems may not be able to measure the KPF: Safety at schools adequately from the parents' perspective. The following section summarises the discussion on the KPF: Safety.

### 8.9.3 Summary and observations

The description of the KPF: Safety by parents in the three categories of schools as shown in Tables 8.23 and 8.24 indicates common expectations and similar concerns; thereby, parents are considered as one stakeholder group for the KPF: Safety. Table 8.25 describes the three attributes of the KPF: Safety using keywords synthesised from the parents' comments in Tables 8.23 and 8.24.

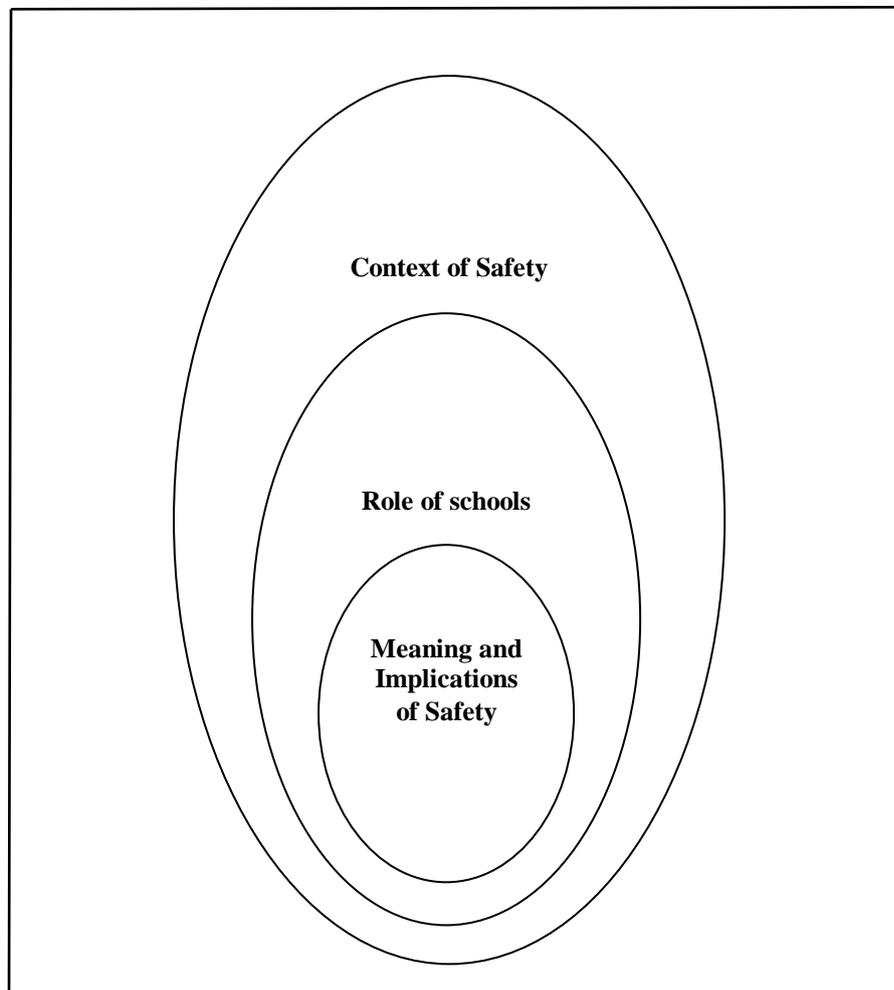
**Table 8.26** *Summary of the KPF: Safety*

(1) Attributes of the KPF	(2) Description of the attributes	(3) KPIs for the KPF
<b>Meaning and implications of safety</b>	<p>Safety means physical and emotional and general well being of the child. Schools are expected to be safe and free from bullying otherwise learning cannot take place</p> <p>Schools are expected to protect students from negative external influences</p>	<p>Child can freely express his/her opinion at school</p> <p>Child is not picked on at school</p> <p>Child wants to go to school</p> <p>Child talks about school</p> <p>Bruises on child's body</p> <p>Child is bubbly</p> <p>Child supports / helps others at home</p> <p>Child is active and participating</p> <p>Child lacks motivation, drive and enthusiasm</p>
<b>Context of safety</b>	<p>Schools should nurture each child's interests even if it's not a stereo typical one, such as a boy opting for ballet.</p> <p>Availability of drugs and changes in family structure affects safety at school.</p>	<p>Child can be an individual at school</p> <p>Teachers play a nurturing role</p>
<b>Role of schools</b>	<p>Parents expect schools to be caring and responsible and not defensive about safety issues and to take prompt action when a situation arises.</p> <p>Parents expect schools to inform children about drugs so that they may develop an informed opinion.</p>	<p>Awareness of drugs by children</p> <p>Opinion of children about drugs</p> <p>Management's attitude to complain</p> <p>Immediate action by schools' management on bullying</p>

The KPF: Safety is holistic; it includes both the physical and emotional dimensions of safety of students at school. Parents expect schools to

ensure total safety of their children or else, as some have indicated, they might take the child out of school. Hence, safety can be considered as a nonnegotiable issue for parents.

**Figure 8.6** KPF: Safety



Parents at low decile schools commented about only the first attribute - meaning and implications of safety - of the KPF, thereby indicating their priority on safety from bullying, fair treatment, and health and well-being of the students.

The KPF: Safety is affected by the social context of the school. Hence safety issues prevalent in the school's community tend to influence the school.

This influence of the social context is a constant for a school, and is possibly one of the factors that make each school unique. Hence an aspect of school safety is tied solely with the location of the school. The third attribute - role of schools - explains what parents expect from schools' management with respect to safety at school. Since parents require total safety for their children at school, and as the conditions in the locality are a given factor in school's safety, the controllable variable in school safety is the role of the schools' management. Consequently, the prudent option for schools' management is to address safety issues proactively and urgently.

Figure 8.6 is a visual illustration of the KPF: Safety. It shows that the attribute – meaning and implications of safety – is at the core of the KPF, as shown in the figure. As the safety issues from the community seeps into schools, hence the attribute – context of safety – is positioned in the outer most circle, influencing the two other attributes of the KPF, that is – role of schools – and meaning and implications of safety. The management of schools has to meet the safety expectations of parents, represented by the attribute – meaning and implications of safety – in an environment that is explained by the attribute – context of safety –. Hence, in low decile schools that are often located in rough and difficult neighbourhoods, the management of the schools have to expend time, energy, and resources to maintain even minimum standards of safety at the school. In average or higher decile schools, by contrast, maintenance of safety may not comparatively require that much of management's attention, time, and resources, thereby freeing schools' management to concentrate on the main task of teaching. The next section discusses the KPF: Support.

## **8.10 KPF: Support**

The KPF: Support describes parents' expectations about support for students in schools. The KPF is explicated by three attributes: 1) support for students, 2) influencers, and 3) support for parents. A number of KPIs indicate the status of the three attributes. A figure that shows how the attributes shape the KPF: Support summarises the discussion.

### **8.10.1 Perspective of parents categorised by schools' decile number**

Table 8.27 shows the comments of parents that describe the first attribute -support for students - of the KPF. Parents of lower decile schools made eight comments; parents of average decile school six comments, and parents of high decile school only one comment pertaining to support of students. This finding is indicative of the greater expectations that parents in lower and average decile schools have for support from schools.

Parents in lower decile schools have specific expectations of support from schools. They expect support for students in order to acquire literacy, numeracy, and personal organisation skills. In addition to that they want personal and career counselling for the students so that teenage students can sort out their emotional issues and identify and focus on a career to pursue after school. Parents in higher decile schools, on the other hand, have a more generic expectation for support from schools. As one parent commented, "Just to support them [students] really in what they want to do."

For example, School C a higher decile school some time back hired a sports physiotherapist in order to support its students who are very active and successful sportsmen.

**Table 8.27** Description of the first attribute of the KPF: Support

First attribute of the KPF	Description of the KPF by parents.		
	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1. Literacy, numeracy and organisation skills</p> <p>2. Counselling: personal and career</p> <p>3. Support by principal and teachers</p> <p>4. Support by parents</p>	<p>1. [How can we support the child?] Interact with the school and the teachers and the activities and attend meetings (A).</p> <p>2. I'm actually depending on the school to provide the essentials [read, write and do mathematics] for our children, in terms of getting them to plan, to organise themselves (A).</p> <p>3. [Any other expectations that come to your mind?] Guidance counsellor. Yes sometimes your teenager can't talk to you and they need someone to talk with. Especially when it comes to planning for their future, not for our future, their future (A).</p> <p>4. Him, [principal] and I both knew he was going to let her [student] in, but she didn't know that, so she had to sell herself as to what she [wanted from school], how she was going to go. What were the things she was going to bring to the school? Yea and she needed that, she was uncontrollable (A).</p> <p>5. We sit with the child we talk with them and if they are comfortable with sorting it out with their teacher that's fine but if it gets a bit heated then yea, I take it off them and I come calling (A).</p>	<p>1. [What do you think parents should do to support their kids in this school?] Be positive about the school (D).</p> <p>2. Anything that comes home in the way of homework gets mentioned. Try and make sure that ...that all of that extra-curricular stuff happens and yea, basically be positive I think (D).</p> <p>3. The little bit that we feel we can contribute is that if anything comes from school we follow it up immediately as if there were any complaints as there have been at times then we have immediately tried to deal with it and we have tried to liaise with the school too (D).</p> <p>4. I have been saddened at times with many children who just lose heart, lose motivation and just slow down and I have at times wanted in the school, weekly or fortnightly at the very least, to have motivational speakers come into the school and talk to them (D).</p>	<p>Just to support them really in what they want to do (C2).</p>

**Table 8.27 (continued)** Description of first attribute of KPF: Support

First attribute of the KPF	Description of the KPF by parents.		
	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1. Literacy numeracy and organisation skills</p> <p>2. Counselling personal and career</p> <p>3. Support by Principal and teachers</p> <p>4. Support by parents</p>	<p>6. Parents make excuses for students, for children's attendance, for their behaviour. . . . They have to take responsibility for behaviour [ of their children], if they are not being good role models in that sense. That's probably where most of our problems are (B).</p> <p>7. I think if you give the school your kids in Form 3 [year 9], well rounded child academically, socially, then the school does its job properly, I think. If they got all what they're meant to have here. There's no reason for your child not to do well (A).</p> <p>8. I would hope that particularly most of the kids that go through their years of high school here, that as they move along, that there should be through the guidance councillor I suppose mainly that they should be able to nurture the areas or provide good advice on areas that these children will do well at, particularly well at, and interact with the parents and as they get towards their last years at high school that they should be moving towards a job, or a goal or something (A).</p>	<p>5. Our son has been involved in soccer and that kind of thing so we meet those parents and those are all parents who are on the side supporting their kids (D).</p> <p>6. You've got to be very careful about what you say in front of the kids, because it's far easier bad mouthing than it is to pick out the good, and it is just human nature (D).</p>	

Parents across all categories of schools realise that, in addition to schools, parents also have an important role in supporting the students by interacting with the school, by participating in the students' activities, by rearing their children in a well-rounded fashion, and by not being negative about the school in front of the students.

The second attribute – influencers – lists the other KPFs that affect the KPF: Support, as shown in Table 8.28. It indicates that four KPFs: Resources, Quality Teachers, Opportunities for Students, and Communications affect the KPF: Support.

**Table 8.28** Description of the second attribute of the KPF: Support

Second attribute of the KPF	Description of the KPF by parents.		
Influencers	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
1. KPF: Resources 2. KPF: Quality Teachers' 3. KPF: Opportunities for Students' 4. KPF: Communication'	1. [Any other expectations that come to your mind?] Guidance counsellor. Yes sometimes your teenager can't talk to you and they need someone to talk with. Especially when it comes to planning for their future, not for our future, their future (NH).	2. [In terms of offering more opportunities, in sport?] Oh across the board (TC).  3. I have been saddened at times with many children who just lose heart, lose motivation and just slow down and I have at times wanted in the school, weekly or fortnightly at the very least, to have motivational speakers come into the school and talk to them. (TC)	1. Yea to the best of their [students] abilities obviously and that comes down to money available, time, expertise of teachers obviously. But, or, if they [school] can't support them to offer them other help or being contactable really. (BH 2)

The third attribute – support for parents – explains expectations from schools to provide assistance to those parents who are not providing adequate support to the schools' students, as shown in Table 8.29. The rationale of the respondents was that if parents do not support the school's students, then the students may be at risk. Hence schools should intervene and be proactive and not passive spectators when they see parents failing to provide adequate support to the school's students. Parents of lower decile schools appear to be most vocal that schools should assist parents of students who are not adequately supporting the school's students. Some parents of higher decile schools commented that schools

should inform the parents who are not providing adequate support to their children so that they may be aware of the problem.

**Table 8.29** Description of the third attribute of the KPF: Support

Third attribute of the KPF	Description of the KPF by parents.		
Support for parents	Parents of Group A Schools	Parents of Group B Schools	Parents of Group C Schools
<p>1. Parents need to be guided or notified of social services proactively.</p> <p>2. Inform parents of support expected for students.</p>	<p>1. Help, try to help, we all know that there are children that attend this school that are well known to police, they've had problems and it's coming from their outside, their family behaviour, or say their parents (A).</p> <p>2. Most people live week to week, so it's not in their frame of mind to even think of it [plan]. So possibly is to get them budget advisors, have a reference name at the school, youth aid workers, who say if parents are affecting adversely go the other way, go proactive with it (A).</p> <p>3. I think the school should provide additional support so that parents and the children, other children are not affected in their learning, so if there are parents and if there are children that need additional support, then the school.....[should provide that] (A).</p> <p>4. If the thing, like you say, the school has no problem with notifying CYF(Child Youth and Family) when there's an issue, a child's been abused in any way, which shape or form, so that's institutionalised itself. So the same would work the other way too, yea a bit proactive with, cause the high school are receiving these children in, they already know they are being affected by people's behaviour (A).</p> <p>5. Enabling their child to carry on being not taking responsibility, and yet over here this is where they're going to learn about responsibility, doing their homework, doing this, doing that (B).</p>		<p>1. I actually believe they [the school] can, I think they can but it is a long process, you have to start saying this, let the parent know that they're failing, yes, because and you are, you have to (C2).</p>

The next section discusses the KPIs that indicate the status of the KPF: Support.

### 8.10.2 KPIs for the KPF: Support

Table 8.30 shows the 18 KPIs suggested by the parents. The status of the first attribute - support for students - is indicated by 12 KPIs, 6 of which are “readily measurable” i.e., **R** and 6 are “potentially measurable”, i.e., **P**. The status of the second attribute – influencers – is indicated by 4 KPIs, 2 of which are “readily measurable” i.e., **R** and 2 are “potentially measurable” i.e., **P**.

**Table 8.30** KPIs for the KPF: Support

(1) Attributes of the KPF: Support	(2) Nos. of KPIs	(3) KPIs for each attribute of the KPF: Support	(4) Types of KPIs
<b>Support for students</b>	1.	Availability of guidance counsellor at school	<b>R</b>
	2.	Child's literacy and numeracy score	<b>R</b>
	3.	Principal's compassion for students	<b>P</b>
	4.	Parent's contacting school	<b>P</b>
	5.	Child completing homework / assignments	<b>R</b>
	6.	Child attending school regularly	<b>R</b>
	7.	Motivational speakers at school	<b>R</b>
	8.	Identification of job or goal for each student	<b>P</b>
	9.	Parents attending school meetings	<b>R</b>
	10.	Parents attending sports events	<b>P</b>
	11.	Parents talking with children	<b>P</b>
	12.	Parents following instructions from school	<b>P</b>
<b>Influencers</b>	1.	Dollars in school budget	<b>R</b>
	2.	Expertise of teachers	<b>P</b>
	3.	School contacting parents	<b>P</b>
	4.	Number of opportunities at school	<b>R</b>
<b>Support for parents</b>	1.	School providing feedback on parental support	<b>R</b>
	2.	School referring parents for social support	<b>R</b>

The status of the third attribute “support for parents” is indicated by 2 KPIs both of which are “readily measurable”, i.e., **R**. Hence out of a total of 18 KPIs, 10 are “readily measurable”, i.e., **R** which suggests that schools can measure the status of the KPF: Support, to some degree even with existing processes. The following section summarises the discussion on the KPF: Support.

### **8.10.3 Summary and observations**

Parents in general expect schools to support their students. Parents in lower decile schools expect schools to help students acquire learning skills and offer counselling services to enable students to manage their personal issues and choose a career. Parents realise that students need parental support hand in hand with school support. Hence, in situations where some parents do not provide adequate support to the students, other parents expect schools to act proactively and guide the inadequate parents towards sources where social support may be available.

As there are no contradictory comments in Tables 8.27, 8.28 and 8.29, parents are considered as one stakeholder group for the KPF: Support. The KPF is explicated by three attributes. Table 8.31 describes the three attributes by using the keywords obtained from the parents' comments in Tables 8.27 to 8.29. The linkage between the keywords that describe the three attributes of the KPF: Support, and the KPIs that reflect the status of those attributes is self-evident, as shown in columns 2 and 3 of Table 8.31. The comments explicating the KPFs and the KPIs do not necessarily come from the same respondent. This linkage between

the keywords of the KPFs and the KPIs internally validates the findings of this research.

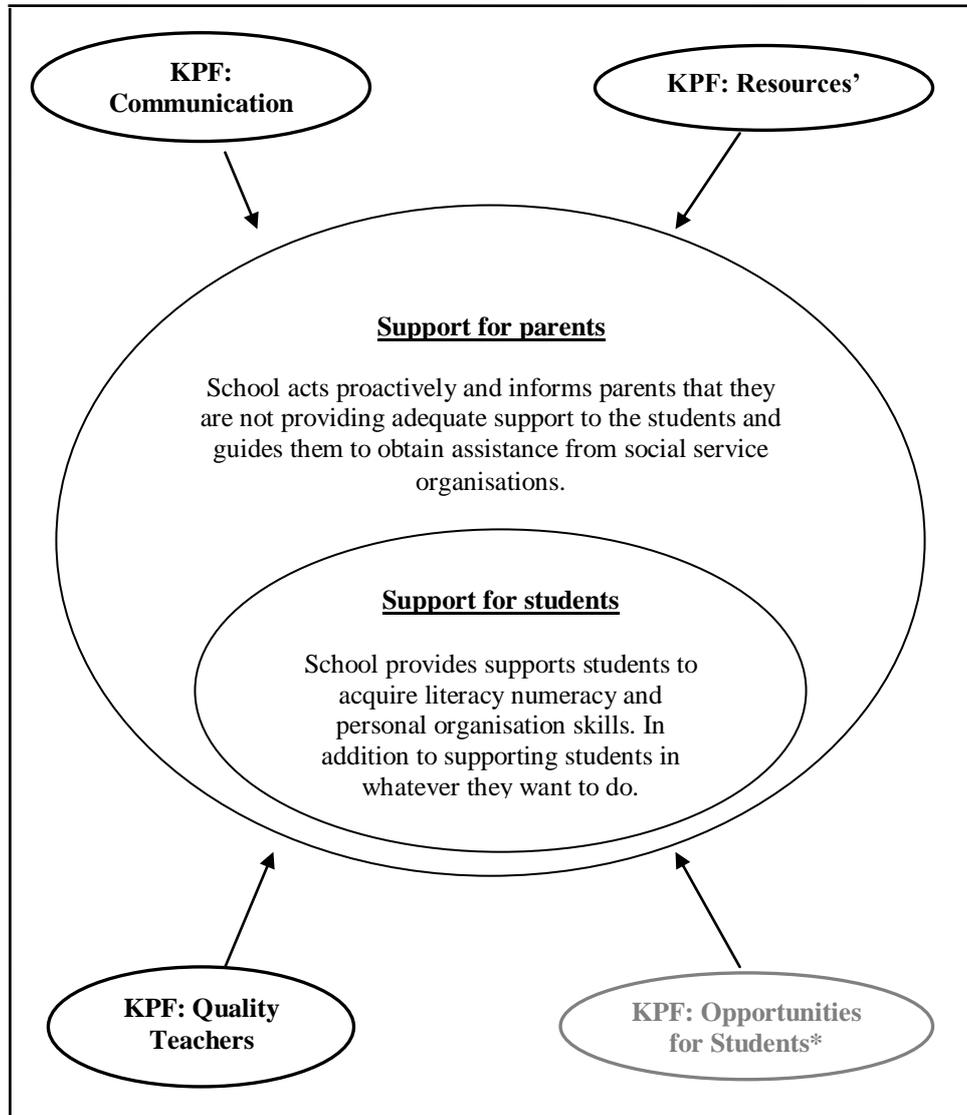
**Table 8.31** Summary of the KPF: Support

(1) Attributes of the KPF: Support	(2) Description of attributes of the KPF: Support	(3) KPIs for the KPF: Support
<b>Support for students</b>	<ol style="list-style-type: none"> <li>1. Parents expect support for students in order to develop their literacy, numeracy and personal organisation skills. They also expect counselling services for teenagers to sort out their personal issues and choose a career to pursue after school.</li> <li>2. Parents expect supportive attitude of teachers and principal towards students at school.</li> <li>3. Parents understand that they have an important role to support the students. They expect schools to help parents who may not be supporting their children adequately.</li> </ol>	<ol style="list-style-type: none"> <li>1. Availability of guidance counsellor at school</li> <li>2. Child's literacy and numeracy score</li> <li>3. Principal's compassion for students</li> <li>4. Parents contacting school</li> <li>5. Child completing homework / assignments</li> <li>6. Child attending school regularly</li> <li>7. Motivational speakers at school</li> <li>8. Identification of job or goal for each student</li> <li>9. Parents attending school meetings</li> <li>10. Parents attending sports events</li> <li>11. Parents talking with children</li> <li>12. Parents following instructions from school</li> </ol>
<b>Influencers</b>	<p>Four KPFs influence the KPF: Support. They are:</p> <ol style="list-style-type: none"> <li>1. KPF: Resources</li> <li>2. KPF: Quality Teachers</li> <li>3. KPF: Opportunities</li> <li>4. KPF: Communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Dollars in school budget</li> <li>2. Expertise of teachers</li> <li>3. School contacting parents</li> <li>4. Number of opportunities at school</li> </ol>
<b>Support for parents</b>	<p>Parents expect that those students who are not supported adequately by their parents should be informed by the school and guided to social service organisations so that they can obtain assistance.</p>	<ol style="list-style-type: none"> <li>1. School providing feedback on parental support</li> <li>2. School referring parents for social support</li> </ol>

Figure 8.7 provides a visual illustration of the KPF: Support. It shows that the attributes “support for students” and “support for parents” both affect the KPF: Support. The attribute - support for parents - positioned within the outer ellipse sustains the attribute “support for students” located in an ellipse contained

within it. The four KPFs: communication, resources, opportunities, and quality teachers affect both the attributes “support for parents” and “support for students”.

**Figure 8.7** KPF: Support



\* Light fonts indicate secondary KPFs

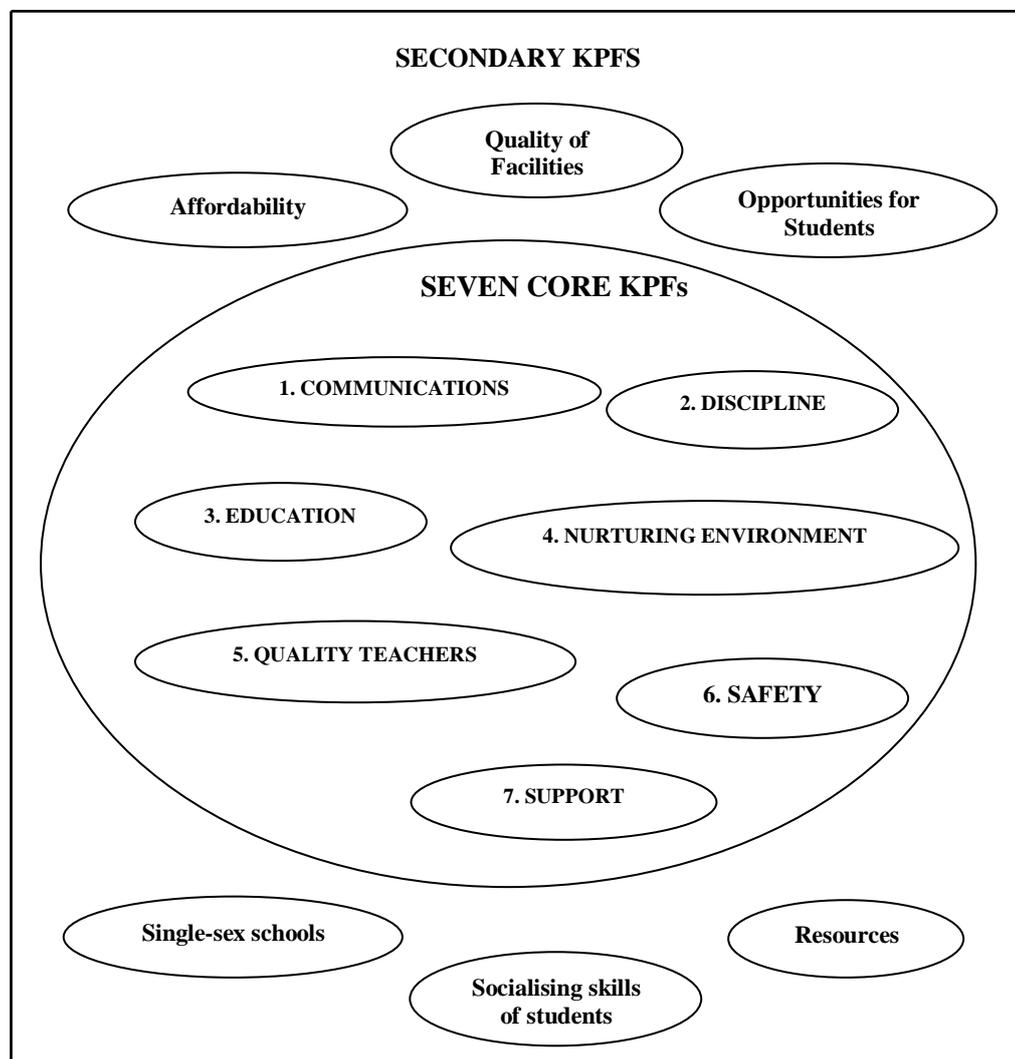
Figure 8.7 illustrates a framework that helps in understanding the KPF: Support, from the parents' perspective at State secondary schools in New Zealand. However, in some schools the need to provide support for parents as well as for students may be much greater than in others. In the researcher's opinion without adequate resources support either to parents or to students cannot be provided by the schools. Resources also have a bearing on the opportunities

available at schools as well as, to some degree, the quality of teachers at schools. Hence it appears that in Figure 8.7 the KPF: Resources on the top right hand side may be the most salient variable determining the status of the KPF: Support. The next section concludes the discussion on KPFs from the parents' perspective.

### 8.11 Summary

Figure 8.8 depicts the 13 KPFs that reflect parents' expectations from State secondary schools in New Zealand.

**Figure 8.8** KPFs of parents.



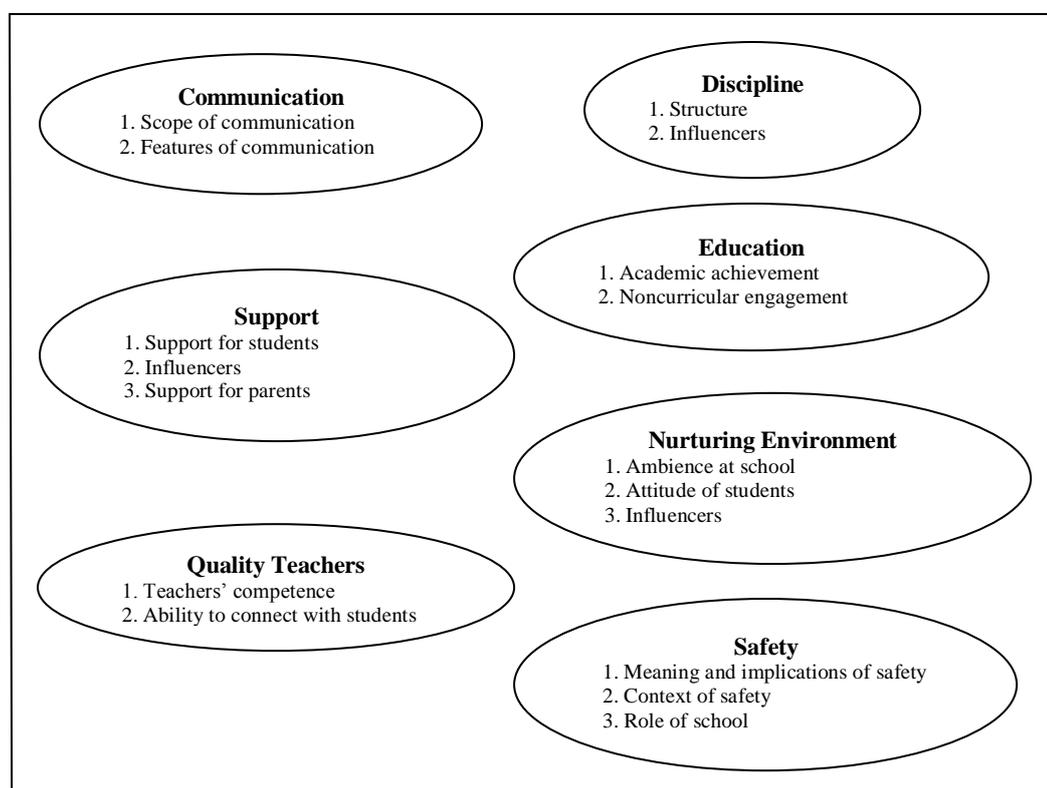
Seven core KPFs reflect the most significant expectations of parents while six secondary KPFs reflect parental expectations of comparatively lesser significance. The seven core KPFs identified in this investigation provide a generic framework to measure parents' expectations of the schools' management at State secondary schools in New Zealand. In this investigation data were collected from 28 parents, 16 were female and 12 male. The 28 parents sent their children to four different schools. Two of the four schools are in the lower decile range, i.e., decile 1 to 3. One school each is in the middle decile range, i.e., decile 4 to 7 and the higher decile range, i.e., decile 8 to 10. Hence data were collected from parents of both genders that represent the entire spectrum of the schools' decile range. As a result the findings of this investigation are argued to broadly reflect the situation at State secondary schools in New Zealand.

However, the classification of KPFs as core or secondary is school-specific and may vary from one school to the next. For example, parents in School A, a decile 2 school, expected that schools keep their fees and charges for students' activities affordable, particularly for those parents who have more than one child at school. The KPF: Affordability was not commented upon by parents from any of the other three schools although School B happened to be a decile 3 school indicating that students coming to the school were not from very affluent families. Hence, in measuring performance of School A, the KPF: Affordability is likely to be considered a core KPF but that may not be the case for School B.

The seven core KPFs identified in this investigation each consist of a number of attributes that describe and explain the KPF, as shown in Figure 8.9. It is expected that in every school parents' expectations may not emphasise each of

these attributes in the same manner. For example, the KPF: Safety has three attributes: “meaning and implications of safety”, “context of safety” and “role of school”. The attribute “context of safety” is school-specific. It may be that a particular school is in a rough neighbourhood while another may be located in a peaceful locality. Since the “context of safety” is radically different for the two schools, management’s role to ensure safety of students may also be different. Hence, the KPF: Safety in two schools may be described differently by changing the emphasis on the attributes of the KPF.

**Figure 8.9** Attributes of parents' KPFs

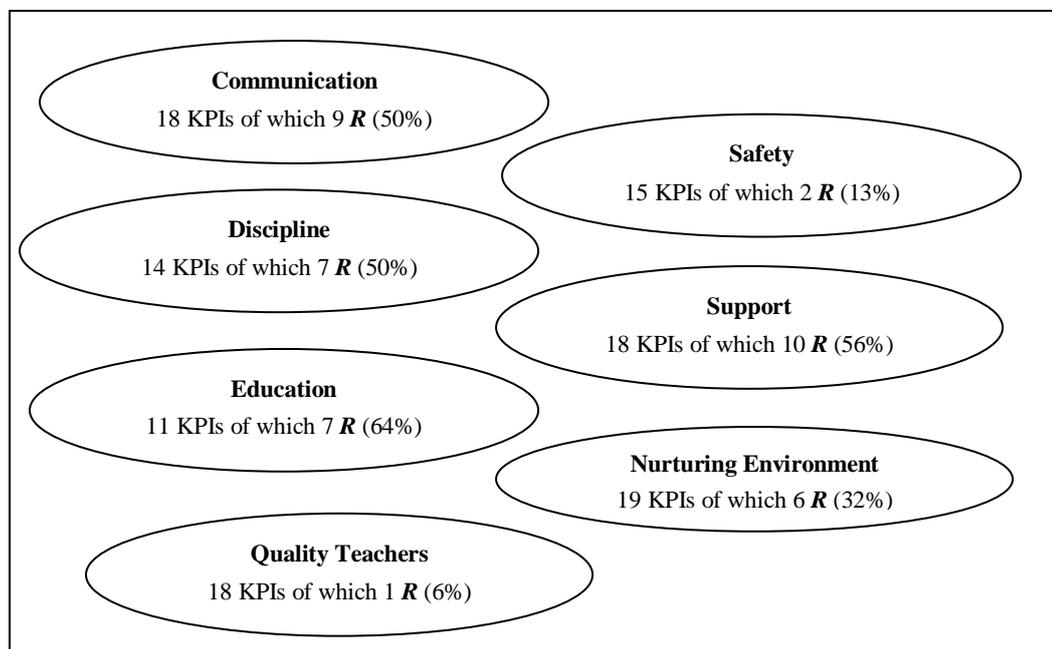


Parents of lower decile schools have generally lower expectations from schools than do parents of average and higher decile schools. For example, for the attribute “scope” of the KPF: Communication, parents at low decile schools expect feedback from teachers and want schools to encourage and listen to the views of students. Parents of average and high decile schools expect schools

to have a system of communication that is two-way and timely; some have even suggested that schools must also keep the community informed.

This lower expectation of parents in the case of low decile schools applies to nearly all the KPFs. For example, for the attribute “academic achievement” of the KPF ‘Education’, parents of low decile schools expect their children to be able to read, write, and perform mathematical computations with ease at school, while parents at average and high decile schools expect schools to enable their children to excel at NCEA as well as Cambridge examinations.

**Figure 8.10** KPIs of parents' KPFs



In addition to the KPFs this investigation has identified 113 KPIs that reflect the status of the seven core KPFs from the perspective of parents as shown in Figure 8.10. The percentage of KPIs that are readily measureable for each attribute of the KPF is shown within brackets within the ellipse of each KPF. The percentage of KPIs that are readily measureable is well below 80% in for every

parent's KPFs. This indicates that schools' current procedures need to be significantly altered in order to enable schools measure schools' performances from the parents' perspective.

The seven core KPFs along with the secondary KPFs present an approach for evaluating performance of schools based on parents' expectations from the schools' management. This approach on the one hand, is flexible so that parents' expectations at each school can be adequately reflected, while on the other is generic, which can be used all across all State secondary schools in New Zealand. The next chapter gives recommendations, summarises, and concludes this research.

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## **9 Summary Recommendations and Conclusion**

### **9.1 Introduction**

This chapter summarises and concludes this thesis. A holistic teachers' performance management process, based on the findings of this investigation for State secondary schools in New Zealand, has been suggested. The background and objectives of the research are revisited, and the ways in which the research questions have been addressed are explained. The findings of the investigation and their implications are explicated. Thereafter, opportunities for further research that have been recognised in this investigation are suggested.

### **9.2 Research context and objectives**

The performance of State secondary schools in New Zealand is currently measured primarily from the perspective of one group of stakeholders, i.e., government entities such as the MoE, the NZQA, and the ERO. The performance measurement system (PMS) of schools is established by the BOT in line with directives of the MoE, incorporating the requirements of the ERO and the NZQA. The PMS has three aspects: one measures the performance of teachers, the second measures the performance of principals, and the third evaluates the schools' performances through a self-review process. In addition to that, the NZQA also measures academic performance of the schools' students, while ERO periodically audits schools' compliance with statutory requirements.

However, the performance of schools from the perspective of nongovernmental stakeholders such as teachers, parents, students, and the community is, largely, not reflected in the schools' PMS. This particular bias in terms of measuring schools' performances from the perspective of government entities only restricts schools' ability to measure their performance in line with the expectations of their key nongovernmental stakeholders such as teachers, parents, students, and the community.

For example the teachers' performance measurement as shown in Figure 2.4 depicts only two KPFs of teachers— professional development and reward, while this investigation shows that teachers in addition expect from the schools' management resources, workload, safety, roles and goals, atmosphere at school and management system. This investigation also shows that teachers do not expect rewards (financial) from the schools' management as it negotiated between the teachers' union (PPTA) and the MoE. Furthermore, the schools' self-review programme has eight KPFs as shown in Table 15.4 (page 515). However, parents KPFs such as Support and Discipline are not covered indicating that schools are not measuring their performance that covers parents' expectations from the schools.

In order to redress this situation, the researcher believes the first step should be to measure the schools' performances from the perspective of all the schools' key stakeholders. This change in measurement would initiate a process of engaging the schools' key stakeholders in order to ascertain the schools' KPFs and associated KPIs from their perspectives. Measuring schools' performances from the perspective of the schools' key stakeholders may help schools to focus

on meeting their key stakeholders' expectations. This shift in measuring performance of school, may lead management to a more balanced and holistic view of school performance.

The purpose of this investigation has been to provide a stakeholder-based approach to identifying the schools' key stakeholders, their KPFs and associated KPIs that schools may use to develop a holistic stakeholder-focused PMS that reflects each school's unique context. Since currently schools' PMS does not adequately reflect the expectations of the nongovernmental stakeholders, this study has chosen to identify the KPFs and associated KPIs of two of the most salient nongovernmental stakeholders, i.e., teachers and parents.

This research is driven by a belief that the overriding purpose of State secondary schools in New Zealand is to achieve more than just academic output. In fact, schools are responsible for a much broader range of outputs, as reflected in the expectations of the schools' stakeholders. However, given the finite limitations on management time and resources, a school has to prioritise the claims of its stakeholders. The categorisation of the schools' stakeholders as marginal, ordinary, important, and key, on the basis of their salience, may assist management in prioritising stakeholders' claims on the schools. This investigation has categorised the expectations of two key stakeholder groups – teachers and parents – as core KPFs and secondary KPFs<sup>128</sup>. Each core KPF consists of three to five attributes which describe them. The key stakeholders define their core KPFs by describing the attributes of each KPF in a manner that reflects the context of the school. The influence of the attributes in shaping the KPFs, and the

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<sup>128</sup> Secondary KPFs represents those expectations of stakeholders that are of lesser significance than the core KPFs.

interactions of the KPFs with one another, has been shown in vignettes in Chapters 7 and 8 of the thesis. This investigation has also identified the KPIs that measure the status of each attribute of a core KPF.

### **9.3 Research methodology and methods**

This investigation uses mixed methods methodology guided by the pragmatist paradigm to achieve the objectives of the research. Stakeholder theory (Freeman, 1984) and the theory of stakeholder salience (Mitchell et al., 1997) provided the theoretical underpinnings for this research. Two performance measurement frameworks: strategic factors (Kenny, 2001) and portfolio approach (Wisniewski & Stewart, 2004) have informed this research.

Four distinctively different secondary schools were purposively selected to be reflective of State secondary schools in New Zealand. Semistructured interviews were conducted with representatives of traditional stakeholders from those schools. Qualitative data were analysed by categorising the text of the interview into codes. The codes were initially deduced from the research themes that in turn were derived from the research questions (as discussed in section 5.2.1, page 105). During the process of coding the interview text, additional codes were added and the existing ones were modified. The coding process was iterative and was completed after nearly all the interview text had been assigned to a code. The coding process in terms of logic involved an inductive as well as a deductive process, a hallmark<sup>129</sup> of the mixed methods approach experienced in this investigation. The codes assisted in the identification

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<sup>129</sup> As shown in Table 3.1 on page 66, deductive logic is associated with quantitative approach while inductive logic is associated with qualitative approach. This investigation based on mixed methods approach uses both inductive and deductive logic.

of the schools' stakeholders which were then initially categorised in terms of salience into three groups: 1) marginal, 2) ordinary, and 3) important stakeholders.

The management teams of the four schools completed a questionnaire in order to rank the important stakeholders according to the four attributes: 1) power, 2) legitimacy, 3) urgency and 4) salience. The schools' key stakeholders were identified from this ranked list of important stakeholders. This list of the schools' key stakeholders was validated by the four principals of State secondary schools where the research data for this thesis were gathered. Two of the most significant nongovernmental key stakeholders<sup>130</sup> - teachers and parents - were chosen in order to identify those stakeholders' KPFs and associated KPIs. Qualitative analysis of interview data acquired from representatives of teachers and parents in the four schools yielded these stakeholders' KPFs and associated KPIs.

The 16 teachers, 23 parents and the 4 school principals who were interviewed were presented with the list of the schools' 40 stakeholders. These were finally categorised as: marginal, ordinary, important, and key stakeholders. The parents and teachers were additionally provided with a copy of the core and secondary KPFs of teachers and parents respectively, along with the associated KPIs of each core KPF. The schools' principals were also provided with a copy of the teachers' and parents' KPFs and associated KPIs. All the respondents broadly agreed with the findings of this investigation.

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<sup>130</sup> For further details see Table 6.18 on page 176.

## **9.4 Research findings and contribution to knowledge**

The performance measurement system of State secondary schools is currently not designed to adequately measure schools' performance that reflect the expectations of key nongovernmental stakeholder groups such as parents and teachers. This section explains how this investigation addresses this problem by gaining knowledge of other stakeholders' aspirations.

Firstly, this investigation displays an approach that identifies and then categorise the schools' stakeholders into four classes: marginal, ordinary, important, and key on the basis of their salience. Individual schools may use this approach to ascertain their key stakeholders. Secondly, this investigation identifies the KPFs and associated KPIs of teachers and parents, two of the most salient nongovernmental stakeholders of schools. Individual schools can employ this approach to determine the KPFs and associated KPIs of their teachers and parents.

### **9.4.1 The schools' stakeholders**

Chapter 6 discusses the identification and categorisation of the schools' stakeholders into four groups: marginal, ordinary, important, and key on the basis of their salience. It answers the research question; who are the stakeholders of State secondary schools in New Zealand by identifying 40 stakeholders of State secondary schools in New Zealand. Of the 40 stakeholders, 11 are marginal, 14 are ordinary, 7 are important, while 8 are key stakeholders. The chapter also answers the research question; who are the key stakeholders of State secondary schools in New Zealand by identifying eight key stakeholders.

From among the eight key stakeholders, the MoE, NZQA and ERO are governmental entities; the BOT is a statutory entity established by the Education Act (1989), while the other four i.e., teachers, parents, students, and the community are nongovernmental entities. This research has identified the KPFs and associated KPIs for two of the most salient nongovernmental stakeholders of schools: teachers and parents.

The categorisation of the KPFs as core or secondary depends on the perceived salience of the KPF from the perspective of each school's stakeholder groups. Hence, a KPF that is classified by one school's stakeholder group as core could be termed secondary by the same stakeholder group of another school. Each core KPF consists of three to five attributes which explain the KPF. An attribute that may affect the KPF at one school may not similarly affect the KPF at another school. For example, the KPF: Safety has three attributes the first of which is "meaning of safety". This attribute has four aspects: physical, emotional, health, and professional. Teachers from School C, which is a decile 8 school, consider professional safety (i.e., safety of teachers from accusations of parents and students) as part of the attribute "meaning of safety", while teachers of Schools A, B and D consider that only the physical, emotional and health aspects of safety fall within the "meaning of safety" at schools.

Hence, schools A, B and D may define the attribute "meaning of safety" on the basis of only three aspects: physical, emotional and health, while School C may add the professional aspect in their definition of the attribute "meaning of safety". Hence, the precise description of each attribute of the KPFs

may vary from school to school depending on the extent to which a particular aspect of the KPF's attribute reflects the views of the schools' stakeholders.

### 9.4.2 The schools' teachers

This investigation has identified 11 KPFs of teachers, seven of which are core KPFs and the remaining four are secondary KPFs. Thereby satisfying the research question; what KPFs are considered significant by two key stakeholders—in this case teachers. This categorisation of KPFs as core and secondary is indicative and may vary from school to school. However, the researcher is of the opinion that the seven core KPFs reflect teachers' expectations at State secondary schools in New Zealand. The attributes, which explain each core KPF, are shown in Table 9.1.

**Table 9.1** Summary of the core KPFs of teachers and their attributes

#	KPFs	Attribute 1	Attribute 2	Attribute 3	Attribute 4	Attribute 5
1	<b>Atmosphere at School</b>	Relationship Between Teachers	Relationship of Teachers with Students	Relationship of Students with Teachers and the School.	Management Traits	Features of School Atmosphere
2	<b>Roles and Goals</b>	Clarity of Roles	Clarity of Goals	Salient features of Roles and Goals		
3	<b>Management System</b>	Management System and the Teachers	Management System and the Parents	Management System and the Students	Salient Features of the Management System	
4	<b>Support for Teachers</b>	Supportive Management Team	Supportive Management System	Supportive Environment	Features of Support for Teachers	
5	<b>Workload</b>	Systemic Workload	Salient Features of Workload	Teachers' Expectations of Workload	Teachers' Suggestions for Workload	
6	<b>Resources</b>	Teaching Resources	Learning Environment	Features of Resources		
7	<b>Safety</b>	Meaning of Safety	Management System	Features of Safety		

The status of each attribute can be measured by a number of KPIs (details of KPIs are discussed in Chapter 7, as well as Appendix 13). As shown in Table 9.2 below the KPIs display the number of readily measurable KPIs (indicated as *R*) for each attribute of the core KPFs.

This investigation has also answered the question; which KPIs reflect the status of each KPF from the perspective of two key stakeholders- in this case teachers. It identified 171 KPIs that reflect the status of the seven KPFs of teachers, as shown in Table 9.2. Of these 171 KPIs, 121 are readily measurable, which implies that data for the said KPIs can be collected at schools by using or modifying current processes.

**Table 9.2** *Details of the KPIs for teachers' KPFs*

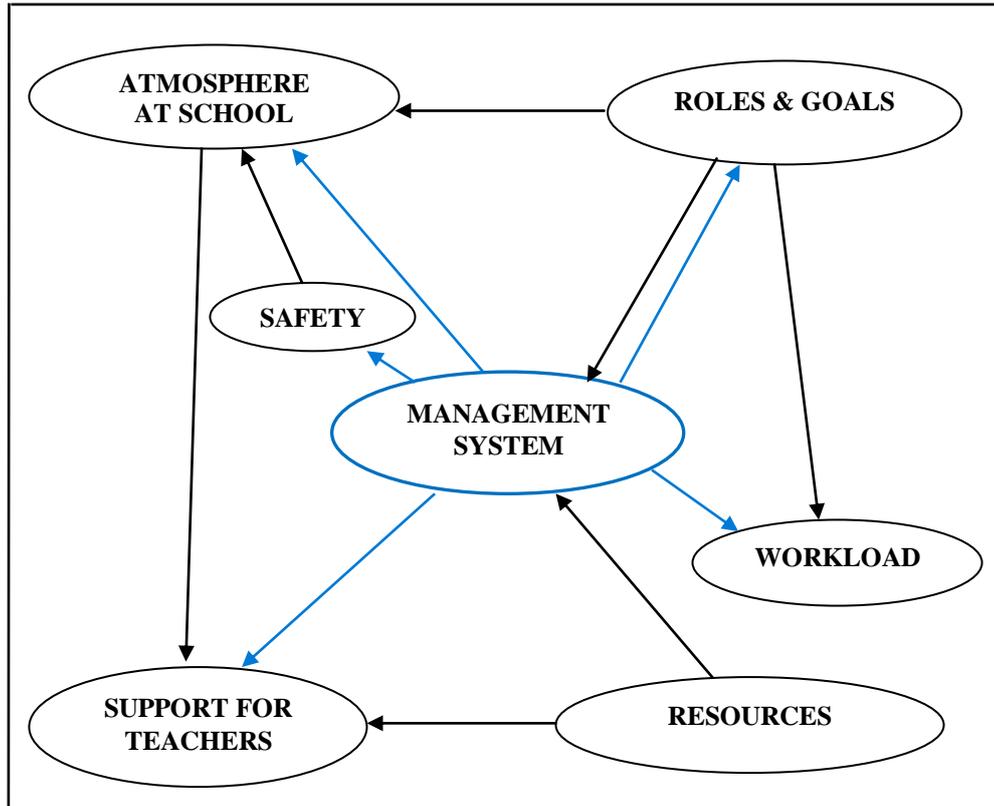
#	KPFs	Attribute 1	Attribute 2	Attribute 3	Attribute 4	Attribute 5	Type <i>R</i> , KPIs	Total KPIs	% of ' <i>R</i> ' KPIs
1	Atmosphere at School	8 4 <i>R</i>	3 1 <i>R</i>	5 2 <i>R</i>	7 3 <i>R</i>	5 2 <i>R</i>	12 <i>R</i>	28	43
2	Roles & Goals	3 2 <i>R</i>	14 14 <i>R</i>	5 3 <i>R</i>			19 <i>R</i>	22	86
3	Management System	17 6 <i>R</i>	2 2 <i>R</i>	2 2 <i>R</i>	5 3 <i>R</i>		13 <i>R</i>	26	50
4	Support for Teachers	5 5 <i>R</i>	10 9 <i>R</i>	4 1 <i>R</i>	1 1 <i>R</i>		16 <i>R</i>	20	80
5	Workload	5 5 <i>R</i>	6 3 <i>R</i>	4 3 <i>R</i>	1 1 <i>R</i>		12 <i>R</i>	16	75
6	Resources	8 7 <i>R</i>	14 11 <i>R</i>	8 8 <i>R</i>			26 <i>R</i>	30	87
7	Safety	7 5 <i>R</i>	15 12 <i>R</i>	7 6 <i>R</i>			23 <i>R</i>	29	79
	Total number of KPIs						121	171	

**R** stands for readily measured KPI

The KPIs of four (Roles and Goals, Support for Teachers, Resources, and Safety) of the seven KPFs are 80% readily measureable as indicated in bold font in the extreme right column of Table 9.2. Hence, schools are likely to measure the four KPFs of parents by adapting their existing processes. However, schools may need to significantly alter their processes in order to measure the status of the remaining three core KPFs: Management System, Atmosphere at School, and Workload.

Figure 9.1 summarises the seven core KPFs<sup>131</sup> of teachers. It answers the research question; how do the KPFs interact and influence one another, and what are the possible implications for the schools.

**Figure 9.1** Interactions of teachers' KPFs



<sup>131</sup> The seven core KPFs are depicted individually in Figures 7.2, 7.3 and Figures 7.5 to 7.9

The arrow-heads in Figure 9.1 indicate the affect one KPF may have on another KPF. The KPF: Management System, that affects five (as shown by blue arrows) other KPFs, is of great significance, as improvement in this KPF can have a greater impact on a school's performance. Only two KPFs: Resources, and Roles and Goals affect the KPF: Management System. Resources in State secondary schools are greatly influenced by the funding policy of the government (through the MoE) while the KPF: Roles and Goals is influenced to a large extent by the collective agreement that covers teachers' hours of work, pay and allowances negotiated by the PPTA (For further details see section 6.2.9.4 on page 163.) with the MoE.

The researcher is of the opinion that given the significance of the KPF: Management System, schools' management should focus on improving their school's management system. However, such efforts have to be carried out within the constraints of resources and the employment agreement of teachers which is significantly influenced by the MoE.

The KPF: Management System, affects a number of teachers' KPFs. Hence, in order to measure the performances of schools, data could be collected on some of the 13 KPIs that readily measure the performance of management system of schools, as well as the remaining 108 KPIs that readily measure schools' performances from the teachers' perspective.

### 9.4.3 The schools' parents

This investigation has identified 13 KPFs that matter to parents. Thereby satisfying the research question; what KPFs are considered significant by two key stakeholders– in this case parents. Seven of the 13 KPFs are core KPFs (For further details see Figure 8.8 on page 389.) and the remaining 6 are secondary KPFs. The attributes that explain each core KPF are shown in Table 9.3. Three of the seven KPFs, i.e., Nurturing Environment, Safety, and Support have three attributes while the remaining four KPFs have only two attributes, indicating the complexity of the issues that the KPFs reflect.

**Table 9.3** Summary of the core KPFs of parents and their attributes

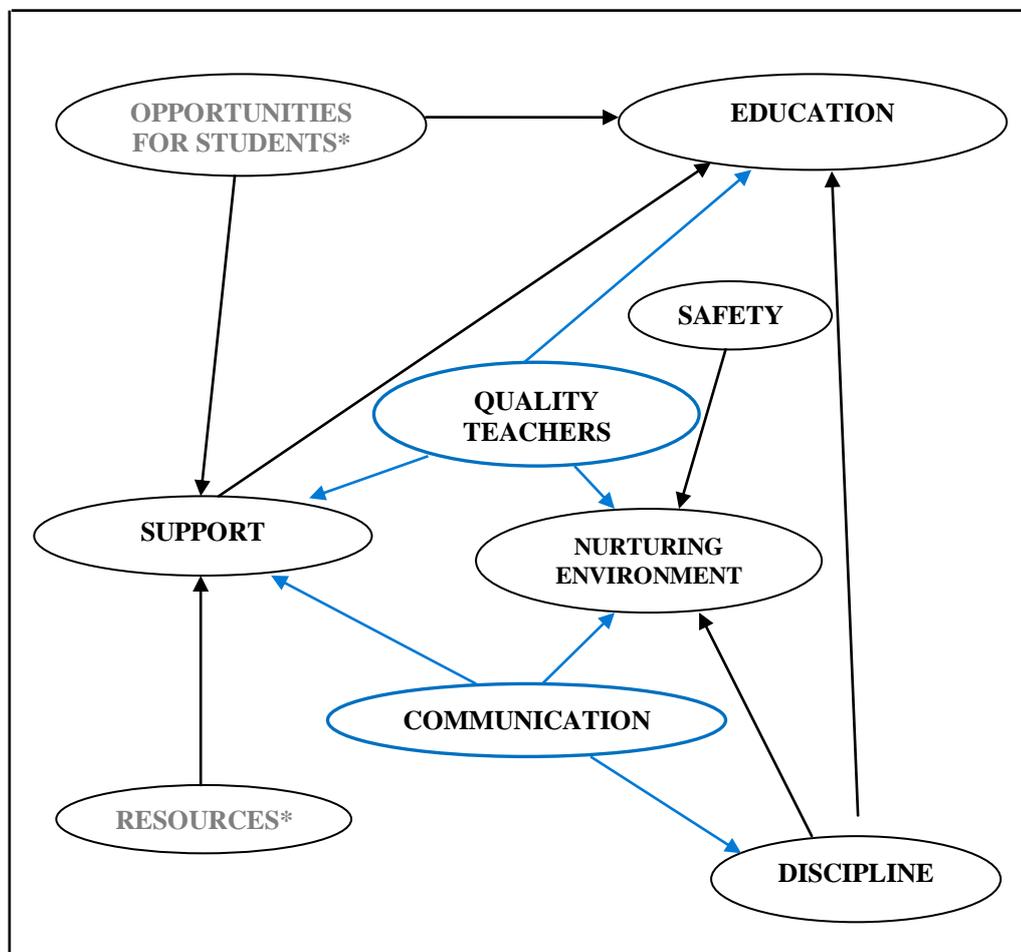
	<b>KPFs</b>	<b>Attribute 1</b>	<b>Attribute 2</b>	<b>Attribute 3</b>
<b>1</b>	<b>Communication</b>	Scope of communication	Features of communication	
<b>2</b>	<b>Discipline</b>	Structure	Influencers	
<b>3</b>	<b>Education</b>	Academic achievement	Noncurricular engagement	
<b>4</b>	<b>Nurturing Environment</b>	Ambience at school	Attitude of students	Influencers
<b>5</b>	<b>Quality Teachers</b>	Teachers competence	Ability to connect with the student	
<b>6</b>	<b>Safety</b>	Meaning and implications of safety	Context of safety	Role of school
<b>7</b>	<b>Support</b>	Support for students	Influencers	Support for parents

This research has also answered the research question; which KPIs reflect the status of each KPF from the perspective of two key stakeholders– in this case parents. Details of the 113 KPIs that reflect the status of each core KPF's attributes are shown in Table 9.4. Of the 113 KPIs, 41 are readily measurable as denoted by **R**. Since only 41 KPIs out of a total of 113, that is around 36%, are

readily measurable, schools may need to alter or upgrade their processes in order to measure the schools' performances adequately from the parents' perspective.

The seven core KPFs for parents not only affect one another, but also two secondary KPFs (in light font) as shown in Figure 9.2<sup>132</sup>. It answers the research question; how do the KPFs interact and influence one another, and what are the possible implications for the schools. The KPFs: Quality Teachers and Communication affect four other KPFs: Support, Nurturing Environment, Discipline and Education, as shown by the blue coloured arrows in Figure 9.2.

**Figure 9.2** Interactions of parents' KPFs



\* Secondary KPFs are indicated in light font.

<sup>132</sup> Inter-relationship between KPFs has been obtained from the visual illustration of core KPFs as shown in Figures 8.1 to 8.7.

Hence, it can be argued that if schools' management can hire quality teachers and establish good communication systems at schools, these can possibly lead to improvement in four of the parents' KPFs: Nurturing Environment, Support, Discipline, and Education. However, schools' management can be constrained by the KPFs: Safety, and Resources. The former influences the schools' environment and the later affects the support for students. Safety issues are embedded in the sociocultural norms and trends of the community within which a school resides. Schools' management can only manage to contain the issues of safety that they encounter on school premises and, that too, only during school hours.

Given the significance of the two KPFs: Quality Teachers, and Communication, the researcher is of the opinion that schools' management should focus on improving the quality of teachers and communication as they affect a number of parents' KPFs. Schools' management need to carry on such improvement, within resource constraints, dictated by the MoE's funding to schools, and the safety context of the school, which is affected by the community within which the school resides. The schools' management in order to communicate with parents could choose one of the four options discussed earlier in Fig. 7.4, on page 236.

The choice of a communication option by the schools' management should be based on the parents' expectations of the school. For example, some parents want to engage frequently and regarding academic as well as noncurricular progress of the student. In such a case schools' may choose a communication option that is intense and very wide in scope. However, in the

opinion of the researcher such an option may be feasible in schools that have small numbers of students and have the resources available to sustain such communications with parents.

**Table 9.4** Details of the KPIs for parents' KPFs

KPFs	Attributes	Total KPIs	Type 'R' KPIs	% of 'R' KPIs
<b>1. Communication</b> (18 KPIs)	Scope of communication	8	5	63
	Features of communication	10	4	40
<b>2. Discipline</b> (14 KPIs)	Structure	7	6	86
	Influencers	7	1	14
<b>3. Education</b> (11 KPIs)	Academic achievement	6	5	83
	Noncurricular engagement	5	2	40
<b>4. Nurturing Environment</b> (19 KPIs)	Ambience at school	12	4	33
	Attitude of students	3	0	0
	Influencers	4	2	50
<b>5. Quality Teachers</b> (18 KPIs)	Teachers' competence	9	1	11
	Ability to connect with students	9	0	0
<b>6. Safety</b> (15 KPIs)	Features of safety	9	1	11
	The context of safety	2	0	0
	Role of schools	4	1	25
<b>7. Support</b> (18 KPIs)	Support for students	12	6	50
	Influencers	4	2	50
	Support for parents	2	2	100
	<b>Total number of KPIs</b>	<b>113</b>	42	

Table 9.4 shows that all attributes of parents' KPFs except for two<sup>133</sup> have KPIs that are less than 80% "readily measureable" as shown in the extreme right-hand column. This suggests that schools currently do not have adequate processes in place to measure performance of schools from the parents' perspective.

<sup>133</sup> The attribute structure of the KPF: Discipline and the attribute academic achievement of the KPF: Academic Achievement

Hence, schools need to put in place new, or significantly alter the existing, processes in order to measure schools' performances from the perspective of parents. In the interim, schools may choose to measure their performance from the parents' perspective by collecting data on the one KPI that "readily measures" the KPF: Quality Teachers, and some of the other remaining 41 KPIs that "readily measure" the parents other six core KPFs.

#### **9.4.4 Contribution to knowledge**

This investigation has contributed to the knowledge of performance measurement of State secondary schools in New Zealand at two levels. The first, in developing a stakeholder focussed performance measurement approach for State secondary schools in New Zealand. The second, understanding the priorities for managing performance of State secondary schools in New Zealand.

##### **9.4.4.1 Stakeholder focussed performance measurement approach**

This investigation has identified and categorised the generic stakeholders of schools. It has ascertained the KPFs and their specific attributes for two key stakeholders: teachers and parents that reflect the situation in State secondary schools. This study argues that each school's parents and teachers should assess whether a KPF is core or secondary and also which attributes influence and describe each KPF.

The seven core KPFs, along with the secondary KPFs, present an approach for evaluating performance of schools based on the expectations of two key stakeholders – teachers and parents – of the schools' management. This

approach on the one hand is context-bound, as it allows the expectations of key stakeholders at each school to be faithfully reflected in each school's PMS, while on the other it provides a common approach to measuring performance of schools that can be used across all State secondary schools in New Zealand. This approach offers flexibility in three specific areas. First, each school can identify its key stakeholders from the pool of the schools' important stakeholders as identified in this research. Second, for each key stakeholder, core KPFs that reflect their expectations from the school can be ascertained. Third, each core KPF can be described and explained by defining its attributes in a manner that reflects the expectations of the schools' key stakeholders. This holistic stakeholder-focused approach to performance measurement that is flexible enough to accommodate the context of each school yet can be widely used across State secondary schools in New Zealand is the most important contribution to knowledge on performance measurement for State secondary schools of New Zealand made by this investigation.

#### **9.4.4.2 Priorities for managing school's performance**

This research has investigated the KPFs of two key stakeholders of schools: teachers and parents. Both these key stakeholders have four common KPFs: 1) Safety, 2) Resources, 3) Atmosphere (Nurturing Environment), and 4) Support as shown in Figures 9.1 and 9.2. It is expected that schools' management will focus on these four KPFs as they are common to two key stakeholders of schools (Freeman, 1984).

However, schools' management appears to have limited options to meet some of the common KPFs of teachers and parents. For example, consider

the common KPF: Safety. Parents are of the opinion that safety at school is influenced by the availability of drugs, variation in family structures and parenting styles as well as societal intolerance (as discussed in section 8.9, page 391). Teachers are of the opinion that safety at schools is being influenced by an increasing trend of drugs being prevalent at schools. The students are also reported to be increasingly more violent (as discussed in section 7.11, page 329). Principals at schools do not have much control over the availability of drugs, parenting styles, and family structures in society. However, they have to face their consequences in the form of increasing incidents and concerns about safety at schools. Wylie (1997) has reported that schools' principals feel stressed due to a sense of responsibility for happenings at their school which in essence are not in their control. Teachers as well as parents are of the opinion that safety affects the school atmosphere (nurturing environment), as indicated in Figures 9.1 and 9.2. Hence, the KPF: Safety is not a standalone KPF of parents and teachers, it also influences the KPF: Atmosphere (Nurturing Environment) of schools, which is common to both teachers and parents.

The KPF: Resources is yet another common concern of both parents and teachers. Wylie (1997) while reviewing the impact of the decentralisation of "Tomorrow's Schools" in 1989 reported that many schools are not adequately funded, as discussed in Chapter 2 of the thesis. Higher decile schools may be sheltered from the consequences of lack of funds to some extent as they can generate funds from nongovernmental sources, as has been discussed in section 2.4.1.3, page 23. However, lower decile schools have nowhere to go for funding except to the government. Teachers have suggested that resources affect the KPF: Support available for teachers at schools as well as the KPF: Management System

of the schools, as shown in Figure 9.1. Parents believe that the KPF: Resources affects the KPF: Support available for students at school, as shown in Figure 9.2. In the opinion of the researcher principals of lower decile schools, which are often located in rough neighbourhoods have to face safety issues at schools, which adversely influence the ambience of the schools. The government is the schools' only source of funding, so principals are in a financial straight jacket for providing additional support to teachers and students. Wylie (1997) refers to these principals as the meat in the sandwich.

Hence, for schools in general the implications of this research are that management needs to provide adequate support to teachers and students by constantly improving the schools' management system to meet the expectations of teachers and parents. The funding of schools, particularly low decile schools appears to significantly influence the support available for teachers and students at schools, as well as the development of the schools' management system. Hence, schools' management need to work innovatively and creatively to raise funds on the one hand, and maximise the return on each dollar spent in schools on the other. Schools' management need to be vigilant, and proactive in maintaining safety at school as it affects the ambience of schools, they need to engage schools' stakeholders (such as police, social agencies, community groups) to support them in making schools safe and secure. The following section discusses the implications of this research.

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## **9.5 Implications of research findings**

This section discusses the implications of this research on government's education policy that the MoE formulates and implements on behalf of the government (Ministry of Education, 2009f). It also reflects how the findings of this investigation relate to stakeholder theory, the theoretical construct that guided this research.

### **9.5.1 The government's education policy**

The findings of this investigation have implications for education policy as developed and implemented by the MoE in the areas of teacher training, selection and working conditions, as well as funding to schools particularly low decile schools. The KPF: Roles and Goals, explains that teachers have four roles and the first and most important role of the teacher is to be able to engage the students. Teachers need skills and attitudes to engage with children who come from different cultures, and have different values, and economic backgrounds. Hence, training programmes for teachers need to prepare them to engage cross-culturally and enable them to empathise with the students coming from households where parents may not be performing their parental roles adequately (Child Poverty Action Group Aotearoa, 2002).

Many teachers consider teaching as a calling. Some call it a vocation, while others call it a profession. A number of teachers who were interviewed said that they enjoyed teaching. John who is an experienced classroom teacher said:

“Well, a calling to help young men to....in that tradition there to become good citizens, just basically that..... that yeah....so I am not in it for the remuneration I am more in it for the sense of calling.”

Individuals who consider teaching as a calling, or see it as service/dedication to a cause will most likely enjoy improving the lives of children even if they come from difficult backgrounds. Hence, such individuals should be provided with additional support and encouraged by the government to join the teaching profession. The researcher is of the opinion that government could use Scheins' (2006)<sup>134</sup> career anchors to identify and support applicants for the teaching profession, whose orientation towards work is based on service or dedication to a cause. Such persons are expected to empathise even with difficult students which will enable them to support, teach and influence their students positively.

The findings of this investigation as discussed in section 7.9.4 have indicated that teachers' workload is increasing. The government should assist schools by providing funds for research initiatives that identify processes that reduce nonteaching activities such as administrative paperwork without compromising the quality of learning, or the safety and regulatory compliance of schools. Such initiatives may require investment in Information and Communications Technology (ICT) at schools as well as additional funding for teachers to hire teacher aids during periods of peak workload on teachers.

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<sup>134</sup> A "Career Anchor" is a combination of perceived areas of competence, motives, and values relating to professional work choices. Edgar Schein at MIT (Massachusetts Institute of Technology) identified eight career anchor themes and has shown that people will have prioritized preferences for them. Schein identified these career anchors to enable people to recognize their preferences for certain areas in their job. For further details see <http://rapidbi.com/created/careeranchors.html>

The KPF: Safety highlights the issue of safety at schools, from the teachers' point of view, as discussed in section 7.11.4, and parents as discussed in section 8.9.3. Safety in schools is a multifaceted issue. However, sadly one of the most common threats to teachers' safety comes from students who often hurt their teachers or classmates. While schools have developed systems to manage such situations – for example, the red card system, alarms, security guards etc – the problem appears to be growing in intensity and seriousness of offence. The researcher argues that the MoE should recognise that some students have behavioural issues that cannot be handled at schools and that such students need to be moved out of schools (Ministry of Education, 2009j) as a matter of policy. Graham Young, president of the Secondary Principals' Association says:

“Schools are not mental health facilities and whilst the children exhibiting these gross behavioural disorders are more often than not victims, the question that has to be asked is whether a school operating six hours a day for 38 weeks of a calendar year is the right environment for managing or modifying such behaviour.” (New Zealand Herald, 2006)

The interrelations of teachers' KPFs depicted in Figure 9.1 shows that the MoE's resource allocation (funding) to schools affects the KPF: Management System and through it affects all the five KPFs: Atmosphere at School, Support for Teachers, Safety, Workload, Roles and Goals; that is, resources affect each of the schools' KPFs. In the case of schools in affluent neighbourhoods, parents and members of the BOT can contribute donations as well as provide information and influence sources of additional funding for the school. The schools can raise money from parental donations, fundraising, enrolling international students, and from other local sources. For lower decile schools, nongovernmental funding

options are extremely limited and their only source of funding is the MoE<sup>135</sup>. Hence, for lower decile schools particularly, the adequacy of the funds provided by the MoE needs to be reassessed periodically by the ERO on a case by case basis for State secondary schools in New Zealand. Loraine Kerr, the president of the School Trustees Association says, "Boards [BOT] are increasingly being held to account for the successful running of the school, and for improved student outcomes, on an inadequate operations grant" (Sutton, 2010).

### **9.5.2 Stakeholder theory**

The findings of this investigation reflect the explanations offered by the stakeholder theory as detailed by Freeman (2004a, 2004b, 2002, 1994, 1990, 1984). The 40 stakeholder groups of State secondary schools identified in this investigation reflect the 12 generic stakeholder groups suggested by Freeman (1984). The networks of stakeholder groups as suggested by Freeman (1984) are in essence similar to the relationship that ordinary stakeholders have with important stakeholders of State secondary schools, as identified in this investigation and shown in Figure 6.10.

Freeman (1984) argues that in order to be responsive to stakeholders, organisations need to be managed on a philosophy that is based on the idea of voluntarism<sup>136</sup>. Freeman (1984) argues that voluntarism is the most cost-efficient way to solve stakeholder problems. Solutions imposed by a government agency such as the MoE in the case of State secondary schools in New Zealand or the courts are to be seen as management failure. MoE's approach as discussed in

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<sup>135</sup> For further details see section 2.4.1.3 on page 23.

<sup>136</sup> Voluntarism means that an organisation must on its own will, undertake to satisfy its key stakeholders (Freeman, 2004, p.74).

section 2.4.1 is in line with Freeman's plea for voluntarism. State secondary schools in New Zealand are governed by the BOT (as explained in section 2.4.4). It is expected that the BOT will manage the schools in a manner that reflects stakeholder expectations from the schools, it is only in those cases where the BOT has failed to meet stakeholder expectations and students are at risk that the MoE intervenes to restore order in schools under sections 78 H to 78 T of the Education Act, 1989.

The researcher is of the view that although the most cost-efficient approach for State secondary schools to address stakeholder expectations is voluntarism, it would be more practical if the MoE were to provide support to State secondary schools that volunteer to develop a holistic and stakeholder-focused PMS.

Freeman (1984) further suggests that the philosophy of management based on voluntarism has to be consistent with the social fabric of society. This argument indicates that New Zealand's school curriculum should inspire and inculcate the value of voluntarism among the schools' students – the citizens of tomorrow. In the opinion of the researcher, the values of diversity (as found in different cultures, languages and heritages), equity (through fairness and social justice), community and participation for the common good as outlined in the New Zealand curriculum (Ministry of Education, 2007) may help to develop a culture of voluntarism in the schools' students. The next section, based on the findings of this investigation, offers a number of research recommendations.

## **9.6 Recommendations of the research**

This section discusses the recommendations for establishing a stakeholder-focused performance management system at schools. The amendments to the current process of teacher appraisal in order to incorporate teachers' expectations as identified in this investigation are explained. The suggested changes will make the current process of teacher appraisal more holistic by including the teachers' perspective in addition to that of the schools' management.

### **9.6.1 Need for a holistic teachers' performance management process**

The current performance measurement system (PMS) at schools that measures performance of teachers is based on the directives of the MoE (Ministry of Education, 1997b, 1997c, 1998, 1999a, 1999b). Hence the PMS although administered by the schools' management is argued to reflect primarily the MoE's perspective. The schools' PMS needs to be augmented in scope, i.e., needs to be holistic by incorporating the perspectives of both the MoE and the teachers, both key stakeholders of schools into the appraisal process of teachers as shown in Figure 9.3.

The current PMS reflects expectations of teachers, by teachers' job description, achievement of professional standards as shown by performance indicators, and achievement of specific development objectives. The teachers' expectations from the schools' management, as reflected in the current PMS, are limited to rewards for teachers in terms of teachers' registration to the next higher

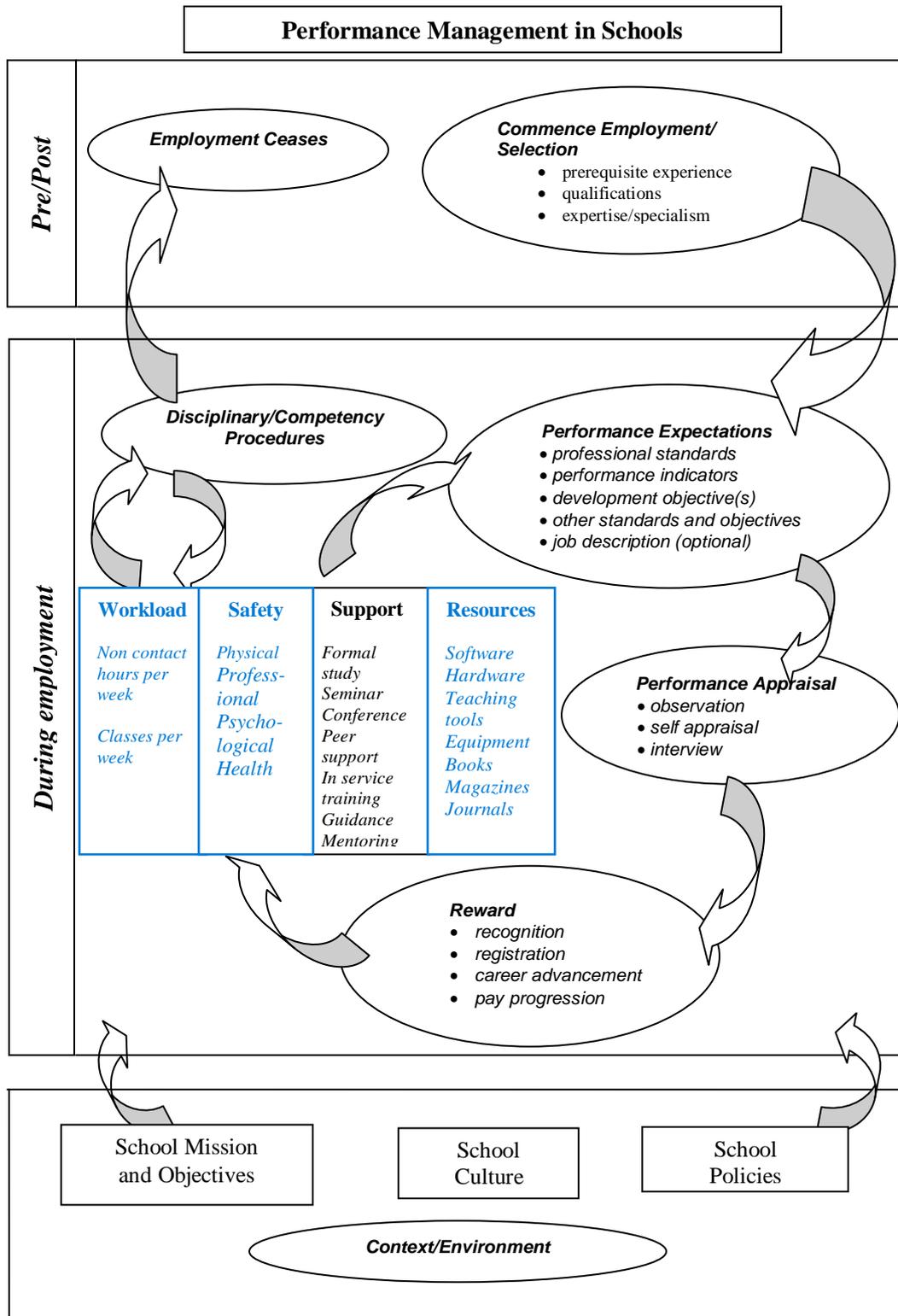
category, pay progression, and professional development (Ministry of Education, 1999a).

This research has shown that teachers as a stakeholder group have seven KPFs (as discussed earlier in section 7.12). In the opinion of the researcher four of the seven KPFs, i.e., Safety, Workload, Support and Resources reflect issues primarily concerning individual teachers. For example, it has been argued earlier (in section 7.9.4) that each teacher has a different workload. Similarly the type of safety, support or resources that each teacher may require may vary, as discussed in sections 7.11.4, 7.8.4 and 7.10.4. Hence this researcher recommends that when evaluating performance of individual teachers the schools' PMS should include the KPFs: Safety, Workload, and Resources in addition to teachers' registration to the next higher category, pay progression, and professional development as part of individual teachers' expectations from the school.

### **9.6.2 Suggested changes to teachers' performance measurement process**

Figure 9.3 shows the changes to the teachers' performance measurement process (in blue colour). The said changes include three KPFs of teachers: Safety, Workload, and Resources, out of the seven identified in this investigation. These three KPFs and the KPF: Support reflects teachers' expectations from the schools' management. The three KPFs: Workload, Safety, and Resources are not depicted in the teachers' performance measurement process that is currently used, as shown in Figure 2.4., except for the KPF: Support which is part of the currently used teachers' performance measurement process, depicted under the heading "Professional Development" in Figure 2.4, on page 33.

**Figure 9.3** A holistic teachers' performance management process



Source: Adapted from Ministry of Education (1999a)

Figure 9.3 depicts the transactional nature of the interaction between teachers and the schools' management, as discussed earlier in section 2.8.2, page

52. The schools' "Performance Expectations" of teachers depicts the schools' expectations of teachers on one side of the transaction, while teachers' KPFs: Workload, Safety, Support, and Resources portray teachers' expectations of schools on the other side of the transaction.

Freeman (1984) argues that organisations have a transactional relationship with stakeholders, an argument which has also been validated by the findings of this investigation. The issue of "Reward" for teachers as shown in Figure 9.3 was not discussed in this investigation, as the structure of teachers' financial package is agreed primarily through negotiations between the PPTA and the MoE (as discussed in section 6.2.9.4, page 163). Schools' management works mostly within the parameters of that financial arrangement (Ministry of Education, 2010c).

The researcher is of the opinion that the status of the four KPFs shown in Figure 9.3 can be measured and reported on the basis of a selected number of KPIs chosen from the 98 KPIs (as shown in Tables 7.39, 7.49, 7.56, and 7.64 on pages 271, 290, 306, and 321 respectively), so that teachers are informed about the schools' performance in terms of the indicators that they feel are most relevant to the context of their respective schools.

It is important that the KPFs and KPIs selected to measure the performance of schools are determined by the stakeholders themselves and not by the schools' managers, as has been done for example at School B – one of the four schools chosen for this investigation – which already has in place a rudimentary system of evaluation of schools' performance by the students. The researcher has

termed the schools' measurement system rudimentary as the KPFs and the KPIs used to measure students' expectations from the school have been established by the schools' management team in consultation with the teachers without involving the students. A somewhat similar approach has been taken in Scotland under "The Quality Initiative in Scottish Schools" that was discussed in the literature review, Chapter 2 of the thesis.

Measuring performance of schools holistically, from the perspective of the teachers, the MoE and other schools' stakeholders such as the BOT and the schools' management, that are all involved in this process, will result in greater engagement of the stakeholders with the schools' management. This engagement requires each key stakeholder to play a role in the performance of schools. For example, as shown in Figure 9.3, teachers are expected to achieve the "Performance Expectations", and schools' management are expected to meet the four KPFs of teachers' KPFs and "Reward" for teachers.

The performance of schools can only be achieved if both teachers and the schools' management work hand in hand playing their roles effectively and successfully. In the opinion of the researcher each school will craft the level of performance expectations of teachers and the degree of compliance with the teachers KPFs based on the context and the situation during a particular time period at the school. In addition to that, performance expectations of teachers and teachers' KPFs ought to be influenced by each school's charter and annual plan.

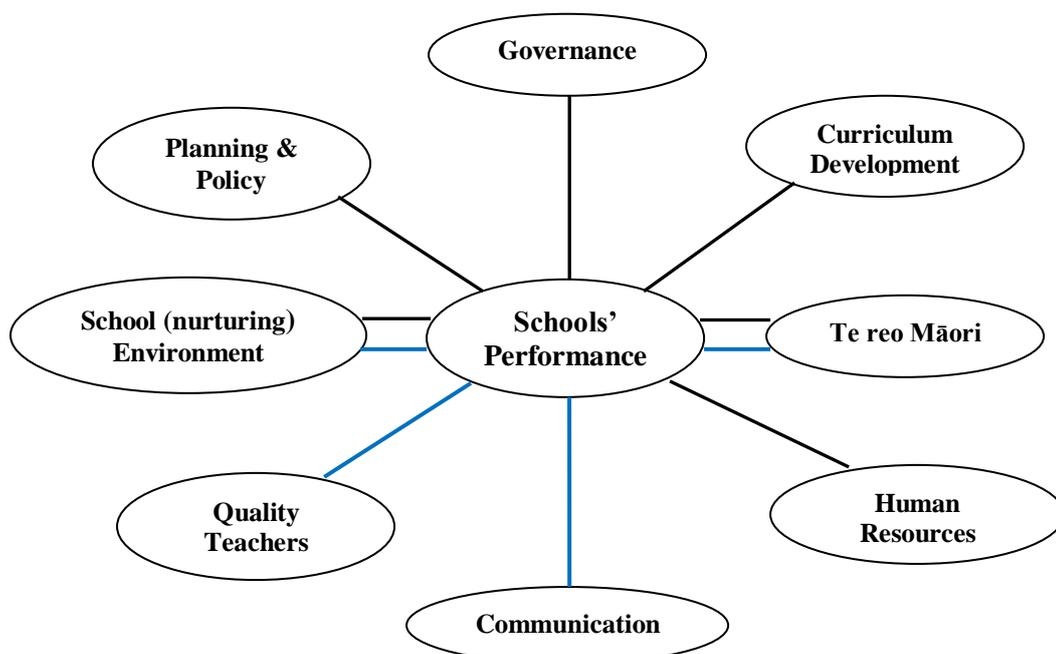
This engagement is expected to usher in teamwork between management and the schools' key stakeholders in order to improve schools'

performances on the one hand, and on the other, it may strengthen the position of the schools' management and the BOT when they approach the MoE to solicit additional funding in order to meet the expectations of the schools' key stakeholders.

### 9.6.3 Suggested changes to schools' self-review programme

The MoE has indicated eight areas that need to be included in the school self-review process. They are: 1) school governance, 2) planning and policy, 3) setting strategies for development, 4) curriculum and programme development and delivery, 5) Te reo Māori and tikanga Māori, 6) human resources, 7) school environment, 8) linking home, community, and school (Ministry of Education, 2010g).

**Figure 9.4** A holistic stakeholder focussed schools' self-review programme



The researcher has proposed that instead of the KPF: Linking, home community and school, the school's BOT may incorporate three parents' KPFs in the schools' self-review. The KPFs proposed by the MoE to review performance of the schools are shown in black lines while the three parents' KPFs are shown in blue in Figure 9.4. Two of the KPFs: School (nurturing) environment and Te reo Māori<sup>137</sup> have been suggested both by the parents and MoE, and are shown in both blue and black lines. The three KPFs of parents: Communication, Quality Teachers, and School Environment, out of the seven identified in this investigation reflect parents' expectations from the schools' management, that have profound impact on the remaining four parents' KPFs as shown in Figure 9.2, page 406. The inclusion of the three parents KPFs in the schools' self-review programme will make the programme more holistic as it will incorporate the performance perspective of parents in addition to that of the MoE. This is likely to ensure that schools' management may listen more to parents' voice at schools, leading to greater engagement between the school and the parents.

## **9.7 Limitations of the research**

This exploratory investigation into performance measurement of State secondary schools in New Zealand from the stakeholders' perspective has certain inherent limitations.

There were 243 State secondary schools in New Zealand on 1<sup>st</sup> July 2008<sup>138</sup> (Ministry of Education, 2009b). Choosing only four schools from these 243 for this investigation can be construed as a limitation. However, as argued

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<sup>137</sup> For further details see second attribute of KPF communication shown in Table 8.3, page 337.

<sup>138</sup> For further details see Appendix 5, page 460.

earlier in Chapter 5 through purposive random sampling the researcher has ensured that such limitations have been kept to the minimum. Although some aspects of the findings of this study are context-bound to each school, yet at the same time the researcher feels strongly that most of the findings have wider relevance across State secondary schools in New Zealand. Hence, in order to reflect the situation at State secondary schools in New Zealand, this investigation has focused on the representativeness of the four schools to the State secondary schools. Similarly, from among the schools' traditional stakeholders: parents, students, BOT, management, teachers, and the MoE, a limited number (one to five per school) of stakeholders' representatives were interviewed. In order to minimise the effect of any personal bias, representatives of schools' stakeholders were chosen randomly and purposively, except in the case of the four principals who were chosen deliberately to represent the schools' management.

Most of the data collected in this investigation were collected before the recession hit New Zealand in 2009. Hence there may have been some changes in the perceptions and priorities of the schools' stakeholders that may not be adequately reflected in the findings of this investigation. For example, parents of only one of the four schools reported that affordability of sending students to school is a key performance factor. Hence the KPF: Affordability is denoted as a secondary KPF. Since unemployment has increased from below 5.6% in 2008<sup>139</sup> to 7.3% in 2009 in New Zealand, parents may now consider the KPF: Affordability as a core KPF.

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<sup>139</sup> For further details see  
[http://www.photius.com/rankings/economy/unemployment\\_rate\\_2008\\_1.html](http://www.photius.com/rankings/economy/unemployment_rate_2008_1.html)

The data collected by interviewing stakeholders such as teachers and parents were analysed by the researcher. This process requires categorisation, interpretation, establishing causal linkages and judgement on the part of the researcher. In doing all these activities the personal bias of the researcher is bound to affect the results. In order to mitigate this limitation, the researcher has obtained feedback from the respondents on the findings of the research. Their response was overwhelmingly positive and they have concurred with the findings of this investigation.

## **9.8 Suggestions for further research**

This study has generated a number of research leads which if further investigated would advance knowledge on measuring performance of State secondary schools in New Zealand from the perspectives of all the schools' key stakeholders. This investigation has identified the KPFs from the perspective of only two nongovernmental key stakeholders: teachers and parents. Hence, to complete the picture expectations that the schools' remaining nongovernmental key stakeholders, such as the community and the students, have of the schools' management need to be investigated. Thereby, the KPFs and associated KPIs of the community and the students that reflect their expectations need to be identified.

The researcher has argued that performance measurement has to be viewed as a transactional relationship between the school and its key stakeholders. Hence, it is not only important that KPFs for key stakeholders that reflect their expectations of the schools' management are investigated, but also the

expectations of the schools' management from the key stakeholders such as the parents, the community, and the MoE need to be investigated. This investigation will provide a comprehensive understanding of the performance of State secondary schools in New Zealand. It is expected that such a holistic investigation into performance of schools will be able to ascertain the role of each of the schools' key stakeholders and establish measures that show how well the schools are supported or not by the schools' key stakeholders.

The government is required to provide free secondary school education in New Zealand (New Zealand Government, 2010). The government meets its obligations under the Education Act (1989) by making funds available to secondary schools through the MoE. Many children in low decile schools come from homes that are experiencing overcrowding, lack of proper physical facilities such as heating, and an absence of a healthy diet. Additionally such children could also be exposed to trauma due to family violence, abuse and lack of parental care, and affection, and absence of positive role models in their lives, as discussed in the literature review. Hence, such children require additional support, care, and guidance at schools, which can only be delivered if sufficient funds are made available to the schools. Consequently, another issue that needs to be investigated is how schools can support disadvantaged children. Can schools substitute for inadequacy of other key stakeholders' roles such as parents, and to what extent?

## **9.9 Conclusion**

This study recommends a holistic stakeholder-focused approach to measuring performance of State secondary schools in New Zealand and argues for

measuring schools' performances from the perspective of the schools' key stakeholders.

The objectives of this research were to identify the schools' stakeholders. Subsequently, from among the schools' stakeholders, key stakeholders were to be identified. Thereafter the KPFs and associated KPIs that indicate the status of the KPFs of two key stakeholders – teachers and parents – were to be determined. Finally, the interaction and influence of the KPFs and their implications for the schools needed to be ascertained. The researcher believes that all of these objectives have been realised and this investigation has contributed to knowledge about performance measurement of State secondary schools in New Zealand.

This investigation has identified 40 stakeholders of State secondary schools. These 40 stakeholders have been categorised into 11 marginal, 14 ordinary and 15 important stakeholders. From amongst the 15 important stakeholders, this research has ascertained 8 key stakeholders of State secondary schools of New Zealand. The core and secondary KPFs of two key stakeholders – teachers and parents – have been identified. This investigation has identified seven core KPFs each for teachers and parents and 171 KPIs that reflect the status of the seven KPFs of teachers while 113 KPIs reveal the status of the seven KPFs of parents. Schools' management may choose to use a particular set of KPIs from those chosen by the schools' parents and teachers keeping in mind the ease, cost and practicality of collecting and reporting the data for each KPI.

This approach for identifying key stakeholders of schools, their core KPFs, and associated KPIs can be applied generically to all schools. A school's teachers and parents can choose their core KPFs and the attributes that describe the core KPFs of their school. Thereafter, the KPIs that reflect the status of each attribute of the KPF can be ascertained. Although this approach is generic for all schools, it takes into account the expectations of each school's key stakeholders, which is a genuine contribution to the knowledge on performance measurement of State secondary schools in New Zealand. This approach of identifying a school's key stakeholders, their core KPFs and associated KPIs has three levels of flexibility: first, in identifying the school's key stakeholders, second, in identifying the core KPFs of each key stakeholder, and third, in ascertaining the attributes that explain each core KPF.

Since schools are currently measuring performance of teachers and principals primarily from the perspective of the MoE and the ERO. Hence, it is suggested that in order to make the schools' PMS stakeholder-focused a beginning could be made by incorporating three teachers' KPFs: workload, safety and resources into the teachers' performance management process. The inclusion of teachers' KPFs into the teachers' performance management process establishes a transactional relationship between the schools' management and the teachers. Thereby, both teachers and the schools' management have specific roles that complement and support one another to enhance the performance of the school. The performance of the teachers as well as the schools' management can then be evaluated by a set of KPIs. The researcher is of the opinion that by establishing a PMS that recognises the specific roles of schools' key stakeholders, which can be measured by KPIs, State secondary schools in New Zealand can measure their

performance from their stakeholders' perspective and in the process, become the very best school that they can be.

The MoE is a key stakeholder of State secondary schools in New Zealand, and plays a number of very important roles including the provision of funds to schools, which this study has shown significantly impacts schools' performances. This investigation has suggested that the scope of ERO's periodic review needs to be expanded to also include "adequacy of funding" by the MoE for each individual school, particularly low decile schools.

The findings of this investigation have implications for schools' management as well as government's education policy. The findings of this study have indicated that management of schools first needs to maintain safety in schools as it affects the schools' atmosphere; thereafter management needs to improve the schools' "management system". This study also indicated that parents expect schools' management to provide quality teachers and establish effective communication with them. The researcher argues that principals should focus on developing and improving schools' "management system" that support students to learn, teachers to teach and parents to be adequately informed.

This research shows that government needs to link teacher training and selection processes to the expectations of the key stakeholders of State secondary schools in New Zealand. Individuals, who intend to serve society or support a cause, should be encouraged to take teaching as a career. Given the multi-cultural composition of students, teachers should be provided with skills to

be able to engage students in a multi-cultural classroom and the non-teaching activities of teachers need to be reduced.

Rebalancing and refocusing schools' performance measurement in a more holistic manner, and measuring only "what really matters"; is the essence of stakeholder focussed school performance measurement.

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## **Appendices**

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## 1. Schooling in New Zealand

The compulsory school going period (years) for a child in New Zealand is 10 years (from the age of six to sixteen), there are three generic categories of schools, Primary, Intermediate and Secondary. Due to New Zealand's very high diversity in population density between different regions (1.3 persons / km<sup>2</sup> in West Coast Region to 207 persons / km<sup>2</sup> in the Auckland region)<sup>140</sup>, and also in order to meet special needs of various student groups, the three types (primary, intermediate and secondary) of schools overlap one another creating many different types of schools.

Middle schools offer classes for students from Years 7 to 10. An area school accepts students from years 1 to 13, primarily in rural areas. Composite schools consist of primary, intermediate and secondary schools in one school and cater to students from year 1 to 13, although depending on its classification may not provide the full range of year levels to year 13 (Ministry of Education, 2009i).

Some secondary schools also have intermediate schools as their part, and are called Form 1 to 7 schools, while some secondary schools are attached to intermediate schools and are called as Form 3 to 7 schools attached to intermediate schools. Children with special needs go to a special school and children living in far-flung locations or overseas may also go to correspondence schools.

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<sup>140</sup> <http://www.stats.govt.nz/NR/rdonlyres/E96FCEAC-7DEB-42FO-88B6548450E1A24110/LivingDensityTable1.xls>

In addition to classifying school education into primary, intermediate and secondary, the MoE recognizes the following types of schools owing to their governance characteristics, type of students or other special traits.

1. State schools
2. Kura kaupapa Māori
3. Wharekura
4. Special schools
5. Integrated schools
6. Designated character schools
7. Independent (or private) schools
8. Boarding schools
9. The correspondence schools
10. Home-based schooling
11. Activity Centres
12. Alternative Education

State schools are publicly owned and funded institutions where teaching is based on the New Zealand curriculum. Kura kaupapa Māori are state schools where teaching is in Te reo Māori, based on Māori values and culture. The goal of these schools is to produce students who can communicate with ease in English and Te reo Māori. Kura Kaupapa generally provides for students in Years 1 to 8 or Years 1 to 13. Wharekura are similar to Kura kaupapa except that they provide education for students of Years 9 to 13.

Special schools are state schools that cater to the needs of special children. Integrated schools are private schools that have become part of the public school system, however their land and buildings are privately owned. They teach New Zealand curriculum as well as their philosophical or religious belief.

Designated character schools are state schools that teach New Zealand curriculum yet maintain their own values and objectives. Independent or private schools are governed by their own independent boards but must meet certain standards to be registered by the MoE; they charge fees but also receive some subsidy from the government. Boarding schools may be independent or part of a state-funded school. Correspondence schools provide distance-learning facility to students who can't come to school due to long distance to school or medical reasons. Home based schooling is available for parents and caregivers who want to educate their children at home (Ministry of Education, 2001b)

Activity centres have been in vogue in New Zealand since 1977. They provide education to students who generally cannot cope in main stream secondary schools. All schools do not have access to send students to activity centres. The centres are crown institutions staffed with registered teachers and are funded by the government. In 2000 Alternative education was formally established. Schools often group together as consortiums to contract private providers to deliver alternative education. Schools are provided funding by the MoE to pay the private providers of alternative education (Ministry of Education, 2009h). The government is currently reviewing the performance of alternative education in order to achieve better value for money and better outcome for all students (Ministry of Education, 2009j).

## **2. Decile scale of New Zealand's schools**

All State schools in New Zealand are rated on a decile scale of 1 to 10, where 1 means that the schools' students come from the poorest strata of society and 10 means the schools' students come from the wealthiest strata. MoE calculates the decile level of schools by processing the information about the address of all the schools' students or a random sample of the students' addresses and census information about each mesh-block. A mesh block consists of around 50 households. The addresses are assigned to each mesh-block and percentage of students coming from each mesh-block is determined. Hence the decile of the school is not determined by the location of the school but by the address of its students. The socio-economic indicators that are used to calculate the decile of each mesh-block are household incomes, occupation of parents, household crowding (number of people in household divided by number of bed rooms), educational qualifications, and income support. Schools are ranked in relation to every other school and in this list the lowest 10% are decile 1 schools while the top 10% are decile 10. The Ministry of Education is technically correct when it states that, "A school's decile does not indicate the overall socio-economic mix of the school". However, the reality is that decile one school is usually in poorer neighborhoods with students coming from economically disadvantaged section of society<sup>141</sup>.

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<sup>141</sup> [www.minedu.govt.nz/index.cfm?layout=document&documentid=5958](http://www.minedu.govt.nz/index.cfm?layout=document&documentid=5958)

### **3. Decile based funding of schools**

The decile based funding formula is used by the MoE to provide support services required by students coming from lower socio-economic segments of society. The decile number of the school is used to calculate the decile based funding for schools (Ministry of Education, 2010f). This financial support is necessary so to mitigate the corrosive effects of poverty (Child Poverty Action Group Aotearoa, 2002). Targeted Funding Educational Access Model (TEFA) is a decile based school funding program that aims to promote equity by providing more resources to lower decile schools. Children in low decile schools usually come from low income household, their parents are often unemployed or employed in low skilled occupations<sup>142</sup>, live in crowded households and the parents often have no school or tertiary qualification while being dependent on government benefits (Ministry of Education, 2010b). Children from low decile schools need support of health and social workers at school so that the children's readiness to learn is facilitated, allowing the teacher to focus on the core business of teaching and learning (Child Poverty Action Group Aotearoa, 2002).

In 1996 the MoE funded a research program that investigated the affects of school organisation, governance, parents and the community on students' academic achievement (Hawk et al., 1996). Based on the findings of this research the MoE invested during January 1996 to December 2001 more than \$4.5 million over and above the operational funding on eight decile one schools for strengthening delivery of curriculum, resulting in a dramatic increase in the unit

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<sup>142</sup> That is skill level 4 and 5 as classified by Australia and New Zealand Standard Classification of Occupation (ANZSCO) which includes administrative and sales workers, machine operators, drivers and labourers.

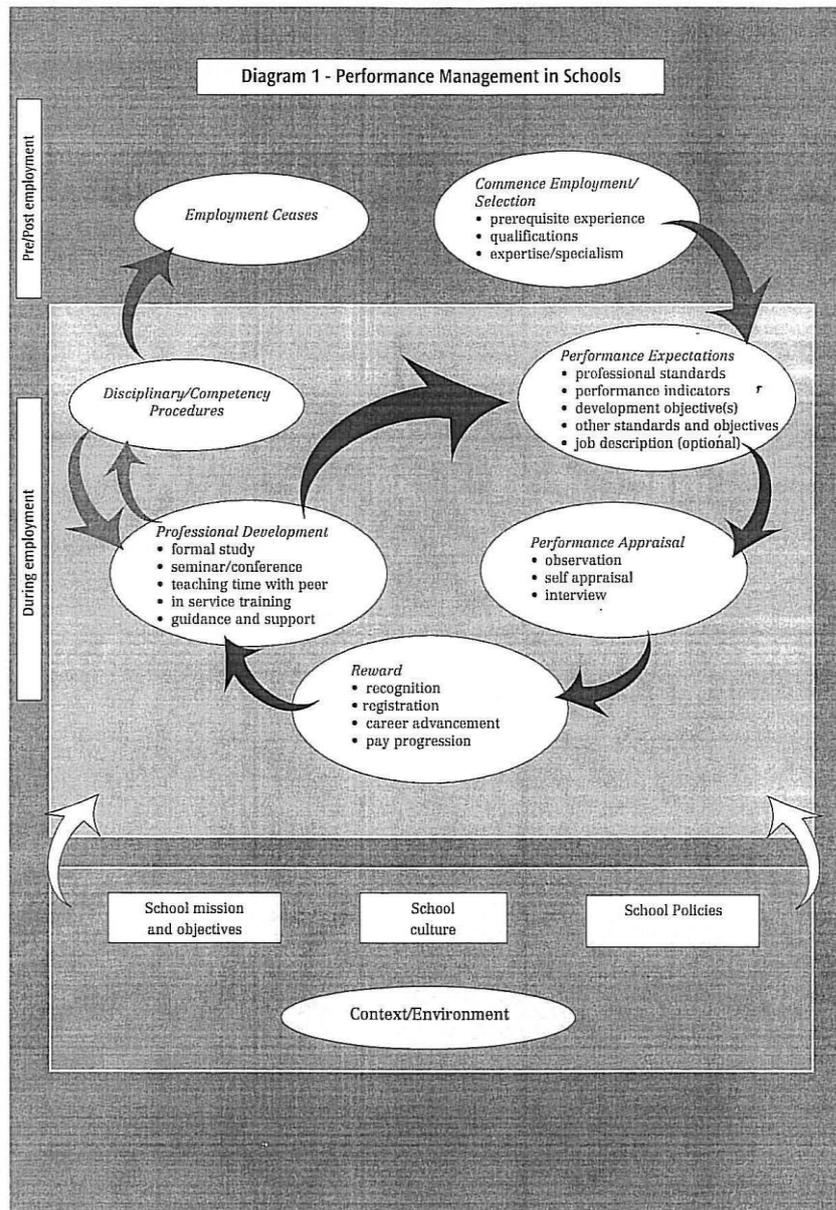
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standard pass rates<sup>143</sup> in 1998 and 1999 (Achievement in Multicultural High Schools, 2001). This indicates that schools in New Zealand particularly lower decile schools may be less than adequately funded.

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<sup>143</sup> Standards describe what a student needs to know or what a student must be able to achieve. Standards are registered for all areas of learning, including conventional secondary school subjects.

### 4. Teachers' performance measurement



## 5. Data on State secondary schools of New Zealand

This Appendix contains information on all State Secondary Schools of New Zealand as on 1<sup>st</sup> July 2008.

### Directory of Schools - as at 1/07/2008

	School Number	Name	City	School Type	Authority	Gender of Students	Decile 2008	School Roll July 2007
1	28	Rangitoto College	Auckland	Secondary (Year 9-15)	State	Co-Educational	10	3022
2	78	Avondale College	Auckland	Secondary (Year 9-15)	State	Co-Educational	4	2613
3	319	Burnside High School	Christchurch	Secondary (Year 9-15)	State	Co-Educational	8	2588
4	41	Macleans College	Auckland	Secondary (Year 9-15)	State	Co-Educational	10	2476
5	43	Massey High School	Auckland	Secondary (Year 9-15)	State	Co-Educational	5	2452
6	54	Auckland Grammar	Auckland	Secondary (Year 9-15)	State	Boys School	10	2417
7	69	Mt Albert Grammar School	Auckland	Secondary (Year 9-15)	State	Co-Educational	7	2315
8	74	Mt Roskill Grammar	Auckland	Secondary (Year 9-15)	State	Co-Educational	4	2266
9	38	Westlake Girls' High School	Auckland	Secondary (Year 9-15)	State	Girls School	9	2170
10	37	Westlake Boys' High School	Auckland	Secondary (Year 9-15)	State	Boys School	9	2065
11	80	Pakuranga College	Auckland	Secondary (Year 9-15)	State	Co-Educational	8	2037
12	99	Manurewa High School	Auckland	Secondary (Year 9-15)	State	Co-Educational	2	2005
13	64	Epsom Girls' Grammar School	Auckland	Secondary (Year 9-15)	State	Girls School	9	1975
14	87	Howick College	Auckland	Secondary (Year 9-15)	State	Co-Educational	10	1940
15	120	Otumoetai College	Tauranga	Secondary (Year 9-15)	State	Co-Educational	8	1888

16	75	Lynfield College	Auckland	Secondary (Year 9-15)	State	Co-Educational	7	1821
17	552	James Hargest College	Invercargill	Secondary (Year 7-15)	State	Co-Educational	8	1799
18	95	Papatoetoe High School	Auckland	Secondary (Year 9-15)	State	Co-Educational	3	1786
19	131	Hamilton Boys' High School	Hamilton	Secondary (Year 9-15)	State	Boys School	8	1753
20	102	Rosehill College	Papakura	Secondary (Year 9-15)	State	Co-Educational	6	1749
21	135	Hamilton's Fraser High School	Hamilton	Secondary (Year 9-15)	State	Co-Educational	4	1705
22	261	Hutt Valley High School	Lower Hutt	Secondary (Year 9-15)	State	Co-Educational	8	1700
23	189	Wanganui High School	Wanganui	Secondary (Year 9-15)	State	Co-Educational	5	1699
24	25	Orewa College	Orewa	Secondary (Year 7-15)	State	Co-Educational	9	1696
25	340	Cashmere High School	Christchurch	Secondary (Year 9-15)	State	Co-Educational	8	1663
26	122	Tauranga Girls' College	Tauranga	Secondary (Year 9-15)	State	Girls School	6	1619
27	202	Palmerston North Boys' High School	Palmerston North	Secondary (Year 9-15)	State	Boys School	9	1619
28	27	Long Bay College	Auckland	Secondary (Year 9-15)	State	Co-Educational	10	1611
29	36	Takapuna Grammar School	Auckland	Secondary (Year 9-15)	State	Co-Educational	10	1605
30	103	Pukekohe High School	Pukekohe	Secondary (Year 9-15)	State	Co-Educational	6	1574
31	121	Tauranga Boys' College	Tauranga	Secondary (Year 9-15)	State	Boys School	6	1563
32	312	Rangiora High School	Rangiora	Secondary (Year 9-15)	State	Co-Educational	8	1542
33	86	Onehunga High School	Auckland	Secondary (Year 9-15)	State	Co-Educational	4	1527
34	138	Hillcrest High School	Hamilton	Secondary (Year 9-15)	State	Co-Educational	8	1507
35	275	Wellington College	Wellington	Secondary (Year 9-15)	State	Boys School	10	1496
36	293	Nayland College	Nelson	Secondary (Year 9-15)	State	Co-Educational	6	1493
37	316	Papanui High School	Christchurch	Secondary (Year 9-15)	State	Co-Educational	6	1461
38	132	Hamilton Girls' High School	Hamilton	Secondary (Year 9-15)	State	Girls School	6	1448

39	336	Hagley Community College	Christchurch	Secondary (Year 9-15)	State	Co-Educational	5	1439
40	321	Shirley Boys' High School	Christchurch	Secondary (Year 9-15)	State	Boys School	6	1417
41	88	Otahuhu College	Auckland	Secondary (Year 9-15)	State	Co-Educational	1	1402
42	296	Waimea College	Richmond	Secondary (Year 9-15)	State	Co-Educational	8	1372
43	347	Lincoln High School	Lincoln	Secondary (Year 9-15)	State	Co-Educational	9	1363
44	257	Tawa College	Wellington	Secondary (Year 9-15)	State	Co-Educational	9	1346
45	327	Christchurch Boys' High School	Christchurch	Secondary (Year 9-15)	State	Boys School	9	1338
46	248	Paraparaumu College	Paraparaumu	Secondary (Year 9-15)	State	Co-Educational	8	1336
47	13	Kamo High School	Whangarei	Secondary (Year 9-15)	State	Co-Educational	5	1333
48	118	Mt Maunganui College	Mt Maunganui	Secondary (Year 9-15)	State	Co-Educational	5	1329
49	53	Auckland Girls' Grammar School	Auckland	Secondary (Year 9-15)	State	Girls School	5	1328
50	6930	Botany Downs Secondary College	Auckland	Secondary (Year 9-15)	State	Co-Educational	10	1327
51	96	Aorere College	Auckland	Secondary (Year 9-15)	State	Co-Educational	2	1326
52	32	Northcote College	Auckland	Secondary (Year 9-15)	State	Co-Educational	9	1312
53	197	Feilding High School	Feilding	Secondary (Year 9-15)	State	Co-Educational	5	1311
54	5	Kerikeri High School	Kerikeri	Secondary (Year 7-15)	State	Co-Educational	7	1302
55	100	James Cook High School	Manukau	Secondary (Year 9-15)	State	Co-Educational	1	1289
56	250	Upper Hutt College	Upper Hutt	Secondary (Year 9-15)	State	Co-Educational	7	1240
57	151	Western Heights High School	Rotorua	Secondary (Year 9-15)	State	Co-Educational	4	1229
58	324	Avonside Girls' High School	Christchurch	Secondary (Year 9-15)	State	Girls School	6	1220
59	171	New Plymouth Boys' High School	New Plymouth	Secondary (Year 9-15)	State	Boys School	8	1219
60	172	New Plymouth Girls' High School	New Plymouth	Secondary (Year 9-15)	State	Girls School	7	1218

61	272	Wellington Girls' College	Wellington	Secondary (Year 9-15)	Girls School	10	1210
62	203	Palmerston North Girls' High School	Palmerston North	Secondary (Year 9-15)	Girls School	9	1209
63	200	Freyberg High School	Palmerston North	Secondary (Year 9-15)	Co-Educational	6	1209
64	101	Papakura High School	Auckland	Secondary (Year 9-15)	Co-Educational	2	1200
65	142	Cambridge High School	Cambridge	Secondary (Year 9-15)	Co-Educational	9	1187
66	40	Rutherford College	Auckland	Secondary (Year 9-15)	Co-Educational	6	1183
67	405	Southland Girls' High School	Invercargill	Secondary (Year 7-15)	Girls School	5	1179
68	269	Onslow College	Wellington	Secondary (Year 9-15)	Co-Educational	10	1175
69	6763	Whangaparaoa College	Stanmore Bay	Secondary (Year 7-15)	Co-Educational	9	1158
70	241	Wairarapa College	Masterton	Secondary (Year 9-15)	Co-Educational	6	1134
71	129	Fairfield College	Hamilton	Secondary (Year 9-15)	Co-Educational	4	1133
72	16	Whangarei Girls' High School	Whangarei	Secondary (Year 9-15)	Girls School	5	1127
73	44	Waitakere College	Auckland	Secondary (Year 9-15)	Co-Educational	3	1105
74	328	Christchurch Girls' High School	Christchurch	Secondary (Year 9-15)	Girls School	9	1100
75	58	Tangaroa College	Auckland	Secondary (Year 9-15)	Co-Educational	1	1097
76	351	Ashburton College	Ashburton	Secondary (Year 9-15)	Co-Educational	7	1096
77	24	Mahurangi College	Warkworth	Secondary (Year 7-15)	Co-Educational	8	1095
78	404	Southland Boys' High School	Invercargill	Secondary (Year 7-15)	Boys School	5	1082
79	216	Napier Boys' High School	Napier	Secondary (Year 9-15)	Boys School	6	1076
80	83	Kelston Boys' High School	Auckland	Secondary (Year 9-15)	Boys School	4	1068
81	15	Whangarei Boys' High School	Whangarei	Secondary (Year 9-15)	Boys School	5	1060

82	146	Te Awamutu College	Te Awamutu	Secondary (Year 9-15)	State	Co-Educational	6	1050
83	223	Havelock North High School	Havelock North	Secondary (Year 9-15)	State	Co-Educational	9	1034
84	495	Taieri College	Dunedin	Secondary (Year 7-15)	State	Co-Educational	6	1033
85	289	Marlborough Girls' College	Blenheim	Secondary (Year 9-15)	State	Girls School	7	1029
86	273	Wellington High School & Com Ed Centre	Wellington	Secondary (Year 9-15)	State	Co-Educational	9	1027
87	143	Trident High School	Whakatane	Secondary (Year 9-15)	State	Co-Educational	5	1019
88	42	Green Bay High School	Auckland	Secondary (Year 9-15)	State	Co-Educational	8	1011
89	295	Nelson College For Girls	Nelson	Secondary (Year 9-15)	State	Girls School	7	1011
90	288	Marlborough Boys' College	Blenheim	Secondary (Year 9-15)	State	Boys School	7	1006
91	153	Rotorua Girls' High School	Rotorua	Secondary (Year 9-15)	State	Girls School	4	1002
92	247	Kapiti College	Raumati Beach	Secondary (Year 9-15)	State	Co-Educational	8	973
93	30	Glenfield College	Auckland	Secondary (Year 9-15)	State	Co-Educational	7	972
94	173	Spotswood College	New Plymouth	Secondary (Year 9-15)	State	Co-Educational	5	972
95	49	Selwyn College	Auckland	Secondary (Year 9-15)	State	Co-Educational	4	966
96	152	Rotorua Boys' High School	Rotorua	Secondary (Year 9-15)	State	Boys School	4	961
97	215	Taradale High School	Napier	Secondary (Year 9-15)	State	Co-Educational	8	958
98	45	Henderson High School	Auckland	Secondary (Year 9-15)	State	Co-Educational	4	957
99	253	Aotea College	Porirua	Secondary (Year 9-15)	State	Co-Educational	5	955
100	294	Nelson College	Nelson	Secondary (Year 9-15)	State	Boys School	7	953
101	65	Glendowie College	Auckland	Secondary (Year 9-15)	State	Co-Educational	9	949
102	268	Newlands College	Wellington	Secondary (Year 9-15)	State	Co-Educational	9	949
103	48	Western Springs College	Auckland	Secondary (Year 9-15)	State	Co-Educational	8	946
104	274	Wellington East Girls' College	Wellington	Secondary (Year 9-15)	State	Girls School	8	945

105	334	Riccarton High School	Christchurch	Secondary (Year 9-15)	State	Co-Educational	7	944
106	117	Katikati College	Katikati	Secondary (Year 7-15)	State	Co-Educational	6	943
107	123	Te Puke High School	Te Puke	Secondary (Year 9-15)	State	Co-Educational	5	937
108	84	Kelston Girls' College	Auckland	Secondary (Year 9-15)	State	Girls School	3	932
109	337	Linwood College	Christchurch	Secondary (Year 9-15)	State	Co-Educational	2	931
110	6929	Alfriston College	Auckland	Secondary (Year 9-15)	State	Co-Educational	3	930
111	167	Taupo-nui-a-Tia College	Taupo	Secondary (Year 9-15)	State	Co-Educational	7	924
112	79	Edgewater College	Auckland	Secondary (Year 9-15)	State	Co-Educational	4	919
113	6948	Albany Junior High School	Auckland	Secondary (Year 7-15)	State	Co-Educational	10	912
114	478	Wainuiomata High School	Lower Hutt	Secondary (Year 9-15)	State	Co-Educational	4	905
115	381	Kaikorai Valley College	Dunedin	Secondary (Year 7-15)	State	Co-Educational	5	904
116	31	Birkenhead College	Auckland	Secondary (Year 9-15)	State	Co-Educational	6	896
117	217	Napier Girls' High School	Napier	Secondary (Year 9-15)	State	Girls School	7	888
118	144	Whakatane High School	Whakatane	Secondary (Year 9-15)	State	Co-Educational	4	880
119	3	Kaitaia College	Kaitaia	Secondary (Year 9-15)	State	Co-Educational	2	862
120	124	Matamata College	Matamata	Secondary (Year 9-15)	State	Co-Educational	6	836
121	208	Lytton High School	Gisborne	Secondary (Year 9-15)	State	Co-Educational	2	835
122	210	Gisborne Girls' High School	Gisborne	Secondary (Year 9-15)	State	Girls School	3	832
123	114	Waihi College	Waihi	Secondary (Year 7-15)	State	Co-Educational	3	827
124	378	Otago Girls' High School	Dunedin	Secondary (Year 9-15)	State	Girls School	9	809
125	198	Awatapu College	Palmerston North	Secondary (Year 9-15)	State	Co-Educational	5	805
126	105	Waiuku College	Waiuku	Secondary (Year 9-15)	State	Co-Educational	7	796
127	374	Wakatipu High School	Queenstown	Secondary (Year 7-15)	State	Co-Educational	10	784
128	182	Hawera High School	Hawera	Secondary (Year 9-15)	State	Co-Educational	5	782
129	228	Hastings Girls' High School	Hastings	Secondary (Year 9-15)	State	Girls School	2	778

130	259	Naenae College	Lower Hutt	Secondary (Year 9-15)	State	Co-Educational	2	771
131	377	Otago Boys' High School	Dunedin	Secondary (Year 9-15)	State	Boys School	9	761
132	323	Aranui High School	Christchurch	Secondary (Year 9-15)	State	Co-Educational	2	751
133	339	Hillmorton High School	Christchurch	Secondary (Year 9-15)	State	Co-Educational	5	739
134	85	Penrose High School	Auckland	Secondary (Year 9-15)	State	Co-Educational	3	732
135	106	Tuakau College	Tuakau	Secondary (Year 7-15)	State	Co-Educational	4	730
136	209	Gisborne Boys' High School	Gisborne	Secondary (Year 9-15)	State	Boys School	3	730
137	258	Taita College	Lower Hutt	Secondary (Year 9-15)	State	Co-Educational	3	728
138	382	Bayfield High School	Dunedin	Secondary (Year 9-15)	State	Co-Educational	8	727
139	236	Horowhenua College	Levin	Secondary (Year 9-15)	State	Co-Educational	3	723
140	229	Karamu High School	Hastings	Secondary (Year 9-15)	State	Co-Educational	4	712
141	251	Heretaunga College	Upper Hutt	Secondary (Year 9-15)	State	Co-Educational	6	708
142	346	Darfield High School	Darfield	Secondary (Year 7-15)	State	Co-Educational	8	708
143	383	Kings High School (Dunedin)	Dunedin	Secondary (Year 9-15)	State	Boys School	6	706
144	277	Rongotai College	Wellington	Secondary (Year 9-15)	State	Boys School	6	681
145	126	Morrinsville College	Morrinsville	Secondary (Year 9-15)	State	Co-Educational	6	680
146	360	Timaru Boys' High School	Timaru	Secondary (Year 9-15)	State	Boys School	7	678
147	57	Tamaki College	Auckland	Secondary (Year 9-15)	State	Co-Educational	1	673
148	314	Kaiapoi High School	Kaiapoi	Secondary (Year 9-15)	State	Co-Educational	5	659
149	91	Mangere College	Auckland	Secondary (Year 9-15)	State	Co-Educational	1	658
150	303	Greymouth High School	Greymouth	Secondary (Year 9-15)	State	Co-Educational	4	655
151	26	Kaipara College	Helensville	Secondary (Year 9-15)	State	Co-Educational	7	650
152	111	Thames High School	Thames	Secondary (Year 9-15)	State	Co-Educational	6	647
153	214	Wairoa College	Wairoa	Secondary (Year 7-15)	State	Co-Educational	2	647

154	396	Gore High School	Gore	Secondary (Year 9-15)	State	Co-Educational	6	644
155	227	Hastings Boys' High School	Hastings	Secondary (Year 9-15)	State	Boys School	2	643
156	159	Forest View High School	Tokoroa	Secondary (Year 9-15)	State	Co-Educational	3	641
157	220	William Colenso College	Napier	Secondary (Year 7-15)	State	Co-Educational	2	637
158	233	Central Hawkes Bay College	Waipukurau	Secondary (Year 9-15)	State	Co-Educational	4	634
159	112	Hauraki Plains College	Ngatea	Secondary (Year 9-15)	State	Co-Educational	6	615
160	533	Mt Aspiring College	Wanaka	Secondary (Year 7-15)	State	Co-Educational	10	610
161	352	Geraldine High School	Geraldine	Secondary (Year 7-15)	State	Co-Educational	8	606
162	237	Waiopahu College	Levin	Secondary (Year 9-15)	State	Co-Educational	2	605
163	298	Motueka High School	Motueka	Secondary (Year 9-15)	State	Co-Educational	4	598
164	255	Porirua College	Porirua	Secondary (Year 9-15)	State	Co-Educational	1	591
165	320	Mairehau High School	Christchurch	Secondary (Year 9-15)	State	Co-Educational	4	586
166	137	Melville High School	Hamilton	Secondary (Year 9-15)	State	Co-Educational	4	585
167	384	Queens High School	Dunedin	Secondary (Year 9-15)	State	Girls School	5	582
168	154	Rotorua Lakes High School	Rotorua	Secondary (Year 9-15)	State	Co-Educational	5	578
169	376	Logan Park High School	Dunedin	Secondary (Year 9-15)	State	Co-Educational	7	577
170	240	Otaki College	Otaki	Secondary (Year 7-15)	State	Co-Educational	4	569
171	97	Sir Edmund Hillary Collegiate Senior Sch	Auckland	Secondary (Year 9-15)	State	Co-Educational	1	567
172	372	Dunstan High School	Alexandra	Secondary (Year 9-15)	State	Co-Educational	9	565
173	393	South Otago High School	Balclutha	Secondary (Year 9-15)	State	Co-Educational	6	556
174	148	Opotiki College	Opotiki	Secondary (Year 9-15)	State	Co-Educational	1	554
175	169	Taumarunui High School	Taumarunui	Secondary (Year 9-15)	State	Co-Educational	2	552

176	349	Ellesmere College	Leeston	Secondary (Year 7-15)	State	Co-Educational	8	552
177	399	Central Southland College	Winton	Secondary (Year 9-15)	State	Co-Educational	7	549
178	359	Mountainview High School	Timaru	Secondary (Year 9-15)	State	Co-Educational	6	547
179	365	Waitaki Boys' High School	Oamaru	Secondary (Year 9-15)	State	Boys School	6	538
180	19	Dargaville High School	Dargaville	Secondary (Year 9-15)	State	Co-Educational	3	528
181	21	Otamatea High School	Maungaturoto	Secondary (Year 7-15)	State	Co-Educational	6	528
182	494	Putaruru College	Putaruru	Secondary (Year 7-15)	State	Co-Educational	3	524
183	179	Stratford High School	Stratford	Secondary (Year 9-15)	State	Co-Educational	4	516
184	348	Mount Hutt College	Methven	Secondary (Year 7-15)	State	Co-Educational	8	516
185	254	Mana College	Porirua	Secondary (Year 9-15)	State	Co-Educational	2	512
186	234	Dannevirke High School	Dannevirke	Secondary (Year 9-15)	State	Co-Educational	4	489
187	187	Wanganui City College	Wanganui	Secondary (Year 9-15)	State	Co-Educational	2	486
188	548	Aurora College	Invercargill	Secondary (Year 7-15)	State	Co-Educational	2	484
189	305	Westland High School	Hokitika	Secondary (Year 7-15)	State	Co-Educational	6	479
190	115	Te Kauwhata College	Te Kauwhata	Secondary (Year 7-15)	State	Co-Educational	5	473
191	366	Waitaki Girls' High School	Oamaru	Secondary (Year 9-15)	State	Girls School	6	473
192	361	Timaru Girls' High School	Timaru	Secondary (Year 9-15)	State	Girls School	5	472
193	20	Bream Bay College	Ruakaka	Secondary (Year 7-15)	State	Co-Educational	4	457
194	9	Northland College	Kaikohe	Secondary (Year 9-15)	State	Co-Educational	1	454
195	338	Hornby High School	Christchurch	Secondary (Year 9-15)	State	Co-Educational	3	450
196	166	Tauhara College	Taupo	Secondary (Year 9-15)	State	Co-Educational	5	440
197	14	Tikipunga High School	Whangarei	Secondary (Year 7-15)	State	Co-Educational	2	437
198	235	Tararua College	Pahiatua	Secondary (Year 9-15)	State	Co-Educational	4	428

199	8	Bay of Islands College	Kawakawa	Secondary (Year 9-15)	State	Co-Educational	1	422
200	149	Kawerau College	Kawerau	Secondary (Year 9-15)	State	Co-Educational	1	417
201	158	Tokoroa High School	Tokoroa	Secondary (Year 9-15)	State	Co-Educational	2	407
202	116	Te Aroha College	Te Aroha	Secondary (Year 9-15)	State	Co-Educational	4	404
203	530	Waiheke High School	Waiheke Island	Secondary (Year 7-15)	State	Co-Educational	6	402
204	164	Reporoa College	Via Rotorua	Secondary (Year 7-15)	State	Co-Educational	6	399
205	7	Okaihau College	Bay Of Islands	Secondary (Year 7-15)	State	Co-Educational	2	392
206	373	Cromwell College	Cromwell	Secondary (Year 7-15)	State	Co-Educational	8	392
207	354	Opihi College	Temuka	Secondary (Year 7-15)	State	Co-Educational	5	379
208	362	Waimate High School	Waimate	Secondary (Year 7-15)	State	Co-Educational	4	375
209	188	Wanganui Girls' College	Wanganui	Secondary (Year 9-15)	State	Girls School	3	373
210	157	Otorohanga College	Otorohanga	Secondary (Year 9-15)	State	Co-Educational	4	367
211	177	Inglewood High School	Inglewood	Secondary (Year 9-15)	State	Co-Educational	6	360
212	401	Menzies College	Wyndham	Secondary (Year 7-15)	State	Co-Educational	4	356
213	23	Rodney College	Wellsford	Secondary (Year 9-15)	State	Co-Educational	5	350
214	287	Queen Charlotte College	Picton	Secondary (Year 7-15)	State	Co-Educational	4	349
215	145	Edgecumbe College	Edgecumbe	Secondary (Year 9-15)	State	Co-Educational	3	347
216	301	Buller High School	Westport	Secondary (Year 9-15)	State	Co-Educational	3	345
217	205	Manawatu College	Foxton	Secondary (Year 9-15)	State	Co-Educational	2	334
218	127	Ngaruawahia High School	Ngaruawahia	Secondary (Year 9-15)	State	Co-Educational	2	329
219	483	Unlimited Paenga Tawhiti	Christchurch	Secondary (Year 9-15)	State	Co-Educational	6	326
220	160	Te Kuiti High School	Te Kuiti	Secondary (Year 9-15)	State	Co-Educational	3	322
221	292	Golden Bay High School	Nelson	Secondary (Year 7-15)	State	Co-Educational	6	321
222	170	Waitara High School	Waitara	Secondary (Year 9-15)	State	Co-Educational	2	320

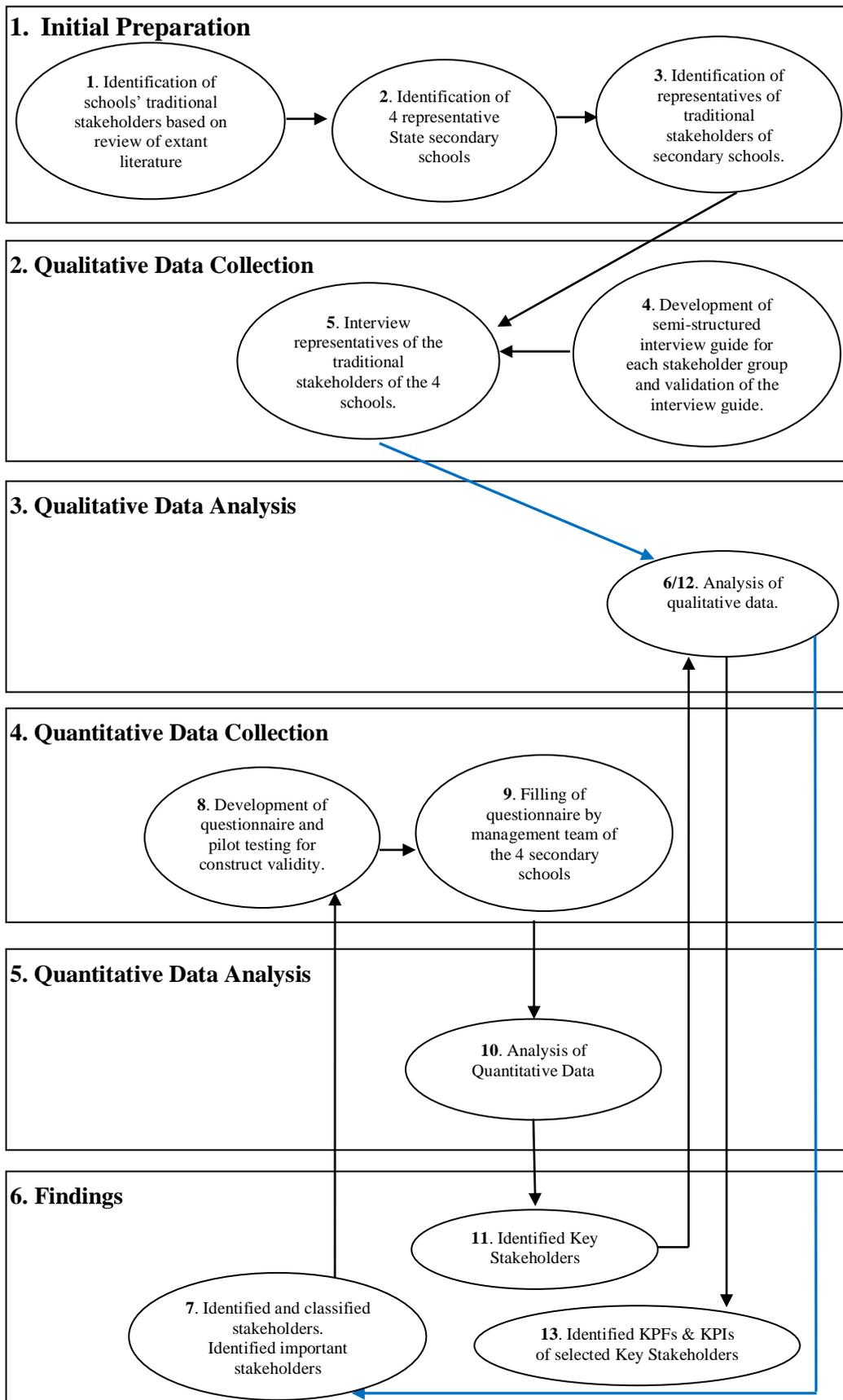
223	195	Rangitikei College	Marton	Secondary (Year 9-15)	State	Co-Educational	3	319
224	134	Flaxmere College	Hastings	Secondary (Year 7-15)	State	Co-Educational	1	302
225	201	Queen Elizabeth College	Palmerston North	Secondary (Year 9-15)	State	Co-Educational	3	278
226	181	Opunake High School	Opunake	Secondary (Year 9-15)	State	Co-Educational	4	261
227	307	Kaikoura High School	Kaikoura	Secondary (Year 7-15)	State	Co-Educational	4	241
228	391	Blue Mountain College	West Otago	Secondary (Year 7-15)	State	Co-Educational	7	240
229	400	Fiordland College	Te Anau	Secondary (Year 7-15)	State	Co-Educational	8	208
230	409	Aparima College	Riverton	Secondary (Year 7-15)	State	Co-Educational	5	191
231	556	Te Whanau o Tukuranga	Auckland	Secondary (Year 7-15)	State	Co-Educational	1	174
232	395	Northern Southland College	Lumsden	Secondary (Year 7-15)	State	Co-Educational	7	172
233	22	Ruawai College	Ruawai	Secondary (Year 7-15)	State	Co-Educational	5	171
234	371	East Otago High School	Otago	Secondary (Year 7-15)	State	Co-Educational	5	168
235	4	Whangaroa College	Kaero	Secondary (Year 7-15)	State	Co-Educational	2	154
236	488	Nga Taiatea Wharekura	Rotokauri	Secondary (Year 9-15)	State	Co-Educational	3	137
237	165	Rangitahi College	Via Rotorua	Secondary (Year 7-15)	State	Co-Educational	1	91
238	207	Waikohu College	Gisborne	Secondary (Year 7-15)	State	Co-Educational	1	86
239	353	Mackenzie College	Fairlie	Secondary (Year 7-15)	State	Co-Educational	7	202
240	183	Ruapehu College	Ohakune	Secondary (Year 9-15)	State	Co-Educational	3	220
241	243	Makoura College	Masterton	Secondary (Year 9-15)	State	Co-Educational	3	273
242	392	Tokomairiro High School	Milton	Secondary (Year 7-15)	State	Co-Educational	5	273
243	119	Huntly College	Huntly	Secondary (Year 9-15)	State	Co-Educational	1	290

## **6. The detailed research plan**

Figure 6.1 depicts the detailed research plan that consists of six components. The first component 'Initial Preparation' explains the three activities those being; identification of the schools' traditional stakeholders, identification of the four schools' representing State secondary schools of New Zealand and identification of representatives of traditional schools' stakeholders. The second and third component shows the activities for qualitative data collection and analysis. The third and fourth components show the activities for quantitative data collection and analysis. The sixth component shows the findings of the investigation.

These components are discussed throughout the thesis. Chapter four of this thesis explains in detail issues pertaining to collection and analysis of both qualitative and quantitative data. Chapter 5 explains how the four schools were selected. It also shows the findings of the research after qualitative analysis of data that identifies and categorises the schools' stakeholders. The ranking of the important stakeholders in terms of their four attributes: power, legitimacy, urgency and salience are also discussed in Chapter 5. Chapter 6 explains the KPFs and associated KPIs of teachers who are one of the schools' key stakeholders. Chapter 7 discusses the KPFs and associated KPIs of parents who are also one of the schools' key stakeholders. Chapter 8 concludes this investigation highlighting the limitations of this research and the areas that need to be further investigated.

**Figure 6.1** Details of the research plan



Source: Author

## 7. The four schools

The four schools selected for this investigation are named School A, School B, School C, and School D. The following section explains the context of schools A.

### **School A**

School A is a co-educational decile 2 school catering for Year 9 to 13 students<sup>144</sup>. The school is facing a steady fall in its roll from 457 students in 1998 (Education Review Office, 1998a) to 308 students in 2008. The School has traditional links to the Marae which is linked to the Kingitanga movement (explained earlier in footnote on page 145). The students of the school traditionally participate in cultural activities at the Marae (Māori place of community gathering) and in the town. Hence the school's values are influenced by the cultural heritage of the town. The issues that ERO has focussed on in its 2006 review report (Education Review Office, 2006b), includes student engagement in learning, evaluation of health and safety, achievement of Māori students, use of information to manage student underachievement, adult and community education, and prevention of bullying.

ERO has noted that 60% of year 9 students entering the school have reading ability between Stanine<sup>145</sup> 1-4 which is below the national expectations at that age. Hence, it can be argued that majority of students at

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<sup>144</sup> For details on New Zealand's schooling system see Appendix 1 on page 445.

<sup>145</sup> Stanine are scale scores for each year of learning nationally that are divided into nine levels of achievement where 9 mean the highest performance and 1 the lowest, while 5 indicates the National average.

School A, start school from a disadvantaged position that is with low and even very low reading abilities making the job of teachers all the more challenging. The ERO report also states that the number of students attaining literacy and numeracy credits at Level 1 NCEA has increased and is comparable to the national average of schools in the same decile level. NZQA's database shows that the school's year 11 NCEA level 1 pass rate is 54.9% which is close to the national average of 55% for schools in the same decile level (New Zealand Qualifications Authority, 2008a). Given the fact that 60% of the students entering the school in year 9 have reading skills below the national average and after two years the same cohort of students are able to achieve the national standards for NCEA level 1 is evidence that the school is improving the academic capability of most of its students.

During the many visits that the researcher made from 2008 through to 2009 to School A it appeared that the school had a familial atmosphere. However, this was at times interrupted by feuds between students that often had their roots in the social life of the community beyond the school, which permeates into the school. The school's familial context has its advantages too, as teachers have social links into the community and can intervene in more than one ways so that students stay focussed on learning. The school was free of any tagging and most of the premises were clean and orderly. The students were all wearing one uniform and appeared to go about their daily routines in a predictable manner.

### **School B**

School B is a decile 3, co-educational school catering for Year 9 to 13 students. The school was officially opened on May 1, 2004 with a dawn ceremony. It is a Kaupapa Māori secondary school that takes students from

Ngaruawahia, Waharoa, Tauwhare, Raglan, Paeroa, and Oparure near Te Kuiti, as well as from various Kura Kaupapa (Māori schools) and intermediate schools around Hamilton (Waikato Times, 2004).

The school acknowledges and values links to a number of different Iwi. The school promotes Tekanga Māori in the conduct of its staff and students. In spite of being established in 2004, the school's management has made commendable efforts in developing a management system in the school that reflects Tekanga Māori, meets the needs of the students as well as regulatory compliance of the MoE (Education Review Office, 2006c).

The school achieved a success rate of 53.1% at level 1 NCEA examinations in 2008, which compares favourably with 47.6 % for Māori students in schools between decile 1 to 3 at the National level (New Zealand Qualifications Authority, 2008b). This indicates that Māori students are achieving better at level 1 NCEA examinations at School B than at comparable secondary schools in New Zealand. Of all the Māori students passing level 1 NCEA in 2008 at the national level only 8.8% achieved Merit and 1.8% achieved Excellence, as compared to 29.4% achieving Merit and 17.6 % achieving Excellence at School B (New Zealand Qualifications Authority, 2008c). It suggests that Māori students at School B are not only passing NCEA examination in higher proportion but also achieving better grades than comparable schools across New Zealand.

During his many visits the researcher felt that the ambience of the school was strikingly Māori. The buildings were very well kept and clean and

during the three years (2007 to 2009) that I visited the school I saw signs of growth and expansion. The students appeared to be well mannered and clean, their behaviour was not disorderly although while talking to them, some of them did reflect their humble backgrounds. The students on the whole had a positive attitude and they appeared to be proud of their heritage and their school. The teachers were all ethnic Māori, very enthusiastic, reasonably qualified and experienced and the Principal appeared to display outstanding leadership capability.

### **School C**

School C is a decile 8, single-sex boys-only school catering for Year 9 to 13 students. The school is experiencing continuous growth in its roll from 1,475 students in 2003 to 1,845 in 2008. The school also has a boarding hostel housing 126 students of which 45 are international students. The school has well maintained grounds and classrooms and is building a new gymnasium. Due to the large number of students and its increasing roll, the school can offer its students exceptional opportunities in sports, academic and cultural activities. School C has won a large number of sporting and cultural laurels such as the Mardi Cup. The students and staff of the school take pride in the achievement of their school. ERO in its review of the school in 2006 had focussed on student engagement in learning and commented that the school has a focus on engaging the students in their learning particularly for those students identified at risk. The school's NCEA results for all Māori and Pacific students is better than the national average of Māori and Pacific students but below that of Asian and NZ European students. Students in years 11 to 13 have the option to appear in selected papers of the CIE (Cambridge International Examination). In 2005 student performance in CIE was

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better than the global distribution of grades (Education Review Office, 2006a).

The school was awarded \$600,000 over four years by the MoE to help develop a program for gifted children in Rotorua and Hastings boys' high schools and six intermediate schools including Peachgrove Intermediate which is a feeder school to School C (Waikato Times, 2006, July 25).

The researcher in many of his visits to School C felt that the ambience of the school was professional and business like. It appeared to function like 'a well oiled machine'. The boys appeared very well behaved, orderly and disciplined, willing to assist any visitor. The school's facilities were well maintained and there was an air of optimism and growth. The school's display board by the road outside often reported academic, sports and cultural successes achieved by the school's students during the course of the academic year. The staff appeared to be very professional and positive and the Headmaster in interactions with the researcher was always confident, pragmatic and mature. She has declared her goal of making School C as one of the best schools in New Zealand. In order to achieve that goal the school appears to focus on providing its students opportunities and support in academics, sports, cultural activities and leadership skills.

### **School D**

School D is a decile 6 co-educational school catering for year 9 to 13 students (Ministry of Education, 2009a). Its roll appears to be stable for the years 2003 to 2008. Māori students are nearly a third of the school and the school charter states, "Our policies, practices and procedures will reflect the unique place

of Māori in Aotearoa New Zealand” thereby acknowledging Māori in the school. School D has developed over the last 65 years, it is the only secondary school in town and some of its students commute to school from as far as 50 miles from the school. The school has extensive grounds, Marae, well maintained classrooms and specialist facilities (that offer skills in different trades).

The 2007 ERO report indicates that NCEA level 1 achievement of the school's students has increased and is above the national average for schools of similar decile. The school administers tests to entering year 9 students to identify the learning support required by the incoming cohort of students. The school is participating in a number of initiatives such as the Te Kotahitanga project for improving Māori student academic achievement, as well as Information and Technology Clusters (ICT) to improve access of information technology for students. The school also has a Centre of Excellence that provides learning support for students at different stages of their learning journey at the school. ERO in its report in 2007 has suggested that the initiatives and strategies that teachers have successfully used in the classrooms needs to be formalised and applied consistently.

NZQA database shows that NCEA level 1 success rate of year 11 students in the school was 53.1 % as compared to 47.6 % which was the national average of similar decile schools. However, for NCEA level 2 success rates of year 12 students in the school was 16.7% as compared to the national average of 57.3%, for similar decile schools. Again, for NCEA level 3 success rates of year 13 students in the school was 54.5% as compared to 49.0% which was the national average of similar decile schools (New Zealand Qualifications Authority,

---

2008c). This indicates that the school's successes are above national averages in NCEA level 1 and 3 but below national averages in NCEA level 2, suggesting that school's student academic improvement initiatives and plans need to be formalised and applied uniformly to achieve results above national average consistently.

The researcher in his many visits to the school found the Principal was receptive to change and improvement in the school. The school had an ambience of order and smooth functioning. The place was tidy and free of any tagging or disorder. In the interactions with the students, the researcher felt that they were intelligent and bright; however some of them at times appeared to be less disciplined behaving in harmless disorderly conduct such as name calling.

## 8. Interview guide - teachers

### INTERVIEW GUIDE

#### **Administrative Details**

Date\_\_\_\_\_

Time\_\_\_\_\_

Venue\_\_\_\_\_Stakeholder\_\_\_\_\_

Respondent Code\_\_\_\_\_Position\_\_\_\_\_

Respondent Email\_\_\_\_\_

#### **Introductory Phase**

Hello I am Arshad A. Malik and would like to thank you for participating in this interview. I will be taking notes during the interview. If it's ok with you I will also be recording the interview to use as "backup" to the notes. The tapes will be erased at the end of this investigation.

Before commencing with the interview I have to draw your attention towards two documents.

Information sheet for participants  
Consent form for participants

I would request you to take a few minutes to go through it.

Now that you have finished reading, if you have any questions regarding any issue pertaining to the two documents that you have read I will be pleased to answer them. If you feel comfortable with the contents of the documents could you please give me your consent for this interview by signing the Consent Form.

Thank you for signing the Consent Form. I would once again emphasize that everything you tell us today will remain confidential i.e. you or your institution will not be identified in the research report. The interview could take about an hour (in order to confirm the participant's availability).

Please feel free to ask any questions as we go, you can refuse to answer any of my questions by stating "please move to the next question", or you may terminate the interview at any time. Have you got any questions?

---

[Record comments].....  
.....  
.....  
.....

1. How has been your day? (in order to check that no temporal incident introduces a bias in the data collected).

---

2. How do you see your role as a teacher at the school?

---

3. What are your objectives as a teacher at the school?

---

4. What are your expectations from the school as a teacher?

---

5. Is it correct then from your perspective as a teacher the school's performance can be evaluated on the basis of:

1. Treatment of teachers: To be valued, respected treated fairly and equitably w/o any discrimination.

2. Support for teachers: When they can't cope with kids, support from other staff members, emotional support, and other employees do their job and work as a team.

3. Opportunities: Career advancement for teachers, career options for teachers, encouragement for teachers to grow, learning new methods to teach, For students opportunities to have lots of experiences.

4. Resources: Financial adequacy, essential / adequate teaching resources, sharing of resources.

5. Safety for teachers: Safe working environment, emotional and physical safety, no abuse of teachers by students.

6. Students' characteristics: Wanting to learn, who come to class with learning tools, High expectations of academic and non-academic performance (social, sports, spiritual), High expectations of student behaviour.

7. Workload on Teachers: Small class size, manageable work load.

8. Management System of School: Acknowledges teachers / students work , Reports on students' work and behaviour, Feedback is holistic (spiritual, social, academic, and physical), Feedback both formal and informal, streaming of students, Disciplinary consequences for students, Appropriate places for students, Feedback is informal and formal. System setup to support students. Focus on sports not at cost of academics.

9. Environment (Atmosphere): Learning and teaching environment free of disruptions, sharing of resources, collegial atmosphere, nurturing environment, teachers and students go in one direction, the family spirit.

6. How can we measure.....?

- 1. Treatment of teachers
- 2. Support for teachers:
- 3. Opportunities
- 4. Resources
- 5. Safety for teachers
- 6. Students' characteristics
- 7. Workload on teachers

- 8. Management system of schools
- 9. Environment (Atmosphere)

7. If I understood you then that “ \_\_\_\_\_ ” can be measured by .....metrics or indicators?

---

---

8. As a teacher what is the importance of ..... to you?

---

---

9. How does the school's performance affect you as a teacher?

---

---

10. Can you tell me which other groups/entities can influence or are influenced by the performance of .....? (prompts may be required)

Teachers

Students

Parents and caregivers

MoE

ERO

BOT

Sponsors of school activities (Businesses, Corporations, Sports Waikato)

Universities

Alumnae

NZQA / NCEA

Neighbourhood residents

Real estate agents

Support staff

Community (present and prospective parents / students)

Employers (academic group)

Media

---

11. From the teachers perspective can you list the most important stakeholders of the school?

---

---

---

12. What teachers could do to support the performance of .....?

---

13. How can teachers adversely affect the performance of the school?

---

14. Currently how teachers are influencing the performance of.....?

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---

---

15. Do teachers as a stakeholder have some relationship with other stakeholders in order to influence performance of the school?

---

---

16. Can you please comment on the relationship of teachers and the school's management team (consisting of Principal, APs, and DPs)? (Prompts may be required)

---

---

---

17. From the teacher's perspective how is the school's management managing its performance? (Prompts may be required)

---

---

Those are all my questions for now. If there is a need to clarify some of the issues

I hope I can contact you in the future. Do you have any comments you want to add now.

---

## 9. Interview guide - parents

### INTERVIEW GUIDE

#### 1. Administrative Details

Date \_\_\_\_\_ Institution \_\_\_\_\_

Venue \_\_\_\_\_ Stakeholder \_\_\_\_\_

Time \_\_\_\_\_

Respondent Code \_\_\_\_\_

Names \_\_\_\_\_

#### 2. Introductory Phase

Hello I am Arshad A. Malik and would like to thank you for participating in this interview. I will be taking notes during the interview. If it's ok with you I will also be recording the interview to use as "backup" to the notes. The tapes will be erased at the end of this investigation.

Before commencing with the interview I have to draw your attention towards two documents.

1. Information sheet for participants
2. Consent form for participants

I would request you to take a few minutes to go through it.

Now that you have finished reading, if you have any questions regarding any issue pertaining to the two documents that you have read I will be pleased to answer them. If you feel comfortable with the contents of the documents could you please give me your consent for this interview by signing the Consent Form.

Thank you for signing the Consent Form. I would once again emphasize that everything you tell us today will remain confidential i.e. you or your institution will not be identified in the research report. The interview could take about an hour (in order to confirm the participant's availability).

Please feel free to ask any questions as we go, you can refuse to answer any of my questions by stating "please move to the next question", or you may terminate the interview at any time. Have you got any questions?

[Record comments].....  
.....  
.....

1. How has been your day? (in order to check that no temporal incident introduces a bias in the data collected).

---

---

2. What is the name of your child?

---

---

3. In which year he/she is studying and how long has she/he been at school?

---

---

4. How do you see your role as a parent of a secondary school student?

---

---

5. As a parent what are your objectives for your child at the school?

---

---

6. What are your expectations from the school in order to achieve those objectives?

---

---

7. Is it correct then from your perspective as a parent the school's performance can be measured on the basis of:

Communications

Safety

Nurturing environment

Streaming of classes

Achieve academically

Social events

Behaviour / Attitude of students

Support / Counselling

Expertise of teachers

Discipline

Resources / costs

8. What indicators can measure the performance factor..... of the school?

---

---

9. As a parent what is the importance of the schools' performance to you?

---

---

10. Which performance factor is of the highest significance for you?

---

---

11. How does the school's performance affect you as a parent?

---

---

12. Can you tell me which other groups/entities can influence or are influenced by the performance of .....? (prompts may be required)

- Teachers
- Students
- Parents and caregivers
- MoE
- ERO
- BOT
- Sponsors of school activities (Businesses, Corporations, Sports Waikato)
- Universities Alumnae
- NZQA / NCEA Neighbourhood residents
- Real estate agents Support staff
- Community (present and prospective parents / students)
- Employers (academic group)
- Media

13. Which individuals / entities may be influenced by the schools' performance in addition to parents (prompts may be required)?

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---

---

14. Is it correct then that in addition to parents.....also affect or are affected by the performance of the school?

---

---

15. From the parents' perspective who are the most important stakeholders of the school?

---

---

16. What parents could do to support the performance of the school?

---

---

---

17. How can parents adversely affect the performance of the school?

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---

---

18. What do you think should the school do in case parents are adversely affecting the performance of the school?

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---

---

19. Do parents as a stakeholder have some relationship with other stakeholders in order to influence the performance of the school?

---

---

---

20. Who is in the school's management team? (Prompts may be required)

---

---

---

Those are all my questions for now. If there is a need to clarify some of the issues I hope I can contact you in the future. Do you have any comments you want to add now.

## 10. Quantitative questionnaire

The purpose of this research is to identify the key stakeholders of State secondary schools. The schools' stakeholders will be identified on the basis of your response to four of their attributes — Power, Legitimacy, Urgency (exigency) and Salience (importance / significance). No company or organisation is sponsoring or funding the research.

I, Arshad Ashfaque Malik am undertaking this investigation as part of the requirements of the PhD program at the University of Waikato. I can be contacted on email at [aam5@waikato.ac.nz](mailto:aam5@waikato.ac.nz). The research is being supervised by Professor Dr. Howard Davey, Co-Chairperson Department of Accounting, of The Waikato Management School. He can be contacted on email at [hdavey@mngt.waikato.ac.nz](mailto:hdavey@mngt.waikato.ac.nz) and Associate Professor Dr. Martin Kelly of the Department of Accounting of The Waikato Management School. He can be contacted on email at [KELLY@mngt.waikato.ac.nz](mailto:KELLY@mngt.waikato.ac.nz)

All responses are confidential and you as a respondent will not be identifiable in any way. Completing this questionnaire will be considered as willing consent by the respondent to answer the questions posed in the questionnaire.

### 1. General information

Please tick what is applicable to you.

Are you a:

Principal / Headmaster

Vice Principal / Deputy Headmaster

Faculty Head / Department Head

Dean

Others

Please Specify \_\_\_\_\_

## 2. Stakeholder power

Schools' stakeholders have power to influence the schools' management based on their expectations of performance by the school.

**In your opinion, to what extent do the following schools' stakeholders influence the school's management?**

Please circle the number that best represents your opinion:

1 = Extremely Weak

2 = Very Weak

3 = Weak

4 = Neutral

5 = Powerful

6 = Very Powerful

7 = Extremely Powerful

0 = No opinion / Not applicable

IMPORTANT STAKEHOLDER GROUPS	Extremely Weak	Very Weak	Weak	Neutral	Powerful	Very Powerful	Extremely Powerful	No Opinion / Not Applicable
1. Students	1	2	3	4	5	6	7	0
2. Teachers	1	2	3	4	5	6	7	0
3. Parents	1	2	3	4	5	6	7	0
4. Community	1	2	3	4	5	6	7	0
5. MoE ( Ministry of Education)	1	2	3	4	5	6	7	0
6. ERO (Education Review Office)	1	2	3	4	5	6	7	0
7. NZQA (New Zealand Qualifications Authority)	1	2	3	4	5	6	7	0
8. BOT ( Board of Trustees)	1	2	3	4	5	6	7	0
9. Employer of students	1	2	3	4	5	6	7	0
10. Contributory Schools	1	2	3	4	5	6	7	0
11. School's Support Staff	1	2	3	4	5	6	7	0
12. School's Management	1	2	3	4	5	6	7	0
13. Media	1	2	3	4	5	6	7	0
14. PPTA (Post Primary Teachers' Association)	1	2	3	4	5	6	7	0
15. NZSPC (NZ Secondary Principals' Council)	1	2	3	4	5	6	7	0

### 3. Stakeholder legitimacy

**In your opinion, with respect to the school's performance, how legitimate are the expectations of the following groups from the school's management?**

Please circle the number that best reflects your opinion.

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1 = Extremely Inappropriate | 5 = Appropriate                 |
| 2 = Very Inappropriate      | 6 = Very Appropriate            |
| 3 = Inappropriate           | 7 = Extremely Appropriate       |
| 4 = Neutral                 | 0 = No opinion / Not applicable |

IMPORTANT STAKEHOLDER GROUPS	Extremely Inappropriate	Very Inappropriate	Inappropriate	Neutral	Appropriate	Very Appropriate	Extremely Appropriate	No Opinion / Not Applicable
1. Students	1	2	3	4	5	6	7	0
2. Teachers	1	2	3	4	5	6	7	0
3. Parents	1	2	3	4	5	6	7	0
4. Community	1	2	3	4	5	6	7	0
5. MoE ( Ministry of Education)	1	2	3	4	5	6	7	0
6. ERO (Education Review Office)	1	2	3	4	5	6	7	0
7. NZQA (New Zealand Qualifications Authority)	1	2	3	4	5	6	7	0
8. BOT ( Board of Trustees)	1	2	3	4	5	6	7	0
9. Employer of students	1	2	3	4	5	6	7	0
10. Contributory Schools	1	2	3	4	5	6	7	0
11. School's Support Staff	1	2	3	4	5	6	7	0
12. School's Management	1	2	3	4	5	6	7	0
13. Media	1	2	3	4	5	6	7	0
14. PPTA (Post Primary Teachers' Association)	1	2	3	4	5	6	7	0
15. NZSPC (NZ Secondary Principals' Council)	1	2	3	4	5	6	7	0

#### 4. Stakeholder urgency (exigency)

School's stakeholders attach importance and urgency to their claims on the school's management. This claim is based on their expectations of performance by the school.

**In your opinion, how much importance and urgency do the following stakeholder groups attach to their claims relating to the school's performance?**

- 1 = Extremely Unimportant and Trivial      5 = Important and Urgent  
 2 = Very Unimportant and Trivial          6 = Very Important and Urgent  
 3 = Neither Important nor Urgent          7 = Extremely Important and Urgent  
 4 = Neutral                                      0 = No opinion / Not applicable

IMPORTANT STAKEHOLDER GROUPS	Extremely Unimportant and Trivial	Very Unimportant and Trivial	Neither Important nor Urgent	Neutral	Important and Urgent	Very Important and Urgent	Extremely Important and Urgent	No Opinion/ Not Applicable
1. Students	1	2	3	4	5	6	7	0
2. Teachers	1	2	3	4	5	6	7	0
3. Parents	1	2	3	4	5	6	7	0
4. Community	1	2	3	4	5	6	7	0
5. MoE ( Ministry of Education)	1	2	3	4	5	6	7	0
6. ERO (Education Review Office)	1	2	3	4	5	6	7	0
7. NZQA (New Zealand Qualifications)	1	2	3	4	5	6	7	0
8. BOT ( Board of Trustees)	1	2	3	4	5	6	7	0
9. Employer of students	1	2	3	4	5	6	7	0
10. Contributory Schools	1	2	3	4	5	6	7	0
11. School's Support Staff	1	2	3	4	5	6	7	0
12. School's Management	1	2	3	4	5	6	7	0
13. Media	1	2	3	4	5	6	7	0
14. PPTA (Post Primary Teachers' Association)	1	2	3	4	5	6	7	0
15. NZSPC (NZ Secondary Principals' Council)	1	2	3	4	5	6	7	0

## 5. Stakeholder salience (importance / significance)

School's stakeholders make claims on the school's management based on their expectations of performance by the school.

**In your opinion, how much attention, time and priority is accorded by the school's management team to such claims made by the following groups?**

Please circle the number that best represents your opinion:

**1** = Extremely Low

**2** = Very Low

**3** = Low

**4** = Average

**5** = High

**6** = Very High

**7** = Extremely High

**0** = No opinion / Not applicable

<b>IMPORTANT STAKEHOLDER GROUPS</b>	<b>Extremely Low</b>	<b>Very Low</b>	<b>Low</b>	<b>Average</b>	<b>High</b>	<b>Very High</b>	<b>Extremely High</b>	<b>No Opinion / Not Applicable</b>
<b>1. Students</b>	1	2	3	4	5	6	7	0
<b>2. Teachers</b>	1	2	3	4	5	6	7	0
<b>3. Parents</b>	1	2	3	4	5	6	7	0
<b>4. Community</b>	1	2	3	4	5	6	7	0
<b>5. MoE ( Ministry of Education)</b>	1	2	3	4	5	6	7	0
<b>6. ERO (Education Review Office)</b>	1	2	3	4	5	6	7	0
<b>7. NZQA (New Zealand Qualifications Authority)</b>	1	2	3	4	5	6	7	0
<b>8. BOT ( Board of Trustees)</b>	1	2	3	4	5	6	7	0
<b>9. Employer of students</b>	1	2	3	4	5	6	7	0
<b>10. Contributory Schools</b>	1	2	3	4	5	6	7	0
<b>11. School's Support Staff</b>	1	2	3	4	5	6	7	0
<b>12. School's Management</b>	1	2	3	4	5	6	7	0
<b>13. Media</b>	1	2	3	4	5	6	7	0
<b>14. PPTA (Post Primary Teachers' Association)</b>	1	2	3	4	5	6	7	0
<b>15. NZSPC (NZ Secondary Principals' Council)</b>	1	2	3	4	5	6	7	0

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## 11. Codes for analyzing – teachers' data

NVivo revision 2.0.163 Licensee: Waikato Management School

Project: STAKEHOLDER TEACHERS

User: Administrator Date: 11/09/2007 - 3:00:20 p.m.

CODE LISTINGS

Number of Codes: 54

### 1. Atmosphere at school

Description:

It contains information about the environment and the atmosphere of the school as perceived by the schools' teachers.

### 2 BOT

Description:

This node contains information about the Board of Trustees from the perspective of the teachers.

### 3 Clarity of goals, process, roles

Description:

This node contains information on clarity of objectives, expectations and processes in order to achieve them from the perspective of teachers

### 4 Class Size

Description:

This node contains information on the views of the teachers on the implications of class size.

### 5 Competitive Behaviour

Description:

This node contains information on those behaviour of teachers that would prevent or help to prevent the schools' to improve their performance.

### 6 Cooperative Behaviour

Description:

This node contains information that lists the behaviour of teachers that would help the schools in order to improve their performance.

### 7 Current Behaviour

Description:

This node contains information on the actual or observed behaviour of teachers. It specifically describes the current state of relationship between the teachers and the schools on the issue of performance of schools from the teachers' perspective.

## 8 Employers of students

### Description:

This node contains information about the employers of the students of secondary schools and their expectations from the school as seen from the teachers' perspective.

## 9 ERO

### Description:

This node contains information on the ERO and how it is viewed by the teachers in terms of improving / measuring performance of schools.

## 10 Expectation from students

### Description:

This node contains information on expectation of teachers from students

## 11 Expectations from Management

### Description:

This node contains information about the expectations of teachers from the schools' management in particular the principal.

## 12 Expectations from Parents

### Description:

This node contains expectations of teachers from parents.

## 13 Financial Benefits

### Description:

This node contains information about the financial benefit provided to school teachers and its affect on the performance of schools as viewed by the teachers.

## 14 Indicator Atmosphere

### Description:

This node contains a list of the indicators that could be used to measure the atmosphere (environment) of schools in terms of its impact or influence on the schools' performance.

## 15 Indicator for students

### Description:

This node contains information about indicators that may be used to identify whether a student wants to learn.

## 16. Indicator for treatment of teachers

### Description:

This node contains information about a list of indicators that maybe used to measure whether teachers are treated fairly by the schools from the teachers' perspective.

## 17. Indicator Opportunity for students

### Description:

This node contains information about the metrics that may be used to measure the opportunities that schools provide to their students from the teachers perspective.

#### 18. Indicator Opportunity for Teachers

Description:

This node contains information about opportunities that schools provide or teachers expect from schools.

#### 19. Indicator Resources

Description:

This node contains information about metrics that may be used to measure resources available to teachers in schools

#### 20 Indicator Safety

Description:

This node contains information that indicates metrics that may be used to measure safety in schools from the perspective of the schools' teachers.

#### 21. Indicator Support for teachers

Description:

#### 22. Indicator Systems

Description:

This node contains information on the metrics that might be used to measure the performance of schools' system.

#### 23. Indicator Workload

Description:

This node contains information about indicators that may be used to measure workload of teachers in secondary schools of NZ.

#### 24. Interview Context

Description:

This node contains information about the environmental context of the respondents immediately before being interviewed. So as to establish that the interview is not unduly influenced by any event or situation that may have occurred shortly before the interview. In addition to this temporal context it also contains information about the background of the school and the community that it serves such as students, teachers, and parents.

#### 25 Key Stakeholders

Description:

The important stakeholders that can influence or are influenced by the school's performance from the teachers' perspective

#### 26 Management Systems

Description:

This node contains information on the characteristics of the schools' management system as expected and perceived by the teachers

#### 27 Management Team

Description:

This node contains information about the management team of the school.

### 28 Media

#### Description:

This node contains info on the affect the media has on the performance of the school

### 29 MoE

#### Description:

This node contains information from the teachers' perspective.

### 30 NZQA ~ NCEA

#### Description:

This node contains information about NZQA and NCEA from the teachers' perspective.

### 31 Objectives

#### Description:

This node contains information on the objectives of teachers in state secondary schools of New Zealand from the teachers' perspective.

### 32 Opportunities for students

#### Description:

This node contains information about the opportunities that the teachers expect the schools to provide for their students.

### 33. Opportunities for teachers

#### Description:

This node contains information about the opportunities that teachers expect the schools to provide from them.

### 34. Other Stakeholders

#### Description:

This node contains information about "other stakeholders" of the schools from the teachers' perspective.

### 35. Parents and caregivers

#### Description:

This node contains information about parents and caregivers from the teachers' perspective.

### 36. Performance Factors

#### Description:

These are the expectations of the teachers from the school that were expressed by the respondent without any prompt.

### 37. Performance Factors Summary

#### Description:

This node contains the summary of the performance factors from the teachers' perspective as understood by the researcher and confirmed by the respondent after the respondent recalled the performance factors on his/her own and after the prompts provided by the researcher.

38. Relativity of expectations

Description:

This node contains data about the temporal and contextual nature of teachers' expectations

39. Residents of the area

Description:

This node contains information about the "residents" of the area in which the schools are located from the perspective of the teachers.

40. Resources

Description:

This node contains information about the resources required by schools from the teachers' perspective.

41. Safety

Description:

This node contains all the information about the issues of safety in schools from the teachers' perspective.

42. School's performance

Description:

Belief of the teachers about the school's performance

43. Sponsors

Description:

This node contains information on school's sponsors

44. Stakeholder Relationships

Description:

This node contains information on the relationship of the schools' stakeholders as perceived by the teachers.

45. Stakes

Description:

This node contains information on the stakes of teachers as stakeholders in schools as perceived by them.

46. Streaming of students

Description:

This node contains information on the streaming of students based on their academic performance as perceived by teachers.

47. Student Performance

Description:

This codes contains information about the factors that may influence student performance

48. Students

Description:

This node contains information on the type of students that teachers like to have in their class and the characteristics of the students that they have now in class.

49. Support for teachers

Description:

This node contains information on the support that is provided to teachers in order that they may achieve their objectives.

50. Support Staff

Description:

This node contains information on the schools' support staff as perceived by the teachers of the school.

51. Teacher Acknowledgement

Description:

This node contains information that lists the metrics that maybe used to measure whether schools are acknowledging their teachers efforts / success.

52. Teachers' Role

Description:

This node contains information on the role of teachers in the school as perceived by the teachers.

53. Treatment of teachers

Description:

This node contains information on the expectations that teachers have of the way they should be treated by the school.

54. Workload

Description:

This node contains information on the workload of teachers in the school

## 12. Codes for analyzing – parents' data

NVivo revision 2.0.163 Licensee: UoW User

Project: STAKEHOLDERS PARENTS 2 User: Administrator Date: 20/07/2010 - 12:26:01 p.m.

NODE LISTING

Nodes in Set: All Nodes

Created: 24/03/2010 - 10:14:17 a.m.

Modified: 24/03/2010 - 10:14:17 a.m.

Number of Nodes: 43

1 Changes in opportunities at school

Description:

This node contains information about the changes in opportunities at schools as perceived by parents.

2 Changes in role of parents

Description:

This node contains information about the changes that parents encounter in their role while raising their children.

3 Changes in schools' context

4 Interview Context

Description:

This node contains information about the context of the interview.

5 KPF Affordability

Description:

This node contains information about low cost from schools as expected by the parents.

6 KPF Changes In Child Behaviour

7 KPF Communication

Description:

This node contains information about parents' expectations of the school contacting them promptly if there are issues with their children.

8 KPF Discipline

Description:

This node contains information about parents' expectations of discipline at school.

9 KPF Educational Achievement

Description:

This node contains information about parents' expectations about educational achievement of their children from the school.

10 KPF Fire Child's Passion

Description:

This node contains information on parents' expectations about identification and development of child's passion by the school.

11 KPF Happy

Description:

This node contains information about parents' expectations that their child is happy at school.

12 KPF Non Curricular Achievement

13 KPF Nurturing Environment

Description:

This node contains information about parents' expectations of a nurturing environment at schools.

14 KPF Opportunities for Students

Description:

This node contains information of parents' expectations about opportunities for students at schools.

15 KPF Pride of Student

Description:

This node provides information about parents' expectations that schools can generate self confidence and pride in the students.

16 KPF Quality of Facility

Description:

This node contains information about parents' expectations from the schools about providing clean and good quality facilities.

17 KPF Quality Teachers

Description:

This node contains information about parents' expectations that the school provide quality teachers.

18 KPF Resources

Description:

This node contains information about parents' expectations of resources in schools.

19 KPF Safety

Description:

This node contains information about Parents' expectations of safety from schools.

20 KPF Single-sex schools

21 KPF Socialising

Description:

This node contains information about socialising of students as expected by their parents

22 KPF Summary

23 KPF Support

Description:

This node contains information about parents' expectations from the school to support students holistically (also in case where parents are not performing their role as parents vis a vis the student).

24 KPI Communicate

Description:

This node has information about the KPI contact from the parents' perspective.

25 KPI Discipline

Description:

This node contains information about the KPI Discipline from the parents' perspective

26 KPI Educational Achievement

Description:

This node contains information about indicators that may reflect the status of Educational Achievement of students at school.

27 KPI Happy

Description:

This node contains information about indicators that from the parents' perspective reflect that the child is happy at school.

28 KPI Nurturing Environment

Description:

This node contains information about indicators that may reflect the status of schools' environment from the parents' perspective.

29 KPI Pride of Student

30 KPI Quality Teachers

Description:

This node contains information about indicators that may reflect on the quality of teachers at school from the parents' perspective.

31 KPI Safety

Description:

This node contains indicators that may reflect on the status of safety at school from the parents' perspective.

32 KPI Self Esteem

33 KPI Socialising

34 KPI Support

35 Management

Description:

This code contains data about who are part of the management of the school from the perspective of the parents.

36 Objectives of parents

Description:

This node contains information about the objectives that parents have while educating their children.

37 Performance of schools

Description:

This node contains information about the performance of the schools as perceived by the parents.

38 Relationship with parents

Description:

This node contains information about the schools' relationship with parents.

39 Role of Parents

Description:

This node contains information about the role of parents in educating their children as perceived by the parents.

40 Schools Core

41 Schools' Tradition

42 Stakeholders

Description:

This code contains information about the schools' stakeholders from the perspective of the parents.

43 Stakes of Parents

Description:

This node indicates the stakes that parents have in the performance of the school.

### 13. Details of teachers' KPIs

The following tables that list the KPIs obtained from the 16 teachers for the seven core KPFs of teachers.

**Table 13.1** KPIs for the KPF: Atmosphere at School

1 #	2 Key Stakeholders 'Teachers'	3 Reference of KPIs	4 KPIs for the KPF 'Atmosphere at School'
1.	Bollard (2)	a b	Smile on faces of teachers, students, staff and Principal. Greeting of visitors by Principal and teachers
2.	Daniel (2)	c d	Teachers turnover rate Number of assemblies to inform staff and students about happenings
3.	David (1)	d	Number of time people reported that they were unsafe or offended.
4.	Dolly (3)	e f g	Number of sick leaves not taken by teachers Absence of cliques Friendly and chatty faces in staff room
5.	Jackie (5)	h h i j e	Friendly interaction between teachers and students No us and them between teachers and students Humour in staff meetings Sense of having some input into staff meetings Number of sick leave taken by staff
6.	Jason (2)	k l	Lack of ongoing conflict between students. Lack of ongoing conflict between teachers.
7.	Jill (4)	m n i o	No reserved sitting place for anyone in staff room Number of social activities Sense of humour among staff Care expressed in meetings upon bereavement or untoward happenings to staff or their extended family
8.	Jacob (3)	p q q	Absence of fights among students Students greeting teachers outside classroom Students talking to teachers outside the classroom
9.	Jack (2)	r s	Number of teachers complaining and moaning Number of students leaving school without qualifications
10.	John (5)	t  u b v w	Number of visitors seeking assistance guided / helped by students Number of Graffiti in school Number of teachers / staff asking visitors for assistance Physical attractiveness of the school's facilities Number of truants brought back to school
11.	Judy (4)	x q  t  y	Number of staff who had relationships beyond the school Number of students saying hello / or wishing teacher outside class Number of students willing to guide a visitor (stranger) in school Number of students calling names to one another
12.	Kate (3)	z  c e	Number of staff scared to speak freely in staffroom or to management Staff turnover Number of sick days of staff
13.	Raymond (2)	f e	Cliques among staff Number of sick days
14.	Rozy (1)	d	Number of written complaints by teachers
15.	Sally (2)	c aa	Staff turnover Systems performance to meet teacher requirements
16.	Tom (3)	ab o z	Acceptance of Māori cultural practices such as Powhiri Teachers consider one another as part of a family Freedom to express freely at staff meetings
	<b>Total KPIs = 44</b>	<b>28</b>	

**Table 13.2** KPIs for the KPF: Roles and Goals

<b>1 #</b>	<b>2 Key Stake holders 'Teachers'</b>	<b>3 Reference of KPIs</b>	<b>4 KPIs for the KPF 'Roles and Goals'</b>
1.	Bollard (2)	<b>a</b> <b>b</b>	Setting up a benchmark for students. 15 plus credits at NCEA
2.	Daniel (2)	<b>c</b> <b>d</b>	Pass rates at NCEA Pass rates in junior subjects
3.	David (1)	<b>e</b>	Comparison of school's academic achievement with same decile schools nationally.
4.	Dolly (1)	<b>f</b>	Number of class missed for sports by each student.
5.	Jackie (2)	<b>g</b> <b>h</b>	Retention rates for year 9, 10 and 11 students. Attendance rates for year 9, 10 and 11 students.
6.	Jason (1)	<b>i</b>	Job induction procedures
7.	Jill (2)	<b>j</b> <b>k</b>	Number of top scholarships/awards obtained. Academic results of students.
8.	Jacob (2)	<b>k</b> <b>l</b>	Academic results of students. Number of sporting events won.
9.	Jack (1)	<b>m</b>	Job descriptions for staff at school.
10.	John (1)	<b>n</b>	Number of students who get jobs after leaving school.
11.	Judy (3)	<b>o</b> <b>p</b> <b>k</b>	Attendance rate of students Completion rate of students Academic results of students
12.	Kate (1)	<b>b</b>	15 plus credits at NCEA
13.	Raymond (1)	<b>q</b>	Number of students who have learnt Te Reo to a high calibre
14.	Rozy (2)	<b>r</b> <b>s</b>	Happiness of staff Clarity of staff on the boundaries and expectations of school from them
15.	Sally (2)	<b>t</b> <b>u</b>	Guidelines for teachers from BOT and principal. Process for teachers to contribute in development of the guidelines.
16.	Tom (1)	<b>v</b>	Students come out as better citizens of the Māori community.
	<b>Total KPIs (25)</b>	<b>22</b>	

**Table 13.3** KPIs for the KPF: Management System

<b>1 #</b>	<b>2 Teachers</b>	<b>3 Referenc e of KPIs</b>	<b>4 KPIs for the KPF 'Management System'</b>
1.	<b>Bollard (2)</b>	<b>a b</b>	Existence of Deans. Report (newsletter) to parents.
2.	<b>Daniel (1)</b>	<b>b</b>	Report to parents
3.	<b>David (4)</b>	<b>c d e f</b>	Procedures for performance review of teachers Time spent on administrative and disciplining children Open door policy of management Academic performance of students
4.	<b>Jackie (1)</b>	<b>g</b>	Number of changes in a year to the system.
5.	<b>Jason (4)</b>	<b>h i c j</b>	Documentation of system Job induction procedures Teachers' appraisal Reporting systems to parents
6.	<b>Jill (1)</b>	<b>k</b>	Focus of the teachers' appraisal is it on professional growth or punitive.
7.	<b>Jack (2)</b>	<b>l m</b>	Number of procedures and documents. Time spent in teaching
8.	<b>John (1)</b>	<b>n</b>	Complaining or moaning by teachers.
9.	<b>Judy (4)</b>	<b>o p q r</b>	Procedures driven by senior management Procedures followed through Response time of procedures for teacher Procedures exist and meet needs of teachers
10.	<b>Kate (2)</b>	<b>s t</b>	Procedures for student discipline Procedures for teachers' safety
11.	<b>Rozy (2)</b>	<b>u v</b>	Clarity of staff Events taking place in predetermined sequence
12.	<b>Raymond (3)</b>	<b>f w x</b>	Academic achievement of students Health of teachers Number of surprises faced by teachers
13.	<b>Sally (3)</b>	<b>t q y</b>	Existence of safety device for teachers Response time for procedures Rate of change (for curriculum 1 per 3 years, for others maybe 1 in 6 months)
14.	<b>Tom (3)</b>	<b>t z h</b>	Existence of procedures for safety of teachers Annual upgrade of procedures Evidence of documentation of procedures
<b>Total KPIs</b>	<b>33</b>	<b>26</b>	

**Table 13.4** KPIs for the KPF: Support for Teachers

<b>1 #</b>	<b>2 Key Stakeholders 'Teachers'</b>	<b>3 Reference of KPIs</b>	<b>4 KPIs for the KPF 'Support for Teachers'</b>
1.	Bollard (2)	<b>a</b> <b>b</b>	Number of times lessons are disrupted by kids. Existence of support procedures.
2.	Daniel (2)	<b>c</b> <b>d</b>	Number of Deans present. Documentation of procedures.
3.	David (2)	<b>e</b> <b>f</b>	Existence of PRT Monitors <sup>146</sup> Procedures exist for HOD to support teachers
4.	Jackie (3)	<b>b</b> <b>d</b> <b>g</b>	Existence of support procedures (e.g. Red Card) Documentation of procedures Communication of support procedures to all concerned.
5.	Jason (3)	<b>h</b> <b>i</b> <b>j</b>	Procedures for difficult students Procedures for rehabilitating difficult students Procedures for teachers to access peer for professional advice.
6.	Jill (3)	<b>h</b> <b>i</b> <b>k</b>	Procedures for disruptive students Procedures for rehabilitating disruptive students Procedures for obtaining emotional support for teachers.
7.	Jacob (2)	<b>l</b> <b>d</b>	Procedures are followed through Procedures are documented
8.	Jack (3)	<b>m</b>  <b>k</b>  <b>n</b>	Existence of procedures for professional support of teachers  Existence of procedures for emotional support of teachers  Existence of procedures for physical safety of teachers
9.	John (1)	<b>n</b>	Existence of procedures for safety of teachers.
10.	Judy (2)	<b>o</b> <b>p</b>	Presence of Specialist Teacher Presence of Literacy / Numeric Specialist
11.	Kate (2)	<b>h</b> <b>c</b>	Procedures for disruptive students Presence of Deans
12.	Rozy (1)	<b>q</b>	Outcome for teachers when support was sought
13.	Raymond (2)	<b>r</b>  <b>q</b>	Procedure for leave planned / unplanned (e.g. Relief Box)  Outcome for teachers when support is sought.
14.	Sally (1)	<b>s</b>	Happy staff
15.	Tom (1)	<b>t</b>	Budget of PD (Professional Development)
<b>Total KPIs</b>	<b>30</b>	<b>20</b>	

<sup>146</sup> PRT (Provisional Registered Teachers' Group) is monitored by Deputy Principal in one of the schools.

**Table 13.5** KPIs for the KPF: Workload

<b>1 #</b>	<b>2 Teachers</b>	<b>3 Reference of KPIs</b>	<b>4 KPIs for the KPF 'Workload'</b>
1.	<b>Bollard (2)</b>	<b>a b</b>	The crowding of teachers' desks Number of deadlines
2.	<b>Daniel (2)</b>	<b>c d</b>	Number of assessments per period (week) Number of students per class
3.	<b>David (1)</b>	<b>e</b>	Number of forms filled in a period (term)
4.	<b>Dolly (1)</b>	<b>d</b>	Number of students per class
5.	<b>Jack (2)</b>	<b>f g</b>	Number of man hours Percentage of non-teaching man-hours
6.	<b>Jackie (1)</b>	<b>b</b>	Number of deadlines per period (week)
7.	<b>Jacob (2)</b>	<b>h f</b>	Teachers' griping (complain) about workload Number of man-hours per day
8.	<b>Jason (1)</b>	<b>i</b>	Looking run down due to workload
9.	<b>Jill (1)</b>	<b>j</b>	Number of non-contact hours
10.	<b>John (3)</b>	<b>k f b</b>	Calm and relaxed feeling Number of man-hours Deadlines
11.	<b>Judy (2)</b>	<b>d l</b>	Class-size Number of extra-curricular activities
12.	<b>Kate (2)</b>	<b>i m</b>	Feeling stressed Number (Inability) of deadlines missed
13.	<b>Raymond (4)</b>	<b>f n d l</b>	Number of man-hours Number of classes per teacher Number of students per class Number of extra-curricular activities per teacher
14.	<b>Rozy (1)</b>	<b>f</b>	Number of hours
15.	<b>Sally (3)</b>	<b>f o p</b>	Number of man-hours Number of changes in curriculum Number of changes in assessment
16.	<b>Tom (3)</b>	<b>n d f</b>	Number of classes per teacher Number of students Number of man-hours
<b>Total KPIs</b>	<b>(31)</b>	<b>(16)</b>	

**Table 13.6 KPIs for the KPF: Resources**

<b>1 #</b>	<b>2 Teachers</b>	<b>3 Reference of KPIs</b>	<b>4 KPIs for the KPF 'Resources'</b>
1.	<b>Bollard (5)</b>	<b>a b c d e</b>	Number of text books per student Facility for photocopying Number of computers per student Number of requisitions rejected \$ amount budgeted for resources
2.	<b>Daniel (6)</b>	<b>f c g h i d</b>	Number of students sharing text books Number of students with own computer Number of teaching materials Number of board markers Numbers of projectors Number of budget requisitions rejected
3.	<b>David (1)</b>	<b>e</b>	\$ amount of departmental budget
4.	<b>Dolly (8)</b>	<b>d a g c j k i l</b>	Number of requisitions turned down Number of text books Number of learning materials Number of computers Age of furniture Age of computers Overhead projectors per class Data projectors per class
5.	<b>Jack (4)</b>	<b>m n d e</b>	Space per student Chairs and Tables per student Number of requisitions turned down Budget for resources (in dollars)
6.	<b>Jackie (1)</b>	<b>e</b>	Budgeted resources (in dollar) per student
7.	<b>Jacob (4)</b>	<b>o p i q</b>	Warm classrooms Adequate whiteboard space Availability of projectors Availability of laptops
8.	<b>Jason (2)</b>	<b>r s</b>	Upgrading of resources Appropriate sharing of resources
9.	<b>Tom (1)</b>	<b>e</b>	Dollar size of budgets
10.	<b>Jill (6)</b>	<b>i a t l q u</b>	Overhead projectors per class Number of text books Number of TV Number of data projectors Number of laptops per teacher Status of library (number of books)
11.	<b>Judy (4)</b>	<b>e v j &amp; k s</b>	Departmental budgets (\$) for photocopying Budget (\$) for creating resources for students Age of basic school resources (furniture laptops etc) Sharing of resources such as computers
12.	<b>Kate (6)</b>	<b>w x y z o aa</b>	Property budget (\$) Maintenance budget (\$) Comfort of desks and chairs Good lightning in classroom Heating in classroom Clean classroom
13.	<b>Raymond (4)</b>	<b>n a ab e</b>	Number of Tables Number of Books Availability of stationary Budget (\$) for resources
14.	<b>Rozy (2)</b>	<b>ac ad</b>	Dollar amount of curriculum budgets Dollar amount of PD (Professional Development) budget
15.	<b>Sally (2)</b>	<b>e d</b>	Dollar size of budgets Number of requisitions accepted
<b>Total Number of KPIs</b>	<b>56</b>	<b>30</b>	

**Table 13.7** KPIs for the KPF: Safety

<b>1 #</b>	<b>2 Teachers</b>	<b>3 Referenc e of KPIs</b>	<b>4 KPIs for the KPF 'Safety'</b>
1.	<b>Bollard (2)</b>	<b>a b</b>	Number of reports about misbehaviour of students Number of police reports about students
2.	<b>Daniel (6)</b>	<b>c d e f</b>	Number of physical assaults on teachers Number of verbal attacks on teachers Existence of safety processes Effectiveness of safety processes
3.	<b>David (1)</b>	<b>g</b>	Large body size of teachers
4.	<b>Jack (4)</b>	<b>h i j k</b>	Secure rooms Maintained buildings Maintained furniture and fixture Procedures for managing unruly students
5.	<b>Jackie (1)</b>	<b>l</b>	Number of violent incidents by students against teachers in a given period
6.	<b>Jacob (1)</b>	<b>m</b>	Written procedures for managing allegations on teachers.
7.	<b>Jason (1)</b>	<b>n</b>	Processes known to all for managing unruly students.
8.	<b>Jill (9)</b>	<b>i j c d o p q r s</b>	Maintained buildings Maintained furniture and fixtures Number of instances of physical abuse of teachers Number of instances of verbal abuse of teachers Number of stand downs Number of suspensions Number of expulsions Number of students tested for drugs Number of students testing positive for drugs
9.	<b>John (1)</b>	<b>k</b>	Processes for managing unruly students
10.	<b>Judy (5)</b>	<b>e f t d l</b>	Existence of procedures for safety Effectiveness of safety procedures Managements' actions as their response to fix safety problems Number of verbal abuse of teachers by students Past incidents of physical and verbal abuse of teachers
11.	<b>Kate (6)</b>	<b>u v w x</b>	Safety procedures for verbal abuse Safety procedures for physical abuse Free expression of views by teachers in meetings Teachers' reluctance to teach a class
12.	<b>Raymond (2)</b>	<b>y c</b>	Turnover of teachers No physical abuse of teachers reported in last three years
13.	<b>Rozy (4)</b>	<b>e z f aa</b>	Existence of safety procedures (such as electronic bracelets) Number of incidents relating to safety Effectiveness of procedures Appraisal (periodic) of procedures
14.	<b>Sally (2)</b>	<b>z e</b>	Number of incidents relating to safety Procedures relating to safety
15.	<b>Tom (3)</b>	<b>e ab ac</b>	Procedures for safety Counselling support for teachers Relievers for teachers
	<b>46</b>	<b>29</b>	<b>Total Number of KPIs</b>

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## **14. Schools' traditional stakeholders**

In this investigation the schools' teachers, parents and caregivers, members of Boards of Trustees, students, principals, and officers of the MoE are considered as traditional stakeholders of State secondary schools of New Zealand.

Hodgen and Hipkins (2004) in their study to ascertain the status of secondary schools after the "Tomorrow's Schools" reforms in 1989, in New Zealand have considered the schools' principals, teachers members Boards of Trustees, and parents as the schools' stakeholders.

Moos, Mahony, and Reeves (2003), in their research on expectations from school leaders, that spanned four countries (Australia, Denmark, England and Scotland) have considered teachers, parents, governors (similar to members Boards of Trustees in New Zealand) and students as schools' stakeholders.

Pouloudi and Whitley, (1997) argue that traditional stakeholders of schools consist of the 'obvious' stakeholders, i.e., students, teachers, parents, and management. Since in New Zealand all State secondary schools are managed by BOT and owned by the government, which is represented by MoE the BOT and the MoE are also considered as traditional stakeholders of schools in this investigation.

## 15. Current KPFs of State secondary schools in New Zealand

The performance measurement system (PMS) of schools appears to have three components: 1) schools' self-review programme, 2) teachers' performance measurement, and 3) principals' performance measurement. The KPFs that reflect schools' expectations from teachers as advised by MoE (Ministry of Education, 1999a) are shown in Table 15.1 below:

**Table 15.1** *Expectations of schools from teachers (the MoE's perspective)*

<b>Component of PMS</b>	<b>KPFs</b>	<b>Explanation</b>
Teacher Performance Management	<p style="text-align: center;"><b>Professional Standards</b></p> <p>They describe the important knowledge, skills and attitudes that all teachers are expected to demonstrate in carrying out their roles.</p> <ul style="list-style-type: none"> <li>• Professional Knowledge</li> <li>• Professional Development</li> <li>• Teaching Techniques</li> <li>• Student Management</li> <li>• Motivation of Students</li> <li>• Te Reo me ōna Tikanga</li> <li>• Effective communication</li> <li>• Support for and co-operation with colleagues</li> <li>• Contribution to wider school activities</li> </ul>	
	<b>Development Objectives</b>	These are specific and unique to each teacher.
	<b>Other standard and objectives</b>	These are specific and unique to each teacher.
	<b>Job description (optional)</b>	

The KPFs that reflect teachers' expectations from schools as advised by MoE (Ministry of Education, 1999a) are shown in Table 15.2 below:

**Table 15.2** *Expectations of teachers from schools (the MoE's perspective)*

Component of PMS	KPFs	Explanation
Teacher Performance Management	<p style="text-align: center;"><b>Professional Development</b></p> <p>Professional development objectives can be tailored for each teacher based on their performance as assessed against the professional standards.</p> <ul style="list-style-type: none"> <li>• Formal study</li> <li>• Seminar/conference</li> <li>• Teaching time with peer</li> <li>• In service training</li> <li>• Motivation of Students</li> <li>• Guidance</li> <li>• Support</li> </ul>	These are specific and unique to each teacher.
	<p style="text-align: center;"><b>Reward</b></p> <p>Rewarding performance and achievements is an integral part of PMS. Professional standards are linked to teachers' pay progression and continue to apply even after a teacher has reached their base scale maximum.</p> <ul style="list-style-type: none"> <li>• Recognition</li> <li>• Registration (with NZTC*)</li> <li>• Career advancement</li> <li>• Pay progression</li> </ul>	These are specific and unique to each teacher.

\*NZTC is the acronym for New Zealand Teachers Council.

The KPFs that reflect expectations of the BOT from the schools' principals as advised by the MoE and the ERO (New Zealand Schools Trustee Association, 2007; Education Review Office, 2002; Ministry of Education, 1997b, 1998) are shown in Table 15.3 below:

**Table 15.3** *Expectations of the schools' Boards of Trustees from the Principals.*

<b>Component of PMS</b>	<b>KPFs</b>	<b>Explanation</b>
Principal Performance Management	<p style="text-align: center;"><b>Culture</b></p> <p>Provide professional leadership that focuses the school culture on enhancing learning and teaching.</p>	
	<p style="text-align: center;"><b>Pedagogy</b></p> <p>Create a learning environment in which there is an expectation that all students will experience success in learning.</p>	
	<p style="text-align: center;"><b>Systems</b></p> <p>Develop and use management systems to support and enhance student learning.</p>	
	<p style="text-align: center;"><b>Partnership and Networks</b></p> <p>Strengthen communication and relationships to enhance student learning.</p>	
	<p style="text-align: center;"><b>School's strategic and annual plans</b></p> <p>Objectives outlined in the school's strategic and annual plans.</p>	
	<p style="text-align: center;"><b>Partnership and Networks</b></p> <p>Strengthen communication and relationships to enhance student learning.</p>	
	<p style="text-align: center;"><b>Principal's job description</b></p> <p>Strengthen communication and relationships to enhance student learning</p>	

**Table 15.4** *Expectations of ERO and the MoE from the schools' Boards of Trustees.*

<b>Component of PMS</b>	<b>KPFs</b>	<b>Explanation</b>
Schools' self-review programme.	<p style="text-align: center;"><b>School governance</b></p> <p>School governance is providing the vision, direction and decisions that promote student learning – engagement, progress and achievement?</p>	
	<p style="text-align: center;"><b>Planning and policy</b></p> <p>Planning and policy clearly sets the direction for the education of the school's students.</p>	
	<p style="text-align: center;"><b>Setting strategies for development</b></p> <p>Strategies are established for the development of student participation and the development of more effective teaching programmes.</p>	
	<p style="text-align: center;"><b>Curriculum and programme development and delivery</b></p> <p>Teachers use preferred learning styles and settings that are suited the needs of students. Adapt their teaching styles to better suit the way students prefer to learn.</p>	
	<p style="text-align: center;"><b>Te reo Māori and tikanga Māori</b></p> <p>Māori students have opportunities to learn in and about their language and culture. Students are culturally knowledgeable and able to build on their skills to achieve personal and academic success.</p>	
	<p style="text-align: center;"><b>Human resources</b></p> <p>Staff have relevant skills and experience in providing education that is appropriate for students.</p>	
	<p style="text-align: center;"><b>School environment</b></p> <p>The school has facilities and practices that are compatible with the needs of the local community.</p>	
	<p style="text-align: center;"><b>Linking home community and school</b></p> <p>Teachers work closely with parents to achieve a high level of complementary educational expectations between home and school. There is extensive communication and co-operation between the school and the Māori community.</p>	

The KPFs that reflect expectations of the ERO and the MoE from the schools' BOT (Ministry of Education, 2010g; Education Review Office, 2010a) have been recommended by the ERO and the MoE to be made part of the schools' self-review process as shown in Table 15.4.

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## 16. Word Count

The word count for the thesis is detailed below:

### Summary

Total Gross words in thesis.....	144,140
Less:	
References.....	4,920
Appendices.....	14,176
Word count of tables <sup>147</sup> .....	48,251
Words in Thesis.....	76,793

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<sup>147</sup> For further details see page 518.

**Word Count of Tables**

<b>Table Number</b>	<b>Word Count</b>						
2.1	42	7.9	977	7.44	306	8.14	573
3.1	156	7.10	318	7.45	655	8.15	330
4.1	76	7.11	353	7.46	879	8.16	292
4.2	62	7.12	488	7.47	646	8.17	163
4.3	127	7.13	371	7.48	314	8.18	259
4.4	91	7.14	1170	7.49	169	8.19	229
4.5	396	7.15	789	7.50	392	8.20	230
4.6	364	7.16	383	7.51	293	8.21	161
4.7	61	7.17	1160	7.52	533	8.22	212
6.1	287	7.18	736	7.53	530	8.23	336
6.2	138	7.19	267	7.54	543	8.24	213
6.3	162	7.20	631	7.55	538	8.25	167
6.4	245	7.21	1128	7.56	257	8.26	225
6.5	208	7.22	388	7.57	451	8.27	730
6.6	222	7.23	1292	7.58	789	8.28	194
6.7	255	7.24	57	7.59	403	8.29	335
6.8	202	7.25	504	7.60	468	8.30	156
6.9	109	7.26	1131	7.61	792	8.31	266
6.10	267	7.27	387	7.62	407	9.1	142
6.11	175	7.28	1261	7.63	464	9.2	169
6.12	173	7.29	513	7.64	287	9.3	80
6.13	158	7.30	270	7.65	657	9.4	149
6.14	102	7.31	914	8.1	187		
6.15	98	7.32	267	8.2	334		<u>5,574</u>
6.16	100	7.33	535	8.3	437		
6.17	102	7.34	454	8.4	156		
6.18	120	7.35	146	8.5	242		
7.1	118	7.36	276	8.6	343		
7.2	143	7.37	543	8.7	351		
7.3	150	7.38	573	8.8	106		
7.4	350	7.39	236	8.9	187		
7.5	162	7.40	567	8.10	434		
7.6	821	7.41	646	8.11	420		
7.7	310	7.42	820	8.12	102		
7.8	360	7.43	637	8.13	214		
	<u>6,912</u>		<u>21,188</u>		<u>14,577</u>	Closing Balance	<u>48,251</u>