



PANAGIOTIS S. SOULANDROS

THE NATIONAL PROFESSIONAL QUALIFICATION FOR HEADSHIP

The example of United Kingdom



ΕΚΔΟΣΕΙΣ
ΔΕΔΕΒΕΣΗ

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**THE NATIONAL PROFESSIONAL
QUALIFICATION FOR HEADSHIP**
The example of United Kingdom

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Panagiotis S. Soulandros, MEd
Headteacher
e-mail: soulandros@sch.gr

Καλλιτεχνική επιμέλεια / Σελιδοποίηση
Αφοί Α. Δεδεβέση Ο.Ε.

Εκδόσεις ΔΕΔΕΒΕΣΗ
Ινάχου 172, 212 31 Άργος
τηλ. 27510 62012
e-mail: info@dedeveis.gr
www.dedeveis.gr

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Απαγορεύεται η ολική ή μερική αναδημοσίευση του περιεχομένου αυτού του βιβλίου, καθώς και η με οποιοδήποτε μέσο ηλεκτρονικό, φωτοτυπικό, κ.τ.λ. αναπαραγωγή χωρίς την άδεια του συγγραφέα. (Ν. 2121/93 και διεθνείς συμβάσεις περι πνευματικής ιδιοκτησίας).

Dedicated to my father,
Sotiris

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ABBREVIATIONS

DES: Department of Education and Science.

DfCSF: Department for Children Schools and Families.

DfEE: Department for Education and Employment.

DfES: Department for Education and Skills.

ESDD: Ethniki Sxoli Dimosias Dioikisis, NSPA: National School of Public Administration, Greece.

HEADLAMP: Head teachers' Leadership and Management Programme.

HIP: Head teachers' Induction Programme.

HMI: Her Majesty's Inspectorate.

ICT: Information and Communication Technologies.

ILEA: Inner London Education Authority.

LEA: Local Education Authority.

LPSH: Leadership Programme for Serving Head teachers.

NCSL: National College for School Leadership.

NDC: National Development Centre.

NPQH: National Professional Qualification for Headship.

NUT: National Union of Teachers.

OfSTED: Office for Standards in Education.

SMTF: School Management Task Force.

TTA: Teacher Training Agency.

ΠΥΣΠΕ: Περιφερειακό Υπηρεσιακό Συμβούλιο Πρωτοβάθμιας Εκπαίδευσης (PYSPE: Perifereiako Ypiresiako Symbolio Protobathmias Ekpaideysis, District Council of Primary Education).

ΦΕΚ: Φύλλο Εφημερίδας της Κυβέρνησης (FEK: Fyllo Efimeridas tiw Kybernisis, Governments Paper; where governments' laws and regulations should be published in order to be in effect afterwards).

PREFACE

The National Professional Qualification for Headship (NPQH), was originally established by the Teacher Training Agency (TTA) in 1997, but later, in 1997, the responsibility for the programme transferred to the DfEE, when the content and delivery of the programme was reviewed.

The early consultations on the proposed National Standards for Head teachers were based on a model which was already centrally determined. The National Standards for Head teachers define the knowledge, understanding, skills and attributes required for the key tasks of headship. They underpin the training and assessment for the National Professional Qualification for Headship (NPQH). The standards have been developed in consultation with teachers, head teachers, professional and subject associations, LEAs, Higher Education Institutions and others both inside and outside education.

Following my personal interest in Headship I designed and carried out, a small-scale survey that was conducted in three major cities of South-West of England. A postal questionnaire was sent to deputy head teachers in primary schools followed by head teachers' interviews in UK and in Greece. The emphasis remained within the deputy head teachers.

Chapter 1 : Introduction

1.1 The aims of the research

The prime purpose of this research book is to delve into the deputy heads' views/opinions about the introduction of NPQH programme. The reason I chose to look into this topic is my individual interest in headship, as I was the head teacher in a supplementary mother tongue school in Bristol, United Kingdom from 2003-2009 and currently I am the deputy head teacher in a public school in Greece. Secondly, the fact, that mostly previous studies were targeting head teachers, not deputy heads' and last but not least the fact that in Greece policy makers have started a debate about the necessity of professional training for newly qualified head teachers. In so doing, a small-scale survey was conducted in three major cities of South-West of England. A postal questionnaire was sent to deputy head teachers in primary schools followed by head teachers' interviews in UK and in Greece. The emphasis remained within the deputy head teachers.

The aim of the research is to examine and test the following:

A: The deputy head teachers' views/opinions about the NPQH. If its purposes are fulfilled, and if they believe that the innovation has been successful, (questions 1-7).

B: The deputy head teachers' views/opinions about the procedures of the innovation, (questions 8-11).

C: To find out what responders believe about the head teachers' and the governors' role during the implementation of the NPQH, (questions 12-16).

Research variables

There are mainly two groups of variables; the independent and the depended variables. The independent variables are the ones that will be examined in order to check if they have any influence or effect on the deputy head teachers' views/opinions. The independent variables in this survey are:

- The gender of the responders
- Years of experience

The dependant variables are those which are affected by the changes of the independent ones. They are considered to be the result to the relation 'cause and effect'. In my survey, the dependent variable is:

- Deputy Head teachers' views/opinions.

1.2 Assumptions

I am making the assumption that DHs will have very interesting opinions to express, and actually they are the ones who are affected mostly by this mandatory certificate. Heads do not need it; they are already head teachers.

1.3 Significance of the Study

It appears that no research has been investigating the views/opinions of deputy head teachers about NPQH. According to G. Southworth (1998, p.89) there have been no major, national studies into the work of deputies: *'Remarkably little is therefore known and published about deputy heads. While there is much anecdotal information about deputies, and certain occupational beliefs and expectations these have not been thoroughly excavated, investigated or tested'*.

J. Shipton (1998, p.16), adds: *'Deputy head teachers form the major target group as candidates for the National Professional Qualification for Headship (NPQH), yet evidence is beginning to emerge that not only demonstrates little interest in the programme but also shows that the infrastructure necessary at the school level for successful completion of the award is inadequate'*.

Research findings from literature review enhanced my assumption that little research had done about deputy head teaches; therefore I believe the significance of the study is at the utmost level and would form part of the basic literature on the importance of introducing professional training to newly appointed head teaches or teachers/deputy head teachers who want to move up into school management, especially if Greece follows the example of United Kingdom in professional development and training for quality headship.

1.4 Structure of the research book

The final structure of the research book consists of six chapters which all contribute its formation:

Chapter one provides a summary of the framework of the research focusing on the follows: clarification of the problem, stating the aims and assumptions of the study, and finally discussion of the limitations and the significance of the inquiry.

Chapter two presents a comprehensive literature review and critique of related literature to National Professional Qualification for Headship (NPQH). The meaning, the scope, and why it was introduced is clarified. The role, of a deputy head teacher and a head teacher of a primary school in UK and in Greece, is presented. Finally, an overall literature review examining and criticising at the same time what is said, from other researchers, about NPQH will be discussed.

Chapter three focuses on the research questions and the scope of the research,

concentrates on the methodology of the data collection and refers to the sampling method and the target group used as subjects in the study. This chapter informs, as well, for the research methods used, the period of time used to carry out the study, the procedure followed, the pilot study, the cover letter and finally refers to ethical issues arising from the inquiry.

Chapter four provides an analysis of the findings of the research. Tables and charts are used to illustrate the findings. The responses of the deputy head teachers are analysed and presented. Findings of the interviews of head teachers in Greece are analysed and presented as well.

Chapter five, the final chapter, presents an outline of the research, the value of the findings according to the research results and finally, future research recommendations and a conclusion.

Chapter 2: Literature review

2.1 History and tradition

Before meaningful study can be undertaken into the issues aroused by the National Professional Qualification for Headship (NPQH) programme, one should initially look into related literature. In this chapter I will start with the *'history and tradition'* in leadership in UK, then I will try to clarify and define *'what NPQH is about'*. Literature research into *'the roles of a deputy head teacher and a head teacher in UK and in Greece'* will follow. *'Selection process and leadership training methods'* will be presented and finally a short presentation of *'previous research and theory'* will be examined.

Southworth (1998, pp. 24-25) in his research summarised existing research, thinking and documentation about primary school leadership. The author in a short historical review upon the ideas of HM Inspectors, government department studies and government agencies' uncover their efforts to develop leadership:

- Prior to the 1970s documents might focus briefly on the work of head teachers but usually these say: *'little or nothing about leadership'*.
- Later on by the end of the decade, in 1978, the *'Primary Survey'*, was published. It was written by Her Majesty's Inspectorate (HMI) and devoted little space to leadership. Although in the 1959 document there was one subsection on heads, in 1978's they did not even warrant that much attention.
- In 1982 the DES published *'Education 5 to 9: An Illustrative Survey of 80 First Schools in England'* again drafted by HM Inspectors. The head was described as being responsible for the ethos of a school and needing to plan and organise the curriculum, implement it and a system for evaluating what is taught, as well as maintaining good communications and relationships with parents, the local community and the LEA...However, totally absent is any mention of the role of the deputy head teachers.
- In 1985 the HM Inspectors in Wales published a paper entitled *'Leadership in Primary Schools'*. In this paper the role of the deputy head was described as often having *'little impact on the life and work of the school'*. The deputies' responsibilities as class teachers were noted and their sense of being exemplars of good practice appreciated, although for this to work best deputies need to be appropriately involved with the work of colleagues. Yet the picture painted of deputy headship is one of low level tasks and few opportunities to provide formal leadership in the school.
- A similar outlook was provided by the Inner London Education Authority's committee on primary education (ILEA, 1985). This report states that successful heads use a wise blend of approaches to leadership, though most

often they are participative. They are good listeners and enjoy teaching. However, deputies are dealt with in a single paragraph. The difficulties of the post are noted, especially the one with the deputy standing between staff and head teacher and between being a class teacher and being a head. The committee believe nearly all deputies should be on the way to becoming heads and heads should give them as much training and experience as possible.

- In 1986, The House of Commons Select Committee, report on achievement in primary schools has little to say about heads and deputies.
- The School Management Task Force (SMTF) reported in 1990. It outlined the many demands that were now made on schools and in particular head teachers and emphasised the need for management training and development.
- In 1993 the National Commission on Education highlighted the ‘ad hoc system of head teacher preparation’ (Cited in Garrett Viv., 1999, p. 68)
- In the late 1990s Teacher Training Agency (TTA) established a national scheme to support newly appointed head teachers to develop their leadership and management skills (HEADLAMP). In 1996-7 it embarked on creating a National Professional Qualification for Headship (NPQH) which involved both training and assessment of prospective head teachers.

TTA emphasised on the demanding and crucial role the head teacher should play in shaping the future schools, yet once more, they failed to mention deputy head teachers:

‘The head teacher is the lead professional in the school. Working with the governing body, the head teacher must provide professional vision, leadership and direction for the school and ensure that it is managed and organised to meet its aims and objectives. In essence the head teacher must ensure that the learning and teaching is highly effective and that all pupils achieve to their maximum potential’. TTA (1996).

In summary, this review of what central government and its agencies have been focusing on over the last four decades shows three points:

- First, there is continuous belief in the centrality of the head teacher.
- Second, there is relatively scant attention paid to the deputy head teacher.
- Third, the need for others to be involved in curriculum leadership is recognised most strongly in terms of the work of co-ordinators. (Southworth, 1998, p.28)

2.2. What is the National Professional Qualification for Headship (NPQH) about?

Being a classroom teacher by itself is not a very good preparation for being an effective head. (Fullan, M. 1998)

The National Professional Qualification for Headship (NPQH) introduced in September 1997 by the Teacher Training Agency (TTA) as a high profile national qualification to prepare teachers and ‘*both aspiring and serving head teachers*’ for headship. David Blunkett stated with confidence:

‘We are committed to ensuring that all teachers are effective professionals. In future all newly appointed head teachers will have to hold a professional qualification’ (DfEE 1998a)

The government and the TTA agency had the purpose to create something new, starting from the scratch, Fidler (1998) adds: *‘there has been a conscious attempt not to use existing qualifications, structures or experiences as the backbone for the new initiative’* (Cited in Gunter H. in Fielding et al, 2001, p. 155). Ouston (1998b) sees the development of the NPQH as *‘being a part of a strong centrist approach to control both the content and the provision of training’* (Cited in Gunter H. in Fielding et al, 2001, p. 155)

The National Professional Qualification for Headship (NPQH) is a practical qualification, firmly rooted in school improvement which prepares candidates thoroughly for their first headship post. (NCSL, 2009, p. 22) The programme:

- *is underpinned by the National Standards for Head teachers;*
- *is run by NCSL and draws on the best leadership and management practice inside and outside education;*
- *is based on supported self-study and is accessible to busy teachers in all types of school;*
- *is practical, challenging and up to date;*
- *offers a range of blended learning opportunities, including face-to-face events, online learning, study materials, visits to other schools and peer and tutorial support;*
- *is focused on school improvement;*
- *sets rigorous standards, while building on previous achievements and proven ability;*
- *provides a baseline from which new head teachers can develop their*

leadership and management capabilities;

On 1st of April 2004, the training programme became mandatory for all first-time head teachers, in the maintained sector, to hold the National Professional Qualification for Headship (NPQH) or to have secured a place on the programme. Additionally, as the NCSL (2009) claims the course will provide excellent professional development opportunities and first rate networking. It will inevitably have an impact on the way we, the head teachers, do our job, NCSL claims. New head teachers will need to decide early in their appointment whether or not they intend to pursue the qualification. However, even if NPQH signals readiness for headship *'this does not mean that everyone with NPQH will be suitable head teacher'*. NUT (2005) adds: *'A mandatory requirement for new head teachers to undertake the NPQH would not necessarily guarantee high quality entrants to headship'*. Research carried out by the National Union of Teachers (NUT) in 2005, showed that women who are already hard pressed at school and trying to juggle family responsibilities will be less likely to put themselves forward for the NPQH or other professional development. These female head teachers and deputies were opposed to the idea of a mandatory qualification for headship, yet the Department for Children Schools and Families (DfCSF) in 2009, state:

'A senior teacher preparing for headship needs to build NPQH into his/hers career planning, therefore he/she must hold NPQH, or be working towards it, if applying for their first headship post in a maintained school, or non-maintained special school from 1 April 2004'. New Regulations state that, from April 2009, *'only those who have successfully completed NPQH will be able to be appointed to their first substantive headship position'*. (p. 17)

The National Professional Qualification for Headship (NPQH), was originally established by the Teacher Training Agency (TTA) in 1997, as mentioned before, but later, in 1997, the responsibility for the programme transferred to the DfEE, when the content and delivery of the programme was reviewed. Following the launch of the new strengthened NPQH, the programme transferred to the National College for School Leadership (NCSL) which has been responsible for running the NPQH, together with the other national headship training programmes, since April 2001. (NCSL, 2009, p. 25).

The NCSL was established in 2000 to provide a single national focus for school leadership training, development and support. NCSL's responsibilities with regard to the NPQH include:

- *managing contracts with regional providers to run the NPQH across England;*
- *regulating the delivery of the NPQH, to ensure consistent high quality training and assessment across all regions;*
- *making recommendations to the Secretary of State as to who should be awarded the NPQH;*

- *keeping the content of the NPQH programme up-to-date and relevant for our future school leaders;*
- *the College also liaises with the General Teaching Council (GTC) to ensure that the GTC has an up-to-date record of who holds the NPQH, and the date of award, on its database. (NCSL, 2009, p. 26)*

The early consultations on the proposed National Standards for Head teachers were based on a model which was already centrally determined. The National Standards for Head teachers define the knowledge, understanding, skills and attributes required for the key tasks of headship. They underpin the training and assessment for the National Professional Qualification for Headship (NPQH). The standards have been developed in consultation with teachers, head teachers, professional and subject associations, LEAs, Higher Education Institutions and others both inside and outside education. (NCSL, 2009, p. 24) The five parts for this model were described in five sections by the TTA (1997a): *core purpose of the head teacher; key outcomes of headship; professional knowledge and understanding; skills and attributes and key areas of headship.* (Green H., 2004, p.225; Tomlinson H., 2004).

These National Standards for Head teachers are now widely used not only for the training of aspiring head teachers, National Professional Qualification for Headship (NPQH) and for the training and development programme for newly appointed head teachers (HEADLAMP), but also provide essentially a job description for the selection of head teachers. (Green H., 2004, p.225)

In 1996, contracts were awarded to ten NPQH Training and Development Centres in England and Wales. From 1997, the ten regions in England each had a Regional Assessment Centre and a Regional Training and Development Centre. This was to ensure there was no contamination of the assessment process, strengthened by a clear separation of the two centres.

Green (2004) adds: *'This sustaining of professional integrity resulted in candidates not receiving high-quality feedback to assist their further professional growth'.* (pp.227-228)

In 1997, there was an overambitious expectation of the time candidates would be willing or able to commit. Candidates who needed to commit this considerable time were often in less senior position, and had very little or no time within the school day for these activities.

Green (2004, p. 228) states: *'The time expectation was very quickly reduced, illustrating how the NPQH was introduced with insufficient detailed planning, preparation and research'.*

In February 2000 changes in NPQH have been announced by the government:

- *A shorter one year programme rather than the existing up to three years.*
- *En emphasis on school-based rather than assessment tasks.*
- *Greater use of ICT*

- *Visits to highly successful schools.*
- *A two day residential hosted by the National College for School Leadership.*
- *Access modules to prepare candidates for the NPQH. (DfEE 2000)*

Gunter H.M. supports the changes: *'Making the NPQH work better is important for the legitimacy of the qualification and the experience of candidates who are investing a great deal of their time and professional standing in it'*. (Cited in Fielding M. et al, 2001, p. 161).

In order to look fully at the aspects of school leadership, one also needs to consider the management roles often taken upon by the deputy head teacher and the head teacher of a school.

2.3 The Roles of a Deputy Head teacher of a primary school in UK

According to Southworth (1998, p.7) head teachers, equally criticize deputy heads, who do not exercise leadership in the school, while deputies are often vocal about head teachers, who do not offer them opportunities to lead. Brooks G. (2006, p. 16), point out that a deputy head teacher should provide leadership. And a non-reactive deputy cannot provide vision, innovation and promotion of achievement. I have the feeling, as a practitioner, that both of them (deputies and heads) have the right to complain about it. Head teachers often have the tendency to be control freaks on the other hand deputy head teachers avoid responsibilities.

Brooks (2006, p. 1) writes from his own experience and some of us, might recall:

'The job is completely unpredictable and you, the deputy head teacher, will be at the centre of what goes on in the school, perhaps even more so than the head teacher. Every aspect of the schools' daily life will somehow end up on your desk. Awkward parents, problems with the buses, issues over exam invigilation, a survey from a professional association, an odd phone call from the police...this is why the job is exhausting and exciting'.

Managing schools is a unique life time experience, because schools are alike a living cell. Schools are different than other working settings and we should keep in mind, at all times, that we deal every moment with humans, we deal every day with their needs, their emotional ups and downs, their ambition, or their tiredness, we have to deal with conflicts and misunderstandings, with issues very important and with issues with no importance. Brooks (2006, p. 1) adds that: *'This is largely because schools are about people. Whatever else you forget in your career, never forget that the job you have is about students and the way that they hope to build their lives...there is nothing that can happen in school that a deputy can walk away from'*.

Going a step further, Brooks G. (2006, p. 44), suggests that the most important professional relationship a deputy should accommodate is with his/hers

head teacher; he says: *'you are not after their job. You are there to help them with theirs. That was why you were appointed. You may have long-term ambitions to be a head teacher, and, indeed your governing body might regard you as a natural successor. But your primary function is to be an integral part of the team that is running the school'*.

Brooks (2006) lists roles that a deputy head teacher should undertake:

- *As a deputy your job is to design a timetable that fulfils the needs of the school. (p. 58)*
- *It is the curriculum that is important.* The simplistic analysis is that we try to fit all children into the curriculum, whereas we ought really to fit the curriculum around the children. (p. 65)
- *You may not seek headship but it could be thrust upon you.* The school needs you to be ready. So you will prepare yourself by honing your knowledge and skills. (p. 150)

Deputy head teachers, especially the new/non-experienced ones, I believe, feel terror reading the last in the list role that Brooks share with us. *'The school needs you...'*. Many times in my professional career as a teacher at first and as deputy head teacher later I recall *'moments'* when terrifying colleagues were looking with despair for the head teacher, to resolve a great incident of an *'urgent FAX'* or a *'bleeding nose'*.

As research shows (Crow, 2007; Dan Duke, 1987 cited in Weindling and Dimmock, 2006; Fieldman, 1976 cited in Crow, 2007) a deputy head teacher needs primary of all to expand and cultivate his socialization skills, he/she needs to *'learn how to lead, how to be a head teacher'*, this is a crucial role to accommodate.

Crow (2007, p. 53) underlines: *'Learning to be a head teacher is a crucial role that includes technical skills, such as budgeting and marketing. But the role also includes skills and dispositions related to the cultural or moral context of the school'*.

The Department for Education and Employment (DfEE 1998) includes the following in its definition of the professional duties of the deputy head: *formulating the aims and objectives of the school; establishing the policies through which they shall be achieved; managing staff and resources to that end: and monitoring progress towards their achievement.* (Cited in Garrett Viv., 1999, p. 69)

Harvey (1994) posits two distinct roles for the deputy/assistant head in this respect, the traditional and emergent role. The elements that would make up such an emergent role for an assistance or deputy have been articulated as follows: Curriculum development and innovation; Promoting the school goals; Communicating and developing vision and promoting shared understanding amongst staff; Working as a change agent; Being a leading professional with a specialised knowledge base; Evaluating and coaching teaching staff; Being a community relations agent, developing community links. (Cited in Muijs D. & Harris A., 2003, p. 7-8).

2.4 The Roles of a Head teacher of a primary school in UK

Management and educational theories emphasise personality and reinforce the belief that the head teacher is the key individual in the vast majority of schools. Research the last ten years has the tendency to focus on issues, which define the roles a head teacher comes to play, such as the emotional stress that head teachers experience; the skills and characteristics of an effective head teacher; the leadership style; the centralisation and the workload.

Research carried out by D. Rutherford (2002, p.458) showed evidence that the leadership style of the head teacher is a major factor that could influence primary schools to be successful. The head teachers demonstrate a value driven contingent approach to their leadership that balances the advantages and risks of a shared leadership.

According to Hopkins (2001), successful management is not leadership. Schools in the 21st century require constant assessment, capacity building, persistent experimentation, and a host of other features that depend on innovative leadership.

In their research, a few years following the implementation of the NPQH, James and Vince (2001, p. 313), identify a range of negative emotions associated with the role of head teacher. These emotions include the following:

- *Anger caused by carrying the weight of other peoples' emotions, behaviour, demands and expectations;*
- *Distress created by their own and others' expectations added to an overdeveloped sense of personal responsibility;*
- *Anxiety associated with enacting their role;*
- *Anger about the isolation that they experience, and the pressure they feel to be 'perfect' managers.*

Crow and Weindling (2010, p.148) in their research identify several types of issues that could require political responses from the head teachers. These issues can be organised as follows in:

- *Internal school issues:* new head teachers are faced with political responses to weak teachers, conflicts among staff groups, resistance to change, conflicts between staff and governors, and conflicts with parents.
- *External school issues:* new head teachers enacted their political role not only in response to internal constituents but also in response to external groups. These included governmental and governing entities, the press, and the union.

Fullan (1998, p. vii) states: 'The head is in the mist of ever increasing demands, overload and imposition on schools by political forces at all levels of society.

Southworth (1998, p. 17) attempted based upon research during the 1975-90 period to compile a list of the characteristics and skills of an effective head teacher

as follows:

- Encourages and develops others to lead and accept position of responsibility.
- Involves the deputy head in policy decision-making; head and deputy operate as partners.
- Involves teachers in curriculum planning and school organisation.
- Is conscious of the schools' and individual teachers' needs with regard to teacher in-service training courses; is aware of own professional development needs.
- Is considerate towards staff; offers psychological support; takes an interest in staff as people; is willing to help reconcile and make allowance for personal/professional role conflicts.

Fielding et al (2001, p. 157) present a list of changes in head teachers work the years before introducing the NPQH. Head teachers should:

- *Bid for resources;*
- *support staff;*
- *tender for cleaning and canteen facilities;*
- *hire, fire, promote and dismissal the staff;*
- *install and operate the information system to measure and report on performance;*
- *select, recruit staff and discipline pupils.*

Going through the roles a head teacher must play I wonder: Is there anything else they want us to do? Being myself head teacher for six years in a small supplementary school in Bristol, I remember those days when I did nothing all day but going through official mail from parents, organizations, LEAs, the EDEXCEL etc.

James and Vince (2001, p. 315) say: *'To allow the role of head teacher to be overloaded will inevitably cause distress to the individual, impacting on the effectiveness of school leadership'*.

NCSL (2010) in its *'information for head teachers leaflet'* hold a specific and well defined role for serving head teachers. One could say the NCSL is looking for *'agents'* to promote its leadership qualification programmes. Therefore, the NCSL suggest to head teachers the following: *'As a head teacher you have a vital role to play in encouraging those with leadership potential to aspire to headship. You can help to grow the next generation of school leaders by: being an ambassador for the role; sharing your experience; assisting them; giving open honest feedback; supporting them in making an application; applying for a role as an NPQH assessor or coach'*.

The roles that a successful head teacher must play are described within the National Standards which are set out in six key non-hierarchical areas. These six key areas, when taken together, represent the role of the head teacher: Shaping the future; Leading Learning and Teaching; Developing self and working with others;

Managing the Organisation; Securing Accountability; Strengthening Community.

2.5 The Roles of a Head teacher and a Deputy head teacher of a primary school in Greece

Primary school head teachers in Greece are accountable for the operational programming of the school, the effective organisation of the school life and the staff. Furthermore, they keep teaching, they are teachers after all. A teacher with a ten years teaching experience must teach 23 hours per week while the head teacher must teach for 12-8 hours per week depending on the size of the school. Deputy Head teachers have, in addition to their management obligations, full teaching responsibilities.

School management, in Greece, is centralised and the main decisions are made, in a National Level, by the leadership of the Ministry of Education Lifelong Learning and Religious Affairs. Under the Greek law, (official document: ΦΕΚ 1340/2002) the head teacher is on the top of the leadership pyramid of the school community and he is responsible for the administrative and the scientific-pedagogic guidance of the school. His/hers main task is:

- ...to create and build the vision of the school community;
- ...to take over the role of a mentor/educator, especially for the new qualified teachers, as he/she is the exemplar icon for them;
- ...to use the school facilities to create an in-service training centre for professional development of the staff;
- ...to provide an equal basis for cooperation between the staff;
- ...to lead and coordinate the teaching process and to inform the staff for the regulations and the policy changes within the education system;
- ...to make sure that everyone is satisfied of his working environment and to provide the opportunities for teachers to explore and to develop their skills and abilities;
- ...to cooperate with the parents and the guardians of the pupils and with the student association so he/she could cultivate warm and responsible relationships within the school settings;
- ...finally to confer with the senior managers of the education system, the teaching counsellor, the head of the prefecture education office so they can apply more efficient the education policy. (p. 47)

The deputy head teacher is the substitute of the head teacher when he/she is absent. He takes over a part of the responsibilities and especially the ones regarding the everyday school life:

- Within the responsibilities of a deputy head teacher is the observance of the working hours of the staff.
- The planning of the '*date of duty*' for the teachers in the school yard during

the break.

- He/she is responsible for keeping the records and the '*official books: the register, the protocol etc.*' of the school, updated and in good condition.
- He/she is the '*intermediate*'; he/she stands in between the head teacher and the teachers.
- And always be '*in site*' to assist the head teacher.

2.6 Changes in leadership training in UK

It was nonetheless, as long ago as the 1960s when the first calls were made for the provision of more systematic training of head teachers...It was, however, only in the late 1990s, that the decision was made by the UK government to establish a National College for School Leadership that would take a strategic overview of leadership training and would seek to develop a '*coherent framework*' (DfEE, 1999, p. 4) for school leadership programmes.

In 1967, **The Plowden Report** came out and influenced the English education system for the period of a generation. As Newton says '*It was one of the first governmentally inspired documents to state that there was inadequate provision of training courses to prepare either prospective head teachers or deputy head teachers for their future duties*'. (Newton P., cited in Brundrett et al, 2003, p.91)

As Bush (1999, p. 239) argue, the first educational management courses were characterised by a heavy reliance on concepts and practice derived from industrial settings and from the United States, where programmes in educational administration had developed strongly in the 1950s and 1960s. The 1976 Open University course, 'E321 Management in Education' was a typical example of this genre.

By the early 1980s two key studies by Lloyd (1981) and Nias (1981) revealed that schools could be managed successfully using very divergent styles of leadership and made plain the pivotal role of head teachers in developing the '*ethos*' of the school. (Newton P., cited in Brundrett et al, 2003, p.91)

Later on, at the beginning of the 1980s, Wood (1982) made a strong case for enhanced training opportunities to be created and, in particular, he advised that a '*training college*' for heads should be created. Wood argued for a course which was '*something unique, and new, and explicitly designed to meet an identified need*'. (Cited in Brundrett et al, 2003, p.91)

The arrival of the first 'national programmes' that found specific government imprimatur came with the Head teachers' Leadership and Management Programme (HEADLAMP) (TTA, 1995); Soon to be followed by the National Professional Qualification for Headship (NPQH) (TTA, 1997) and the Leadership Programme for Serving Head teachers (LPSH) (TTA, 1998). (Newton P., cited in Brundrett et

al, 2003, p.91)

The National College for School Leadership was established in 2000 in order to *'provide a single national focus for leadership development and research'* (DfEE, 1999). The college is attempting to build a national network of school leaders across the country. As the institution develops it is envisaged that it will take formal control of the *'national programmes'* of school leadership training and development such as the National Professional Qualification for Headship (NPQH), Head teachers' Leadership and Management Programme (HEADLAMP) and Leadership Programme for Serving Head teachers (LPSH).

In November 2002 the Prime Minister, Tony Blair, subsequently launched the National College for School Leadership. The government challenged the college to make itself: *'a driving force for world class leadership in our schools'* (DfEE, 1999, p.3). To this end the college has been set four main targets:

- To provide a single focus for school leadership development and research.
- To be a driving force for world class leadership in our schools and the wider education service.
- To be a provider and promoter of excellence; A major resource for schools and a catalyst for innovation.
- To stimulate national and international debate on leadership issues (NCSL, 2002a, p.9)

(Newton P., Cited in Brundrett et al, 2003, p.91)

The UK Prime Minister, Tony Blair, was also in no doubt about the importance of the initiative:

'Leadership and vision are crucial to raising standards and aspirations across our nations' schools...We cannot leave them to change...our best heads are superb-but we need more of them-and that means offering them the best available training; the chance to share their experience of what works; the opportunity to learn from the best in leadership whether in the public or private sectors in this country or abroad; and time for reflection, refreshment and inspiration.' DfEE, (1999, p.2)

In October 2001 the college launched a new leadership framework (NCSL, 2001a), offering it to the profession for consultation. Heather Du Quesnay, Chief Executive and Director of the college have said:

'This framework is designed to be the backbone for leadership development in this country's schools. We want it to form a coherent and flexible whole which will make a real difference to our education system' (NCSL, 2001a, Cited in Brundrett et al, 2004, p.93)

The revised NPQH balances training and development with work-placed learning. It combines private study, school-based assessment, residential training, face to face learning and a strong element of information and communication technology.

In order to make sense of training provision for school leaders on a national basis and provide a structure around which the college and its numerous partner providers can organise leadership training and development activity, the college has proposed that there are essentially five stages of school leadership (NCSL, 2001a, pp.7-12)

- *Emergent leaders* are those beginning to take on formal leadership roles within the system.
- *Established leaders* are those who are experienced deputy and assistant head teachers and expert heads of subject and specialist areas who have decided that they do not wish to become head teachers
- *Those entering into headship* are well catered for in the NPQH and the Head teachers' Induction Programme.
- *Those in advanced leadership positions* have significant and important continuing training needs.
- *Consultant leaders* are the richest resource in the profession. They are those who have moved through all the other stages and are now highly experienced and proficient in their roles. (Newton P.; Cited in Brundrett et al, 2003, p.95-96)

Respondents to the Institute of Management leadership survey (Horne and Selman-Jones, 2001), identified the following key characteristics of leaders: *'Inspiring, Strategic thinker, Forward-looking, Honest, Fair-minded, Courageous, Supportive, knowledgeable'*. (Cited in Brundrett et al, 2004, p.174)

Bolam (2004, p. 252) in his review found that over many years, (1960s), Her Majesty's Inspectorate (HMI) ran a series of practical training courses for head teachers designed to help heads manage the curriculum, organisation and staffing of large schools.

In 1987, school management training was made a national funding priority and has remained so ever since. Moreover the government funded a School Management Task Force (SMTF), from 1989 to 1992, to promote more effective control over management training by schools and more accessible provision of flexible and practical forms of training and support. (DfES, 1990; Cited in Bolam, 2004, p. 253).

In the 1980s and 1990s, the former Department of Education and Science (DES) provided a 20 day and one term (OTTO) training programmes for heads and deputies. It subsequently established and supported the National Development Centre for School Management Training (NDC), based at Bristol University and in 1989 the DES set up the School Management Task Force (SMTF), which operated until 1992. (Bush 1998, pp. 324-325).

2.7 Selection process and training in Greece

One of the basic characteristic of the Greek Educational System is its centralisation. Amongst the first enactments of the Greek State were the ones about education. Literature research revealed that teachers were absent of the administration and management team and it is clear that the basic rules are determined by the central government. In the following paragraph I will attempt to present an historic retrospection of the selection process for head teachers in Greece.

Saitis (2008) and his research reveals the following:

- The legislator establishes for the first time the post of a head teacher in a Greek school by the year 1895 with the enactment of the Greek government ΒΤΜΘ'/1895 (ΦΕΚ 37, τ.Α'). Under this particular law, which was in effect till 1985, '*the teacher who had more years of experience or the senior teacher could be appointed as the head teacher of the school*'. One could identify that the basic criterion for the selection was the years of expertise.
- In the 1940, the development law 2517/40, stated that the teacher who hold a university degree of in-service training was the rightful head teacher, independently of the teaching experience or the seniority of other teachers.
- In 1985 the enactment 1566/85, article 11, came in effect and changed everything in the selection process. The head teachers' and the deputy head teachers' post became a four year term position and for the first time degrees like Master, PhD and other certificates became important for the selection process.

The management of every school, primary, secondary and high school, in Greece rests upon the head teacher, the deputy head teacher and the teaching council of the school. The structure of the educational system nowadays is the result of a huge education reform that happens in the 1980s. Following those changes the educational system in Greece is structured in three phases as follows:

- First phase/ stage; which consists of primary and nursery education.
- Second phase/ stage; which consists of secondary school and high school.
- And third phase/ stage; which consists of Universities and Polytechnic Schools.

The administrative organisation of the Greek Educational System is divided in:

- National Level; the Ministry of Education Lifelong Learning and Religion Affairs.
- Prefectural Level; the Management and Education Office.
- Local Level; the head teacher and the teaching council.

Furthermore, there are official central councils that are responsible, among others, for the selection of the head teachers and the appointment of teachers in management and teaching posts. These official councils (Π.Υ.Σ.Π.Ε.: Περιφερειακό Υπηρεσιακό Συμβούλιο Πρωτοβάθμιας Εκπαίδευσης, District Council of Primary

Education), in a prefecture level, are the ones that call the applicants to participate in the selection process, and finally there are the ones that select and appoint the head teachers and the deputy head teachers in their posts.

Teachers who have eight years of teaching experience and have served as teachers in a teaching position for at least four years can apply for a head teachers post. Responsibility for the procedure for the selection of the head teachers and the deputy head teachers is upon the head and the District Official Council of Primary Education. Therefore the council, in agreement with the following criteria, select the new head teachers:

- The scientific and pedagogical training of the candidate.
- The teaching experience, the years of experience as a deputy head and the years of experience as head teacher of the candidate.
- The personality of the candidate. (Official document 3467/2006, FEK 128, t. A')

However, the years of experience is the basic requirement for the selection process and it seems everything is arranged in a way that serve the serving and old head teachers.

Summarising, the Greek Ministry of Education through the prefectural councils select and appoint the new head teachers and deputy head teachers from a list, a catalogue of candidates which is formed national. The District Council exams the applications and sort the applicants in a descending order, taking into consideration the interview results and their abilities and skills based on their curriculum vitae, and official reports. The new head teachers and deputy head teacher serve in their post for four years and then the selection procedure starts all over again.

The last year, the new government decided to reform the educational system, once more. They claim that the new restructuring they introducing is about a '*new school*' where the '*pupils come first*'. The first step was cutting down the teachers' salaries by 20%. The second was to introduce '*evaluation*' and the third changing the procedure of selecting head teachers and deputy head teachers. Teachers, head teachers, education counsellors, the media, academics and the universities, we all talk about these changes. The pedagogical Institute has organised a huge research amongst all teachers to express their belief about their need or not to be further educated. The ongoing debate however is going on without the participation of one critical participant, the Ministry is absent. The policy makers and the Greek Ministry of Education are planning to introduce a National Qualification for teachers and a National Qualification for Headship, (The translation of the title they used to introduce that qualification is exactly the same with the NPQH in UK). The Ministry states that the following qualifications are going to be mandatory for the next round of head teacher selection in 2011, and that the School responsible for the implementation of the qualification is the National School of Public Administration

(NSPA), based in Athens. These three mandatory qualifications are or at least going to be the following:

- The National qualification for Headship.
- The National qualification for teachers.
- National Qualification for Information and Communication Technologies (ICT). A teacher could apply for a headship position, under the new law, only if he/she is certified in Information and Communication Technologies (ICT) and have proven skills in using new technologies for educational purposes.

As the work of Thody et al, (2007) showed, the different degrees of centralisation reflected in leadership preparation provision. Countries, in which principal's roles are mainly to administer state policies, with little autonomy allowed, have less training for principal ship (Greece, Cyprus) than those where leaders have to manage their schools more individually:

- In Greece, principals been offered optional short in-service training courses, run by the Ministry of Education.
- In Cyprus, they do not have official leadership preparation programmes, though the Ministry of Education provides one year management courses through the Pedagogical Institute of Cyprus, after the principal's initial appointment.
- England's head teachers need to obtain the National Professional Qualification for Headship, yet there have been university educational administration degrees and in-service courses for almost forty years now. (p. 42)

The last decade the Greek universities offer Master degrees in educational management and administration. However there is no special training for new head teachers. There is a gap which the new government attempts to fill in introducing the new qualification as it was described above.

National Research Report (2008) in Greek head teachers and deputy head teachers showed that professional development for headship is crucial for the Greek educational policy:

- The research showed that 76.6% of the head teachers are male yet only the 25% of the teaching personnel are males.
- The lack of special training for the head teachers is recognised.
- The research revealed that head teachers should be educated in: planning and administration 78.7%; in professional development 89.29%; in socialisation 64.29% and in cultivating relationships within their community, with parents and with governors 89/29% (p. 21).

Further research shows that the new generation of head teachers must be educated in the scientific principles of management and will lead the educational system into new horizons, *'the new head teachers are our only hope to succeed'*. (Georgiadou & Kampouridis, 2005, p. 126).

2.8 Previous Research in NPQH/ Deputy Headship in UK

Initially there was widespread concern about how appropriate the NPQH was for training head teachers. Dame Patricia Collarbone, at the London Leadership Centre, carried out a major review of the NPQH, which was running out of energy by 2000. The review of the NPQH was carried out for the Department for Education and Skills (DfES), to which the leadership programmes had been transferred from the Teacher Training Agency, en route to the National College for School Leadership (NCSL), established in 2000. The changes to the NPQH transformed the programme.

Much of the early criticism from higher education was directed at the NPQH, but some was also aimed at the National Standards. Many in higher education opposed the competency approach to training and development, which was seen as narrow, atomistic and bureaucratic (Glatter 1997). Some also felt that little attention had been paid to earlier and current research development in leadership career preparation (Ribbins 1998. Cited in Green H., 2004, p. 17). There was also some concern that the standards and the NPQH might not be sufficiently intellectually demanding or promote creativity in new school leaders. (Green H., 2004, p.17)

Brundrett (1999) focused on the inherent tension between NPQH and the higher degree programmes in education management which had developed over the previous decade in England. (Cited in Green H. p.229).

Ofsted has said that the final assessment process is rigorous and valid, but Tomlinson H. (2004) argues that the limited one-day process cannot be fully assured to represent the very long term; it may not allow aspirant heads to demonstrate the ability to sustain long term the capacity to manage time effectively. (Cited in Green H. 2004, p.226)

There is another factor which is coming to the fore in research about deputy headship. That is the number of deputy Heads who are not actively seeking headship. James & Whiting's work (1998) categorises deputies into five types: *active aspirants; potential aspirants; unpredictable; settlers; unavailed aspirants* (Cited in Garrett Viv., 1999, p. 70.)

Garrett Viv. (1999, p. 78) states after concluding a research on the role of a deputy head teacher:

'The results of this research and an effect of the new NPQH qualification is that it has focused attention on the need for primary deputies to have an entitlement framework of: a clear definition of a role with full responsibility for major areas of school life; real opportunities to undertake such a senior leadership role; a personal programme for training and development; and all underpinned by a proactive approach to their own professional development'.

James and Whiting (1998) go on to show that deputy head teachers decide not to become a head teacher and their arguments are related to contextual reasons,

from job satisfaction to family commitments, combined with a view of headship as not professionally or personally attractive. (Cited in Gunter H.M., in Fielding M., 2001, p. 166)

For Winkley (1998) having the training does not necessarily mean that you will be an effective head teacher, and he argues *'that much of the content of the NPQH can be learned quickly, but what is missing and is more essential are deep philosophical questions about working with people and children, and this requires you to think about yourself and your values'*. (Cited in Gunter H.M., in Fielding M., 2001, p. 165)

The deputy head teacher is being conceptualised as an aspiring head teacher in the making, though as Garrett and McGeachie (1999) show there are career deputy head teachers who need training and support for that role.

James and Whiting (1998, p. 12) report on research into the decision to become a head teacher, and at a time of a shortage of recruits they argue: *'the notion that there is a large pool of potential heads out there who have the capacity to assume headship and who will, of course, choose to do so in sufficient numbers is unsustainable'*. (Cited in Gunter H.M., in Fielding M., 2001, p. 165).

Ribbins (1997, p. 307) concludes from his review of the literature that appears to be relatively little research on deputy headship and, drawing on his own research on heads, even suggests that *'very few enjoyed being a deputy'* (Cited in Rutherford D., 2003, p. 63). Most in-depth studies focus on the head and there is no ethnographic study of a deputy in a primary school. However, seminal work has been reported on the professional development of deputies (Jayne 1996) and career perspectives of deputies (James & Whiting 1998; Wallace & Huckman 1999; Wallace 2001; Rutherford 2002, Cited in Rutherford D., 2003, p. 63).

Moreover, in recent years, there have been three major studies (Webb & Vulliamy 1996; Southworth 1998; Hughes & James 1999) into the leadership and management of primary schools that have focused, in part or in whole, on the roles and responsibilities of deputies and their relationships with their heads. (Cited in Rutherford D., 2003, p. 63).

Mujis & Harris (2003, p. 6) point out that the research evidence concerning the leadership of other established school leaders, such as assistant or deputy heads, is relatively sparse.

Webb and Vulliamy (1995; 1996, chapter five, p. 101) report how the policy and legislative changes, that followed the 1988 Education Reform Act have affected deputies. The deputies all report that their range of responsibilities and consequently their workload has expanded enormously since the implementation of the National Curriculum (particularly since most were also full-time class teachers and so non-contact time was a continuing issue). They also report increasing demands in relation to curriculum leadership, whole-school management (e.g. assessment, professional development, special educational needs), as well as *'some nuts and*

bolts jobs' (Cited in Rutherford 2003, p. 63).

Southworth (1998) argues that the involvement of the deputies in the classroom provides them the potential to take the lead in school improvement initiatives; however, his own research carried out at the 1997 Hertfordshire Deputy Head's Annual Conference, revealed that '*many deputies may be unable to do much more because of their class teaching responsibilities*'. (Cited in Rutherford D., 2003, p. 65-66)

Bringing together the work of Southworth (1993-1994; project) and of Hughes and James (1999), Rutherford (2003, p. 67) proposed the following four factors as underpinning a successful relationship between the head and the deputy: *shared values and vision; close personal and professional relationships; clarity about the boundaries of the two roles; provision of non-contact time for the deputy*. However, previous research in deputy-head teacher relationship does not take into account how the impact of the radical and challenging proposals in NPQH training programme could affect the roles and the relationships of the head and the deputy.

Panyako and Rorie (1987) argued that the terms '*assistant*' and '*deputy*' imply a subordinate, relational and dependent role to another individual, and may not fully acknowledge the qualifications, expertise and experience held by those in such positions. (Cited in Cranston N. et al (2004), p. 230).

2.9 Previous Research in NPQH

Creissen (1997, p. 118) argues: '*There are aspects of the head teacher's job which are hard to access through the NPQH and which have to be measured through confidential references and the interview process. Such issues are about styles of leadership, the individual's notions of 'power' and personal traits. There is also an intuitive nature to headship which is a problematic issue for assessment*'. (Cited in Fielding M., et al, 2001, p. 164)

Bush (1998) in reviewing the original model takes a strategic approach and raises questions about whether the NPQH can '*provide appropriate and sufficient preparation for headship*'. In summary Bush argues that:

- The National Standards put more emphasis on competence than on support through mentoring systems.
- The National Standards make a false and distorted distinction between leadership and management.
- Drawing on '*best practice from outside of education*' is problematic, as the core business of schools is teaching and learning.
- The '*Chinese wall*' between assessment and training is distorting learning and undermining the formative process.
- The '*artificial distinction and the pretentious claim that only the NPQH can prepare aspiring heads*' has been changed as a result of the Labour policy

following the 1997 election. However, the connection between the NPQH and master's degrees needs more clarification. (Cited in Gunter H.M., in Fielding M. et al, 2001, p. 161)

Crow and Weindling (2010) note: *'England, a country which until recently has not made certification mandatory, is now requiring the NPQH, which is administered by the NCSL, a unit created by the Blair administration and funded almost exclusively by the government. This emphasis on technical skills and competencies ignores larger roles and identities of school leaders, in particular the political'*. (p. 138)

Research show that political leadership is part of the everyday school life and acquires lot of time from the head teachers in *'confronting ideological differences'* (Post, 1992; Cuban, 1988; Cited in Crow and Weindling, 2010, p. 138)

As Fink (2005) noted: *'Politics is about power and influence, and to ignore political issues or consider that political activity is unworthy of a leader is to leave the school, its staff, pupils and parents vulnerable to competing social forces'*. (p. 13)

Simkins et al (2009, p. 37) in their research, about the three major in-school development programmes carried out by the NCSL: Leading from the Middle (LftM); the National Professional Qualification for Headship (NPQH); the Leadership Programme for Serving Head teachers (LPSH), identify three primary final outcomes: *Changes in pupil characteristics; Changes in the schools' culture; Participants' career progression.*

We should accept the fact that senior management teams, especially the head teacher of the school is there to apply the regulations of the Ministry, deputy head teachers are the fortunate ones, they do not need to confront the staff; it is up to the head teacher to inform and to persuade them to accept change.

2.10 National College for School and Leadership (NCSL) and Government bodies

Following a General Election in 1997 the new Labour Government published a Green Paper entitled *'teachers meeting the challenge of change'* (DfEE 1998) that was designed to modernise the teaching profession and produce a *'world class education system'*. The key aims in the Green Paper can be summarised as follows:

- *Better leadership-pay;*
- *Better rewards for teaching;*
- *Better training;*
- *Better support and new possibilities;* (Cited in Rutherford 2003, p. 60).

In order to make the governments' vision true, the National College of School and Leadership (NCSL) took over to successfully put into practice the newly introduced training programme, the NPQH training programme. Simkins et

al (2009) highlight the outline of the NPQH programme from induction day to the one-day final skills assessment as follows:

'NPQH begins with an induction day and a contract visit by the tutor to scope the participants' training and development and in-school work needs. A period of self study follows, supported by four face-to-face days and meetings of candidates' learning circles. There opportunities for discussion online with the national module discussion group, with personal tutors and fellow candidates in the online summary of learning group and access to special interest groups. Candidates also make up to two visits to other workplaces and record key learning in a learning journal. An important element of the programme is the school improvement project into which candidates and their schools have to contract, the learning from which provides a key element in candidates' final portfolios. The programme concludes with school-based assessment, a 48-hour residential and a one-day final skills assessment. Following successful assessment of outcomes from these various elements the final award of NPQH is made'. (p. 32).

NCSL (2009) inform candidates that there are three routes; one could follow, through the qualification:

- *Route one*; is for candidates with relatively limited experience in senior management roles. This route starts at the Access Stage and takes up to 2 years to complete.
- *Route two*; is for candidates with greater senior management experience and achievements. This route begins at the Development Stage and takes one year to complete.
- *Route three*; is for those candidates who are very close to headship and can demonstrate significant expertise and achievements against the National Standards which are confirmed through School-Based Assessment.

Candidates then move to the Final Stage. This Stage comprises a 48-hour residential and Final Assessment against the National Standards for Head teachers. (p. 23). A further study of the NPQH programme reveals that the training consists of three stages, described as follows: the access stage, the development stage and the final-graduation stage.

- *The access stage (for those with limited experience)*: If a candidate is assessed as having sufficient experience in senior leadership, he/she can proceed straight to the development stage. The access stage consists of the pre-induction activities, induction session, training and development activities and final tutorial before moving towards the development stage.
- *The development stage (more experienced candidates or those who have completed the access stage)*: The development stage consists of the pre-induction activities, the induction session, the contract visit, the training and development activities and finally the school-based assessment. In the development stage the National College: a) Agree and provide appropriate

in-school opportunities to address your trainee heads' development needs and b) Release your trainee head from school for a placement of between 5 and 20 days, in a leadership development school; and for other development opportunities as appropriate

- *Final stage/Graduation:* In the final stage the National College: a) Assess final skills obtained after a 48hour residential programme, b) Validate elements of the trainee heads' evidence when they progress to the graduation board and c) Award the NPQH certificate.

The next step is to think about the role that Governors should play in relation with the National Professional Qualification for Headship (NPQH). NCSL (2006) suggests that it is important for the governors to look far into the future of their school. There is a crucial, a central need to *'create a pool of good quality school leaders providing opportunities for potential leaders to develop their leadership skills'*. (p. 11)

Governors and Governing bodies

As the responsibility of recruiting and selecting a new head teacher rest on the governors, NCSL (2010, p. 5) attempted to provide detailed information and guidelines to new and experienced governors in the information manual for governors they issued.

'As a governor, you have a vital role to play in ensuring there are sufficient leaders who are ready to take up the complex and challenging role of headship. You will know from your own experience the importance of strong leadership from an effective head teacher. You may even be a governor in one of the many schools that has experienced difficulties in recruiting a head teacher. We hope that you will want to make a contribution to the wider education system and the national strategy to recruit head teachers for 21st century schools: By playing your part in encouraging candidates; By supporting the head teacher of your school; By welcoming NPQH trainee head teachers from other schools for short placements. (p. 5)

NCSL (2006) suggests that the governing body should consider that:

- *Recruiting a new head teacher is among the most important decisions a governing body can make and should be approached with deliberation.*
- *Governing bodies should have a long-term plan in place for headship succession, keeping the current head involved and identifying possible internal recruits.* (p. 13).
- *Governing bodies should take care to ensure that NPQH is a 'threshold' mandatory qualification.* (p. 38)

What governors ask (adverts, Brooks G., 2006, p.4-6):

- *Proven classroom skills; Enjoyment, enjoyment both of teaching and of learning; Good inter-personal skills; A candidate committed to excellence, a head teacher with clear vision who will formulate aims and objectives and*

establish policies.

- *An enthusiastic deputy.*
- *Governors often want someone who is ambitious.*

NCSL (2006, p. 7) point out that recruitment decisions fall naturally into seven stages. We have discovered in our research that schools tend to be more successful in recruiting a head teacher who fits their school well. The stages in recruitment and selection process are:

- *Preparation*; getting ready to run an effective recruitment process.
- *Definition of need*; understanding and describing your ideal candidate.
- *Attraction*; getting the right people to apply.
- *Selection*; choosing the best candidate.
- *Appointment*; securing your chosen candidate.
- *Induction*; giving your new head a strong start.
- *Evaluation*; learning from the experience.

The support of a line manager (usually the head teacher) is important during NPQH. The candidate's head teacher will need to supply a supporting statement when the candidate applies, and allow the candidate time and resources to carry out a school improvement project during the programme. (NCSL, 2009, p. 23)

2.11 Linkage between NPQH and Masters' Degrees

Soon after the National Professional Qualification for Headship (NPQH) was introduced by the government, a debate, about linking or not the NPQH with Master's in Educational Management and Administration, have started. (Green, 2004; Bush) both agreed that there must be a linkage between Master's and NPQH, yet, initially, TTA was against it. These days, however things have change and the NCSL inform the candidates who are about to enrol to the NPQH that there is an agreement in effect. NCSL (2010) publicize as follows that agreement:

Accreditation of NPQH towards Master's degrees

We have proposed that higher education institutions admit participants to Master's programmes in School Leadership and Management with 33% credit (60 points at M level), under their accreditation of prior learning arrangements, provided that participants hold a National Professional Qualification for Headship (NPQH) certificate. Individual universities will have particular requirements before the 33% credit is awarded. The College has now set up a Universities Partnership Group of HEIs with nationally recognised school leadership centres. This partnership group comprises the following universities: Bath, Cambridge, Hull, Leicester, Lincoln, Manchester, Nottingham, Open University, Sheffield, and Warwick.

Accreditation of Master's degrees towards NPQH

As part of the partnership arrangements described above, we will

offer NPQH applicants who hold Master's degrees in School Leadership and Management from the partner universities the opportunity to use their prior learning in their application. However, since NPQH eligibility is subject to agreed national procedures, including moderation, these applicants must also be able to demonstrate achievements and expertise against the key areas of the National Standards for Head teachers.

In the following chapter the methodology used for gathering data, from deputy head teachers in South West of United Kingdom and from Head teachers in Greece, is presented.

Chapter 3: Methodology

In modern societies educational research is frequent and a natural thing to do if we feel the need to improve our educational system and move forward to the future. Specific knowledge and appropriate data is needed for the understanding of an issue, a situation, for curriculum planning, educating future teachers and head teachers, or finding a solution to a particular problem.

The perceptions of those who took part in this particular survey will bring light to important elements of the procedures of their implementation within NPQH process.

As it was mentioned in previous chapters the government clearly stated that NPQH is believed to be essential and mandatory for those who seek a head teacher's position since 2004. Policy makers base the necessity to introduce this innovative programme on the fact that there was an essential gap, in training and preparing teachers to take responsibility running a school, transforming a new generation of teachers into well trained heads.

3.1 Scope

The target population of my research are deputy heads in part one and head teachers from England and Greece, in part two. Some of the DHs have already obtained the qualification; others are working towards it and finally there are some who aren't interested in doing it. The numbers of the participants are presented in the following table.

Intention to enroll in the NPQH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	23,1	23,1	23,1
	No	6	15,4	15,4	38,5
	Not Sure	1	2,6	2,6	41,0
	Already obtained	23	59,0	59,0	100,0
NPQH Total		39	100,0	100,0	

I must note, in that point, that the questionnaire and the appropriate cover letter was send to the head teachers with the request to forward it to their deputies. One could identify an important limitation of this approach such as the negative or positive effect that could have to deputies regarding their autonomy to answer or not

the questionnaire. A second cover letter was send to the head teachers explaining to them how I am planning to carry out the second part of my investigation, asking if they are willing to participate in the interview process. I was pleasantly surprised when in a week I received in my personal email account the positive response of twelve head teachers who were willing to participate in my research. A follow up letter was send, in an attempt to increase the numbers of respondents. Many researchers like C. Robson (2004, p.250) stress the importance of that procedure: *'this is the most productive factor in increasing response rates'*. Finally, a diary will be kept recording the whole procedure from stage one to the end.

3.2 Methods

Following a methodical and extensive look into different ways to do a research, I decided that doing a survey would suit my needs at the utmost doable level so my aim to obtain information from a representative sample will be successful. C. Robson (2002, p.230), define the following typical central features of a survey:

1. The use of a fixed, quantitative design
2. The collection of a small amount of data in standardised form from a relatively large number of individuals
3. The selection of representative samples of individuals from known populations

A successful investigation should above all make it achievable for the research to draw convincing inferences from the data gathered in terms of generalization, association and causality. Thus, it has to be appropriately designed aiming at the correct target population. C. Robson (2002, p.241) stress that: *'The survey questions should be designed to help achieve the goals of the research and, in particular, to answer the research questions'*.

According to J. Bell (2004, p.14), the researcher should specify the type of data needed to answer the problem having and design a survey that can provide answers to the following questions: What? Where? When? How? But it is not easy to find out an easy answer about the Why? Cohen et al (2000, p.44), state that *'By methods, we mean that range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation for explanation and prediction'*. A. N. Oppenheim (1992, p.6), note that methods are *'the research techniques used for data generation and collection'*.

According to M. Denscombe (2007, pp.8-12) there are several methods of data collection:

- Questionnaires: (postal, email, web-based).
- Interviews: (face-to-face, telephone).
- Documents
- Observations

Researchers agree that each technique has both advantages and disadvantages. For the need of this survey, questionnaires, interviews and limited examination of documents were chosen to be used.

C. Robson (2002, pp.233-234) stress the following advantages and disadvantages of questionnaire/interview based surveys:

Advantages:

- They provide a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives.
- They may be adapted to collect general information from almost any human population.
- High amounts of data standardization.

Disadvantages:

- Data are affected by the characteristics of the respondents.
- Respondents won't necessarily report their beliefs and attitudes.

3.3 Reliability, Validity, Triangulation, Pilot group and Ethics

Reliability and Validity are crucial elements of any social research and it was seriously taken into consideration when designing the questionnaire.

Reliability has to do with consistency of the results. If the same or other researcher repeats the research and manage to reach the same results, then we could say that the research is reliable.

J. Bell (2004, p.103) notes: '*Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions*'. In other words the research instrument produces the same data time after time on every occasion that it is used. A.N. Oppenheim (1992, p.144) refers to the: '*purity and consistency of a measure*'. K.F. Punch (2004, p.99) adds up: '*Reliability enables us to estimate error: the larger the reliability, the smaller the error, and conversely the smaller the reliability, the larger the error*'.

Validity is an altogether more complex concept, but if the research method is to be accepted as fair it is necessary to establish its validity. A data collection technique is valid when it actually measures or describes what it is supposed to measure or describe (J. Bell 2004, p.104, A.N. Oppenheim 1992, p.160, K. F. Punch 2004, p.100). Similarly to reliability, validity is a matter of degree, which means that it is better to say that the results have high or low degree of validity than saying that the results are valid or invalid. K.F. Punch (2004, p.101) demonstrates three main approaches to the validation of instruments:

1. Content validity: '*focuses on whether the full content of a conceptual description, (space, holding ideas and concepts), is represented in the measure*'.
2. In criterion-related validity: '*an indicator is compared with another measure*'

of the same construct in which the researcher has confidence. There are two types of criterion validity. Concurrent validity is where the criterion variable exists in the present and predictive validity is where the criterion variable will not exist until later’.

3. Construct validity: *‘any measure exists in some theoretical context, and should therefore show a relationship with other constructs which can be predicted and interpreted within that context’.* In order to achieve having this kind of validity, the questionnaire should be linked with any appropriate theories, related with the aims of the investigation.

Cohen et al (2000, p.112), define triangulation as *the use of two or more methods of data collection in the study of some aspect of human behaviour... triangulation is a technique of physical measurement...triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in doing so, by making use of both quantitative and qualitative data.*

Denzin (1970, in L. Cohen et al, p.113) has extended his view of triangulation as a multi-method approach and he mention six types of triangulation:

- *Time triangulation*
- *Space triangulation*
- *Combined levels of triangulation*
- *Theoretical triangulation*
- *Investigator triangulation*
- *Methodological triangulation*

Methodological triangulation was chosen as I used two research methods, postal questionnaires and semi-structured interviews.

To obtain useful and accurate data we need both validity and reliability. A researcher should ask the question: are my instruments of measurement valid, do they actually measure what they are designed to measure? The use of feedback from a pilot group was important to ensure that the final version of the questionnaire was appropriate designed.

Many ethical issues arise during the stages of the research. As researchers anticipate data collection, data analysis and interpretation many ethical issues emerge that call for good ethical decisions. This is because social research involves humans. Humans interact with each other and we collect data from people about people. According to N. Walliman, (2003, p.213) there are two perspectives from which the researcher can view the ethical issues in research: *‘The first is concerned with the values of honesty, frankness and personal integrity, and the second with those of responsibilities to the subjects of research, such as privacy, confidentiality and courtesy’.*

L. Cohen et al (2000, p.245), notes: *‘the questionnaire will always be an intrusion into the life of the respondent... they cannot be coerced into completing a questionnaire.*

They might be strongly encouraged, but the decision whether to become involved and when to withdraw from the research is entirely theirs’.

J. Bell (2004, p.41), presents some conditions and guarantees in a set of basic principles of ethical social research:

- *All participants will be offered the opportunity to remain anonymous*
- *All information will be treated with the strictest confidentiality*
- *Interviewees will have the opportunity to verify statements when the research is in draft form*
- *Participants will receive a copy of the final report*

The researcher needs to keep in mind all the above and be aware of the sensitive issues that could arise during the planning and especially during conducting the actual investigation.

3.4 Target group/ Sample

Gathering data from the whole population, or a very large number of population is not only time consuming, but it is also costly and inefficient. It is crucial, necessary and essential to choose sample. L. Cohen et al (2000, p.93) note: *‘researchers must obtain the minimum sample size that will accurately represent the population being targeted’.* According to Entwistle and Nisbet (1972, p.29), *‘the first stage in sampling is to define the population’.* The target population in my research is the deputy heads who serve in three large cities in South-West of England, Bristol, Bath and Weston-Super-Mare. I keep in mind that a researcher should be aware to be very careful choosing a representative sample, in order to avoid collecting false or useless data. After the data analysis of the questionnaires the target population for the second part of my inquiry are the head teachers in England and in Greece.

In social research sampling is undertaken in several ways which include: random sampling, systematic sampling, stratified sampling, cluster sampling, stage sampling, convenience sampling and purposive sampling. The Cluster sampling is considered the most appropriate for this survey. According to this method as L. Cohen et al (2000, p.101) note: *‘Cluster samples are widely used in small scale research. By cluster sampling, the researcher can select a specific number of schools and test all students in those selected schools’*, (in my case the deputy head teachers and head teachers).

The schools were randomly selected from the Bristol, Bath and W-S-M school directory and the deputy head teachers who work in these schools are 168. Eleven of the questionnaires were returned to me due to false address so the valid number of the deputy heads who were targeted was 157. This was the group of interest, the *‘target population’*. Questionnaires were sent and 157 who received them were the sample. The responds were 39, number that represents 24.84% of the

population, which can be considered representative sample.

The questionnaires were posted on the first week of July 2008. Attached to each questionnaire was the cover letter addressing each respondent and explaining the purpose of the inquiry. I informed the deputies that they could return it to me within 7-10 days.

In the following paragraph one can see more detailed elements about the sample. Out of the 39 responders:

- 17 were males (43.6 %) and 22 females (56.4 %).
- 13 had 1-10 years of teaching experience (33.3 %), 19 had 11-20 years of teaching experience (48.7 %) and 7 had 20 and over years of teaching experience (17.9 %).
- 32 were serving 1-5 years as deputy head teachers (82.1 %), 6 were serving 6-10 years as deputy head teachers (15.4 %) and 1 was serving 11-15 years as deputy head teacher (2.6 %).
- 30 own University degree (76.9 %), 7 own Masters' degree (17.9 %), 1 own PhD (2.6 %) and 1 owns 'other' qualification (2.6 %).
- 23 had obtain the NPQH (59 %), 9 intent to enrol (23.1 %) and 6 weren't interested in doing it (15.4 %).

3.5 The Questionnaire

The decision to use postal questionnaires for the needs of this research was based on the following assumptions:

- The use of questionnaires gives the opportunity to the researcher to generalise the results of the survey easier because each subject receive the same set of questions. The sample size and the cost are important factors as well.
- The use of questionnaire is perceived by the respondents more positive regarding the protection of their anonymity that this tool provides in higher level.
- In questionnaires, it is easier to include questions and statements from all the areas which data are needed, for example, the implementation of the NPQH; the role of the head teacher and LEA.
- The use of questionnaires allows to the researcher to reach the respondents over a wide geographic area.
- It is not time consuming.
- Questionnaires have a low cost of data collection, an important factor according to A. N. Oppenheim (1992, p.102).

For the designing of the questionnaire, a researcher must take the follows into consideration:

- Anonymity; the questionnaires were anonymous. As Frankfort-Nachmias and Nachmias (1992) say: *'The obligation to protect the anonymity of*

research participants and to keep research data confidential is all inclusive'. (In L. Cohen et al. 2000, p.61).

- Before starting designing the questionnaire a thorough investigation of the relevant literature on NPQH, must be done.
- Important is the selection of the type of the questions to be asked. The use of statement-closed questions is more likely to be used because those questions are easier to answer. However in every section of the questionnaire there is an open-ended question. The purpose of those open-ended questions is to give the opportunity to the respondents to express freely their opinion.
- The need for a pilot study in order to *'get the bugs out'*, as J. Bell states, (2004, p.128)
- The importance of the piloting group.

The questionnaire consisted of 6 pages and it is divided in four sections. The first page contain the cover letter and a small informational paragraph, in the last page I offer to the participants the opportunity to express any further comments they may have and I give some personal information such as my name and my university email account. In the first section (see Appendix A) there are five closed questions asking for background information about the gender of the respondents, teaching experience, years of experience as DHs, about other qualifications and their status regarding the NPQH. The other three sections are linked with the three aims of the survey. {See chapter 1, page (1)}.

Question types: Likert scale

In my questionnaire the summated rating or Likert scale was used to estimate deputy head teachers' attitudes towards NPQH. In 1932, Rensis Likert, formatted a very useful and well-known question form, named after him as Likert scale. In its most popular format the responder is presented with a sentence and is asked to agree or disagree on a three to seven point scale. Gall (1996, p.297), notes: *'Likert scales, which typically ask for the extent of agreement with an attitude item, are a common type of attitude scale'*. Oppenheim A.N. (1992 p.200) says: *'The Likert scales tend to perform very well when it comes to a reliable, rough ordering of people with regard to a particular attitude...they provide more precise information about the respondents degree of agreement or disagreement'*. In the questionnaire I designed for the purposes of this investigation, for some questions, a six point Likert scale:

1=Strongly disagree, 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree, 6=No answer

A five point Likert scale was chosen for some others questions:

1=Lowest, 2=Low, 3=High, 4=Highest, 5=No answer

The Likert scale is placed on the right side of the statements which are expressed rather in a positive form than in a negative one. Robson C. (2002) makes clear that: *'Items in Likert scale can look interesting to respondents, and people often enjoy*

completing a scale of this kind. This can be of importance, not only because if they are interested they are likely to give considered rather than perfunctory answers, but also because in many situations people may, just not be prepared to cooperate in something that appears boring’.

Piloting

According to many researchers it is crucial for the validity and reliability of a survey to pilot the instrument methods used to gather data. J. Bell (2004, p.128) notes: *‘The purpose of a pilot exercise is to get the bugs out of the instrument so that subjects in your main study will experience no difficulties in completing it and so that you carry out a preliminary analysis to see whether the wording and format questions will present any difficulties when the main data are analysed’.* To ensure that the questionnaire was appropriately designed and before the final version of my questionnaire was to be handed out to the target population, I tested it with a small group in a pilot run. The pilot study allows to the researcher to discover any gaps in the research process and sort them out so they would not cause any problems. A total of six questionnaires were handed out to my pilot group. The pilot group consisted of six deputy heads. The number of the critical friends was decided according to Andersons’ suggestion: *‘A good method of pilot testing a questionnaire is to assemble a group of six to twelve volunteers’*, (1990, p.217). My aim was to get feedback on the wording of the questionnaire, to check if the questionnaire is understandable, and to check how long it takes for the deputies to complete it. As Walliman (2003 p.238) puts it: *‘A questionnaire should be pre-tested on a small number of people in what is called a pilot study...so as to anticipate any problems of comprehension or other sources of confusion’.* The next step after the necessary changes was to post the questionnaires to the target population of my research.

The Interview

In order to build further in validity and reliability to my study, I will apply the multi-method approach of triangulation which J. Bell (2004, p. 102) defines as: *‘the use more than one method of data-collecting’.*

Following the analysis of the questionnaire responses, I came up with the questions I needed to ask the head teachers in part two of my investigation. It is clear that it is impossible for a researcher to interview all the heads so one should select a convenience sample, which could be representative. In this survey, I chose the sample from the head teachers who responded positive in my request to interview them. The head teachers were encouraged to express their opinions. The interviews were spread over a week on the first week of September 2010 for the Greek head teachers. A high degree of trust had to be created between me and the head teachers

so they could be reassured about ethical issues such as confidentiality and anonymity promised in my cover letter. Kimmel (1988) notes: *'one finding that emerges from the empirical literature is that some potential respondents in research on sensitive topics will refuse to cooperate when an assurance of confidentiality is weak, vague, not understood, or thought likely to be breached'*. (In L. Cohen et al. 2000, p.62).

L. Cohen et al. (2000, p.267) remarks an interview as: *'an interchange of views between two or more people on a topic of mutual interest...interviews enable participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view'*.

M. Denscombe, (2007, pp.175-178), mention the following interview types:

1. Structured interviews; involve tight control over the format of the questions and answers.
2. Semi-structured interviews; the interviewer is prepared to be flexible in terms of the order in which the topics considered and more significantly, to let the interviewee develop ideas and speak more widely.
3. Unstructured interviews; go further in the extent to which emphasis is placed on the interviewees' thoughts.
4. One-to-one interviews; the most common form of semi-structured or unstructured interview is this variety which involves a meeting between one researcher and one informant.
5. Group interviews; by interviewing more than one person at a time the researcher is able to dramatically increase the number and the range of participants involved in the research.

One issue that haunts me, as a lonely first time researcher, is that one related to the question: *'How do I do this?'* Practice seems to me the only solution. Practise and feedback/comments from interviewees in the pilot run is something that researchers recommend. What I need is to gather data, valuable data and in order to achieve this; I need to influence interviewees to talk freely and openly. C. Robson (2004, pp.274-275) suggests: *'Your own behaviour has a major influence on their willingness to do this'*, furthermore he adds the following: *'Listen more than you speak, put questions in a straightforward, clear and non-threatening way, eliminate cues which lead interviewees to respond in a particular way and avoid long, leading and biased questions'*.

Researchers consider interviews as highly subjective technique in gathering data. Therefore they suggest careful preparation to avoid the danger of bias, largely because as Selltiz et al. (1962, p.583) point out: *'interviewers are human beings and not machines'*. (In, J. Bell, 2004, p.139). C. Robson (2004, p.273) explains: *'All interviews require careful preparation; making arrangements to visit, securing necessary permissions, confirming arrangements and rescheduling appointments'*. Time planning and time management is a crucial skill that one should own to be a successful interviewer, and so I am satisfied of the level of my preparation since I

had plenty time to plan and to carry out my research.

M. Denscombe (2007, pp.202-204) notes the following advantages and disadvantages of interviews:

Advantages: depth of information; insights; equipment; informants' priorities; flexibility; high respond rate; validity; therapeutic.

Disadvantages: time-consuming; data analysis; reliability; interview effect; inhibitions; invasion of privacy; resources.

I should mention though my belief that the number of head teachers was limited because the procedure of the interviews is time consuming and the cost involved is high. M. Denscombe (2007, p.175) notes: *'the interviews are viable in terms of the costs in time and travel involved'*. In my research I chose semi-structured interviews in a single approach of the target group, therefore telephone interviewing was the appropriate method to follow for me to achieve the better results interviewing the head teachers in Greece. With limited time and funds a small scale study was designed. Seven productive Greek Head teachers (4 men and 3 women) were contacted and they agreed to participate in the research I was conducting. A semi-structured interview schedule was prepared and with the consent of the Heads who were interviewed their responses were recorded transcribed and analysed. All of the heads were interviewed by phone after a date was planned and copies of the six questions to be asked were emailed to them prior the interview. I must add that the questions were translated by me in Greek and the whole purpose of the study was explained to the Greek Head teachers thoroughly. The Interview Questions are presented in Appendix C .

Using questionnaires, interviews, and examination of advertisements and official documents I believe I will manage to establish some kind of triangulation that could enlarge the validity of my study.

Chapter 4: Data Analysis - Results

4.1 Data Analysis

This chapter is the essential part of this enquiry because the discussion and the analysis of the results of the survey will clarify the deputies' perceptions about the NPQH programme. Furthermore the results could offer valuable insight in which areas the programme could be improved for a successful implementation of the innovation.

As it was mentioned in the previous chapter, out of the 157 questionnaires that were posted to deputy head teachers across Bristol, Bath and Weston Super Mare, 39 questionnaires were returned which consists a percentage of 24.84%. Almost all the questionnaires were answered with a few minor exceptions that were left out.

The purpose of this chapter is to provide an analysis of the findings of the research to be used to answer the research questions. It is vital to keep in mind that the principal aim of this research book is to review, discuss, synthesize and summarise existing research and thinking about the NPQH programme and to investigate particularly the deputy head teachers' beliefs about this qualification and school leadership in general. This aim is manageable, I think, because I had the fortune to serve as head teacher, and as deputy head teacher in a supplementary mother tongue school in Bristol, UK and in Greece, as well, for the last 12 years. The tables used illustrate in a comprehensive way the findings. The responses of the deputy head teachers were analysed and presented in the following pages. Comparison of percentages, frequencies, descriptive crosstabs, multiple choice questions and completion of an attitude continuum for statements presented in the attitudes section of the questionnaire, running from strongly agree to strongly disagree. (See questionnaire in Appendix A).

The data gathered from the questionnaires were analysed by a statistical package for Social Science (SPSS 15.0 for Windows). The analysis included comparison of the independent variables (See introduction p. 2) to determine differences and/or similarities within and across the three groups tested. However, I must stress, that the huge amount of data produced show a tendency that we should test in the future to see whether there are significant differences and/or similarities within and across those groups. To do so Descriptive Statistical (in terms of frequencies, mean score, percentage etc.) and Descriptive Crosstabs were used.

The preparation and piloting of the questionnaire was carried out to make the analysis much easier for me. Initially it is the data itself which is of essential importance. However, as Judith Bell (1987, p.25) states:

'Data collected by means of questionnaires, interviews, diaries or any other

method mean very little until they are analysed and evaluated’.

As this research was designed to have a qualitative and in-depth approach I keep in mind suggestions that Robson (2002) presents as ‘*basic rules for dealing with qualitative data*’ that includes:

- *Dealing with the data should not be a routine or mechanical task; Think, reflect. Use analytical notes (memos) to help to get from the data to a conceptual level.*
- *There is no ‘right way’ of analysing this kind of data and that place even more emphasis on your being systematic, organised and persevering.*
- *You are seeking to take apart your data in various ways and then trying to put them together again to form some consolidated picture.*

Questionnaire Presentation

Oppenheim (1992, p.261), states: ‘*the main purpose of the questionnaire, and of the survey as a whole, is measurement...The words that were spoken or written by our respondents will be turned into figures and symbols that can be counted and added up’.*

Having in mind to reduce time and effort I had to code valuable data. I did so by assigning a code number to each answer. Assigning numerical values to every response helped a lot in the final process.

A summary sheet was prepared for all questions so returns were dealt on a questionnaire-by questionnaire basis. Once the summary sheets were completed and after a waiting period for the responses to arrive the information was presented and analysed. Research findings, data analysis and literature review will assist in making recommendations for improvement and further future investigation and coming to conclusions.

Sample Description – Responses rates

The deputies who participated in the study were selected randomly drawing approximately 25% of the target population. (See table S1 bellow). Therefore the sample is valid enough to be representative of the population from which it comes and the findings can be generalised for the whole target population. The following tables show the details of the return rate and description of the sample.

Table S1: Response rates

		Frequency	Percent	Valid Percent
Valid	No response	118	75.16%	75.16%
	response	39	24.84%	24.84%
	Posted	157	100%	100%

Table S2: The sample by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	17	43,6	43,6	43,6
	Female	22	56,4	56,4	100,0
	Total	39	100,0	100,0	

The percentage of male and female deputy head teachers who participated in the survey was 43,6% for males and 56,4% for females.

Table S3: The sample by teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10 years	13	33,3	33,3	33,3
	11-20 years	19	48,7	48,7	82,1
	20+ years	7	17,9	17,9	100,0
	Total	39	100,0	100,0	

This table shows that most of the responses (48,7%), have 11-20 years of teaching experience, a small percentage of 17,9% have a teaching experience of 20 plus years and 33,3% have 1-10 years of teaching experience. I believe it is safe to assume that deputies who are almost there for retirement show no interest in improving their position.

Table S4: The sample by years serving as deputy head teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	32	82,1	82,1	82,1
	6-10 years	6	15,4	15,4	97,4
	11-15 years	1	2,6	2,6	100,0
	Total	39	100,0	100,0	

In this table we can identify a significant percentage of 82,1% who serve as deputies the last 1-5 years. The reason that a large percentage of newly appointed deputies participated in this research could be the fact that they are actually the

‘pool’ from where the governors and/or the head teachers could possibly draw their successors in headship. We could safely enough say that the majority of deputies of younger ages are ambitious enough or have their eye into headship and it is possible that they are willing to work more hours to achieve more.

Table S5: The sample by qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	University degree	30	76,9	76,9	76,9
	Masters' degree	7	17,9	17,9	94,9
	Phd	1	2,6	2,6	97,4
	Other	1	2,6	2,6	100,0
	Total	39	100,0	100,0	

More than half, 76,9% of the deputies who participated in the enquiry hold a university degree and a very low percentage of them (2,6%) hold PHD.

4.2 Analysis of deputy head teachers' responses

In the first page of the questionnaire, as an introduction, it was presented the cover letter (See Cover Letter in Appendix B) for the deputy head teachers following by a short paragraph explaining what this research was about. The questionnaire was separated in two sections and four parts. All participants could answer the first section and part four of the second section (background information), yet the participants who had completed the NPQH programme could answer all parts and both sections.

In part one deputy head teachers were asked to identify and express their opinion about the NPQH programme in general, in part two they were asked to answer about the NPQH procedures, in part three we ask from the deputy head teachers to express their opinion about the role of the head teachers and the governors of the school in relation with the NPQH programme and finally in part four we tried to gather some valid information about the deputies background information (gender, qualifications, years of teaching experience and years of experience as deputy head teachers).

I used the final page of the questionnaire to give the opportunity to the participant deputy head teachers to make any further comments they might have. Closing the questionnaire I stated my name, I mentioned that I am a MEd student for the Department of Education at University of Bath giving them the option to email me if they wanted to add something. (See questionnaire in Appendix A).

In question one deputy head teachers were asked if they are willing to enrol in the NPQH programme. The outcome of this enquire showed that 23.1% of the

deputy head teachers are willing to enrol in the programme and a valid 59% own the NPQH certificate. (See Table Q1: Intention to enrol in the NPQH programme in Appendix E)

Research showed, **in question two**, that 51.3% of the deputy head teachers believe that the NPQH programme training could prepare or prepared them well so they can perceive themselves as aspiring head teachers. Earley and Evans carried out a survey of deputy head teachers in 2003 with similar findings, 54 per cent of the participants who had completed the NPQH, felt very well prepared for headship. (p. 330). However, I must note that a significant percentage of 25.6%, in the current study, believe that they do not need any special training, they claim that they are experienced enough to get the job done. Two head teachers who did not complete NPQH said that the programme would have added too much pressure to their lives, would have taken long to complete, and would not have been as valuable as learning on the job. (Crow, 2007, p. 59). Research carried out by Georgiou, M. Et al (2005) investigating the needs of Cypriot head teachers showed that head teachers run the schools based in their own experience. Experience and managing skills, they gain on a daily basis. They claim they do not need any special training to improve their performance. (See Table Q2: Being an aspiring head teacher in Appendix E)

In question three, deputies were asked to identify some of the important characteristics which were contributing factors in a deputy head teacher becoming a successful head teacher. 48.7% believe that a deputy head teacher should be open-minded, 25.6% that he/she must be ambitious and 12.8% claim that he/she must be flexible. (See Table Q3: Which of the following statements characterise you the most? In Appendix E)

Question four was designed to identify the positive or negative outcome of the NPQH training programme. 35.9% of the deputies were positive, they believe that the programme prepared them well to be aspiring head teachers. Yet, 23.1% was negative and a significant percentage of 33.3% gave no answer. I have the belief that this percentage is very low thinking the amount of money the government spend. Furthermore, participants who rated the programme negative said amongst others: *'...there was no training in finance/personal/employment law, other says experience of all areas of school life plus NPQH, NPQH and the job are very different'*. (See Table Q4: NPQH preparation outcome in Appendix E)

Question five was designed to investigate if deputies were able to identify improvement in several aspects through the NPQH process. 53.6% agree that there was an improvement in their leadership skills. 56.2% saw their management skills grow. 43.6% agree that their self-awareness skills were improved and a surprising 30.8% cannot be sure if there was improvement in their socialisation skills or what Crow (2007) describes as the procedure, the way head teachers *'learn their jobs'*. Last we identify a significant 38% who gave no answer in any of those aspects. (See Tables Q5a-Q5f: Improvement through NPQH in Appendix E)

In question six, we tried to investigate and identify the motives that could push forward the deputies in order to obtain the NPQH. 46.2% believe that their motive is nothing more than professional development. 38.4% do not believe that social recognition is an important factor to motivate them, on the other hand a small percentage of 12.9% believe the opposite. 30.8% do not think that financial remuneration is enough motives. On the opposite direction 20.5% believe that the increase of their income is important to motivate them. It is worthy to mention that the highest percentage, something between 43.6% - 51.3% gave no answer. In addition, there is the idea of *'improving education and make a difference'*, that it was mentioned by the deputies. Research showed that: The general view among heads and researchers alike seems to be that heads are powerful, controlling and pivotal players in *'their'* schools. For many this was why they became heads. Many individuals are attracted to the job because they see position as central and influential. However, this feature of headship raises many issues as follows:

- The ethical issues of whether the domination is morally acceptable.
 - The heads' feeling of being powerful and in control can make it more difficult to delegate.
 - Heads who are denying their colleagues the chance for them to make their contribution to school could be limiting for others, especially deputies.
- (Southworth 1998, p. 62-63)

(See Tables Q6a-Q6d: Rating of motivation to become head teacher in Appendix E)

In question seven, the deputy head teachers had to identify changes within their responsibilities after the completion of the NPQH. 30.8% saw change in their responsibilities about the aims and objectives of the everyday school life, 28.2% were able to identify change of responsibilities relevant with the curriculum, 38.5% identified change of their responsibilities about managing stuff, 41 % saw change within monitoring progress and finally 38.4% believe that there was a change when it was about teacher's appraisal. However 41% gave no answer. Going through literature and defining the roles that a deputy head teacher should play, we could see that NCSL press on deputies to take more and more responsibilities. I believe that these results will not satisfy policy makers, since the percentages are too low. I am thinking that it might be possible that responsibilities have change, no one denies that, but I could argue that a deputy could be able to get the job done not because of the NPQH training but because he/she had the skills and the necessary experience, having my thoughts rely on what deputies added in the last page. (See Tables Q7a-Q7f: Change of Responsibilities in Appendix E)

In question 8 the deputy head teachers were asked to rate the structure of the NPQH. 48.8% found the pre-entry stage effective yet a larger percentage of 46.2% found it not effective, a deputy said: *'NPQH lost my application'*. 41.1% found the entry stage effective, however the larger percentage 53.8% believe that this stage wasn't effective. 56.4% believe that the development stage was effective,

coaching stage was rated effective from the 41% of the deputies and finally 50.8% of the deputies were negative towards the graduation assessment. Data show a negative tendency towards the structure of NPQH. I cannot believe that when they were designing NPQH in NCSL they were expecting so low percentages. It might be the time that NPQH structure should be reformed once more. (See Tables Q8a-Q8e: NPQH structure assessment in Appendix E).

There is an agreement between NSCL and certain universities to offer teachers, who hold NPQH, certain credits in a master's degree in educational management, if one decides to apply. 64.1% claim that they weren't aware of this agreement, 64.1% show no interest about it, finally a very small percentage 10.3% believe that this agreement is a valid motive for them to enrol for a master's degree. The TTA, initially, was determined not to link the NPQH to higher education, because these degrees were perceived to be insufficiently related to practice. (Green H., 2004, p.229). Bush (1999) states: *'The TTA has eschewed the opportunity to link NPQH with specialist masters' degrees in educational management. A structured marriage between these two approaches would have enabled aspiring heads to 'twin track' towards NPQH, and MA or MBA, in a process similar to that of trainee teachers who progress towards PGCE/Bed., and Qualified Teacher Status (QTS)'*. (p. 245). There have been continuing discussions about the academic credibility of the NPQH and how it can and should count towards a Masters' degree. (Green H., 2004, p.239). (See Tables Q9a-Q9c: NPQH and Masters Degree accreditation in Appendix E).

In question ten, 41% of the deputies felt that the pass/fail strategy/assessment of the NPQH programme could affect their confidence and self-esteem; however a larger percentage of 56.4% believe that their confidence and self-esteem couldn't be affected by this assessment. Bush (1999) reviewing the original model of the NPQH programme, argues:

'The NPQH fits in with the deficit model of 'sorting out' teachers, and is unattractive to senior educational professionals, who see it as another attack on their confidence'. (Cited in Gunter, H.M., in Fielding, M. et al, 2001, p. 161). (See Table Q10: Pass/Fail strategy in Appendix E)

In question 11, deputies were asked to identify the most significant factors that could inhibit them from working towards NPQH. 43.6% of the deputy head teachers show no interest in headship and another 30.8% believe that time management could be a very important factor against enrolling for NPQH. Bottery (2007) comes to support my findings. His literature review on the matter showed that there is evidence that head teachers may feel increasingly less able to do the job. (p. 90). There is an extensive literature on burnout, early retirements and an alarming number of individuals who are not coming forward to take up the role of principal across the western world (Fullan, 2004; Gronn, 2003, Hargreaves, 2003). This not only suggests that the job is costly in personal, emotional and health terms,

but that individuals may simply not feel capable of fighting for their position, and may then be either ‘downshifting’ (Laabs, 1996) to something less demanding, or deciding not to take up the torch in the first place. (Bottery, 2007, p. 90). James and Vince (2001, p. 314) come to support: *‘One of the powerful themes to emerge from our research is that the individual who runs a school is not just a head teacher. She/he also has to be head social worker, head community worker, head counsellor, head policewoman/policeman, head parent, head friend and so on and on.’* (See Table Q11: Factors against working towards NPQH programme in Appendix E)

In question twelve, research showed that 51.3% of the deputies feel that a negative stance towards NPQH will affect their interview results when applying for a deputy head teacher’s position. However the results seem to be divided since another 46.1% does not share that opinion. (See Table Q12: Interview results in Appendix E)

In question 13, deputies were asked to identify the most significant characteristics that of a deputy-Head teacher relationship. 51.3% believe that loyalty is an important factor, yet 56.4% of head teachers according to deputy head teacher’s belief feel threatened from the deputies. 43.6% believe that it is school’s policy to keep the relation in high quality level, yet 51.2% do not agree with that statement. 76.9% do not believe that governors have any kind of interference. 69.2% believe that trust and respect between the head and his deputy is the critical factor to establish quality relationship within school settings. 66.6% believe that deputies and head teachers share common social and moral values and a valid 61.5% feel that it is important that their head teacher listen to their needs. (See Tables Q13a-Q13g: Deputy head teacher-Head teacher relationship in Appendix E)

In question fourteen, deputies were asked to identify characteristics that governors/head teachers look for during the job selection process. 61.05% of the deputies believe that governors and heads look for deputies who are willing to enrol for the NPQH, 76.9% believe that governors and heads look for deputies who want to be head teachers yet a controversial percentage shows that deputies believe that governors and head teachers look for deputies who avoid responsibilities. Brooks (2006) offers an insightful opinion to support our findings: *‘Governors want someone who will take on the challenge, who will have a reason to innovate and to seek improvement, not someone who will be happy to slip into comfortable insignificance. A successful candidate for a deputy head teachers’ post is one who will be keen to move on to headship’*. (p. 149) (See Tables Q14a-Q14c: Job selection process in Appendix E)

In question fifteen, research showed that 59% of the deputies claim that governors look to identify potential head teachers, 59% believe that governors offer opportunities to new heads and finally 84.6% of the deputies do not believe that governors collaborate with other schools in finding new head teachers. (See Tables Q15a-Q15c: Governors’ role in Appendix E)

In question sixteen, deputies were asked to identify the level of assistance they experienced during the implementation of the NPQH from their head teachers and their governors. 20.5% of the deputies took advice and feedback from their head teachers, and a smaller percentage of 17.9% experienced encouragement to enrol. However a valid 28.2% of the deputies have no recollection of assistance from the governors, and a small percentage of 12.8% had the financial support of the governors by funding the NPQH. (See Tables Q16a-Q16b: Assistance from head teachers/governors in Appendix E). This finding indicates that the Head teachers and/or the governors, when it comes to...issues, don't bother to get the feedback from its Deputies. This finding contradicts the recommendation of O' Sullivan et al (1998 p.18) who suggest that: *'the staff needs to feel that they have participated and that the resulting programme truly reflects the grass root feeling rather than an imposed view from the senior management'*.

4.3 Analysis of Greek Head teachers' interview responses

The purpose of the second part of my enquiry is to identify, if possible, a trend in the Greek head teacher's beliefs about a qualification that they know little about yet I looked for ideas they might have, since there is a huge debate in Greece about introducing a similar National Qualification. As I mentioned before I interviewed seven Greek Head teachers (57.14% of the participants are male and 42.86% of them are female), who are firstly, very experienced as teachers (85.71% of the participants have 20+ years of teaching experience), secondly very experienced as head teachers (42.85% of the participants have 1-5 years serving as heads, 14.3% of the participants have 6-10 years serving as heads and 42.85% have 11-15 years serving as heads) and finally they are very well educated (42.85% of the participants own a Phd, 42.85% of the participants own a University Degree, and 14.3% of the participants own a Masters Degree).

The interview was divided in two parts. The first part consisted of the six questions that I came across after the analysis of the main research and the second part was about gathering background information of the participants. (See Interview Questions in Appendix C and Transcripts of the answers in Appendix G).

In question one, the Greek head teachers believe that if one has experience as a deputy head teacher then he/she does not necessarily needs special training. However, one notes: *'head teachers' role is demanding, time-consuming and exhausting and I believe that one must be very well prepared. Continues professional development in a National School could prepare them well enough for the new trends in management and organisation of education, in a different way than the everyday practice in schools'*. (A.B.)

In question two, Greek head teachers believe that all of the three characteristics, open-minded, ambitious and flexible are important characteristics

for a head teacher. They suggest that a deputy head teacher if he/she is open-minded could step in and take up on challenges when it is needed to support the head and propose ways to improve the school's practices. Their belief is that it is important for a deputy to be self-motivated and ambitious to get higher in hierarchy. However a lonely voice said: *'...especially I detest ambition without restraint and I believe that characteristic is a major shortcoming for heads and deputy head teachers'*. (T.A.) In terms of flexibility, they point out that it is important the deputy to be able to step in whenever her/ his input and advice is needed. Although there are cases where I have had experiences of very strict and without flexibility deputy head teachers, They believe that a successful head should be open minded to move forward the schools according to the changes in society and the education system and almost all of them were experiencing a strong relationship with their deputies.

In question three, Greek head teachers state that personal interest for their professional development as well with an increase to their income could be a good motive for someone to move into headship, however they stress that the proposed salary in Greece is not so satisfactory in comparison with the responsibilities that come with the job. Furthermore, two of the participants believe that if a deputy decides to move into headship then he/she could face the negative stance of his/ hers colleagues. *'It is my belief that openly stating your purpose to become a head teacher, could draw upon you negative critique from your colleagues in the school, especially from those who don't have the skills and qualifications you have'*. (T.E.)

In question four, the Greek head teachers believe that deputy heads avoid moving towards headship because they *'fear responsibility, because the heads role is full of anxiety that comes with the job, because money isn't good enough, and because they value more quality time in their personal life than more responsibilities and increased workload'*. I should add that in Greece head teachers teach as well. It depends of the size of the school yet they must teach 8-10 hours per week to keep in touch with the main subject of education, the teaching practice and the pupils. Furthermore the monthly salary of a head teacher, in a middle school, is no more than 15% of an experienced teacher. That is the reason they do not see headship so attractive.

In question five, Greek head teachers talk about respect, about sharing the same moral and social values yet there is one who believes that *'many head teachers take advantage of their deputies and load them with more and more work and responsibilities.'* (T.A.) Most of them never felt threat from their deputies and two of them state *'personally, I never felt threat from my deputy, head teachers with less skills and qualifications than their deputies should be feeling the threat.'* (N.G.)

In the final question, the Greek head teachers believe that a National qualification of headship could and should be developed in Greece as long the Ministry of Education Lifelong Learning and Religious Affairs is clear and sound about its scope and procedures involved. Greek teachers are suspicious every time the

ministry introduce an innovation; it is worth mentioning that Greek teaching associations fight against the appraisal of the teaching staff the last twenty years with great success, I must say with regret. I believe it is one of our characteristics as Greeks not to trust our government. However, the current government looks very decisive to move forward the education reform, the ministry is planning. One of the main issues they are talking about introducing the next academic year is a National Qualification for Headship.

Chapter 5: Summary, Recommendations and Conclusions

The final study of this enquiry consists of the summary of the findings and recommendations. Furthermore I will look at the limitations and the strengths of the methodology and finally I will attempt to reach a valid conclusion.

5.1 Summary of the findings and recommendations

This study is valuable as I take a glance into the thoughts and the beliefs of the deputy head teachers within the region of the south west of England. I attempted to investigate many aspects of the NPQH programme, its procedures and final outcomes. It was surprising the fact that analysing the outcomes of the study I came across with very passionate statements and written comments that some deputies felt they had to share with me.

From the responses gathered I have the feeling that this study revealed the following:

- Head teachers or/and the schools as living organisations encourage the deputies to enrol the NPQH, as it became mandatory the last years.
- It was clear that the role of the head teacher is demanding, time consuming and a lonely work to do, yet research showed that the larger percentage believe that enrolling the NPQH programme one could get more up to date information and organisational ideas, in a different way, other than their everyday practice validating the high percentage of the answers. However there is a strong belief that a skilled, long and experienced deputy could have the job done.
- In my professional opinion, as a practitioner, in my career as deputy head teacher and head teacher I have found these characteristics identified here as important if one wants to be a successful head teacher, therefore I wasn't surprised of the outcome of this question. The larger percentage shows that deputies who are ambitious and open-minded are looking forward to move higher in hierarchy targeting a head teacher's position.
- The findings in question four in relation with written statements of the participants indicates that an important percentage of deputies believe that their best qualification is their experience to progress professionally.
- Most of the participants could identify a growing improvement in their leadership/managements skills, yet a significant percentage couldn't identify any improvement in their socialisation skills. It is my belief that further research could be done.
- Professional development followed up by social recognition is the highest

motivator for deputies to enrol the NPQH programme according with the findings. However it is worth mentioning that the highest percentage gave no answer. It seems as for many of the deputies, enrolling into NPQH programme is more the result of self-motivation rather than they are given enough incentives from their school to do so. It is surprising that financial remuneration isn't enough to motive the deputies. Maybe there is no significant difference between the deputy's and the head teachers' salary. The increase of responsibilities and the workload that comes with the head teacher's position may not be so tempting after all.

- The study showed that deputies were not satisfied by the outcome of the NPQH (changes in their responsibilities about the aims and the objectives of the everyday school life, the curriculum, changes in managing stuff and finally changes in monitoring progress and teachers appraisal), since the percentages that were happy about it was lower than 40%, even the percentage that gave no answer was higher than that. Possibly there is a need to review how NPQH programme is taken into consideration in the schools, re-assess its usefulness in particular areas and discuss with the deputies what kind of changes they may see if they go through the NPQH training. That may motivate more deputies to take the course and be satisfied by its outcomes, and benefits afterwards.
- The study reveals that deputies were not satisfied about the procedures. A large percentage of the participants expressed a very negative opinion about the stages of the NPQH programme. We should look deeper into the NPQH procedures so we could identify factors that could cause difficulties during the implementation and the several structural stages of the NPQH programme.
- Research showed that there is insufficient information about the agreement between NSCL and certain universities to offer credits in a masters' degree in educational management, something that could be a fine motive for the deputies' next professional development course.
- A large percentage of the participants do not believe that their self-esteem could be affected by the pass/fail strategy of the NPQH programme. However we must take into consideration that four out of ten deputies believe the opposite. Further research could investigate why deputies felt so negative about it. We are all teachers even though we could be school managers in the same time. I am thinking that this could be a nice lesson for us, so we could remember how our pupils feel when they face their exams.
- Deputies, in a large percentage, do not want to move into headship avoiding responsibility that comes with the position, yet a significant percentage believe that time management could be an important factor against enrolling for NPQH. The role of the head teacher entails lots of responsibilities and

anxiety which many deputies wouldn't like to take on. Being a deputy is a job that may satisfy itself the professionals as it is high in hierarchy with increased responsibility, opportunities to take initiatives and still not having the whole school responsibility, even though some deputies could argue that they do have the responsibility to run the school. We should look into finding ways to improve the offering training programme in terms of time needed to follow up the lectures, the assignments and all the courses within the NPQH programme. Research has found that only 43 per cent of deputies are interested in becoming a head teacher and few of them would dispute that the role of head teacher today is a demanding one and that is one reason for their reluctance to apply for headship. (DCSL, 2006, p. 9).

- The study showed that deputies were divided between the belief that a negative stance towards NPQH would affect their interview results when applying for a deputy head teachers' position and an approximately lesser percentage didn't share the same belief.
- Six out of ten deputies believe that trust, respect, common social and moral values and a head teacher willing to listen to the needs of his/her deputy are the critical factors to establish quality relationship within school settings. However, the study showed that a significant percentage of the participants believe that a head teacher could feel threatened from his deputy. A Greek head teacher said during his/hers interview: *'I have nothing to fear from my deputies, I am much better qualified', maybe the answer to this problem is to select the better trained, better educated, better prepared for the job'*. My belief is that there is a clear statement from the head teacher, the need for continues professional development and training is indirectly expressed.
- Nearly seven out of ten deputies believe that head teachers and governors during the selection process look for deputies who are willing to enrol for the NPQH programme and are ambitious to move towards headship, yet research I conducted in two internet sites, looking for head teacher's vacancies, during the period of six months in England showed that no one was asking for the NPQH qualification except the Kent county schools. On the one hand we have NCSL inviting and tempting head teachers and governors to become its 'NPQH agents', on the other hand we have governors who show no interest. and It seems that head teachers and governors value more when a deputy express intentions to enrol for the NPQH and are eager to become head teachers eventually as that will mean they will do their best to fulfil the requirements of their appointment into the deputy's position.
- The study showed that governors look to identify potential head teachers and are willing to offer opportunities to new heads, furthermore it seems that governors (84.6%) do not want to 'share' their potential head teachers to another school. It seems logical to assume that preparing an aspiring head

teacher through the everyday school life and practice in other managing positions is valued more than NPQH training for the governors.

- The study showed that deputies were not satisfied by the level of assistance/ advice/feedback/financial support their head teachers and or governors offered them during the implementation of the NPQH programme. I must stress out the fact that head teachers and governors according to the findings of question fifteen were looking for deputies willing to enrol for the NPQH programme, yet we see they offer almost no aid when the deputies do so.
- Greek head teachers expressed similar opinions with their colleagues deputy head teachers from UK. They do not believe they need any special training to be head teachers, yet they understand the need for further training and professional development, as other research showed as well (National Research Report, 2008). They believe that their main motive to become head teachers is the power that goes with the position. Their belief is that deputy head teachers do not want to move to headship because they avoid responsibility; because they keep teaching, being heads; because the salary isn't good and because their colleagues might not approve such a move in Hierarchy. They identify trust and respect as crucial factors in the relationship between them and their deputies, yet they mention of head teachers who take advantage of their deputy head teachers. Finally, they welcome the qualification, but they do not trust the government. It is common belief that the government attempts to overload and add more responsibilities to them and the same time they cutting down our salaries, due the economic crisis.
- This study has not actually identified any needs of new head teachers which are different from those identified in earlier studies. However, findings suggest that in some areas the NPQH programme needs to be reviewed once more in the following issues: stages; head teachers/ governors support; workload; training in particular themes that were left out such finance/ managing budget. Furthermore, there is need for research that would look more deeply at the impact of life experience on the leadership of both women and men and examine in more detail how their gendered experience affects their leadership and management of educational institutions. Finally, there is great need for research in the Greek educational system, especially in staff development and headship areas. Further studies could be conducted utilising other sets of questions in training and further education of Greek teachers/deputies/head teachers.

5.2 Strength and Limitations of the Investigation

The data collected gave me a number of views on introducing the NPQH staff development programme, however, I must stress there are limitations in terms

of its locality. The study was carried out in three cities of South West (Bristol, Bath & Weston Super Mare). During my investigation I tried to contact the majority of deputies in the area. None the less the findings are consisted with findings from other studies. (Earley and Evans, 2003; Georgiou et al, 2005; Bush 1999; Bottery, 2007; James and Vince, 2001; Brooks, 2006;).

Furthermore, the research is limited to a small and particular sample of Greek head teachers and their views about a professional qualification for their future training and development, qualification that they know little about. Interesting was though the passionate answers I received, especially when I was asking for comments.

In addition I might mention the limited analysis of the independent variables (gender- years of expertise) in this survey, however the data are available for further tests and analysis.

Finally, another limitation I should mention is the use of the Questionnaire, as it was time consuming, expensive and with a low rate of responders. To date, however, there have been very few studies of deputy headship.

The Interviews I took from the Greek head teachers was my decision after the recommendation of Mr Paul Toolan. It was an attempt to look forward into the future and a challenge to identify a trend in the Greek head teacher's beliefs and to discover differences or similarities with their English colleagues, if any. I think we did it, as few years later the Greek Ministry is introducing a similar qualification.

5.3 Conclusions

As I mentioned in previous chapters the National Professional Qualification for Headship (NPQH) is a programme introduced to bring changes in headship training and preparation. By 1997, professional development was seen to be crucial and later by the beginning of the millennium the government proposed the creation of a National College of School Leadership (NCSL). Change was about to happen, deputy head teachers were coming out from the shadows. The ILEA Report, in 1985, was the foreteller of such a change: *'While the heads' leadership continues to be viewed as crucial, it is now to be supplemented by deputies who are also required to lead. Deputy Headship has therefore shifted from being absent to having a relatively strong presence in the terms of a schools' leadership'*. (Cited in Southworth, 1998, p. 25). However, deputies remained deputies. As the study showed they have no interest in moving into headship and that is consisted with previous research. Deputy head teachers avoid responsibility, they do not have time, they feel that they are overloaded and they value family enough to risk having domestic problems caused by uncontrolled workload.

By contrast, deputy heads are given scant attention and sometimes, are completely overlooked. Yet there is a growing awareness and interest in shared

effective leadership. Authority needs to be shared, head teachers should assist more and governors should look more into deputy head teachers who are willing to move forward into headship. The study revealed an awkward finding; NCSL invite governors and heads to play a more active role yet a very low percentage of governing bodies and head teachers respond. That contradiction is unclear and appears to be something which has to be worked out in our schools.

What has emerged from this study are some important related points that might be strong indications that the deputy head teachers keep, in general, a positive stance towards the NPQH programme. However, findings suggest that in some areas the NPQH programme needs to be reviewed once more.

Green (2004, p. 243) support my belief: *'The National Standards for Head teachers in England have met the needs of the NPQH, HEADLAMP and the selection of head teachers reasonably well over the last years. Now that the NPQH has been re-developed so successfully and a new head teachers' Induction Programme (HIP) launched (in September 2003), it is time to re-examine the National Standards for Head teachers to align them with LPSH and developments in other countries'*.

As TTA (1997) states, the National Standards make no connection between being a head teacher and continuing to teach. Is this what we are looking for eventually? Do we look for a head teacher who is no longer a teacher? Do we need more teachers in our schools or do we need more managers? Industrial type managers who invade our schools and threaten our teachers?

As Yeatman (1994, 1997) and others have theorised and as the literature on headship (Hall and Southworth 1997) shows, the reality is that the status of the head teacher is being reshaped and it continues to be underpinned by power relations and structures. Having that in mind Gunter H.M. (2001) argues, that the promotion of agency through the NPQH is creating a picture of headship which will put a lot of very creative people off, as it denies the broader connection with the social and the moral. (Cited in Gunter H.M. in Fielding M., 2001, p. 166)

I have the belief that my study achieved its aims. Deputy head teachers expressed very passionate and interesting opinions and they are the ones who are mostly affected by the National Professional Qualification for Headship. The introduced qualification is overall a successful innovation yet there is need for reshaping and improving it.

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7. Appendices

7.1 Appendix A: SPSS Outcome; Tables

Part 1. Opinions about NPQH

Section A (All participants)

1. Do you intend to enrol in the NPQH programme?

Intention to enrol in the NPQH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	23,1	23,1	23,1
	No	6	15,4	15,4	38,5
	Not Sure	1	2,6	2,6	41,0
	Already obtained NPQH	23	59,0	59,0	100,0
	Total	39	100,0	100,0	

2. A deputy head teacher can be an aspiring head teacher (HT) if:

Being an aspiring HT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NPQH training	20	51,3	51,3	51,3
	Experience-No special training	10	25,6	25,6	76,9
	Masters Degree	2	5,1	5,1	82,1
	Other	7	17,9	17,9	100,0
	Total	39	100,0	100,0	

3. Which of the following statements characterise you the most?

Deputy characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ambitious Deputy	10	25,6	25,6	25,6
	Open-minded	19	48,7	48,7	74,4
	Flexible	5	12,8	12,8	87,2
	Settled	3	7,7	7,7	94,9
	Negative	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

4. Do you believe that gaining the NPQH has prepared you well enough to be an aspiring head teacher?

NPQH preparation outcome

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	35,9	35,9	35,9
	No	3	7,7	7,7	43,6
	Not Sure	6	15,4	15,4	59,0
	Already obtained NPQH	3	7,7	7,7	66,7
	No answer	13	33,3	33,3	100,0
	Total	39	100,0	100,0	

5. Do you agree that obtaining the NPQH has helped you improve in your...:

Improvement through NPQH: leadership skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	5,1	5,1	5,1
	Not Sure	1	2,6	2,6	7,7
	Agree	17	43,6	43,6	51,3
	Strongly Agree	4	10,3	10,3	61,5
	No answer	15	38,5	38,5	100,0
	Total	39	100,0	100,0	

Improvement through NPQH: management skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2,6	2,6	2,6
	Not Sure	1	2,6	2,6	5,1
	Agree	18	46,2	46,2	51,3
	Strongly Agree	4	10,3	10,3	61,5
	No answer	15	38,5	38,5	100,0
	Total	39	100,0	100,0	

Improvement through NPQH: self-awareness skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2,6	2,6	2,6
	Not Sure	6	15,4	15,4	17,9
	Agree	9	23,1	23,1	41,0
	Strongly Agree	8	20,5	20,5	61,5
	No answer	15	38,5	38,5	100,0
	Total	39	100,0	100,0	

Improvement through NPQH: socialisation skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	4	10,3	10,3	12,8
	Not Sure	12	30,8	30,8	43,6
	Agree	6	15,4	15,4	59,0
	Strongly Agree	1	2,6	2,6	61,5
	No answer	15	38,5	38,5	100,0
	Total	39	100,0	100,0	

Improvement through NPQH: none

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	28,2	28,2	28,2
	No answer	28	71,8	71,8	100,0
	Total	39	100,0	100,0	

Improvement through NPQH: other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Sure	1	2,6	2,6	2,6
	Strongly Agree	1	2,6	2,6	5,1
	No answer	37	94,9	94,9	100,0
	Total	39	100,0	100,0	

6. If you are working towards NPQH, or you are already qualified through the NPQH programme, please rate the following statements from highest to lowest as your motivator for becoming a head teacher:

Rating of motivation: professional development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest	3	7,7	7,7	7,7
	low	1	2,6	2,6	10,3
	high	6	15,4	15,4	25,6
	highest	12	30,8	30,8	56,4
	No answer	17	43,6	43,6	100,0
	Total	39	100,0	100,0	

Rating of motivation: social recognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest	7	17,9	17,9	17,9
	low	8	20,5	20,5	38,5
	high	4	10,3	10,3	48,7
	highest	1	2,6	2,6	51,3
	No answer	19	48,7	48,7	100,0
	Total	39	100,0	100,0	

Rating of motivation: financial remuneration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest	3	7,7	7,7	7,7
	low	9	23,1	23,1	30,8
	high	7	17,9	17,9	48,7
	highest	1	2,6	2,6	51,3
	No answer	19	48,7	48,7	100,0
	Total	39	100,0	100,0	

Rating of motivation: other reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowest	5	12,8	12,8	12,8
	low	1	2,6	2,6	15,4
	high	3	7,7	7,7	23,1
	highest	10	25,6	25,6	48,7
	No answer	20	51,3	51,3	100,0
	Total	39	100,0	100,0	

7. Do you agree with the following statements? After the completion of the NPQH, your responsibilities have changed as an active deputy head in:

Change of responsibilities: aims & objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	5	12,8	12,8	15,4
	Not Sure	5	12,8	12,8	28,2
	Agree	11	28,2	28,2	56,4
	Strongly Agree	1	2,6	2,6	59,0
	No answer	16	41,0	41,0	100,0
	Total	39	100,0	100,0	

Change of responsibilities: curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	7	17,9	17,9	20,5
	Not Sure	4	10,3	10,3	30,8
	Agree	11	28,2	28,2	59,0
	No answer	16	41,0	41,0	100,0
	Total	39	100,0	100,0	

Change of responsibilities: managing stuff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	3	7,7	7,7	10,3
	Not Sure	4	10,3	10,3	20,5
	Agree	14	35,9	35,9	56,4
	Strongly Agree	1	2,6	2,6	59,0
	No answer	16	41,0	41,0	100,0
	Total	39	100,0	100,0	

Change of responsibilities: monitoring progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	4	10,3	10,3	12,8
	Not Sure	2	5,1	5,1	17,9
	Agree	16	41,0	41,0	59,0
	No answer	16	41,0	41,0	100,0
	Total	39	100,0	100,0	

Change of responsibilities: teacher's appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	3	7,7	7,7	10,3
	Not Sure	4	10,3	10,3	20,5
	Agree	13	33,3	33,3	53,8
	Strongly Agree	2	5,1	5,1	59,0
	No answer	16	41,0	41,0	100,0
	Total	39	100,0	100,0	

Change of responsibilities: none

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5,1	5,1	5,1
	Agree	2	5,1	5,1	10,3
	No answer	35	89,7	89,7	100,0
	Total	39	100,0	100,0	

Part 2. Opinions about NPQH Procedures

8. How would you rate the structure of the NPQH programme in the following stages?

NPQH structure: pre-entry stage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective	6	15,4	15,4	15,4
	Not Sure	12	30,8	30,8	46,2
	Effective	18	46,2	46,2	92,3
	Very effective	1	2,6	2,6	94,9
	No answer	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

NPQH structure: entry stage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Least effective	2	5,1	5,1	5,1
	Not effective	5	12,8	12,8	17,9
	Not Sure	14	35,9	35,9	53,8
	Effective	15	38,5	38,5	92,3
	Very effective	1	2,6	2,6	94,9
	No answer	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

NPQH structure: development stage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective	2	5,1	5,1	5,1
	Not Sure	12	30,8	30,8	35,9
	Effective	17	43,6	43,6	79,5
	Very effective	5	12,8	12,8	92,3
	No answer	3	7,7	7,7	100,0
	Total	39	100,0	100,0	

NPQH structure: coaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective	3	7,7	7,7	7,7
	Not Sure	15	38,5	38,5	46,2
	Effective	11	28,2	28,2	74,4
	Very effective	5	12,8	12,8	87,2
	No answer	5	12,8	12,8	100,0
	Total	39	100,0	100,0	

NPQH structure: graduation assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Least effective	1	2,6	2,6	2,6
	Not effective	3	7,7	7,7	10,3
	Not Sure	16	41,0	41,0	51,3
	Effective	13	33,3	33,3	84,6
	Very effective	1	2,6	2,6	87,2
	No answer	5	12,8	12,8	100,0
	Total	39	100,0	100,0	

9. There is an agreement between NSCL and certain universities to offer teachers, who hold NPQH, certain credits in a master's degree in educational management, if one decides to apply.

NPQH and Masters Degree: aware of this

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	35,9	35,9	35,9
	No	22	56,4	56,4	92,3
	Not sure	3	7,7	7,7	100,0
	Total	39	100,0	100,0	

NPQH and Masters Degree: interest in it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	33,3	33,3	33,3
	No	15	38,5	38,5	71,8
	Not sure	10	25,6	25,6	97,4
	No answer	1	2,6	2,6	100,0
	Total	39	100,0	100,0	

NPQH and Masters Degree: motive to enroll

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	10,3	10,3	10,3
	No	9	23,1	23,1	33,3
	Not sure	3	7,7	7,7	41,0
	No answer	23	59,0	59,0	100,0
	Total	39	100,0	100,0	

10. In your opinion, do you believe that the pass/fail strategy/assessment of the NPQH programme might affect your confidence and self-esteem?

Pass/Fail strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	16	41,0	41,0	41,0
No	13	33,3	33,3	74,4
Not Sure	9	23,1	23,1	97,4
Other	1	2,6	2,6	100,0
Total	39	100,0	100,0	

11. In your view, which is the most significant factor that could inhibit deputies from working towards NPQH?

Factors against NPQH

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No interest in headship	17	43.6	43.6	43.6
Workload/Responsibility	1	2.6	2.6	46.2
Quality time with family	2	5.1	5.1	51.3
Time management	12	30.8	30.8	82.1
Entry qualifications/Structure of NPQH	3	7.7	7.7	89.7
No answer	2	5.1	5.1	94.9
Cost	1	2.6	2.6	97.4
Government/political interference	1	2.6	2.6	100.0
Total	39	100.0	100.0	

Part 3. The role of the Head Teachers and Governors in relation with the NPQH

12. In your opinion, do you feel that taking a negative stance towards the NPQH will affect your interview results when applying for a deputy head teachers' position?

Interview Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	51,3	51,3	51,3
	No	7	17,9	17,9	69,2
	Not Sure	11	28,2	28,2	97,4
	Other	1	2,6	2,6	100,0
	Total	39	100,0	100,0	

13. Do you agree with the following statements?

Deputy-Head Teacher relation: loyalty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	7	17,9	17,9	20,5
	Not Sure	9	23,1	23,1	43,6
	Agree	14	35,9	35,9	79,5
	Strongly Agree	6	15,4	15,4	94,9
	No answer	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

Deputy-Head Teacher relation: threat

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7,7	7,7	7,7
	Disagree	6	15,4	15,4	23,1
	Not Sure	6	15,4	15,4	38,5
	Agree	14	35,9	35,9	74,4
	Strongly Agree	8	20,5	20,5	94,9
	No answer	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

Deputy-Head Teacher relation: school policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7,7	7,7	7,7
	Disagree	7	17,9	17,9	25,6
	Not Sure	10	25,6	25,6	51,3
	Agree	15	38,5	38,5	89,7
	Strongly Agree	2	5,1	5,1	94,9
	No answer	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

Deputy-Head Teacher relation: governors' decision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	12,8	12,8	12,8
	Disagree	11	28,2	28,2	41,0
	Not Sure	14	35,9	35,9	76,9
	Agree	5	12,8	12,8	89,7
	Strongly Agree	2	5,1	5,1	94,9
	No answer	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

Deputy-Head Teacher relation: trust and respect

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5,1	5,1	5,1
	Disagree	2	5,1	5,1	10,3
	Not Sure	6	15,4	15,4	25,6
	Agree	17	43,6	43,6	69,2
	Strongly Agree	10	25,6	25,6	94,9
	No answer	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

Deputy-Head Teacher relation: social and moral values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5,1	5,1	5,1
	Disagree	2	5,1	5,1	10,3
	Not Sure	7	17,9	17,9	28,2
	Agree	16	41,0	41,0	69,2
	Strongly Agree	10	25,6	25,6	94,9
	No answer	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

Deputy-Head Teacher relation: listens to our needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	4	10,3	10,3	12,8
	Not Sure	7	17,9	17,9	30,8
	Agree	16	41,0	41,0	71,8
	Strongly Agree	8	20,5	20,5	92,3
	No answer	3	7,7	7,7	100,0
	Total	39	100,0	100,0	

14. Do you agree that, during the job selection process, governors/head teachers look for deputies who:

Job selection process: willing to enrol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5,1	5,1	5,1
	Disagree	5	12,8	12,8	17,9
	Not Sure	8	20,5	20,5	38,5
	Agree	16	41,0	41,0	79,5
	Strongly Agree	8	20,5	20,5	100,0
	Total	39	100,0	100,0	

Job selection process: want to be heads

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	3	7,7	7,7	10,3
	Not Sure	5	12,8	12,8	23,1
	Agree	21	53,8	53,8	76,9
	Strongly Agree	9	23,1	23,1	100,0
	Total	39	100,0	100,0	

Job selection process: avoid responsibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2,6	2,6	2,6
	Disagree	4	10,3	10,3	12,8
	Not Sure	9	23,1	23,1	35,9
	Agree	18	46,2	46,2	82,1
	Strongly Agree	7	17,9	17,9	100,0
	Total	39	100,0	100,0	

15. Do you agree with the following statements?

Governors' role: identify potential heads

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	7,7	7,7	7,7
	Not Sure	13	33,3	33,3	41,0
	Agree	17	43,6	43,6	84,6
	Strongly Agree	6	15,4	15,4	100,0
	Total	39	100,0	100,0	

Governors' role: offer opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	5,1	5,1	5,1
	Not Sure	14	35,9	35,9	41,0
	Agree	20	51,3	51,3	92,3
	Strongly Agree	3	7,7	7,7	100,0
	Total	39	100,0	100,0	

Governors' role: collaborate with other schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	12,8	12,8	12,8
	Disagree	11	28,2	28,2	41,0
	Not Sure	17	43,6	43,6	84,6
	Agree	6	15,4	15,4	100,0
	Total	39	100,0	100,0	

16. During the implementation of the NPQH, what level of assistance did you experience from the head teacher or/and the governors in your school?

Assistance from HTs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent/Full support	6	15,4	15,4	15,4
	Advice/Info/Feedback about NPQH	8	20,5	20,5	35,9
	Encouragement to enroll	7	17,9	17,9	53,8
	Little assistance	1	2,6	2,6	56,4
	Supportive with workload	2	5,1	5,1	61,5
	No answer	14	35,9	35,9	97,4
	None that I am aware off	1	2,6	2,6	100,0
	Total	39	100,0	100,0	

Assistance from Governors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	support by funding the NPQH	5	12,8	12,8	12,8
	None that i am aware off	11	28,2	28,2	41,0
	Advice/Reference	4	10,3	10,3	51,3
	Encouragement to enroll	2	5,1	5,1	56,4
	Full support	1	2,6	2,6	59,0
	No answer	16	41,0	41,0	100,0
	Total	39	100,0	100,0	

Part 4. Background information

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	17	43,6	43,6	43,6
	Female	22	56,4	56,4	100,0
	Total	39	100,0	100,0	

Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	University degree	30	76,9	76,9	76,9
	Masters' degree	7	17,9	17,9	94,9
	Phd	1	2,6	2,6	97,4
	Other	1	2,6	2,6	100,0
	Total	39	100,0	100,0	

Years of Teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10 years	13	33,3	33,3	33,3
	11-20 years	19	48,7	48,7	82,1
	20+ years	7	17,9	17,9	100,0
	Total	39	100,0	100,0	

Years serving as a Deputy Head teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	32	82,1	82,1	82,1
	6-10 years	6	15,4	15,4	97,4
	11-15 years	1	2,6	2,6	100,0
	Total	39	100,0	100,0	

7.2 Appendix B: Greek head teachers' Interview questions

As I mentioned earlier, deputy head teachers who participated in my study could, if they were willing to, use the final page of the questionnaire to add any further comments they might have. Some of the participants were very passionate about the NPQH programme:

Some see NPQH had a great impact in their career like this one who states: I am about to leave to join university of ... as Senior Lecturer in primary education. NPQH has given me the opportunity for this which does not come up often, for this I am very grateful.

NPQH is an excellent CPD resource. Schools and heads are very supportive in my experience.

I applied for the NPQH a year ago, with full support from my head (who had previously undertake? some of the NPQH courses); however, I didn't get on as I failed to tick all the right boxes

I would like to make it clear that many comments do not refer to my current post or head.

I was acting head teacher for a year therefore the NPQH was more of a paper exercise.

It annoys me that I have to have an NPQH to be a head and must have a job within 1-18 months of completing it. The NPQH is a false qualification. I know and have experienced working with new heads who have parted the NPQH, yet were in capability because at the standard at their teaching and performance management!

I am a deputy head teacher of a primary school. I am currently completing a Masters in school leadership and I am enjoying the dialogue with colleagues discussing current structural and pedagogical challenges.

They lost my application!

7.3 Appendix C: Transcripts

Part one: Interview Questions

Question 1

This Research showed that a significant percentage of 25, 6% believe that they do not need any special training, they claim that they are experienced enough to get the job done. *In your opinion what do you think some of the factors are as to why this percentage was high?*

Comments: Ο ρόλος του διευθυντή είναι απαιτητικός χρονοβόρος και εξουθενωτικός και πιστεύω πως είναι σημαντικό για έναν διευθυντή να είναι όσο πιο πολύ προετοιμασμένος γίνεται. Σπουδάζοντας σε μια σχολή που θα τον προετοίμαζε για αυτόν το ρόλο θα τον κρατούσε ενήμερο για τις νέες τάσεις που επικρατούν στη διοίκηση και οργάνωση της εκπαίδευσης με έναν διαφορετικό τρόπο από αυτόν της καθημερινής εμπειρίας του στο σχολείο. Το υψηλό ποσοστό το θεωρώ λογικό καθώς σε μερικές περιπτώσεις υπάρχουν υποδιευθυντές οι οποίοι έχουν μακρά και εξαιρετική εμπειρία στη διδασκαλία και στη διοίκηση ως υποδιευθυντές που δεν πιστεύω πως χρειάζονται επιπλέον επιμόρφωση.(A.B.)

Το πιστοποιητικό διοικητικής επάρκειας προσφέρει αρκετά εφόδια στον υποδιευθυντή που όμως πρέπει να συνδέονται με εμπειρία στην τάξη. (Χρόνος υπηρεσίας και διδακτικής εμπειρίας πάνω από 5 έτη). Το ποσοστό αυτό εμφανίζεται υψηλό γιατί πιθανώς οι συμμετέχοντες δεν έχουν περάσει από θέσεις ευθύνης. (E.N.)

Η εκπαίδευση για να αναλάβει κανείς διευθυντικά καθήκοντα είναι απαραίτητη αλλά από μόνη της δεν αρκεί. Στο δεύτερο ερώτημα η απάντηση είναι, ό,τι ένα σημαντικό μέρος θεωρεί πως η διαχείριση ανθρώπινου δυναμικού είναι θέμα μόνο προσωπικότητας και παραβλέπει την ανάγκη τεχνογνωσίας και νομολογίας. (K.X.)

Επειδή πολλοί θεωρούν ότι η εμπειρία, στη θέση του υποδιευθυντή, είναι το απαραίτητο εργαλείο για να ανταποκριθούν στις υποχρεώσεις της διεύθυνσης ενός Δημοτικού σχολείου. Βασικά, το ζήτημα άπτεται της προσωπικής θεωρίας που έχουν διαμορφώσει σε σχέση με τις υποχρεώσεις των στελεχών της εκπαίδευσης και τους διαφεύγει το γεγονός ότι οι απαιτήσεις της θέσης του διευθυντή του σχολείου είναι αντικείμενο διερεύνησης από συγκεκριμένο επιστημονικό κλάδο. Μόνο η δια βίου μάθηση και εξειδίκευση μπορεί να εξοπλίσει τον κάθε άνθρωπο με τα απαραίτητα εφόδια για να ανταποκριθεί στο μεταβαλλόμενο πλαίσιο λειτουργίας του Δημοτικού σχολείου. (T.A.)

Η εμπειρία στη θέση του υποδιευθυντή είναι ό,τι το καλύτερο για άσκηση καθηκόντων διευθυντή. (N.G.)

Εφόσον είναι απαραίτητο τυπικό προσόν το πιστοποιητικό διοικητικής

επάρκειας είναι απόλυτα φυσιολογικό να θεωρούν τους εαυτούς τους επίδοξους διευθυντές και ίσως αυτό το ποσοστό θα έπρεπε να είναι μεγαλύτερο τελικά. Το δεύτερο ποσοστό ωστόσο είναι μικρό αν σκεφτούμε τα χιλιάδες στελέχη σήμερα που δεν έχουν ειδική εκπαίδευση. (T.S.)

Η εμπειρία που αποκτά κάποιος δουλεύοντας, σαν υποδιευθυντής, είναι απαραίτητη, για την άσκηση καθηκόντων διευθυντή. (T.E.)

Question 2

Research showed that 48, 7% of the participants believe that a deputy head teacher should be open-minded, 25, 6% that he/she must be ambitious and 12, 8% claim that he/she must be flexible. *In your experience have you found that successful head teacher posses these characteristics?*

Comments: Πιστεύω πως και τα τρία αυτά χαρακτηριστικά, ανοιχτόμυαλος, φιλόδοξος και ευέλικτος είναι όλα σημαντικά χαρακτηριστικά για έναν διευθυντή να τα έχει. Για παράδειγμα αν ένας υποδιευθυντής είναι ανοιχτόμυαλος μπορεί να επέμβει και να αναλάβει τις ευθύνες του όταν πρέπει για να βοηθήσει τον διευθυντή του, μπορεί να προτείνει τρόπους για να βελτιωθεί η καθημερινή σχολική ζωή. Πιστεύω πως είναι σημαντικό για έναν υποδιευθυντή να επιδιώκει και να φιλοδοξεί να ανέβει στην ιεραρχία και για αυτό θα πρέπει να καταβάλλει κάθε δυνατή προσπάθεια. Επίσης πιστεύω πως ένας υποδιευθυντής πρέπει να είναι ευέλικτος και να συμβουλεύει τον διευθυντή όποτε αυτό είναι απαραίτητο. Αν και υπήρξαν περιπτώσεις στις οποίες συνάντησα ξεροκέφαλους, τυπικούς και χωρίς φαντασία υποδιευθυντές, πιστεύω πως ένας επιτυχημένος διευθυντής πρέπει να είναι προικισμένος με όλα αυτά τα χαρακτηριστικά και να προσπαθεί να βελτιώσει το σχολείο το οποίο ηγείται και να συμβαδίζει με τις αλλαγές που γίνονται στην κοινωνία και το εκπαιδευτικό σύστημα. (A.B.)

Είναι σημαντικά και τα τρία χαρακτηριστικά που θα πρέπει να διακρίνουν και τον υποδιευθυντή και τον διευθυντή. Κατά τη γνώμη μου σημαντικότερο είναι να μπορεί κάποιος να δέχεται γνώμες, να δοκιμάζει, να είναι ανοιχτόμυαλος. (E.N.)

Πετυχημένος είναι ο διευθυντής που είναι ενημερωμένος στο αντικείμενό του. Που κατέχει τη νομοθεσία, που έχει γνώσεις ψυχολογίας, που δεν είναι απόλυτος, αλλά ελίσσεται και διαστέλλει την ερμηνεία των νόμων σύμφωνα με τη συγκυρία και την περιρρέουσα ατμόσφαιρα. Σίγουρα επιδρούν οι συνεργάτες υποδιευθυντές, αν όμως ανατρέπουν άρδην βασικές επιλογές του, τότε θέλει πολύ δουλειά. (K.X.)

Νομίζω ότι το να είναι ο υποδιευθυντής ανοιχτόμυαλος και ευέλικτος βοηθάει στη διεκπεραίωση των καθηκόντων του, αλλά τις περισσότερες φορές δεν αρκούν μόνο αυτά τα προσόντα, για να γίνει κάποιος επιτυχημένος διευθυντής. Απαιτούνται κι άλλα όπως η μεθοδικότητα, οι γνώσεις πληροφορικής, η διάθεση συνεργασίας, η ευγένεια στη συμπεριφορά προς τους άλλους κ.ά. Προσωπικά

δεν θεωρώ ότι αυτά τα προσόντα μ' επηρέασαν, ως διευθυντή, στη σχέση μου με τον υποδιευθυντή του σχολείου, Ιδιαίτερα το χαρακτηριστικό της υπέρμετρης φιλοδοξίας το απεχθάνομαι και το θεωρώ ελάττωμα για τις θέσεις των στελεχών της εκπαίδευσης. (T.A.)

Και οι τρεις επισημάνσεις είναι σημαντικές. Η ευελιξία, το ανοιχτό μυαλό αλλά και η φιλοδοξία είναι «εκ των ων ουκ άνευ» για να ανταποκριθεί κάποιος στα καθήκοντα του υποδιευθυντή αλλά και του διευθυντή θα έλεγα. Και βέβαια επηρέασαν τη σχέση μου με τους εκάστοτε υποδιευθυντές με το οποίους συνεργάστηκα. (N.G.)

Ναι, αυτά και άλλα πολλά, χαρακτηριστικά που κατέστησαν πιο ειλικρινή και φιλική τη σχέση μας. Είναι σημαντικά βεβαίως αλλά όχι και τα μοναδικά. (T.S.)

Η ευελιξία, το ανοιχτό μυαλό αλλά και η φιλοδοξία είναι και οι τρεις απαραίτητες προϋποθέσεις για να ανταποκριθεί κάποιος στα καθήκοντα του υποδιευθυντή και τα έχω εντοπίσει τα χαρακτηριστικά αυτά στους υποδιευθυντές με τους οποίους συνεργάστηκα. Και βέβαια επηρέασαν τη σχέση μου με τους εκάστοτε υποδιευθυντές με το οποίους συνεργάστηκα. Τα χαρακτηριστικά αυτά είναι σημαντικά για να γίνει κάποιος επιτυχημένος διευθυντής. (T.E.)

Question 3

During the study we tried to investigate and identify the motives that could push forward the deputies in order to obtain the NPQH. 46.2% believe that their motive is nothing more than professional development. 38, 4% do not believe that social recognition is an important factor to motivate them, 20.5% believe that an increase in their income is an important motivator. It is worthy to mention that the highest percentage, something between 43.6% - 51.3% gave no answer. *In your professional opinion as an experienced serving head teacher how do you believe the schools or/and the governors and head teachers aid in influencing this percentage?*

Comments: Φαίνεται πως πολλοί από τους υποδιευθυντές ωθούνται να επιμορφώνονται καθαρά για προσωπικούς λόγους, παρά ως αποτέλεσμα παρώθησης τους από τους σχολικούς συμβούλους και τους διευθυντές τους. Μην ξεχνάμε άλλωστε πως βρισκόμαστε στη μέση μιας μεγάλης αλλαγής σε όλο το φάσμα του εκπαιδευτικού μας συστήματος από την επιλογή στελεχών, μέχρι τη δομή του ίδιου του σχολείου. Πάντως ο μισθός δεν είναι κίνητρο να αναλάβει κανείς τόσες ευθύνες γιατί είναι πάρα μα πάρα πολύ μικρός. (A.B.)

Καμία απάντηση. (E.N.)

Για να γίνει κάποιος διευθυντής, κάποια πράγματα λειτουργούν αποθαρρυντικά, όπως το ωράριο, οι ευθύνες, ο φόρτος εργασίας (εργασία παιδονόμου, επιστάτη, κλητήρα). Η σύνθλιψη του διευθυντή μεταξύ του συλλόγου γονέων, συλλόγου διδασκόντων και διοίκησης σε επίπεδο παραπόνων. Αποθαρρυντικό επίσης είναι ότι ο διακριτός διοικητικός ρόλος του διευθυντή

για πρωτοβουλίες και καινοτομίες είναι περιορισμένος από τη νομοθεσία και τις λειτουργίες των οργάνων. Όλα τα παραπάνω συνθέτουν ένα τοπίο, για το οποίο οι υποδιευθυντές είναι διστακτικοί να προχωρήσουν ένα βήμα παραπέρα και να αναλάβουν τη διοίκηση. (Κ.Χ.)

Σίγουρα η επαγγελματική ανέλιξη και η οικονομική αναβάθμιση είναι σημαντικά κίνητρα για την παρακολούθηση του προγράμματος πιστοποίησης διοικητικής επάρκειας και μπορούν να αποδοθούν στην ψυχολογική διαπίστωση ότι οι άνθρωποι ενεργούν, συνήθως, με βάση ελκυστικά κίνητρα στην επαγγελματική και την προσωπική τους ζωή. Όσο για το ποσοστό που δεν απάντησε μπορούμε να επικαλεστούμε διάφορους λόγους, από την προσωπική αδιαφορία μέχρι το φόβο για ενδεχόμενη αξιολόγηση. Τέλος, πρέπει να επισημάνουμε ότι η αλληλεπίδραση των υποδιευθυντών με τον διευθυντή, το σύλλογο γονέων και τους δασκάλους ενός σχολείου έχει ανάλογες επιδράσεις στις απόψεις τους για τις απαιτήσεις του επαγγελματικού τους ρόλου. (Τ.Α.)

Το ότι τόσο υψηλό ποσοστό δεν έδωσε απάντηση και βέβαια με προβληματίζει. Δεν θα ήθελα να κάνω υποθέσεις. Μια πιθανή άποψη (προσωπική) είναι ότι στην ελληνική πραγματικότητα (σχολικές μονάδες) προκαλείς («χαλάς την πιάτσα») όταν εκδηλώνεις επιθυμία να διεκδικήσεις θέση στελέχους. Και ένα σημαντικό ποσοστό αυτό το πιστεύει. (Ν.Γ.)

Τα κίνητρα καθενός είναι προσωπικά. Δεν πιστεύω πως οι ανωτέρω παράγοντες επηρεάζουν την άποψη και τα κίνητρα των υποδιευθυντών. (Τ.Σ.)

Κατά άποψη μου όταν εκδηλώνεις φανερά την επιθυμία να διεκδικήσεις θέση στελέχους, μπαίνεις στη σφαίρα της αρνητικής κριτικής από τους συναδέλφους του σχολείου και μάλιστα από αυτούς που δεν έχουν τα προσόντα σου να διεκδικήσουν κάτι ανάλογο. (Τ.Ε.)

Question 4

Research revealed that 43, 6% of the deputies show no interest in headship. *In your professional opinion as a serving head teacher why do you think the first percentage was so high, and why such a high percentage of deputies show no interest in headship?*

Comments: Ο ρόλος του διευθυντή εμπεριέχει πολλές αρμοδιότητες και άγχος, κάτι το οποίο μπορεί να μην αντέχουν οι υποδιευθυντές/υποψήφιοι διευθυντές. Όντας υποδιευθυντής κάποιος μπορεί να νιώθει ικανοποιημένος ο ίδιος εφόσον και ψηλά στη ιεραρχία βρίσκεται και συγχρόνως δεν αναλαμβάνει και την ευθύνη όλου του σχολείου. (Α.Β.)

Δεν δείχνουν ενδιαφέρον γιατί υπάρχει φόβος για τις θέσεις ευθύνης. Δεν υπάρχει οικονομικό κίνητρο, ούτε σημαντική μείωση ωρών διδασκαλίας. (Ε.Ν.)

Γιατί οι υποδιευθυντές βολεύονται και αρκούνται σε δευτερογενείς ρόλους με περιορισμένη ευθύνη. (Κ.Χ.)

Πολλοί υποδιευθυντές θεωρούν ότι τα καθήκοντα των διευθυντών είναι αυξημένα, σε σχέση με τα δικά τους, και δεν θα μπορέσουν να ανταποκριθούν. Άλλοι θεωρούν ότι δεν αξίζει να επιβαρυνθούν με πολλές υποχρεώσεις εις βάρος της προσωπικής τους ζωής και του ελεύθερου χρόνου. Τέλος, κάποιιοι θεωρούν μικρή την αμοιβή για την εκπλήρωση των διευθυντικών καθηκόντων. (T.A.)

Και βέβαια θέλουν αλλά δεν θέλουν να το δείχνουν γιατί έτσι οι συναδέλφοι τους δάσκαλοι (που δεν έχουν ανάλογα προσόντα) δεν θα τους βλέπουν με καλό μάτι. Και δεν θα ήθελαν να τα χαλάσουν μ' αυτούς. (N.G.)

Γιατί είναι μεγάλες οι ευθύνες τους, μικρή η κοινωνική τους καταξίωση, μικρή η οικονομική τους αποζημίωση. (T.S.)

Κατά τη γνώμη μου το κάνουν είτε για να μη δείξουν στους συναδέλφους τους τις φιλοδοξίες τους, είτε από μετριοφροσύνη, ή για να μην χαλάσουν τις καλές σχέσεις με συναδέλφους τους στο σχολείο. (T.E.)

Question 5

In question 13 deputies were asked to identify the most significant characteristics of a deputy-Head teacher relationship. 51, 3% believe that loyalty is an important factor, 43, 6% believe that it is school's policy to keep the relation in high quality level, 76, 9% do not believe that governors have any kind of interference. 69, 2% believe that trust and respect between the head and his deputy is the critical factor to establish quality relationship within school settings. 66, 6% believe that deputies and head teachers share common social and moral values and a valid 61, 5% feel that it is important that their head teacher listen to their needs. *How in your professional opinion do you think you have aided with these findings or have contributed to them?*

Comments: Στην καριέρα μου έχω προσπαθήσει να συνεισφέρω στην ανάπτυξη καλών σχέσεων στο χώρο εργασίας μου ανάμεσα σε εμένα και τον υποδιευθυντή μου ακούγοντας με προσοχή τις ανάγκες του. Μοιραζόμενοι τις ίδιες ηθικές και κοινωνικές αξίες με τον υποδιευθυντή μου κάνει πιο εύκολο να διατηρούμε μια καλή σχέση. Ωστόσο αν αυτό δεν συμβαίνει προσπαθώ να σέβομαι τις διαφορετικές απόψεις των άλλων. (A.B.)

Πρέπει να υπάρχει κοινή γραμμή ανάμεσα στο διευθυντή και στον υποδιευθυντή για την επίλυση των προβλημάτων. (E.N.)

Αν η σχέση διευθυντή-υποδιευθυντή έχει δομηθεί με αντικειμενικά κριτήρια, τότε το 56.4% είναι απίστευτο, και τα υπόλοιπα ποσοστά θα έπρεπε να είναι ενισχυμένα. Τα ποσοστά που καταγράφονται δείχνουν ότι τα σχολεία έχουν λιποβαρή διεύθυνση. (K.X.)

Από την προσωπική εμπειρία δεν έχω νιώσει αυτό το είδος της απειλής. Νομίζω ότι η ανταπόκριση του διευθυντή και του υποδιευθυντή στα καθήκοντα που τους ορίζει το πλαίσιο λειτουργίας του σχολείου είναι βασικό προαπαιτούμενο

για τη διαμόρφωση συνεργατικών σχέσεων. Πολλοί διευθυντές εκμεταλλεύονται τους υποδιευθυντές και τους επιφορτίζουν με επιπρόσθετα καθήκοντα. (T.A.)

Προσωπικά, δεν αισθάνθηκα καμία απειλή από υποδιευθυντή μου. Αυτό, κατά τη γνώμη μου, αφορά διευθυντές με λιγότερα τυπικά και ουσιαστικά προσόντα από του υποδιευθυντές. (N.G.)

Δεν συμφωνώ με το ποσοστό της απειλής των υποδιευθυντών το οποίο δεν φτάνει ποτέ στο 5%, όπως και στο τελευταίο το οποίο θεωρώ περιττό εφόσον υπάρχουν αναπτυγμένη η εμπιστοσύνη και ο σεβασμός. (T.S.)

Προσωπικά, δεν αισθάνθηκα καμία απειλή από υποδιευθυντή μου. (T.E.)

Question 6

In your professional opinion as a serving head teacher do you believe that it could be possible for the Greek ministry of education to develop an applicable similar introductory programme for headship?

Comments: Θα ήθελα να δω περισσότερους διευθυντές να ενθαρρύνουν και να υποστηρίζουν τους υποδιευθυντές τους να προχωρήσουν και να αναλάβουν τη διεύθυνση των σχολείων τους, κάτι στο οποίο δίνω μεγάλη προσοχή η ίδια. Όσον αφορά την οικονομική υποστήριξη δε νομίζω πως θα έπρεπε αυτό το ποσοστό να είναι μεγαλύτερο. (A.B.)

Να εφαρμοστεί, αφού αρχικά έχει προηγηθεί επιμόρφωση σε διοικητικά θέματα. (E.N.)

Και βέβαια θα έπρεπε και θα μπορούσε να εφαρμοστεί με προσαρμογές και βελτιώσεις στην ελληνική πραγματικότητα. (K.X.)

Σίγουρα η επιμόρφωση των στελεχών εκπαίδευσης είναι προς τη θετική κατεύθυνση, αρκεί να είναι ουσιαστική και να μην υποκρύπτει σκοπιμότητες. (T.A.)

Ναι, θα μπορούσε να βρει εφαρμογή και στην Ελλάδα. Από τη μεριά μου θα ήταν καλοδεχούμενο! (N.G.)

Πιστεύω πως θα μπορούσε να βρει εφαρμογή και να βοηθήσει στην αύξηση των ικανοτήτων και της διοικητικής επάρκειας ως και της διαχειριστικής ικανότητας μελλοντικών διευθυντών. (T.S.)

Ναι, θα μπορούσε να βρει εφαρμογή και στην Ελλάδα. (T.E.)

Part two: Background Information

I

A) Sex:

Male

¹

Female

²

B) Qualifications:

University Degree

Masters' Degree

PhD

Other

¹
²
³
⁴

C) Years of teaching experience:

1-10

11-20

20+

D) Years serving as Head teacher:

1-5

6-10

11-15

¹
²
³
¹
²
³

57.14% male, 42.86% female, 42.85% Phd, 42.85% University Degree, 14.3% Masters 85.71% 20+ years of teaching experience, 42.85% 1-5 years serving as heads, 14.3% 6-10 years serving as heads, 42.85% 11-15 years serving as heads.



Soulandros Panagiotis was born and raised, for the first decade of his life in Stuttgart, Germany. Later on he studied in the University of Ioannina to be a primary school educator. He obtain his Masters Degree in Educational Management and Administration from the globally renowned University of Bath in United Kingdom.

Soulandros Panagiotis was working in Bristol, United Kingdom for 5 years as Headteacher of the Greek Community School of St Peters and Paul. The year 2008 he settled back in his homeland, Greece and since then he is serving as Headteacher in several Primary Schools In Greece, working under the authority of the Greek Ministry of Education.

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