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California State University

San Bernardino, California

// AN INVESTIGATION INTO THE SIMILARITIES
AND DIFFERENCES IN THE ROLES AND
RESPONSIBILITIES OF THE PRINCIPAL
IN AMERICA AND THE
HEAD TEACHER IN ENGLAND //

A Project submitted to

The Faculty of the School of Education

In Partial Fulfillment of the Requirements of the

Degree of

Master of Arts

in

Educational Administration

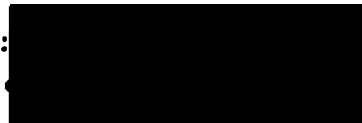
By

Jane Zimmer, M.A.

Palm Desert, California

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Approved By:



Advisor: Dr. ~~G. Keith~~ Dolan



Second Reader: Dr. David O. Stine

INTRODUCTION

Abstract

Today, most observers describe the function of an American principal as someone who vacillates between educational leader of the school and innocuous middle manager, who translates the policies of superintendent and school board into schoolhouse practices. It was very difficult to specifically list "duties and responsibilities" of a principals job. No description can adequately capture the satisfactions, frustrations, possibilities, and impossibilities of this highly personalized position.

Most principals accomplish the job in their own ways, yet all experience common conditions, problems, tasks, and worries. Each has to deal with parents, children, teachers, buildings, school board members, legal decisions, budget decisions, curriculum decisions, and the central office, to name but a few of the challenges faced.

The principal is ultimately responsible for almost everything that happens in and out of the school. He is responsible for personnel and the school program. He is accountable to parents. He must protect the physical safety of children and make sure children's achievement of minimum standards at each grade level are met. The principal has become a provider of social services, food services, health care, recreation programs, and transportation.

This is also true of the head teacher in the British schools. Today's principal and head teacher have to deal with shrinking resources as needs expand. Both are faced with increasing public demands. The principal and the head teacher must account for every act, a demand which is increasing as controls over personnel, budget and program diminish.

The principal in America and the head teacher in England have similar roles and responsibilities. The writer will attempt to contrast these similarities, and the differences which result from the many different cultures, races, curriculum and standards of each country. The writer will discuss the major problems facing the head teacher in England today and how they differ to that of the principal in America.

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CHAPTER 1

Leadership in Staff Development and Instruction

The Principal as a Leader in Staff Development and Instruction

A principal has the duty of serving as an educational leader who is responsible for the direction of the instructional program in the school and thereby is directly involved in instructional policy of the school. The principal, as part of this undertaking, is also responsible for staff development within the school. True staff development demands thoughtful long-term planning, commitment to specific goals, and guidance. The Principal must have the ability to identify areas for concentrated staff development, understand clinical supervision as a staff improvement tool and must employ appropriate evaluation strategies.

Staff development in America is a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate. Its ultimate aim is better learning for students, and continuous, responsible self-renewal for educators and school personnel.

Every state has different requirements for staff development and growth. California, for example, has specific requirements for teachers. If teachers do not have a life teaching credential they must take certain courses to continue teaching. Teachers who have the clear teaching credential must renew it every five years. In these five years the teacher

must take 150 hours of staff development courses which are provided by their local districts.

Teacher evaluation is the responsibility of the principal. He evaluates the teacher, identifies areas of concern and makes recommendations for improvement.

The Head Teacher as a Leader in Staff Development and Instruction

The head teacher in England, is often referred to as the "Master Teacher." He is in charge of decisions affecting teaching. He is the instructional leader of the school and there to set an example by teaching in the classroom. He is familiar with all subject areas taught at his school, and the advances being made in each. He is there to help the teacher and find new ways of solving problems.

Staff development comes from within the school. It comes directly from the head teacher and from heads of departments, who are in charge of specific subject areas. The heads of a department are kept up to date about new advances in their subject, by the County Office of Education. The head teacher and heads of departments are there to help the teacher with curricular development and any problems that may arise.

Teacher evaluation in England is the main responsibility of the County Office of Education. The first year of teaching is classed as a "probationary year." During this year, teachers are watched closely by the heads of departments who report

back to the head teacher. Evaluation is completed by a County Office Supervisor specially assigned for the year. The type of supervisor assigned will depend on the subject area taught. A math teacher will be evaluated by a specialist math supervisor. A multiple subject teacher in an elementary school will be assigned a specialist in that area. All supervisors are highly qualified and often are retired head teachers. The supervisor will arrange formal visits three or four times a year to observe various lessons. The head teacher and head of the department keep in contact with the county supervisor. They do not formally evaluate the teacher, but often will informally visit the teacher in his classroom. When this happens, the head teacher is looking at the classroom environment. He wants to see classroom rules and regulations posted, a discipline plan in action and working, walls decorated with students work, and generally pleasant working conditions are present.

Discussion

England does not have staff development courses like America. Staff development comes from within the school. Teachers in England do not have to take any more courses after they have completed their teaching certificate. After six years of teaching the teacher can apply for a "sabbatical year." In this year the teacher does not teach. Instead, he furthers his education by taking a masters or other form of

study. His job is secure, and he can come back to that same job. the following year.

America has an excellent staff development program which is organized by local district offices. The principal has to encourage teachers to participate in this to help improve teaching. England is investigating staff development courses that teachers can take while still teaching. Hopefully it will be implemented in the next few years.

The principal in America is directly responsible for teacher evaluation and performance. In England the Head Teacher does not have this responsibility. A supervisor, who is not involved with the school, has that duty. He then reports directly to the Head Teacher with his findings and recommendations.

CHAPTER 2

Curriculum Leader

The Principal as a Curriculum Leader

Curriculum frameworks are developed by states in America. These guidelines are given to local school districts throughout each state, in the form of a handbook. The handbooks show the teacher what material should be covered and taught at a specific grade level. Local districts review the framework and use it as the basis of their curriculum. Specific programs are developed in designated subject areas using the framework as a guide. For example, a new literature based language arts framework was developed by the State of California. Desert Sands Unified School District in Southern California implemented this new curriculum in all schools, at all grade levels, September, 1989. Each teacher has a handbook to use and refer to in the classroom.

The principal has the ultimate responsibility of making sure teachers are following the state curriculum frameworks in their classrooms. The principal can check to see if these guidelines are being followed. First, he must make sure the state frameworks are available to the teachers. Teachers' lesson plans must show evidence of the subject matter outlined in the framework. Goals and objectives must run parallel with the state framework, and at the end of the year the principal can analyze and review examination results.

The Head Teacher as a Curriculum Leader

The curriculum in England is changing. As of September, 1989, a new national curriculum was started in all British schools. This national curriculum is similar to the state curriculum guidelines used in American schools. However, up until September, 1989 the classroom teacher was allowed to make judgements regarding what to teach the students. British teachers do have curriculum guidelines they have to follow. These guidelines are learned at college/university based on what the child should know at a specific age. Once the teacher starts teaching other experienced teachers in the same subject area help her develop her own curriculum. However, the curriculum has to be based on tests and examinations children take at the end of each year. For example, a first year student, at the end of the school year, is tested on simple algebra. Therefore simple algebra must be taught in that year. (A first year student in England is the same as a sixth grade student in America. For more information on the different names for grade levels used in England. Please see Appendix A.)

Teachers have to write a plan stating their goals and objectives. This must also include what areas of a subject will be taught and covered throughout the school year. This plan has to be approved by the Head Teacher and heads of departments. They make sure teachers are covering areas that will be tested in local and district exams.

Discussion

The principal and the head teacher both have to monitor and supervise curriculum implementation, but ultimately it is the teachers' responsibility to adhere to district and county guidelines. It is the teacher who has to help a child develop and acquire knowledge. Teachers must expose students to certain areas of knowledge in order for them to do well in yearly examinations, and be academically ready for the next school year.

"The British philosophy of school administration is different to the model that reigns securely in the American schools" (Unks, 1983). In England the central office allows school administrators greater latitude than the American principal. This flows into the classroom where the teacher is presumed capable of making his own decisions which will affect learning. In England the Head Teacher does not have to check to see if teachers are following a rigid curriculum. Whereas in America, the Principal must constantly make sure curriculum guidelines set down by the district and state are being followed. (For more information on the National School curriculum see Appendix B).

CHAPTER 3

Discipline

Discipline and the principal

In America the principal in a school must try and minimize factors such as disorder and discipline problems which may disrupt the learning process. He must create a safe orderly environment where students can come and learn. A firm, fair, and most of all consistent structure is the most effective (Rutter, 1979).

Firstly the principal must recognize students have rights within the school. The laws that govern students within the school are based on the goals of American society and values about children in the society. The principal must take into consideration the age and maturity of students, as eight year olds interpret rules differently to that of a high school student.

The principal must allow students and teachers their rights to free speech and expression. This is supported if there is no evidence of interference with the schools work or interference with the rights of other students to be let alone. In America the principal continually has to ensure the protection of a student's civil rights while helping students learn and behave.

According to Hollander, the principal and students must adhere to a written academic code. This will help the student

learn and understand how to behave in school and protect their civil rights. This code covers attendance, grade requirements, and unacceptable behaviors. There are also laws regarding free speech, student publications, guidelines for speakers, religious expression, and patriotic observances. There must also be guidelines for athletic participation, student government, security and safety, and discipline.

In America the principal has legal powers delegated to him by the school board. One of those powers is called in loco parentis, which means that school officials have powers and duties similar to those of a parent. An example of this law is section 24-24 of the Illinois School Code, which states:

Teachers and other certificated education employees shall maintain discipline in the schools, including school grounds which are owned or leased by the board and used for school purposes and activities. In all matters relating to the discipline in and conduct of the schools and the school children, they stand in the relation of parents to the pupils. This relationship shall extend to all activities connected with the school program and may be exercised at any time for the safety and supervision of the pupils in the absence of their parents or guardians.

This law provides the principal with a certain amount of control of students in school and off school grounds. He can punish students for misconduct and use suspension, and a

recommendation for expulsion as disciplinary tools. The principal can suspend and recommend students be expelled. However, the basic requirement the principal must meet is to give each side a fair chance to be heard, to present facts, and to be judged by an impartial body. Students have a right to due process before they can be expelled. A principal must have a certain amount of sensitivity when dealing with students' rights of free expression. He has the authority to control free expression if it disrupts the educational process. The principal and the school board must allow free expression if it does not disrupt learning. For example, a student has the right to refuse to salute the flag.

Public schools in America do not have a school uniform, however there are dress codes in many schools. The principal has the responsibility to enforce rules on student dress as he has a duty to protect the health and safety of the student. If the principal does enforce a specific dress code, the code must meet a test of reasonableness and a test of disruption. This means if a school official can provide legitimate health and safety reasons for compelling a dress code, it will be accepted; however, a principal can not limit student dress on the basis of his or her personal taste.

The principal has to deal with a variety of school crimes committed both inside and outside the school. The principal can administer school disciplinary methods when a minor crime is committed. However, serious crimes may require the

principal to seek outside help. Crimes such as drug and alcohol abuse, concealing weapons on school grounds, bomb threats, and false fire alarms are unlawful and civil authorities can be asked to deal with them. School officials and principals are allowed to search student lockers and person in order to control the use of drugs in school. However, the principal must be aware of a student's Fourth Amendment rights. The search must be appropriate, reasonable and if at all possible have the consent of the student involved.

The principal encourages people to express themselves, communicate with him and participate in school activities on a voluntary basis. These ideas will all lead to good relationships, positive thinking and generally create a pleasant school environment.

A school wide discipline plan in Local Districts is worked out with parental involvement. The principal expects teachers to develop and post their own discipline plans based on the school wide plan. Teachers provide positive reinforcement for good behavior and disciplinary consequences for disruptive behavior.

Discipline in England

The head teacher has to deal with discipline in and out of the school. All schools are different and deal with discipline on an individual basis. However, the head teacher initiates the school wide plan. Teachers follow the plan and

adapt it to their individual needs.

Students in England, do not have the same kinds of Fourth Amendment rights as the American students. Students can freely express themselves in class, question and argue with the teacher. However, rally's, political speeches or any type of gathering, is not tolerated in British schools, even if it does not disrupt the learning process (Stevenson, 1985).

The head teacher does have power and control over students while they are in school. Parents back up the teacher most of the time if there is a problem. Parents know and agree to the discipline plan before they choose where to send their child to school. The head teacher can suspend and expel students, although expulsion is rare. In England corporal punishment, that is physical punishment, still exists in many schools. This is often used as a punishment instead of expulsion. It is not against the law and some comprehensive schools do use the "cane" and "slipper." This only takes place with severe discipline problems and is usually accompanied by suspension. The head teacher and physical education teacher perform this duty.

The church and school is not separated in England. The Lords Prayer is said in daily assemblies. Religion is taught throughout a child's life in school, and becomes optional at the age of sixteen years. Students must participate in religion at school as it is part of the curriculum stated by the British government. However, because of different religious

beliefs, students do not have to say the Lords Prayer out loud. They do have rights in that respect, and can just stand in silence while the prayer is being said.

There is a definite dress code in British schools. All private schools and the majority of state schools in England have a school uniform. The school uniform is worn throughout a students life at school. The British government says a school uniform creates a sense of pride and unity within the school. There are no exceptions to the rule. If students come to school in clothes other than their uniform, they are immediately sent home to change.

Discussion

America and England have similar policies regarding discipline. The causes of discipline problems are different. Many schools in America have a drug problem. The principal has to deal with this. In England there is an alcohol problem which is a growing concern for the head teacher. These problems are taken care of in certain ways. The principal or the head teacher can suspend a student. Both can recommend a student for expulsion and the head teacher can expel a student himself, whereas the principal must go through the Board of Education before this can be accomplished. The principal is not allowed to physically touch a child and administer corporal punishment. The head teacher does have the authority to conduct physical punishment. However, most schools are moving away from this type of discipline and are leaning

towards a counseling approach.

Students have to wear a school uniform in nearly all British public and private schools. Students do not have the right to choose what they want to wear. Students in England do not have the same rights as in America. Parents and students review and accept school rules before they enter the school. They can not oppose those school rules once they are attending the school. If they do not like the rules and regulations, they can change schools.

CHAPTER 4

Plant Management

Plant management for the principal

The principal must provide a safe and orderly environment. This includes maintaining the school buildings. The buildings need to be in good condition for health and safety reasons. There must be enough buildings to support the school program and number of students in the school. It is ideal to have a school that looks aesthetic, but the actual buildings must be realistic and as economical as possible.

There is no actual one-to-one relationship between facilities and program quality. However, the principal must make periodic inventories of facility usage to ensure appropriateness. Restrictions on program development may result from the failure to make necessary changes in facility use. Teachers will be expected to perform in the facilities provided by the district. The principal must be flexible and realize an imaginative change in the way an existing structure is used may enhance the quality of a program. Inexpensive alterations may improve the accessibility of buildings and equipment.

The principal must be familiar with the special requirements of the various instructional areas and the delivery systems that are appropriate to those areas. To be able to deal with facility usage, the principal must be

familiar with the special space and equipment needs of the various areas of instruction and must be able to make recommendations for space modification if necessary. Minor adjustments to existing facilities can be accomplished if needed to enhance a new program. These adjustments must be approved by the superintendent and then the principal implements the plan.

The school in America, is a community agency that is supported by public funds. Therefore the public is entitled to have reasonable access to the school buildings. The principal can provide this through the development of a broad scale adult education service, or the community can be invited to public programs and exhibitions within the school. In these ways the community should feel closer to what is going on in the school.

The principal must make sure certain areas of the school are open to the community while other areas are secured. For example, classrooms with expensive science materials will generally be off limits to the public. The gym and auditorium are better equipped for public use because of their open space and lack of instructional materials. They also have fire doors and exits often separate to the main school buildings, providing separate entry doors to a community-use facility.

The principal is responsible for the security of the school and must be in regular communication with the custodian who is responsible for the general cleanliness and appearance

of the school. The custodian has the responsibility to accomplish routine tasks such as periodic building inspection, general cleaning, waxing and buffing floors etc. He must be aware of emergencies that could arise and be up to date on preventative and current maintenance techniques. For example, he needs to know how to deal with vandalism in the school. Vandalism is kept to a minimum due to constant monitoring and checking. The main area of concern for the custodian is bathroom cleanliness and trash around the school. He needs to establish a set of priorities to be accomplished and then meet with the principal to establish other routines that relate to teachers, children, and school personnel.

The states exercise some control over school facilities. This control includes school plant standards, approval of school sites, and plans for new buildings.

School boards have a certain amount of authority but do not completely control public education. Local boards have only those powers conferred by the state. School buildings are considered state property; therefore, whatever the local school boards decide to do with the buildings, that is structural alterations, adding on to already existing facilities must be approved by the state. The actual use of school facilities, such as deciding where the science or math room should be, and allowing students and public groups to use the facilities, do not have to be approved by the state. The principal and district can make those decisions.

As a condition for receiving state aid, school districts must satisfy the requirements of the state licensure. Each state licensure has specific standards that each school district must adhere to; however, standards for facilities differ among states. Some states give local school districts a great deal of latitude in making decisions about school facilities and operation. Other states exert greater control over school facilities.

The local school boards hold powers specified in state law. These powers can determine specifics such as raise revenue to build and maintain schools. However, the Federal government, under Article 1, section 8 of the Constitution has the power "to lay and collect taxes, Duties, Imports and Excises to pay the debts and provide for the common defence and greater welfare of the United States." This is the "General Welfare Clause," which requires, under the 1980 Asbestos Schools Hazard Detection and Control Act, local education agencies to inspect buildings and to take remedial action to ensure the safety of school children and employees.

Plant management for the head teacher

The head teacher is responsible for the condition of the school. A safe and orderly environment must be provided for students and teachers.

In most English schools, every available bit of wall space, both in and out of the classroom, is covered with children's writing, poetry, and art. Festive walls serve to

deinstitutionalize the school and create a sense of commitment within the building. There have been many studies on American and British cultures. It has been found British school children have more freedom of activity within and around the school. This freedom is rarely abused and vandalism is kept to a minimum (B. Floyd, & D. Floyd, 1981).

Students in England seem to be proud of their buildings. The head teacher has to deal with very little graffiti on the walls. If any is found it is removed immediately. Outside groups such as the "skin-heads" and "greasers" are often responsible for defacing walls, not the school children.

Janitors and custodians work closely with the head teacher. The ground crews and janitor are not allowed to affect the learning environment in any way. If there is a conflict, it is resolved in the terms of what the teacher wants for his students. The head teacher has the final word if the problem is unresolved.

The head teacher is responsible for the use of school premises out of school hours for special events such as, parents meetings, discos. For example, the main school building has to be left open for these events. The hall or auditorium is actually in the school building and has no separate entrance. This is the main area used for meetings. The whole school has to stay open apart from individual classrooms, which are locked by teachers. The head teacher is often around for these after school activities; however, it

is the janitor who ultimately secures the school after the public has left the premises.

School buildings in England are old and no new schools are being built. Many have closed down over the last ten years due to declining population. However, the government did realize, in this technological age, schools needs to be modernized. A large government grant was given to all secondary schools, (where the population was consistent or increasing), for school building improvements. New science labs and computer labs have been built. Some schools were lucky enough to have a sports center build on the school grounds. This is used during the day by the school and in the evenings is a community facility. Existing buildings were maintained and modernized. Hazards were detected and controlled.

Discussion

American schools today are built to facilitate open instruction. Intelligent and creative use of facilities can enhance an instruction program. Most schools built before 1950 were two or three stories high and were arranged in a rectangle. Today schools are built with the future in mind, and are designed to provide quality educational experiences. In England no new schools are being built. School are all two or three stories high and are rectangle in shape. These buildings are old, as many were built before the second world war. The head teacher must have the complex inspected yearly

to make sure it is safe for instructional use.

CHAPTER 5

BUDGET

The principal and the budget

The principal is often designated a certain amount of money to spend in his school. The amount of money he is given usually depends on the size of the school and number of students. It is his job to spend the money wisely and distribute it fairly.

Schools are eligible to receive funds from the Federal government. In 1965 the Elementary and Secondary Education Act (ESEA), supplied funds for economically disadvantaged students; for example, handicapped and bilingual children. As soon as this act passed Federal aid to education doubled (McCarthy & McCabe, 1984). In 1981 it reached its high point of 9 percent of total education costs. However, if Federal aid is accepted by the schools, they must expect constant monitoring to ensure accountability and guidelines for its use must be followed. There is a considerable variation between states in their ability to support an education program. Federal aid is a logical way to alleviate the differences between schools. The ESEA gives money to poorer and higher need schools, and tries to equal out the districts. However, state aid programs are designed so that no district will fall below certain operating standards set by the Federal government. When districts strive to meet these standards, the

standards, the state is exerting control.

In the majority of school districts boards of education are fiscally independent. Boards of education have the power to determine their own budgets. However, the tax rate necessary to provide revenue to meet these budgets must ordinarily fall within the tax limits set by the state. States stipulate how the budget is to be prepared, what budget breakdown must be shown and how budget approval must be sought. For example, before the end of the school year a new budget must be projected for the coming year. This new budget must be approved before it is put into action. The items money will be spent on must be listed in detail under major areas such as Federal funds, Discretionary funds, Chapter 1 and Chapter 2 funds.

Money is allocated to schools by the California State Department of Education based on per pupil in school attendance. This is referred to as ADA or Average Daily Attendance and is called a discretionary budget. The amount of money given is based on the number of students enrolled on a specific date during the school year. The district allocates so many dollars per child enrolled in each school. For example, in California this is called CBEDS day. This stands for California Basic Educational Data Systems. This budget deals strictly with school supplies. This money is used to run the school and pays for text books, office equipment, instructional materials for the teacher, printing, conference

and travel, vendor repair, and personnel. A detailed breakdown of this account can be found in Appendix C.

If the principal wants to create a curriculum for a certain group of students, but lacks the funds to do so, he may apply for a federal or state grant. An awareness of the availability of funds followed by an appropriate application may result in the receipt of funds to establish programs for handicapped children or another special population. For example, federal grants are given to schools who have a Chapter 1 program. This program serves low achieving students who are often limited English speaking children. Funds are given for school improvement, depending on how many students are enrolled in the school. Migrant, special education, project pursuit and gifted programs can all be federally funded. All of these funds are distributed through the District.

Lottery money is given to schools from the state. For every lottery ticket sold, approximately 34% goes towards education. Lottery money provides schools with funds for growth and improvement, which includes buying additional buses, books and equipment. Lottery money can be used for project pursuit, drug suppression and chemical awareness programs. Lottery money is also allocated to new schools to assist in buying computers, and up dating curriculum areas. Lottery money is basically used for items and supplies that are not covered in the school budget or to add to already

existing funds for improvement.

The boards of education determine their own budgets. The districts have limits on their spending, but the states may raise these limits if necessary. Every necessary item must appear in a projected budget. The principal must show a detailed breakdown of the budget for the school board and the state. He must make sure funds are not shifted from one budget category to another to make up for over spending in one area, unless done by a budget transfer with District approval.

The principal deals solely with the budget for running the school. He does not allocate money for classified personnel such as the custodian, secretary, and cleaning staff, nor does he allocate money for certificated teachers. This is taken care of by the school district.

The head teacher and the budget

In England areas are divided into counties. Each county has its own Local Education Authority. (LEA) Within the LEA, budgets for all services are prepared by the Treasurer's department, submitted to the Finances committee, approved by the Resource Coordination committee, and passed to the educational committee as its budget for the year. The money is given to the LEA by the Central government. Then to the head teacher in the school for education. If school buildings are to be improved, a loan or grant can be applied for from the government (Morgan, 1984). The government has a special capital building program specifically for school improvement

and new school buildings.

The head teacher decides where all the money will be spent. He receives a total sum from the Local Education Authority within the county based on the population of his school. He then allocates all funds. He also receives a sum of money for staff salaries and must decide on how this money is to be allocated. Salaries are decided on the education and the responsibility of each teacher. There are four scales that are created for staff in England. The head teacher makes decisions on promotions and salaries are raised or lowered depending on the responsibilities a teacher assumes.

Teachers are given a supply room, already equipped with school supplies such as paper, paints, and pencils. In England when more supplies are needed a requisition is approved by the head and the supplies are bought for you. There is not a set amount of money to spend. You must just order wisely.

The head teacher spends the rest of the money on instructional materials, the front office, school equipment, conference and travel.

Discussion

The head teacher and principal are allowed a certain amount of freedom with their monies. The only difference is the head teacher has more authority in deciding salaries than the American principal.

Both systems of schools are free to raise money in any legal way. For example, if a school wanted to sell raffle

tickets to raise money, the ticket must say "a voluntary contribution accepted," instead of "price of ticket \$2.00."

British schools, by 1992, will be given 75% of all the money needed to run a school. The LEA will keep back 25% of the available money, and look after many items such as major building work. It has been suggested that when this happens a burser/treasurer will be employed full time at each school, to solely look after and allocate money.

CHAPTER 6

Public Relations

The principal and public relations

The recent studies on the American School system, bad news is reported more frequently than good news (Martin, 1985). Good things that happen in school are normally overshadowed by the bad aspects such as vandalism and fights. Studies show schools are in a period of significant change and problems concerning school-community relations are often confronted by school administrators (Gallup, 1973). The school has gone from a time of respect to growing criticism. There are many reasons why this has happened. There now is more violence in schools, declining test scores and problems with discipline, to name a few. Therefore, the principal must promote public understanding as a basis for community-school communication in setting and reaching goals (Gallup, 1975).

The principal has problems of society overflowing into the classroom. For example, violence, integration, vandalism, student rights, drugs, alcohol, and dropouts. In order to solve these problems the principal communicates with the local citizens and tries to involve the community in the decision making process in the school.

The principal must assess the community by looking at its traditions and race, values the community holds, economic

bases, geographical features, social and political structures. The principal must keep these differences in mind if the schools are to serve the community effectively. He must take into consideration five characteristics of the community that can effect school-community relations. (Sumptrone, 1966). These characteristics are listed below.

1. Society is changing and people now are more mobile than ever before. Schools must change to keep up with the pace of society.
2. The structure of society has many forms. These forms, such as political, must be identified and dealt with effectively to benefit the public.
3. The community is diverse. People have a variety of jobs, interests and ethnic backgrounds. The roles people play can lead to conflict and schools must resolve such conflict.
4. There are many organizations that can be called pressure groups in a community. For example professional groups, ethnic groups, special interest groups and governmental reform groups. Schools need to communicate constructively with these groups.
5. Decision making should involve the community and school as both are effected by decisions.

The principal is the official first line contact of the school and community. He is vital to good school-community

relations. He can improve school-community relations by encouraging community and citizen participation in the educational process. The principal tries to involve parents in a various forms of advisory structures. The school must share information and acquire support. The principal sees community involvement as a planned, natural outcome of the primary task of improving curriculum, conduct, instruction, and student activities. The principal lists the major concerns of the community from what teachers, parents and students report. He keeps his options open and remains detached from emotional issues that might cause problems.

Favorable views of schools can be helped by first hand knowledge of what is occurring in schools. The parent, who has a child in school, is perhaps the first target to promote the good things that are happening. These things could be reported to a small town local newspaper, which is usually willing to publish articles.

School orientated groups, if the principal uses them properly, can help maintain good school community relations. Local groups, such as the PTA, have always supported the school and principal. The PTA can help increase community involvement by organizing school visitation nights. These might encourage the public to visit schools more often. The PTA could sponsor informal coffees as goodwill. At these, parents, teachers and administrators could serve as spokespersons to answer questions and promote the school. Another local group

is the Advisory Committee. This group inspires community involvement and often questions about sex education, gifted programs, lack of funds are brought to the attention of the community. They can offer good advice to board members as they are part of the community and are in touch with peoples feelings and needs. They can often predict future changes, help resolve problems and can assist in evaluating the work of the school. The Advisory Committee can ensure that accurate and appropriate information is exchanged between the school and community and that the flow of information is on going.

The last local group is the alumni of the school. This group performs services that provide for the welfare of former pupils. They keep in contact with former pupils, providing information about the school, past and present.

Extremist groups often try and use the schools as a tool for accomplishing their purposes. They often present half truths and rumors to influence opinion in their direction. The principal must use the best defense against extremism, which is truth. If evidence is presented to the community, citizens can make their decisions based on facts, openly arrived at and fully communicated.

Public Relations and the head teacher

Twenty years ago the British Secondary school system was divided into two parts. The first was the Grammar School, where the intelligent, rich, upper class children went. The second part was the Secondary Modern school, where the lower

class, academically poor children went. The Grammar school rarely had any vandalism and discipline problems. Academic test scores were always excellent and reported in the local newspaper. Parents were involved with activities in the school and were a part of their child's education. Secondary Modern schools constantly had problems. These schools had to deal with vandalism and discipline problems on a daily basis. Bad news was reported more frequently than good news and generally there was little parent involvement.

In 1968 these two types of schools joined to form a comprehensive school where all students had equal educational opportunities. Over the last twenty years, because of this new comprehensive system, the British school system has seen its greatest change. School-community relations did improve as most parents believed the government had made the right move by integrating the two schools. Parents now seemed more interested in their child's education and began to involve themselves with the educational program. Now education is for all children, the rich and the poor have equal opportunities both academically and socially.

The head teacher in England tries to maintain a good relationship with the community. However, the school community can be spread out over a large area. There are no boundaries. Students can choose which school they want to go to. Some students live one mile away, others live ten miles away! This creates a problem for the head teacher. He must encourage

parents to become involved with the school even if they live miles away. He does this by offering a wide and diverse range of activities to get the parents involved. For example, by organizing a PTA, small group meetings and coffee mornings, contact between newspaper and the school, and an in detail school news letter is printed to inform the parents of everything that is going on in the school.

A situation that assists the head teacher is the absence of school buses. As there are no bus schedules, parents of students who live miles away must be transported to and from school. Parents often volunteer their time to aid the operation of the program given they already are at school.

The head teacher has to maintain a good relationship with different ethnic groups in the area. He has to form an anti-racism policy for his school. There are guidelines formed by the British government that can be followed. This policy has to be implemented by the head teacher to ensure an equal educational opportunity for all children regardless of race or ethnic origins.

Discussion

A major difference the head teacher has to deal with and the principal does not, is the formation of an anti-racial policy for the school. The principal has laws in America such as, Title VI of the Civil Rights Act of 1964 (barring discrimination on the basis of race, color, or origin in federally assisted program). England does not have such a law.

America also has the Equal Educational Opportunities act (guaranteeing all children equal educational opportunities without regard to race, color, sex, and national origin) and the Educational Amendments of 1972 (prohibiting sex discrimination in federally assisted education programs). England does not have these equal educational opportunity laws. There is equal opportunity in England, but by having a written school racial policy parents can read will promote better relations within the community.

The head teacher has similar responsibilities as the principal. Perhaps the head teacher has a harder job because families are spread out over such a wide area. The principal works with the community near the school. However, the principal and head teacher both have the problem of trying to get parents involved. Many parents believe once their children are in school it is the responsibility of the teachers to look after them. However, education is a joint effort. Students whose parents are involved with school seem to do well academically and socially.

PROJECT SUMMARY

ROLES AND RESPONSIBILITIES OF THE PRINCIPAL IN THE AMERICAN SCHOOL, AND THE HEAD TEACHER IN THE BRITISH SCHOOL.

Statement of the Problem

The purpose of this project was to look at the roles and responsibilities of the principal in the American school, and compare them with the tasks of his counterpart in England, the head teacher.

The British and American school systems are different in many ways. In the United States the emphasis seems to center on the transmission of factual knowledge and concepts. In England the emphasis is more on the process of acquiring knowledge and required skills (B. Floyd & D. Floyd 1975).

The writer has taught in British and American schools and noted many differences. The day to day working of the British school often seems unusual. Having to say the Pledge of Allegiance to start the day in America, is far different than an assembly in England, where the Lord's Prayer is said as a form of worship to begin that day.

However, the principal and the head teacher do have similarities in their roles and responsibilities. The writer of this project tried to emphasize the similarities and show the different types of problems the principal and head teacher have to face.

Procedure

Six major roles and responsibilities of the principal and the head teacher were investigated. Information was sent from England on recent developments in curriculum, discipline, plant management, budget, public relations, staff development and how the head teacher deals with areas in the school situation. The writer relied on information from text books, periodicals and conversations with principals on their roles and responsibilities. A job description for the principal in a high school and a job description for a head teacher in a comprehensive secondary school, have been included in the appendixes D, E, and F.

Results

Job descriptions of the head teacher are very hard to find. There are eighty five Local Education Authorities in England. A study by C. Morgan, Hall and Mac in 1981, found one L.E.A. (Local Education Authority) surveyed provided them with a written description of its view of the full range of secondary heads responsibilities and duties. In most L.E.A.s there was only a list of minimum criteria for secondary headships and fell short of a job description. In order to find a comprehensive job description the history of the head teacher needs to be looked at. For example, in 1909 the headmaster was said to hold a position of absolute power (Baron, 1975). The head in the early 1900's was seen as an "autocrat of autocrats," the founder of all school policy. The

head teacher was in effective control of the school, its policies and methods of teaching (Auld, 1976).

From the autocrat arose a new model for the head teacher as a "leading professional" (Hughes, 1975). M. Hughes describes the leading professional model as one in which should decide school policy, but looks upon teaching and pastoral relationships as the source of his/her influence.

By the early 1970's the leading professional became increasingly modified and is one of both leading professional and chief executive. The reason why this happened was because of five influences. These are changes in student population and ability range; changes in expectations of parents; the development of pressure groups such as teachers unions and curriculum; external demands for accountability and relationship between budget and school performance. These changes made the headship concerned with running the school as a complex organization (Scofield, 1980).

The role of the head and all of the changes came about with the comprehensive reform in 1968. The new comprehensive school today is twice the size of the grammar or secondary modern school of twenty years ago. Scheduling, internal organization and plant management are now major responsibilities of the head teacher. He must also cater to a wide range of pupil abilities under the same roof. With this brings a wide range of curriculum options, syllabuses and pastoral support policies. Heads today, cannot promote their policies

without contest, debate, bargaining and compromise. Parents want to know what is going on and be informed of examination results. The Secretary of State links the head teacher with the schools overall performance and productivity. In order for the head to fulfil his responsibilities he must apply interpersonal and group skills necessary to maintain co-operation and consent in policy formation.

The head teachers role has changed over the years. It is now characterized by a complex network of managerial functions requiring skills which cannot readily be seen to be rooted in scholarship, pastoral mission, success as a teacher, or developed solely within a professional community (Morgan, 1981).

Describing what principals do is not easy. Research in recent years has turned up a few surprises. One thing is definite: The principalship has changed drastically over the years, principals aren't what they once were.

Back in the 19th century when public schools got their toe-hold in America, principals were actually "principal teachers" or "head teachers." They were out of the classroom only part of the time (Source: Creating a Vision for Instructional Excellence).

Lay school boards took care of most of the administration, and the principal-teacher performed numerous clerical chores and generally took over when board members were away. For the most part, they taught classes. Their

primary expertise lay in teaching, and their relationship to other teachers was as senior or head teachers, not as managers.

As the nation grew, school also became larger. More complex, modern day bureaucracies took shape within school districts. School boards soon turned over the administration to full-time professionals, and the school principal became the "directing manager" instead of the "presiding teacher," as one historian described it. The responsibility for supervising teachers and overseeing the curriculum shifted from boards to principals, whose teaching duties were all but phased out (Peterson, 1982).

By the early 20th century, the job of the principal as school manager and instructional supervisor had been developed as we know it today. Since then that dual role has spread throughout nearly all schools. The evolution of the principalship over the years has been away from the classroom, away from instructional supervision, towards professional management.

Many job descriptions of the principal can be found, but often there is difficulty in describing their day to day routines. Studies of principals' work show it is characterized by "fragmentation, brevity, verbal communications, physical movement, one-on-one interactions, and crisis," according to Lorri Manasse in her work for the National Institute of Education. Principals prefer to see themselves as

instructional leaders, but the reality is that they spend much of their time on management functions (Manasse, 1982.)

The roles and responsibilities of a principal are varied and diverse. Even though the writer has researched into six major areas, as the years go by the principal assumes one additional responsibility after another. He now is accountable for children's achievement of minimum standards at each grade level and for children with special needs. The principal must now assume a fixed budget and central curriculum guide. These guides must be followed and results publicly displayed. Close personal relationships with children, parents, teachers, and the central office are a responsibility for the principal to establish and maintain.

Conclusion and Implications

The results of this project show it is difficult to be specific about the roles and responsibilities of the head teacher and the principal. Society and other forces are changing the roles the principal and head teacher have played and are making obsolete many of the rules with which they traditionally operated.

The principal and head teacher are both human beings that have similar emotions and reactions to situations they encounter every day. Both are asked to do more within the same time frame, while being cautiously aware of legal consequences of the decisions that are made. The head teacher and principal rarely control their time, their location or the task they do.

These are often spontaneous and are the response to demands, needs and crises of others.

The head teacher and principal must work under great pressure. Not only from within themselves but also from the central office, which is constantly looking for better exam results and a positive school environment.

These similarities can be seen in the normal running of a school. The principal and the head teacher are in charge of a school, teachers, students, and people that run it. They both are instructional leaders. Teacher evaluation has to be dealt with although it is more the principals job than the head teachers. The curriculum is changing in England. Recently started September 1989, the head teacher has a new National curriculum that he will have to strictly monitor, implement and evaluate. Principals in America have had this type of responsibility for many years.

Discipline, plant management, budget, and public relations are considered the principal and head teachers major responsibilities. Both lay the foundations for these tasks, but often delegate and use department heads to help in these areas.

To summarize, today's principal and head teacher are both educators and practitioners. They are both well educated and well versed on modern philosophies and practices. They require staff to instruct students according to their different ranges of ability and provide strong academic and social programs.

One must realize the extensive responsibilities of the principal and head teacher and that these positions comprise a complex set of functions. All of these responsibilities are overseen by one man or one woman, who is given the appropriate authority and who stands accountable for what is achieved.

APPENDIX A

Example of school structures and grade levelsENGLANDInfant School

4 - 7 years of age

Elementary Junior School

1st - 4th Year

Secondary School

1st - 5th Year

Lower 6th

Upper 6th

AMERICAPrimary

K - 2nd Grades

5 - 7 years of age

Elementary School

3rd - 5th Grade

8 - 10 years of age

Middle School

6th - 8th Grade

High School

9th - 12th Grade

APPENDIX B

Example of the National Curriculum

General

The National Curriculum is intended to take forward more quickly, and more comprehensively across the country, the achievement of consistently high standards. It will be an effective way of ensuring that good curriculum practice is much more widely employed.

LEAs and schools which have been developing clear curriculum policies, within the framework offered by the Education (No 2) Act 1986 and reflecting the emerging consensus on the design of the curriculum, will find the National Curriculum builds on that work. Primary schools which have taken advantage of Education Support Grants to improve the teaching of mathematics, science and technology, and secondary schools involved with the Technical and Vocational Education Initiative (TVEI) and with the introduction of GCSE, will already have tackled many of the issues which introduction of the National Curriculum will raise. These and other curriculum initiatives have been founded on the same principles, and are designed to meet the same explicit educational objectives, as the National Curriculum.

The Components of the National Curriculum

The National Curriculum comprises:

1. Foundation subjects - including three core subjects and seven other foundation subjects which must be

included in the curriculum of all pupils.

2. Attainment targets, to be specified at up to 10 levels of attainment, covering the ages 5-16, setting objectives for learning.
3. Programs of study specifying essential teaching within each subject area.
4. Assessment arrangements related to the 10 levels of attainment.

These components are supported by information requirements, which will be set out in regulations, covering the publication of information about the whole curriculum provided for pupils and about their attainments.

The Foundation Subjects as Part of the Whole Curriculum

The core subjects are English, Mathematics, and Science. The other foundation subjects are technology (including design), History Geography, Music, Art, Physical Education, and for pupils in key stages 3 and 4 (ie 11-16 years old) a modern foreign language. The scope of these subject areas is deliberately not defined in the ERA, so that they can develop as necessary to meet changing needs. What is required within each subject area will be defined and may be amended through Statutory Instruments understanding commonly accepted as necessary for a broad and balanced curriculum for the individual pupil, and provide a framework for a number of other aspects of the curriculum. The three core subjects encompass essential concepts, knowledge, and skills without

which other learning cannot take place effectively. Competence in language, numeration, and scientific method is needed throughout the rest of the curriculum, and in all aspects of adult life.

A description of the curriculum in terms of subjects is not, of course, the only way of analyzing it's scope. HMI have helpfully analyzed essential elements in terms of areas of learning and experience. Their conclusions suggest that teaching in all the subject areas covered in the National Curriculum and religious education is essential to secure the necessary learning, however delivery of the curriculum may be organized. the ERA does not require teaching to be provided under the foundation subject headings. Indeed, it deliberately allows flexibility for schools to provide their teaching in a variety of ways. Chapter 4 deals with issues of curriculum organization in more detail.

Cross-Curricular Issues and Other Subjects

The foundation subjects are certainly not a complete curriculum; they are necessary but not sufficient to ensure a curriculum which meets the purposes and covers the elements identified by HMI and others. In particular, they will cover fully the acquisition of certain key cross-curricular competences: literacy, numeration and information technology skills. More will, however, be needed to secure the kind of curriculum required by the Section I of the ERA (see paragraphs 2.1-2.2). The whole curriculum for all pupils will

certainly need to include at appropriate (and in some cases all) stages:

1. Career education and guidance
2. Health education
3. Other aspects of personal and social education
4. Coverage across the curriculum of gender and multicultural issues.

The areas of the curriculum are not separately identified as part of the statutory National Curriculum because all the requirements associated with foundation subjects could not appropriately be applied to them in all respects. But they are clearly required in the curriculum which all pupils are entitled to by virtue of Section I of the Act. A great deal of learning related to these themes can and should be covered for all pupils in the context of the foundation subjects, and some elements will certainly be contained in the attainment targets and programs of study.

The same is true for a range of themes which might be taught in a cross-curricular way such as economic awareness, political and international understanding and environmental education. For some pupils further study within these areas may form part of their curriculum, as may other subjects such as a second foreign language, home economics or classics.

Attainment Targets, Programs of Study and Assessment Arrangement in Relation to Key Stages

While the list of subjects is in the ERA itself, Subor-

dinate Legislation, Statutory Instruments known as Orders, will be used to specify, and to amend and update, attainment targets, programs of study and assessment arrangements appropriate to each subject. DES Circular 5/89 (The School Curriculum and Assessment) gives fuller guidance on the relevant legal provisions. Orders will be backed up by non-statutory guidance from NCC and SEAC.

Attainment targets cover the range of knowledge, skills, and understanding which pupils should be expected and helped to master as they progress through school. The targets themselves offer general objectives, setting out areas within which pupils will need to develop their attainment. But the Orders will also contain statements of attainment which are much more precise and describe each of up to ten levels of attainment. The ten levels will cover the full range of attainment of the majority of pupils of different abilities during compulsory education. Average pupils will reach level 2 by age 7; each new level will represent, on the average, two years of progress. The statements of attainment will provide the basis for the assessment arrangement.

The programs of study will set out the essential matters, skills and processes which need to be covered by pupils at each stage of their education.

All the orders for attainment targets, programs of study and assessment arrangements will relate requirements to the four key stages which cover approximately the two infant years

following the start of compulsory schooling (key stage 1), the four junior years (key stage 2), the first three years of secondary schooling (key stage 3), and the final two years of compulsory schooling (key stage 4). These key stages will be the same whatever the local school organization and irrespective of local school transfer ages.

NCC has proposed a new nomenclature for the years of schooling in order to achieve consistency of description between types of school and between areas. The Secretary of State has accepted this and NCC is issuing guidance to LEAs and schools. The following table sets this out.

<u>AGE</u>	<u>DESCRIPTION</u>	<u>ABBREVIATION</u>
5 or Under	Reception	R
5 - 7	Years 1 and 2	Y1-2
7 - 11	Years 3 to 6	Y3-6
11 - 14	Years 7 to 9	Y7-9
14 - 16	Years 10 and 11	Y10-11
16 - 18	Years 12 and 13	Y12-13

Broadly speaking pupils in key stage 1 will be in years R, Y1, or Y2; those in key stage 2 in Y3-Y6; those in key stage 3 in Y7-Y9; and those in key stage 4 in Y10 or Y11.

Key stages are defined in terms of the age of the majority of children in a teaching group; and reported assessments must take place at or near the end of each key stage - ie at the ages of 7, 11, 14, and 16 for most pupils. For an individual pupil within a teaching group, the actual

age at which he or she is assessed may be different.

Because a range of achievement is to be expected of pupils within a teaching group at any given age, the content of the Orders relating to each key stage will overlap considerably. For example, pupils at age 11, though typically achieving at around levels 3 to 5, might show attainment at anything from level 2 to level 6. Similarly, pupils at age 14, though typically achieving at around levels 4 to 7, might show attainment at anything from level 3 to level 8. Most attainment levels will therefore be relevant to more than one key stage, as will most programs of study.

The assessment arrangements will likewise reflect the range of possible attainment at each key stage. They will require formal assessment and reporting at the end of a key stage in terms of the levels of attainment a pupil has reached.

APPENDIX C

Example of Harry S Truman Intermediate School's Discretionary
Funds, 1988-89

<u>ACCOUNT NUMBER</u>	<u>NAME</u>	<u>BUDGETED</u>	<u>EXPENDED</u>	<u>BALANCE</u>
INSTRUCTIONAL-110000000000				
4210	Other Books	500	0	500
4310	Instructional Materials	14,241	4,778	9,462
5200	Conference and Travel	1,500	0	1,500
5641	Vendor Repair	200	0	200
5728	Printing	1,200	0	1,200
5730	Equipment Repair	1,000	0	1,000
6400	Equipment	1,500	0	1,500
TOTAL INSTRUCTIONAL		20,141	4,778	15,362
RSP-1405200000 1.5 Teachers				
4310	Instructional Materials	578	5	573
5200	Conference and Travel	150	0	150
6400	Equipment	0	0	0
TOTAL RSP		728	5	723
SDC-1405130000				
4310	Instructional Materials	400	15	385
5200	Conference and Travel	0	0	0
TOTAL SPECIAL DAY		400	15	385
IMC-2405300000				
4210	Other Books	500	0	500
4500	Supplies	500	0	500
6400	Equipment	500	0	500
TOTAL IMC		1,500	0	1,500
SCHOOL ADMINISTRATION-240540000				
4500	Office Supplies	2,000	719	1,281
5200	Conference and Travel	200	0	200
5728	Printing	250	0	250
6400	Equipment	0	0	0
TOTAL ADMINISTRATION		2,450	719	1,731
COUNSELOR-3008800000				
4500	Supplies	385	56	329
5200	Conference and Travel	200	0	200
5728	Printing (Awards)	0	0	0
TOTAL COUNSELOR		585	56	529
TOTAL FUNDS		25,804	5,574	20,230

(708 students X \$38. per student = \$26,904 available funds)

APPENDIX D

Example of a Job Description, Principal of Comprehensive High School.Primary Function:

The Comprehensive High School Principal, as instructional leader and line administrator, is responsible for the total operation of the high school including planning, organizing, staffing, directing, controlling and evaluating.

Directly Accountable to:

Superintendent of Schools

Directly Accountable for:

Assistant Principal, Educational Services

Dean of Students

Dean of Student Activities

Responsible for:

1. The educational and training levels attained by students in his/her school.
2. The quality of all staff assigned to the school. This shall include (within the constraints of law and Board policy) selection, assignment, training, performance, professional growth and advancement, evaluation, retention, promotion, reprimand, demotion and dismissal.
3. The attitude of the students toward the school and its programs and services.
4. The safety, welfare and conduct of students while

- attending the school or engaged in school programs.
5. The attitude of the community toward the school and it's programs and services.
 - 6 Communicating with all personnel under his/her supervision what results and/or conditions should be produced and/or maintained as a result of their work.
 - 7 The attitude of employees assigned to the school toward other employees, the school and it's programs and all other facets of the District.
 8. The condition of the physical assets located at or assigned to the school site. This shall include the safety, neatness, and cleanliness of the buildings and grounds, and the state of maintenance and repair of the buildings, grounds, furnishings and equipment except to the extent that responsibility for such maintenance and repair has explicitly been assigned to some other department or division of the District.
 9. The planning and authorization of spending funds allocated to the budget of the school.

Related Duties:

1. Shall implement these responsibilities through delegation of authority and development of accountability systems to ensure that each subordinate, through his/her activities, produces

the expected product/result.

2. Shall plan, organize, and develop, with and through staff, human and material resources to maximize the development of each individual student.
3. Shall design and implement a management information system which provides diagnostic, prescriptive and evaluative data regarding learning achievements.
4. Shall plan, organize, and implement, with and through staff, an appropriately balanced curriculum and courses of study to effectively meet the needs of a highly diverse student population.
5. Shall plan, organize and implement a system to identify disparities between "what is" and "what ought to be" in all major programs and services, determine priority tasks to eradicate the disparities and determine what results and/or conditions are necessary to indicate that the weaknesses have been corrected.
6. Shall manage the school's resources so the total learning environment becomes self-diagnosing, adulterating and self-renewing.
7. Shall plan, develop, and organize a program of public information and community relations to communicate and interpret the school's program to pupils, parents, staff members, the Superintendent and the Board, and the community at large.

8. Shall organize and actively support the functioning of appropriate citizen advisory councils and/or committees.
9. Shall plan, organize, and coordinate the implementation of a personnel performance evaluation system. This evaluation system will be designed to provide recognition for quality performance, to identify strengths and weaknesses, and to implement procedures for dismissal, when necessary. Authority for these functions may be delegated to other members of the Administrative Team at the discretion of the Principal.
10. Shall provide overall supervision and direction to ensure adequate and effective and necessary records and reports regarding achievement of students and the operation of the school.
11. Shall keep the Superintendent informed of any condition and/or happening which has significant positive or negative impact on the school.
12. Shall prepare and control the local school's budget through delegation of responsibility to administrative staff and Teacher/Program Coordinators with systematic accountability for all expenditures.
13. Shall perform such additional duties and obligations as mandated by law, Board policy, or

administrative directive, and such other responsibilities as are assigned by the Superintendent.

APPENDIX E

Example of a Job Description, Principal of Middle School,
Desert Sands Unified School District, Indio, CaliforniaPrimary Function

The Middle School Principal as instructional leader and line administrator is responsible for the total operation of the Middle School including planning, organization, staffing, directing, controlling and evaluating.

Directly Accountable to:

Superintendent of Schools

Duties and Responsibilities:

The Principal serves as the educational leader and chief administrator of the school and is responsible to the Superintendent for direction of its instructional program and total operation. The successful applicant must be an instructional leader who participates in staff and student activities with experience in and commitment to the purposes of education with skills in the techniques of personnel evaluation.

Capability in the details of plant management and financial accountability is essential. A continuing interest in personal, professional, and cultural growth is expected. A goal-oriented person, the successful Middle School Principal will demonstrate ability to develop and refine educational objectives consistent with the District's educational goals. He or she will be capable of working with a teaching staff in

the interest of continuous upgrading of staff capabilities. The Middle School Principal will be well informed on current educational developments and will demonstrate ability to put theory into practice in the interest of all children. School and community leadership, including a strong public relations ability is required.

Qualifications:

Experience:

1. Successful educational management experience is required.
2. Successful teaching experience, preferably at grades 6-8, is required.
3. Record of ability to communicate openly and work productively with communities of diverse opinions and ideas is essential. Demonstrated success at working with and through people to develop and improve the total educational environment of the school district and community is desirable.

Training:

1. Certification of eligibility for certification in the State of California at the Middle School level (6-8).
2. Training in management and leadership skills is required.
3. A Masters' Degree or Doctorate from an accredited institution is preferred.

4. Strong background in curriculum, instruction, and staff development is desirable.

APPENDIX F

Example of a Job Description, Head of County High/Upper School, Suffolk County Council England

The Head's prime task is to manage the school for the Authority and Governors so that it sustains its stimulus as a center of learning of all its pupils.

The Head of the school has responsibility to the local Education Authority and to the Governors for controlling the internal organization, curriculum, and discipline of the school and for managing and supervising the teaching and non-teaching staff in consultation with the County Education Officer as appropriate and subject to the provisions of the Articles of Government for the school and such policies as the Local Education Authority may from time to time determine.

These responsibilities are defined in the following broad areas:

1. The Curriculum
2. The organization and management of the school in all its aspects.
3. Accountability
4. External relations
5. Other duties

The Curriculum

- I. Aims and Objectives

Identifying, in consultation with the representative(s) of the Local Authority, Governors, teaching

staff and other interested parties, aims and objectives on which the work of the school as a whole and its respective departments will be based.

II. Curriculum

Determining in accordance with the Authority's general policy a curriculum relevant to the learning abilities, aptitudes, and needs of all pupils.

III. Determining a policy of organization for pastoral care including the social context in which sound staff will be established and maintained.

IV. Evaluation

Evaluating standards of teaching, learning, and progress in all aspects of the curriculum and subject to the Authority's scheme of Secondary Schools self-appraisal. Using the results to initiate appropriate action and planning for future development.

V. Pupil Records

Ensuring that the policies of the Authority are effectively carried out.

The Organization and Management of the School in all It's Aspects

I. Planning, Organization, Co-Ordination, and Control

Determining the procedures for all internal school policy-making and management control, including the

establishment of a senior management team and determination of its delegated responsibilities and functions.

II. Staff Deployment

Defining staff tasks and ensuring the availability of job description for all teaching staff and for support staff in accordance with County Policy.

Taking part in the selection and appointment of staff within the terms of Articles of Government for the school and such guidelines as may be issued by the Local Education Authority.

III. Staff Development

Developing policy and procedures for the induction, professional development, in-service training, work enrichment and support of staff and support staff in co-operation with the Authority's Advisory Team. Preparing references in respect of teaching staff applying for other posts.

IV. Leadership

Motivating staff and pupils by personal influence and initiatives, incentives and concerns for individual needs, health, safety, and working conditions generally.

Solving problems and resolving conflicts by applying chairmanship, negotiation, arbitration, and reconciliation skills. When necessary, exercising

discipline through the agreed disciplinary procedures.

V. Premises, Sites and Equipment

Undertaking responsibility for the management and security of the site, premises and equipment, and for operating the procedures for maintenance, provision of supplies and the use of premises within the policies of the Authority.

Establishing standards of care to create and preserve an attractive school environment.

Acting as Local Safety Co-ordinator in accordance with the procedure approved by the Authority under the Health and Safety at Work Act 1978.

VI. Financial Responsibility

Undertaking responsibility 1. for the sound financial management of the school in accordance with the Authority's standing orders and financial regulations, including revenue expenditure, ie., Capitation and Block Grant, and 2. school funds and for securing the annual audit thereof.

VII. Returns and Records

Ensuring the preparation and maintenance of adequate and appropriate records of the life and work of the school including the keeping of the registers and statistical returns.

VIII. Evaluation

Evaluating the organization and management of the school in all its aspects, referring where applicable to the Authority's scheme of Secondary Schools Self-Appraisal, using the results to initiate appropriate action and planning for the future development.

Accountability

Working in accordance with the policies of the Local Education Authority and subject to the direction of the County Education Officer.

Cooperation with the Authority's Officers and Advisers on any review of County and/or school policy.

Attending and reporting to Governors' meetings, maintaining close contact with the chairman of Governors and securing effective liaison between the school and members of its Governing body to promote in them a well-informed influence for the benefit of the school.

External Relations

I. Other Institutions

Coordinating the school's provision with that of feeder schools, other secondary and further education schools, higher education institutions, careers service and generally carrying out the procedure prescribed in the County Liaison Document. Cooperating with the full range of the

Authority's officers, advisers, and teachers in ensuring an effective service to pupils and the community.

II. Parents

Determining a policy to achieve the support and involvement of parents in the work of the school and maintaining a system of information and guidance to individual parents on their child's progress by which they are enabled to express their wishes. Establishing a close and harmonious relationship with the Parent Teacher Association where such an organization exists.

III. Media and Local Community

Presenting news of the school to the local community and gauging community expectations for the school. Preparing and issuing the School Brochure.

IV. Employers

Establishing communications with employers and ensuring that there is understanding within the school of employers' expectations and employment opportunities. Contributing, as appropriate, to the work of the Area Business/Education Liaison group.

V. External Agencies

Linking the school with supporting external agencies for example, Social Services, Health

Authority, Police, and so forth.

Other Duties

Beyond their responsibilities of managing their school, Heads, as part of the Authority's professional team, will be expected at the request of the County Education Officer to contribute to the consideration of broader issues and strategies relating to the education service in the County.

APPENDIX G

Role and Duties of the Headmaster (in this case Headmistress)
at Adeyfield Secondary School

ADMINISTRATION AND ORGANIZATION

SENIOR STAFF ROLES

Miss Thompson/Headmistress - same as Principal

Responsible to the Governing Body for the overall organization
and running of the school

1. Responsible for communication with Divisional and County Officers concerning the school and its development.
2. Final responsibility for overall direction of both curricular and pastoral organization of school.
3. Responsible for all teaching and non-teaching appointments within the school.
4. Final responsibility for staff welfare and development policies of the school.
5. Responsible for clarifying aims or objectives of the school, for creating the framework (within many constraints) within these aims and objectives may be achieved.
6. Responsible for financial arrangements within the school.
7. Responsible for the building, fabric, and furniture of the school.

There is also a 'public face' aspect to the role -

involving meeting industry, community representatives and of course, parents and bearing particular responsibility for maintaining links with primary schools and other secondary school.

Mr. Nafzger/First Deputy Head - same as Vice Principal

1. Deputizes for Headteacher in her absence.
2. Curricular responsibilities:
 1. Administrative and organizational aspects of curriculum
 2. Construction of school timetable
 3. Chair of Heads of Department meetings
 4. Cover arrangements
 5. Parents' curriculum evenings
 6. Curriculum forms to County and D.E.S.
 7. Links other schools and colleges
3. School Diary
4. Implementation of LEA policy for Staff appraisal
5. In fire practices, check all staff (teaching and ancillary).

Mr. Lancaster/Second Deputy - same as Second Vice Principal

1. Curriculum development: TVEI Co-ordinator; - INSET
2. Staff development, welfare of all new staff
3. Co-ordination of links with Industry, Commerce and the Service sector.
4. In fire practices, responsible for all pupils in Assembly area.

Representation on Professional Organizations

Staff are strongly advised to join one of the teachers' associations - as a matter of their own protection.

The associations as they currently exist in this school are as follows:

AMMA; NAS/UWT

NUT; CSCS

Dacorum Teachers' Center

APPENDIX H

British Terms and Abbreviations Used in the Text and Their
American Counterparts

British Terms	Definition or USA Counterpart
Pupils	Students
PTA	Parent Teacher Association
Head of Department	Head of a specific subject, normally only in a middle and high school.
Sabbatical	A year away from teaching. Normally taken six years after starting teaching. This allows the teacher to further his education.
Area business/educa- tion. Liaison group	A group who promotes schools working with businesses. Helping students with job placement and hands on experience in businesses while still in school.
County Hall	District Office
NASUWT	National Union of School Teachers, Union of Women Teachers
NAS	National Association of School Masters
Head Teacher	Principal
LEA	Local Education Authority
Secondary or Compre- hensive school	Middle and High School combined. Has ages 11 - 18 years.
County Liaison Document	A public Relations Document on how to handle matters.
Premises	School buildings
Register	Role or attendance

County Education
Officer

Similar to a mentor teacher but
he also evaluates teachers, runs
courses and is an expert in a spe-
cific subject.

Colleges of Further
Education

Colleges for students who can not
cope with school, who fail 'O' or
'A' levels.

Feeder schools

Schools that send their students to
certain schools.

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