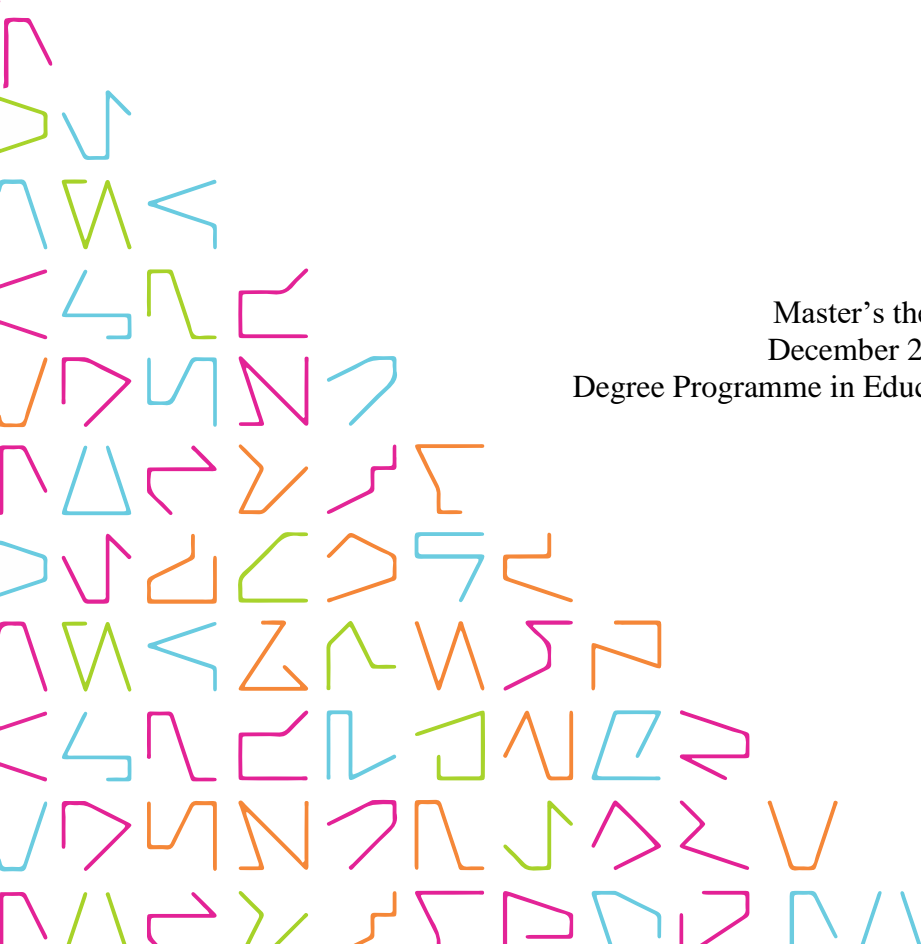


**A PHENOMENOLOGICAL STUDY
OF PRINCIPALS AS THEY
ANTICIPATE THE FUTURE OF
EDUCATION**

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Master's thesis
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Degree Programme in Educational Leadership



ABSTRACT

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A Phenomenological Study of Principals as they Anticipate the Future of Education

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This study explores the experience of three high school principals in South-East Queensland, Australia, as they anticipate the future of education. This research provides insights into the thoughts, planning, decisions and experience of the principals selected. These insights were gained by engaging in a phenomenological study.

Principals are faced with many challenges and one of these is anticipating and leading their schools into the future. Principals may attempt to prepare for the future by observing and interpreting trends. Futurists propose that having a future-oriented mindset can help principals to navigate their complex and rapidly changing environment.

The study found that while principals are anticipating what the future will look like, what they are anticipating and how they are responding is different. Their decisions and actions differ according to what vision they have *for* the future or what vision they have *of* the future. Additionally, each principal in the study has a different leadership focus and style.

The future of education according to the principals in this study is one that will develop in an evolutionary manner rather than in a rapid or transformational way. Schools will become more flexible in how they deliver their educational programs. The curriculum that is delivered will change, but the principals in the study are not in agreement with regards to what these changes will be. The principals in this study will continue to struggle with what they see as the purpose of education. They expect the struggle to be one that requires them to balance their own beliefs with the expectations of their school community, society and the state. The greatest expectation will be that schools continue to serve the established utilitarian purposes of schooling. In all these changes, technology will play an important role.

The study recommends that current and emerging principals reflect on their own practice and that of others to develop their leadership capacity. The findings provided an insight into the lifeworlds of current principals. The discussions presented implications for current and future leaders that provide the opportunity for reflection and meaning making.

Key words: Anticipation, Australia, Educational Leadership, Futures, Phenomenology, Principals

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ABBREVIATIONS AND TERMS

AITSL	Australian Institute for Teaching and School Leadership
HBR	Harvard Business Review
ICT	Information and Communication Technology
ISQ	Independent Schools Queensland
OECD	Organisation for Economic Co-ordination and Development
P1	Principal #1
P2	Principal #2
P3	Principal #3
SDGs	Sustainable Development Goals (UNESCO)
STEM	Science, Technology, Engineering and Mathematics
TAMK	Tampere University of Applied Sciences
QELi	Queensland Educational Leadership Institute
UN	United Nations
UNESCO	The United Nations Educational, Scientific and Cultural Organization
WEF	World Economic Forum

1 INTRODUCTION

1.1. Thesis topic

A phenomenological study of principals as they anticipate the future of education

This study explores the experience of three high school principals in South-East Queensland, Australia, as they anticipate the future of education.

Principals must be looking to the future, to understand where trends are carrying education and to devise strategies. Additionally, they must have a clear idea of what they wish to implement and the practical consequences of introducing them (Beare 2001, 99). However, this is not an easy task. Principals are faced with changes being brought about by globalisation and disruptive technologies (Milojevic 2005), along with neo-liberal trends such as parental choice and marketization (Fullan 2001). Gurr and Drysdale (2012, 405) suggest that the rethinking of twenty-first-century learning and the push for more personalised approaches to student learning are also forces of change. So, while principals may be aware of the influences impacting on education, the future is unknown. While the future cannot be known or predicted, it can be influenced by principals in the choices they make (Milojevic 2005, 17). This is a significant leadership challenge for principals.

This research provides insights into the thoughts, planning, decisions and experience of the principals selected. These insights were gained by engaging in a phenomenological study. Phenomenological research is effective in helping to understand subjective experience, gaining insights into motivations and actions, and moving beyond assumptions and conventional wisdom (Cohen, Manion & Morrison 2002, 23). In seeking to understand a phenomenon, the phenomenological researcher avoids interpreting the phenomena according to a predetermined theory (Hycner 1985, 300). Therefore, while the study presents background to leadership, principalship and educational futures, the study sought to understand the common and unique experiences of leadership for the principals selected. This improved understanding of the phenomena of anticipating the future of education is valuable in supporting the development of current and future principals.

1.2. Background

Principals are faced with many challenges and one of these is anticipating and leading their schools into the future. Principals are expected to be able to discern various trends and anticipate their impact on their school and on the wider educational context. (Caldwell & Spinks 1992 in Cranston & Ehrich 2009, 375). It is proposed that having a future-oriented mindset helps principals to navigate their complex and rapidly changing environment (Gurr & Drysdale 2012, 405).

The role of principalship has increasingly become that of a Chief Executive Officer, however, principals increasingly find their role to be management oriented (Cranston & Enrich 2008, 22). Arguably, their role is becoming less creative and increasingly bound by external controls, accountability, regulation and compliance (Cranston & Enrich 2008, 22). In contrast, principals are being called upon to lead boldly and challenge the status quo of an outdated industrial model of education (Schwab 2016).

An increasingly connected world is providing leaders and future leaders with “quick fixes”. Social media feeds regularly offer up advice and solutions on how schools should change and prepare students for the future. Likewise, leadership advice is plentiful. Unfortunately, this information is simplistic and lacking in empathy for the complex contexts of individuals in their own schools. At the other end of the spectrum are the Australian Professional Standards for Principals as determined by the Australian Institute for Teaching and School Leadership (AITSL). These standards describe what effective principals do. But is this leadership advice and the professional standards evident in the practices of principals?

This study was established to provide insights and themes developed from the interpretation of the lifeworlds of current principals. By presenting these, the stories of principals as they anticipate the future of learning will emerge. Readers can construct meaning on how to be a leader in a changing world and educational landscape. Stories are a powerful mechanism for developing self-awareness and determining what great school leadership looks like (Litchka 2016, 113). It is proposed that leadership capacity can be increased as leaders and emerging leaders engage with the lifeworlds of other principals.

1.3. Purpose

The purpose of digging deeply into the lifeworlds of principals, through an interpretive phenomenological approach, is to provide an insight into the experience of principals. It is proposed that the findings, discussions and conclusion will assist aspiring and current leaders, and those supporting them, to better understand the role of principalship. This will be achieved by:

1. Making the research process valuable to the principals involved in this research project. Phenomenological research views participants as co-researchers (Moustakas 1994:108). The principals engaged with in the study will have the opportunity to review the interpretations of their comments. They will have the opportunity to reflect on their own leadership practices and thoughts about the future.
2. Providing an insight into the experience of principals to inform current principals, aspiring leaders and those who employ them on how principals are engaging with the phenomena of the future of education. By revealing the thoughts, actions and experiences of principals, all parties will be better informed of the issues facing schools as they move into the future. This will assist them in their own decision-making responsibilities.
3. Revealing the realities of principalship that the reader may not be aware of through their own observations and assumptions or other leadership development mechanisms they may be involved in.

1.4. Significance

Developing current and future school leaders is extremely important. This is because the leadership provided by principals has a significant impact on student outcomes. School leadership is the second highest influencer on student learning after classroom teaching (Leithwood, Day, Sammons, Harris & Hopkins 2006, 4). Therefore, it is important that that schools and students are supported by strong and effective leadership.

By providing an insight onto the lifeworlds of principals, current and future leaders will be better prepared for the changing role of principalship. This is a significant issue facing current and future school leaders. It is important that effective professional development

and support of current principals is provided (Riley 2018), as is the preparation of emerging leaders for leadership succession (Gurr & Drysdale 2012; Cranston & Enrich 2008; Bush 2008).

A major challenge in Australian education, in the short to mid-term, is to meet the increasing demand to replace the cohort of aging principals (Bezzina 2012, 19). Whether potential leaders decide to take on a principal position is based on various factors. One of these is their perception of the role of the principal (Bezzina 2012, 19). By providing an insight into the lifeworld of principals, emerging leaders will gain a greater understanding of one aspect of principalship. This being, leadership into the future of education.

The findings of this study will assist current and future leaders to better understand some of the realities in leading a school into the future by exploring the diversity of experience and approaches taken by three different principals in South-East Queensland.

1.5. Research Questions

The study was guided by the following research questions:

- What are principals anticipating with regards to the future of education?
- How are principals responding to what they anticipate is the future of education?
- What are the implications of anticipated futures for current and future principals?
- How can these findings assist current and future principals as they anticipate the future of education?

Rather than “answering” the research questions, the study adopted a postpositivist, social constructivist and pragmatic position to present relevant findings and discussions for readers to reflect upon and construct their own meaning (Creswell & Poth 2018, 23-24, 26-27). The Australian Institute for Teaching and School Leadership (2015, 26) advocates for leaders to develop their effectiveness by reflecting on their own actions, day-to-day experiences and what they can learn from other principals.

2 EDUCATIONAL LEADERSHIP AND FUTURES

This section presents a research of literature concerning educational leadership and futures rather than a traditional literature review of the phenomenon being studied. The reason being, by adopting an interpretive phenomenological approach, the researcher aims to enter the process without bias, agenda, hypothesis or theory. Van Manen (2009, 76) suggest that to do so assists the researcher in suspending their own interpretive understanding of the phenomena prior to researching it. But to fully suspend beliefs is impossible due to the researcher's previous experience working with and observing principals. However, it is necessary to understand a context to interpret a phenomenon (Block 2014, 234). By describing the current educational landscape and narratives around the future of education, the scene is set for exploring the lifeworlds of the selected principals.

The following sub-sections provide an overview of the professional standards, certification, professionalism, leadership, influences shaping the future of education and futures thinking as they relate to principals in Australian schools. This information will assist in developing an understanding of the leadership context of the three principals in this study.

2.1. Professional Standards, Certification and Professionalism

The Australian Institute for Teaching and School Leadership (AITSL) developed the Australian Professional Standards for Principals in 2011 to support the development and improve the effectiveness of principals. Principals are expected to possess a range of qualities and capabilities within five areas of Professional Practice. These being; leading teaching and learning; developing self and others; leading improvement, innovation and change; leading the management of the school; and engaging and working with the community (AITSL, 2014, 10). Rooke and Torbert (2005), identify building vision and setting directions as being leadership practices that positively impact student learning (Dempster, 2009, 4). The AITSL descriptors are consistent with leadership practices that positively impact student learning. These being; building vision and setting directions; understanding and developing teachers; designing effective organizational structures; coordinating the teaching and learning program; attending to the conditions for learning; and sharing leadership broadly and deeply (Dempster, 2009, 4).

For each of the Professional Practices, descriptors are provided for four stages along a continuum. Therefore, from a developmental perspective, the framework appears quite sound, but a closer inspection reveals language more reflective of management practices rather than leadership attributes and behaviours. While Kotter (1990) acknowledges that both management and leadership are necessary for success, it is important that these are balanced (HBR, 2011, 37). Interestingly, there is a distinct emphasis on the management and mechanics of leadership in AITSL's descriptions of Professional Practice.

AITSL has also determined that there are four lenses that can be used to identify different operational methods and leadership capabilities that principals are required to demonstrate. These being Operational, Relational, Systematic and Strategic. Strategic principals effect and monitor change, to achieve short and long-term school goals. They employ relational, organisational and management thinking to achieve set goals (AITSL, 2014, 25). AITSL suggests that a principal will adopt a different leadership lens depending on the school context. It is also recognised that the way in which a principal will lead will depend on his or her career stage and capability. (AITSL, 2014, 24).

Australia does not have a mandatory certification process for principals. As a result, aspiring leaders must navigate their own pathway, relying on self-identification and self-management (Gurr and Drysdale 2015, 381). However, principals are able to work towards certification that is aligned with the Australian Professional Standards for Principals. The Principals Australia Institute (PAI), is the professional body that has been endorsed to accredit principals with Australian Principal Certification (Principal Certification). The PAI identifies six purposes of the certification, one of which is to provide a significant reference point for principals in their professional learning and ongoing leadership formation. To obtain certification, a principal must document two improvement initiatives in their school. They then submit evidence of outcomes being achieved and a reflective analysis that explores the evidence that is presented. To further validate their leadership capacity and impact in the school, data from student/parent/teacher satisfaction surveys are submitted (PAI, 2017).

Principals in Queensland have access to leadership programs delivered by the Queensland Education Leadership Institute (QELi). The institute was established by the Queensland government in 2010 and it is jointly owned by the Department of Education and Training, Queensland Catholic Education Commission and Independent Schools Queensland. The

institute provides leadership programs for all career stages. Most courses focus on skill development (coaching, innovation team building, feedback, managing change, influence and persuasion, performance management, and self-awareness). (Gurr and Drysdale 2015, 386).

QELi's mission is stated as: "Empowering leaders to improve student, school, system and organisational outcomes, through high quality professional learning". The institute's focus on school improvement is supported by the QELi Leadership Framework and their Behaviours of Effective Leaders. A Leadership and Effective Behaviours Matrix has been developed from these that describes the knowledge, understanding, attitudes, skills and personal qualities that are necessary for leader to drive school improvement. (QELi, 2018). The language of QELi's mission statement and its Leadership and Effective Behaviours Matrix reflect a neo-liberal view of education and leadership. Neo-liberalism is explained further in Section 2.3.5.

Ball (2005) laments what he calls a "new professionalism" that is based on performativity in the form of greater accountability, regulation and compliance (Cranston & Enrich 2009, 21). This "new professionalism" is evident in AITSL's Professional Standards for Principals. Whilst there is not a national appraisal process for principals, it is the common practice in non-government schools that principals will engage in an appraisal process as determined by their school board. This approach reflects dominant neo-liberal principals of quality assurance and continuous improvement to improve outcomes and outputs (Cranston & Enrich 2009, 21). This is not just an Australian approach to school and leadership improvement, the Organisation for Economic Co-ordination and Development (OECD) believes that appraising the performance of school leaders can improve their practice (Schleicher 2012, 29).

2.2. Leadership

Literature concerning leadership consists of diverse attempts to define leadership and the characteristics of leaders to the point that no universal definition of leadership can be established (Block 2014, 233). However, this does not prevent principals and emerging leaders from engaging with the literature to identify and develop, skills, attributes and capacities that will enable them to lead their schools. It is recommended that principals

constantly review their leadership during times of change and uncertainty (Drysdale and Gurr 2017, 131).

A synthesis of leadership literature, particularly in regards to leading through change, complexity and uncertainty, the researcher suggests that leadership can be categorised into three broad domains effective leadership. These being; Vision and Strategy, Emotional Intelligence and Authenticity, and Principles and Effective Practices. These three categories combines the ideas of Ancona, Malone, Orlikowski & Senge (2007), Bennis & Thomas (2002), Drysdale and Gurr (2017), Drucker (2004), Fullan (2007), Goleman (1996), Goffee & Jones (2010), Kotter (1990), Kouzes & Posner (2006) and Reeves, Love & Tillmanns (2012). It is proposed that effective leaders display capabilities in all three areas, though the balance and expression of each will be different in each person. The degree to which each will be exercised will also change depending on the situation a leader finds themselves in.

2.2.1 Vision and Strategy

Effective principals are able to articulate a long term vision and bring their school community together to establish an agreed direction (Drysdale and Gurr 2017, 135). Kouzes & Posner(2006) believe that the ability to inspire a shared vision is one of the five pillars of successful leadership. With a vision in place, effective principals develop action plans and take responsibility for communicating these with their community (Drucker 2004). Building vision and setting directions positively impact student learning (Rook and Torbet in Dempster, 2009, 4).

Principals are required to manage change that is impressed upon the school and to be proactive in leading change. Strong leadership capabilities are necessary for coping with, and leading change (Kotter in HBR, 2011, 38). The future of education will consist of change and it is the principal's role to lead their school through such change.

Principals utilise strategies to lead change. They adopt a strategy either intentionally or unintentionally. Reeves, Love & Tillmanns (2012) have developed a matrix framework that identifies four strategy styles that best describe how to lead change according to how predictable an industry's environment is and how easily companies can change that

environment. This framework is presented in Figure 1. The four strategies are classical, adaptive, shaping and visionary. (Reeves et al. 2012, 78).

PREDICTABILITY	-	ADAPTIVE Industry is unpredictable, and you or your competitor cannot change it	SHAPING Industry is unpredictable. But you or your competitors can change it
	+	CLASSICAL Industry is predictable, but you or your competitors cannot change it	VISIONARY Industry is predictable, and you or your competitors can change it
		-	+
		MALLEABILITY	

FIGURE 1: The Correct Strategic Style for Different Environments

A classical strategy is characterised by targets, goal setting and plans that stay in place for several years. An adaptive strategy is one that constantly refines goals and processes to shift resources smoothly and promptly. These first two strategies should be adopted when principals believe that they cannot easily change the wider educational environment. But depending on the predictability of that environment they should adopt a classical style if the environment is predictable or an adaptive style if they believe it is unpredictable. (Reeves et al. 2012, 78-79).

Principals who believe that they or other schools can change education then shaping and visionary styles should be adopted. If they believe that this changeable environment is predictable they should be confident in adopting a bold position and put into place deliberate steps to reach their vision of what their school or education should be. Visionary strategists must commit the resources that are necessary to support their changes and the courage to stay on course. If the environment is unpredictable, but able to be changed the principal should adopt a shaping strategy. This strategy is characterised

by a portfolio of experiments that embrace short or continual planning cycles. (Reeves et al. 2012, 81).

Approximately 75% of executives, in a survey conducted by Reeves et al. (2012, 82), are most often using two of the four strategies. If principals are like their executive counterparts, they are predominately utilising classical and visionary strategies to lead their schools (Reeves et al. 2012, 82). By only utilising classical and visionary strategies, principals may be ill prepared to lead change in their schools. With disruptive technologies and emerging trends such as demographic modification, parental choice and marketization (Fullan 2001) the future educational landscape is unknown. It will become more unpredictable. With a decrease in predictability, school principals will need to be capable of adopting adaptive and shaping strategies. However, if the future of education is predictable, principals can be confident in continuing to use the dominant classical and visionary styles.

2.2.2 Emotional Intelligence and Authenticity

While different leadership styles may suit different leadership contexts, one common attribute that impacts on the effectiveness of all leaders is emotional intelligence. A principal may be analytical, insightful, creative and driven, but without emotional intelligence he/she will not make a great leader. Goleman (1996) explains that leaders with high levels of emotional intelligence are self-aware, self-regulate, are motivated, display empathy and exercise social skills. While skills and experience are important in leadership, they are not as important as emotional intelligence at the upper levels of leadership (HBR, 2011, 2-3).

Goffee and Jones (2010) have identified common characteristics of inspirational leaders. These being; they selectively show their weaknesses; they rely heavily on intuition to gauge appropriate timing and course of their actions; they manage employees with “tough empathy; and they reveal their differences (HBR, 2011, 79-80). These behaviours are only possible if a leader is emotionally intelligent.

Emotional intelligence enables a principal to lead with authenticity. A principal cannot be successful by solely impersonating their predecessor or adopting a persona that is not consistent with who they are. An authentic principal will emerge out of their own life

story, by testing and applying knowledge to the challenges that they face (HBR, 2011, 164).

An authentic leader has the emotional intelligence to learn from their mistakes. They identify with their strengths and weaknesses and rely on others. The authentic leader is able to make sense of the context in which they are working, build relationships and create and share a compelling vision of the future. (Ancona, Malone, Orlikowski & Senge 2007, 179-180). These capabilities enable a principal to create an environment of trust and distributed leadership that will enable others to carry the load of leadership, but also to train up new leaders within their school (Kotter, 1990, 53).

2.2.3 Principles and Effective Practice

Researchers and authors continue to attempt to identify what good leaders do. Whatever list they develop, they will categorize these as being capacities, characteristics, capabilities, principles, practices or some other term. It is unimportant what these are called, what is relevant is that a set of sound behaviours are adopted and are consistently applied. Table 1 provides three different lists from respected authors.

Five practices of leadership (Kouzes & Posner, 2006)	Seven domains of practice (Drysdale & Gurr, 2017)	Eight practices of effective leaders (Drucker, 2004)
<ul style="list-style-type: none"> • Model the way • Inspire a shared vision • Challenge the process • Enable others to act • Encourage the heart 	<ul style="list-style-type: none"> • Understanding the context • Setting direction • Developing the organisation • Developing people • Improving teaching and learning • Influencing • Leading self 	<p>Effective leaders:</p> <ul style="list-style-type: none"> • Ask what needs to be done • Ask what is right for the enterprise • Develop action plans • Take responsibility for decisions • Take responsibility for communicating • Focus on opportunities rather than problems • Run productive meetings • Think and say “we” rather than “I”

TABLE 1 – Selected list of principles and practices for leaders

When principals consistently adopt a set of principles and exercise appropriate leadership skills, they maximize their ability to set a direction, align and motivate their school, overcome obstacles and take advantage of opportunities.

2.3. Influences on the Future of Australian Education

Whilst principals are highly influential in shaping the direction of their schools and education in general, they are also influenced by various forces. Kellner (2000) nominates globalisation and new technologies as being the dominant forces of the future. These forces influence the decisions being made at the school and sector levels. Ditchburn (2012b, 350). Ball (2016, 1047-1048) names the OECD and World Bank as being two such forces that are “powerful and very persuasive agents” influencing educational policy. Kenway (2008, 3) educational policy and direction also being influenced by neo-liberalism as it is believed that these practices will improve Australia’s competitiveness in international testing and in the global knowledge economy. Pushing back against the neo-liberal approach and what is often referred to as the industrial model of education is the narrative “the system is broken”.

2.3.1 The Purpose of Education and Educational Policy

The purpose of education is a contentious topic (Egan 2008, 9). Depending on what a policy maker determines as the purpose of education, educational policies will be shaped by that understanding of purpose. A principal’s understanding of the purpose of education and the policies that they are free to develop and the ones they are required to adopt will influence how they lead. This includes how they will lead their schools as they anticipate the future of education.

Principals have a significant amount of autonomy, but, public policy is still a powerful influence. In Australia, the government has a human capital approach to education. A human capital approach to education focuses on developing knowledge and skills in students so they may engage in productive work for the benefit of society (Bell & Stevenson 2006, 42). Australia is not unique in this regard, other OECD countries are also developing education policies that they believe will contribute to national economic productivity (Brennan 2011, 259).

A human capital approach to education has existed for a long time, but the specifics of what it wants to achieve has changed over time. Prior to the industrial age, punctuality, obedience, tolerance of hard work and minimal ability to read and write were the de-sired outcomes of education (Gray 2008). Jumping forward to last decades of the 20th century, educational policy shifted from knowing things to being able to do things (Yates & Collins 2008, 8). A growing push is for students to develop more “21st Century Skills” rather than consume and memorize content (World Economic Forum 2018). There is a call for a less industrial approach to education, but this doesn’t mean that it is student centred. It still supports a human capital understanding of education.

The purpose of education in Australia continues to evolve. The Australian federal government recently established The Review to Achieve Educational Excellence in Australian Schools to improve school performance and student achievement, specifically an improvement in: student outcomes in international testing; student preparedness to succeed in employment and further training; and student outcomes across all cohorts of students (disadvantaged and gifted) (Australian Government 2017, 1). This report has now been delivered time will tell what impact it will have on Australian educational policy.

2.3.2 Globalisation

Globalisation is defined in a variety of ways. Burbules & Torres (2000) present the following understanding of globalisation.

“For some ..., the term refers to the emergence of supranational institutions whose decisions shape and constrain the policy options for any particular nation state; for others, it means the overwhelming impact of global economic processes, including processes of production, consumption, trade, capital flow, and monetary interdependence; for still others, it denotes the rise of neoliberalism as a hegemonic policy discourse; for some it primarily means the emergence of new global cultural forms, media, and technologies of communication, all of which shape the relations of affiliation, identity, and interaction within and across local cultural settings; and for still others, "globalization" is primarily a perceived set of changes, a construction used by state policymakers to inspire support for and suppress opposition to changes because "greater forces" (global competition, responses to IMF or World Bank demands, obligations to regional alliances, and so on) leave the

nation-state "no choice" but to play by a set of global rules not of its own making." (Burbules & Torres 2000, 1-2.)

It is rarely questioned whether the globalised future is “the” future (Milojevic 2005, 64). Globalisation is synonymous with literature regarding the future of education. Burbules & Torres (2000, 11) assert that globalisation is often used to reinforce the inevitability of events and so to suppress attempts to resist it. For this reason, globalisation has taken a significant place in the psyche of educators as they consider the future of education.

2.3.3 Global Organisations

International organizations (OECD, World Economic Forum, World Bank etc.) are promoting their views on curriculum through formal channels with governments and directly with the public through mainstream and social media. There is a growing push for critical thinking and problem solving; collaboration and leading by influence; agility and adaptability; initiative and entrepreneurialism; good oral and written communication; accessing and analysing information; and curiosity and imagination (World Economic Forum 2018). These are skills and knowledge that develop human capital.

The United Nations’ 2030 Agenda for Sustainable Development (2030 Agenda) was adopted by all UN nations in September 2015. Within the agenda are 17 Sustainable Development Goals (SDGs) that aim to eradicate poverty by placing the world on a more sustainable economic, social and environmental path. The 4th Sustainable Development Agenda Goal is concerned with Quality Education. Also known as “Education 2030”, it consists of targets and indicators that seek to improve access and participation in early childhood through to higher education, skills for work, gender equality and inclusion, youth literacy, and education for sustainable development and global citizenship.

Following the 2030 Agenda, the Education 2030 Framework for Action was adopted by 184 UNESCO Member States. The Framework for Action provides further guidance on how to action the Quality Education goal of UNESCO’s 2030 Agenda. Strategic approaches are recommended for; strengthening policies, plans, legislation and systems; emphasizing equity, inclusion and gender equality; focusing on quality and learning; promoting lifelong learning; and addressing education in emergency situations (UNESCO 2016, 31-35)

It is anticipated that the 2030 Agenda and the Education 2030 Framework for Action will have an impact on educational policies around the world. The extent of their influence will be different though depending on each country as the agreements are non-binding.

While UNESCO is considered to have the key mandate on global education policy, it is somewhat overshadowed by the OECD. The OECD is one of the most influential global policy actors in education due to its size and technical sophistication of the work it undertakes (Mundy, Green, Lingard & Verger 2016). While all global organizations recognise the importance of education, they do so through a different lens. The OECD and World Economic Forum are interested in education and its influence on economic growth and prosperity. This is this type of thinking that's behind the OECD and the World Economic Forum's push for 21st Century skills and a greater engagement in STEM (Science, Technology, Engineering and Mathematics) education.

The OECD is also influencing countries to adopt certain policies through their testing and reporting processes (Ditchburn 2012a, 265). The OECD has developed structures and publications that support "policy borrowing", that encourages governments to learn from other countries and apply "what works" elsewhere (Ball 2016, 1048). Ball (2016, 1048) points out that poor PISA results create a "policy window" through which new ideas can enter national policy discourse. One of these "ideas" is the neo-liberal push to take education further down the path of standardized testing and performance measurement of teachers.

Despite the different agendas and roles of the major global organizations, there is an agreement among them that the global education agenda should work within the overall Education 2030 development framework (UNESCO 2016, 25). With such an agreement it is not hard to realize that the policies and advocacy of these organizations will have a power effect on shaping the future direction of education. Despite this push, it is uncertain what impact it will have on the Australian Curriculum.

The current Australian Curriculum was the first national curriculum that was accepted by all Australian states in 2009. The curriculum sets out the learning areas and capabilities that all Australian students should be taught. In 2019-20 the Council of Australian Government's Educational Council will consider whether the curriculum requires reviewing and refining. Dan Tehan, Australian's federal Education Minister believes that

Australia should “look to world-leading research to inform decision-making”. It is his belief that nations that are achieving “outstanding results” in international testing should be studied. He explains this is the reason why Australia is part of the OECD Education 2030 project. However, he also states that Australia will not be dictated to by the OECD. (Weekend Australian 22-23 September 2018)

The uncertainty on how global organisations will impact on educational policy, the Australian Curriculum and future of education in general adds to the complexity of principals as they anticipate the future of education.

2.3.4 Technology

Most discussions regarding digital technologies in education are concerned with changes in education (Selwyn 2016, 5). Luke (2000) (cited in Milojevic 2005, 67) identified that the ‘information technology revolution’ discourse had been saturating the media and public imagination for several decades. Sixteen years since this observation, digital technologies continue to have a high profile when the future of education is discussed. While digital technologies are now central to the organization and governance of education (Selwyn 2016, 2), arguably, technology is not a new influencer in education.

Technological progress is widely seen as inevitable and there is a hegemonic world view that science and technology is the solution to problems and the road to progress (Ramos, cited in Slaughter 2004, 71). While our technological advancement is the reality of today’s western society, it is also a dominant image of the future (Bell, cited in Milojevic 2005, 7). Therefore, the readily available technology for schools not only enables new educational practices to be adopted, but there is a belief that they are desirable, and this is driving many changes in education today.

Recently, technological capabilities have given rise to the concept and reality of digital disruption. Digital disruption is a world-wide trend characterised by a wide range of educational developments such as, but not limited to, mobile devices, video-enabled classrooms, gamification, 3D printing, robotics and the maker movement (ISQ 2017, 24). It is anticipated that the potential impact of digital disruption in education ranges from modest improvement to wholesale revolution (Selwyn 2016, 5).

Klaus Schwab, Founder and Executive Chairman of the World Economic Forum, warns that the speed of current breakthroughs has no historical precedent, disrupting almost every industry in every country. As a result, entire systems of production, management and governance will be required. Education is seen as vital in preparing students for the jobs that this new world will create and to solve its problems. It is argued that our current education system was built on an industrial model and no longer suitable for the needs of the 21st Century, or as some would prefer to call this period, the 4th Industrial Revolution. (Schwab 2016).

Economists Erik Brynjolfsson and Andrew McAfee suggest that the 4th Industrial Revolution could bring about greater global inequality. Inequality brought about by technology disrupting labour markets. Automation and artificial intelligence increases are likely to result in a net displacement of workers (Schwab 2016). Education is seen as an answer to global problems.

The extent of future problems is difficult to determine. Physicist Stephen Hawking has suggested that the emergence of artificial intelligence could be the "worst event in the history of our civilization" unless society finds a way to control its development (Kharpal 2017). Elon Musk adds to the concern with his Tweet: "...Competition for AI superiority at national level most likely cause of WW3 imo." (Musk 2017).

To overcome these challenges, it's proposed that students will need to have certain knowledge and skills, specifically STEM (Bybee 2013; Auerbach 2015; OECD 2017) and 21st Century Skills (WEF 2015; Schleicher n.d.). Across the OECD countries, the STEM fields attract 25% of new tertiary students, while 23% select business, administration and law. This may appear balanced, but the OECD is concerned that only 6% of entrants are studying natural sciences, mathematics and statistics and only 5% of entrants are selecting information and communication technology (ICT) courses. Supply is not keeping up with demand, nor is it meeting future needs (OECD 2017, 11).

21st Century Skills has been used as an umbrella term for a wide range of skills, abilities and dispositions. One of the simplest and most frequently used definitions of 21st Century Skills is the "Four C's"; collaboration, communication, critical thinking and creativity. Recently, the World Economic Forum developed a list of 16 skills and placed them into

three categories; foundational literacies, competencies and character qualities (World Economic Forum 2015).

It is not a universal belief that STEM and 21st Century Skills are the “solution” to improving education, educational outcomes and in turn, society. Other solutions focus on creativity and innovation on one hand and more testing, standardization and a return to basics on the other. Opinions on these matters will vary significantly across the spectrum of political views (Left or Right); countries (Western or Non-Western) and worldviews (e.g. religious, post-modern, neo-liberal, neo-humanistic etc.) (Milojevic 2005).

2.3.5 Neoliberalism

Neo-liberalism is the interests of political and corporate world working to create market conditions that support their business operations. They work to engineer conditions that value efficient economic production. In this context, the traditional language and concepts of education are hijacked and replaced with market forces. This has resulted in concepts such as “consumer choice”, “efficiency”, and “competitiveness” in educational reforms over the last decade. (Ditchburn 2012a, 262). Neo-liberalism is increasing privatisation, competition, auditing and high stakes testing in education. Neo-liberalism is influencing educational policy and direction as it is believed that these practices will improve Australia’s competitiveness in international testing and in the global knowledge economy (Kenway 2008, 3).

Ball (2016, 1049) suggests the neo-liberal reform of education is being progressed through three components. These being: Market, Management and Performance. The Market consists of arrangements that enable various forms of privatisation and promote competition and choice. This has several impacts, but from a policy perspective it shifts the meaning of education from a public and private good and service to a commodity. Management refers to the way school leaders are being used to reform schools. Leaders are being encouraged to reform schools by looking at how things can be done differently; using language such as excellence, improvement, choice, autonomy and innovation. If leaders fail to lead in this way, their performance can be measured and judged. The professionalism of leaders (and teachers) is increasingly being defined according to a set of skills and competencies. (Brennan 2011, 1049-1050). Market and Management are tools and language that present a neo-liberal view of education appears progressive and

“commonsensical”. The implication is that neo-liberalism is presented as a natural way of doing things rather than a dominant ideology that is changing the way we have traditionally thought of education and its provision. (Ditchburn 2012b, 350).

2.3.6 The System is Broken Narrative

An influence shaping education is the narrative that the education system is “broken”. Sir Ken Robinson is one of many advocates calling for a revolutionary change in education. He states that the system of education is modelled on the interests of industrialism and schools are modelled along factory lines (YouTube: Changing Education Paradigms 2010). Selwyn (2016, 11) suggests that such descriptions are intended to convey a sense of mismanagement of education. Advocates of this narrative believe that schools are unresponsive, incompetent, self-serving, untrustworthy and that they should be “swept away” (Selwyn 2016, 11). This narrative is also a push back against neo-liberalism. The system is broken sentiment is promoted by authors such as Mellow (2010) and Tooley (2016). Their claims are challenging principals to consider what is the purpose of education and what policies can be put into place to support this purpose.

2.4. Anticipating the Future of Education

To anticipate is “to imagine or expect that something will happen, sometimes taking action in preparation for it” (Cambridge University Press n.d.). Merriam-Webster (n.d.) provides further understanding of what it means to anticipate, i.e. to anticipate involves one or more of the following:

1. giving advance thought, discussion, or treatment;
2. looking forward;
3. visualising a future event or state;
4. foreseeing and dealing with in advance;
5. acting before so as to check or counter;
6. taking prior action that takes into account or forestalls a later action;
7. looking forward to as certain; and/or
8. speaking or writing in knowledge or expectation of later matter(s)

Principals can only anticipate the future because there is no singular direction or future of education. Additionally, principals cannot know something that has not yet happened.

Images and visions of the future are shaped by an individual's ideas and assumptions about the future (Milojevic 2005, 17). Therefore, principals can only anticipate what the future may be like and how they anticipate the future will determine how they act towards and feel about the future. By exploring and interpreting the lifeworlds of principals as they anticipate the future of education it is hoped that specific examples of advanced thought, discussion, treatment, looking forward, visualising, foreseeing, dealing, taking action, acting and speaking about the future will be made known.

2.4.1 Futures Thinking

By listening to dominant narratives or following educational trends we can get a feel for where education is heading, but we do not know. Nor are we restricted to a particular view of the future. The future will be shaped, in part, by educators, students and parents. Schools, curriculum, pedagogy and resources can be developed to reflect the beliefs and aspirations of local communities. These can shape the future of education. Futurists such as Slaughter (2004) and Milojevic (2005) assert that we can influence the future to look more like one we want. This future can be influenced by our will, beliefs, knowledge, power and ability to visualize alternative futures.

A challenge for principals is determining how far to look ahead. When planning, schools typically set three-year or five-year strategic plans as that is about as much as they can handle (Beare 2001, 101). Just because a school may have a five-year plan, principals may have a different timeline in their minds in which they engage with futures thinking. For example, a principal who is coming up to having their contract renewed may shorten their concept of the future. Whereas a principal who is secure in their position and enjoying strong enrolment growth may find themselves developing long term visions for themselves and their school.

Principals need to have a future-oriented mindset to navigate their complex and rapidly changing environment (Gurr & Drysdale 2012, 405). A future-oriented mindset is grounded in philosophical assumptions concerning the future. The philosophical assumptions of futurists are listed in Table 2.

- The future is not predetermined and cannot be ‘known’ or ‘predicted’.
- The future is determined partly by history, social structures and reality, and partly by chance, innovation and human choice.
- There is a range of alternative futures which can be ‘forecast’.
- Early intervention enables planning and design, while in a ‘crisis response’ people can only adapt and/or react.
- Ideas and images of the future shape our actions and decisions in the present.
- Our visions of preferred futures are shaped by our values.
- Humanity does not make choices as a whole, nor are we motivated by the same values, aspirations and projects.

TABLE 2: Philosophical assumptions of futurists concerning the future
(Milojevic 2005, 17-18)

Bussey, Inayatullah & Milojevic (2008, 24) believe that we are in a hinge period of human history in which the actions of a few can make a dramatic difference. Whether this might be powerful individuals in business (Mark Zuckerberg, Elon Musk etc.) or powerful organisations such as the OECD or World Bank is open to debate. Mundy, Green, Lingard & Verger (2016, 13) point out that the OECD does not have uncontested or unmediated power over educational policies in member and non-member countries. OECD’s policy recommendations can be mediated by strong local policy coalitions, producing significant variations that do not necessarily reflect OECD policies (Mundy et al. 2016, 13). Principals can shape educational policies at the school level.

2.4.2 Trends

The most reliable way to anticipate the future is to observe trends (Beare 2001, 99). Principals need to be aware of what trends are fundamentally shaping education and which are insignificant (Drysdale & Gurr 2017, 137). They should also be discerning the ‘megatrends’ and anticipating their impact on their school and on the wider educational context. (Caldwell & Spinks in Cranston & Ehrich 2009, 375). Beare (2001, 99) asserts that “the new is always emerging from the womb of the already existent”. Therefore, by

keeping abreast of developments in education locally and globally, principals can anticipate what their schools will be faced with in the future.

Trends though in themselves are not particularly powerful, it is the projections that are made by drawing a trend line into the future (Beare 2001, 103). Therefore, trends should not be studied in isolation, nor should schools only consider educational trends. All trends are influenced by other trends (Beare 2001, 100). For example, mobile phones have become cheaper, more powerful and more connected to daily experience of teachers. It could be projected then that the mobile phone will become ubiquitous in classrooms. However, there is another trend and that is one of concern about the prevalence of technology and social media in the lives of young people. This trend may impact the increasing use of mobile phones in the classroom. This clash of trend lines can be seen in the banning of phones in schools in France this year.

2.4.3 Possible, Probable and Preferable Futures

When considering “the future”, principals should not talk about it as a single option. Nor should they think of it as set in concrete. The reason being, there are many possible options available. In fact, there is an infinite range of possible futures. (Beare 2001, 101)

An infinite number of possible futures is not a comforting proposition for a principal in trying to anticipate and plan for the future of education. The possible, probable and preferable futures framework can assist principals with this. The framework is effective in counteracting deterministic, fatalistic or laze-faire views of the future. The framework enables principals to take actions that will maximise the chances of the future being a preferred future. The possible, probable and preferable futures framework is outlined in Table 3.

Possible Futures

These are things which could happen.

Some of these are likely; most of them are unlikely.

Probable Futures

This is a subset of possible futures.

They include the likely futures.

They are things which probably will happen, unless something occurs to throw them off course.

Preferable Futures

This is a subset of probable futures.

They are things which you prefer to have happen.

They are the things which you will plan to make happen out of the possible and probable futures.

TABLE 3: Possible, Probable and Preferable Futures Framework (Beare 2001, 102)

Principals could use this framework by themselves or with their staff. Using it themselves, it is an effective tool for reflecting on the challenges and opportunities ahead. When used with staff, it can empower them to realise that the actions that they take can affect the future. This may provide them with greater enthusiasm for the programs that are being put into place and to generate buy-in.

2.4.4 Scenarios

Scenarios are one technique principals can use to plan for the future (Beare 2001, 102). Inayatullah (2008) promotes scenarios as “the tool par excellence of futures studies” (Bussey et al. 2008, 29). As with possible futures, there are an infinite number of scenarios that could be generated. Principals can create their own scenarios using the possible, probable and preferable futures framework or they may wish to consider the scenarios of other thinkers in education.

Scenario planning is beneficial in the following ways: it supports long term-term planning; helps identify opportunities and threats; tests decision making assumptions; provides leaders with a broader perspective from different points of view; supports

organisations to preserve options; provides a future orientation through envisioning a preferred future; and helps prepare for unforeseeable events (Drysdale & Gurr 2017, 141).

Caldwell (in Davis and Ellison 2005, 186-188) presents three scenarios based on the circumstances in western countries at the time of writing. These being; public schools to become safety net schools (parents increasingly moving their students to private schools), the decline of schools (innovative learning centres to steadily replace them) and the transformation of schools (Learners are empowered and engaging in anywhere and anytime learning). The scenarios represent different images of schooling in the future. The first being a neutral observation, the second being a dystopian view and the third being a preferred view. Different principals are likely to have differing preferred views of the future of education.

3 METHODOLOGY

Educational research should be grounded in people's experience (Coleman and Briggs 2002, 18). However, there is not a right or wrong way in which this research methodology is conducted, rather it is a matter of making the "best choice" (Coleman & Briggs 2002, 264). Cohen et al (2002, 73) suggest that choices pertaining to research methodology to be guided by the notion of "fitness for purpose". As a result, a phenomenological approach was adopted. Phenomenological research explores the experience of humans as they find themselves in the world (Vagle 2014,20).

The interpretive phenomenological approach provided an insight into the lifeworld of principals. These insights provided a greater understanding of principalship, specifically how principals are engaging with the future of education.

3.1. Phenomenology

Phenomenological research is effective in helping to understand subjective experience, gaining insights into motivations and actions, and moving beyond assumptions and conventional wisdom (Cohen et al. 2002, 23). Additionally, phenomenological research aims to transform the lived experience of the subjects into a textual expression of its "essence" (Van Manen 1997, 36). The term "essence" refers to a description of the phenomenon (Van Manen 1997, 39). Phenomenological research operates from a position that advocates that the experience of a phenomena be taken at face value (Cohen, Manion & Morrison 2002, 23). Furthermore, Cohen et al (2002, 23) asserts that the subjective consciousness of the participant is considered valid in its ability to give meaning and accurate insight into the phenomena being studied. When this phenomenon is described, Van Manen (1997, 39) likens it to an artistic endeavour that attempts to create a linguistic description that is both "holistic and analytical, evocative and precise, unique and universal, powerful and sensitive".

Two major approaches dominate the field of phenomenological research. These being, a descriptive (Husserlian) or interpretive (Heideggerian) approach (Vagle 2014, 35; Conroy 2003, 36). Heidegger was a pupil of Husserl. Heidegger departed from Husserl's focus on pure description, devoid of interference or bias (Smith 2016, 24) and adopted hermeneutics, the theory and methodology of interpretation, into his approach (Vagle

2014:18). Both descriptive and interpretive approaches are utilised in this study to provide valuable insights into the lifeworld of the principals being researched.

To adopt a methodology that is “fit for purpose” (Cohen et al 2002, 73), the study adopted both descriptive and interpretive approaches. The descriptive approach provides “answers” to the research questions, “What are principals anticipating with regards to the future of education?” and “How are principals responding to what they anticipate is the future of education?”. The interpretive approach enables the researcher to understand what it is like to be “in” the phenomena being studied (Vagle 2014, 38). An interpretive approach enables the researcher to “make sense of” the phenomena and to make “accessible” the experience being studied (Smith 2016, 26). Having access to the experience of the principals being studied, the final research questions were able to be addressed, “What insights can be gained through an interpretive phenomenological study of principals as they anticipate the future of education?” and “How can these findings be of assistance to current and future principals as they anticipate the future of education?”

Phenomenology concerns itself with the practical activities and relationships that individuals find themselves in (Smith, Flowers & Larkin 2009, 17). Therefore, it is effective in developing and sharing the experiences and lives of principals. This understanding can assist current and future leaders to reflect on their own practices and context.

3.2. Phenomenological Methodology

Phenomenologists are reluctant to focus too much on specific methods (Hycner: 1985, 280). Rather the term “method” can be considered the way in which a phenomenon is approached (Van Manen 2016, 23). The origin of “method” is “methodos” which translates to “a way” (Vagle 2016, 48). Various researchers provide guidance on how to approach phenomenological research. Hycner (1985, 280-293) provides guidelines, while Conroy (2003) proposes a set of principles and the hermeneutic spiral. Van Manen (2011, 2014), Vagle (2014) and Smith, Flowers and Larkin (2009), Creswell and Poth (2018) and others, also provide advice regarding approaches. While they all provide their processes in a linear manner, they stress the notion that the analysis and interpretation processes are fluid and should not be reduced to a single “method”. The reason why no single method is possible is because “phenomenological inquiry is characterised by a

tension between order and disorder, system and openness, passivity and activity, and analysis and imagination” (Van Manen (2014, 72).

Phenomenological practice supports thoughtful and tactful action that avoids reducing phenomenological inquiry to a product of over simplified schemas, schedules and interpretations (Van Manen 2016:14). However, some basic plan in the form of steps needs to be adopted and these are listed as steps in Section 3.5. To respond to Van Manen’s (1997:29) assertion that the methodology of phenomenology tries to reject a tendency towards adopting a predetermined set of fixed procedures, additional concepts were adopted. These being the concepts of the hermeneutic circle and hermeneutic spiral.

The hermeneutic circle is a way of engaging with ‘the whole’ and ‘the part’ to understand a phenomenon. Smith et. al. (2009, 28) assert that to understand any given part of a transcript, you need to look at the whole. Likewise, to understand the whole you must look at the parts. ‘The parts’ can be a single word, extract, interview or episode. ‘The whole’ can refer to a sentence in which a word is embedded, the complete text, the research project or broader context of the subject’s world. (Smith et. al. 2009, 28).

Like the hermeneutic circle, the hermeneutic spiral enables the researcher to move back and forth between different ways of thinking and engaging with the data (Conroy 2003, 43?). The hermeneutical spiral differs from the hermeneutical circle in that the hermeneutical spiral supports change and input from the participants and researcher throughout the study. The process enables ongoing reflection, interpretation and new actions. In turn, these inform the developing intention, design and implementation of the research (Conroy 2003, 43).

A Decision Trail Log documents and helps facilitate the research process (Conroy 2003, 43, 54). This was an important part of the research process as it was in the writing that reflection on and in the phenomenological practice takes place. This process strengthens the ‘thoughtful and tactful’ actions of the researcher (Van Manen 2016:14). It is in this writing process, independent of the writing up of results in this thesis, that the ‘internal’ is made ‘external’. Thoughts are given ‘appearance and body’ (Van Manen 2009, 127).

Interpretation in phenomenology can be considered as a craft or art, rather than the product of a set rules or procedures (Smith et. al. 2009, 22). While various procedures are

used, the actual process is multidirectional, there is a constant shift between different processes (Smith, Flowers & Larkin 2009, 81). The processes were recorded in the Decision Trail Log.

Access to the experiences of the participants was dependent on what the participants shared and the language that they used (Smith et. al. 2009, 3). Therefore, participants were selected that the researcher felt would provide honest reflections regarding their experience of principalship. These honest reflections were very important, because it is in these reflections that enable the researcher to follow “woodpaths” that lead towards “clearings” where the essence of the phenomena might be revealed (Heidegger in Van Manen 1997, 29). These are apt metaphors, as *phenomenon*, in Greek, means “show” or “appear” (Smith et. al 2009, 23).

3.3. Recruitment and Selection of Participants

Phenomenological research only requires a limited number of people to be interviewed given the significant amount of data that emerges from the interviews (Hycner 1985, 295). This position is supported by Smith, Flowers & Larkin (2009, 3) who explain that the aim of interpretive phenomenological analysis is to reveal something of the experience of each of the individuals, and as a result, only a small number of participants are utilised in such studies. Three principals with whom the researcher already had a professional connection with were approached for this study. All three principals work in non-government schools within the greater Brisbane metropolitan area. The sample consisted of principals of both genders and different education sectors (Christian, Lutheran and Catholic).

A covering letter (Appendix 1) was either emailed or provided in hard copy at the first interview to the principals after they had indicated that they were willing to participate in the study. An information package was also provided. A consent form (Appendix 2) was utilised despite not being required by TAMK. Masters level research in Australia typically required ethics approval and formal consent from participants. Therefore, to convey validity and professionalism to the participants, a consent form was utilised for the study.

Creswell (2014, 230) advocates for maximal variation sampling approach where possible. While sampling methods are important in empirical research, the usual criteria are less

important in phenomenological research. In fact, the literature on phenomenological research does not provide much advice regarding sampling procedures (Norlyk & Harder 2010, 427-428). However, some advocate for relatively small and homogenous samples, so that, convergence and divergence can be explored (Smith et al. 2009, 3).

3.4. Data Collection

Interviews were utilised to collect the research data. This is an effective method of collecting first-person reports of life experiences (Moustakas 1994: 84). The data was collected over a period of three months and each participant was interviewed twice. An audio recording of each interview was transcribed by reputable third parties. The researcher checked the accuracy of each transcription against the audio recordings. P1 provided 71 minutes of interview audio, Principal # 2 provided 84 minutes and Principal #3 provided 109 minutes.

3.5. Data Analysis and Interpretation

Data analysis and interpretation were enabled through two main processes; a set of suggested steps by Smith et al. (2009) and a Decision Trail Log (Conroy 2003). The steps were not intended to be a rigid method, rather a starting point from which to begin with and expend upon as the analysis and interpretation process develops. Methodology in human science research is open ended and there are no definitive or exclusive requirements (Moustakas 1994,104). However, it is recommended that the novice researcher begin with a set of suggested steps and adapt them when the data and researcher feel comfortable to do so (Smith et al. 2009, 81). The Decision Trail Log recorded the steps taken, reflections and interpretations as the developed.

As a result, the study adopted a standard approach for the analysis and interpretation of the first interview transcripts. That being, reading and re-reading, note taking, developing emergent themes and making connections across emergent themes and cases. These steps are a simplification of steps proposed by Smith et al. (2009, 82-106).

In contrast, and to supplement, the linear process mentioned above, interpretation of the data was supported by the hermeneutic turn (Smith et al. 2009, 35) and the hermeneutic spiral (Conroy 2003, 39), or otherwise known the data analysis spiral (Creswell 2018,

185). In these processes, the transcripts, elaborations and themes, along with the Decision Trail Log informed and influenced each other. The hermeneutic process enabled the researcher to progress towards the true essence of the phenomena being investigated by engaging with the data in a whole-part-whole approach (Vagle 2014, 98-99).

Reading and re-reading and initial noting were often combined. This is a common approach. Typically, a hard copy was read first. Notes and questions were recorded. Often, whatever came to mind was recorded. A break of at least 48-hour was taken before re-reading a second time. This enabled the researcher to bracket initial thoughts before returning for a second reading. (Smith et al. 2009, 83).

The second reading focussed on examining semantic content and language on an exploratory level. By bracketing, and forgetting what was recorded in the first reading, the researcher approached the re-reading with an open mind and once again noted anything of interest. This was performed electronically in a Word document. The first step was to identify “Significant Statements” (Creswell 2018, 201). This was achieved by highlighting significant text. Then, in a second column, a combination of “units of general meaning” (Hycner 1985, 282) “Exploratory Comments” Smith et al. (2009, 85), “Interpretations” Conroy (2003) and “Questions” Vagle (2014, 99) were recorded. The notes made by the researcher were analysed to identify according to descriptive, linguistic or conceptual comments (Smith et al 2009, 84). Since the phenomenological research project required interpretation, the researcher used pre-existing knowledge to give meaning to the language of the participants (Block 2014, 234).

Once the initial note taking process had been completed, emerging themes became apparent and were recorded. Following this, a second theme generating process was engaged in, a selective or highlighting approach (Van Manen 1997, 94). In this approach sentences were selected that stood out in that they were thematic in some way concerning the lifeworlds of the principal as they anticipated the future of education.

As there was still to be a second round of interviews, the researcher labelled the emerging themes as “theme starters”. This was so that the participants could provide feedback on the initial analysis and interpretations of the researcher and to demonstrate that the themes were not finalised. The “theme starters” were emailed to each participant well before their

second interview to provide them with enough time to peruse and reflect upon them before the second interview.

The “theme starters” became an object of reflection for a second round of interviews. Van Manen (1997, 99) suggests that the researcher and interviewee collaborate to attempt to interpret the significance of the proposed themes. These are considered in light of the phenomenon being studied (Van Manen 1997, 99). Hycner (1985, 291) suggests that a second round of interviews is an excellent “validity check”. This is supported by Yuksel and Yildirim (2015, 14), who add that irrelevant statements regarding the phenomena can be eliminated. By returning to the interviewees with the theme starters, generated from the first round of interviews, the research participant can help determine whether the essence of the phenomena was fully captured. The participants are given further opportunity to add information in their second interview that would further develop the themes. (Hycner 1985, 291).

The researcher adopted a conversational approach with the interviewees in the second round of interviews. Conroy (2003, 51) encourages the interviewer to enter into a more natural conversation in order to prevent the natural interchange of human communication from being impeded. This approach encouraged the researcher and participant to engage in a more self-reflective practice and them to work together to identify the most salient points (Conroy 2003, 41).

The second interview transcripts were analysed and interpreted in a similar manner as the first transcripts. At the end of the process, themes were identified that related to each of the research questions. The researcher discovered that connections could be made between the three participants, some with similarities and others demonstrated differences. (Smith et al. 2009, 83).

The researcher regularly engaged in the hermeneutic circle process, moving from whole to part and back to whole as the themes were being constructed. These statements and the impressions that lingered from previous readings were used in what can be defined as a holistic approach (Van Manen 1997, 93). In the holistic approach, phrases were formulated that seek to capture the fundamental meaning or main significance of the text as a whole (Van Manen 1997, 93). To support this approach the researcher returned to the original audio recordings to gather a sense of the whole (Hycner 1985, 281).

3.6. The Decision Trail Log

Maintaining a Decision Trail Log was a significant aspect of the research process. One reason was because phenomenological research cannot be separated from writing and textual reflection (Van Manen 2014, 389). The Decision Trail Log was established when the first transcripts were being read. In it was recorded the dates of reflections, actions and decisions. Some notes are quite short while others are more expansive. The writings and textual reflection of the Decision Trail Log provided an opportunity for the researcher to be sensitive and open to the way in which the phenomenon reveals and conceals itself (Vagle 2014, 61). It also provided a mechanism for the researcher to become aware of previously unrealised preconceptions about the phenomena once the interpretation of the transcripts is underway (Smith et. al. 2009, 26).

The Decision Trail Log reveals that for each of the interviews, the interpretation process was repeated, but the processes applied to the first and second transcripts were not necessarily the same. As the researcher became more comfortable with the process and with the emerging themes for each participant, there was a greater movement back-and-forth between transcripts, the Decision Trail Log and the thesis itself. As the researcher reflected on the methodology as it progressed, the process was fine-tuned. This flexibility is appropriate in phenomenological research. Van Manen (2014, 29) explains how phenomenology is “messy, hit-and-miss, going on hunches, and so on”. The Decision Trail Log captured the uniqueness of this studies application of phenomenological research principals and the steps that were taken.

4 FINDINGS

This section presents the key findings of the study in three parts. Firstly, topics and themes are presented that reflect what principals are anticipating with regards to the future of education. Secondly, themes that describe leadership functions or how principals are respond to what they anticipate is the future of education are presented. Thirdly, additional findings are collected in the form of an imagined dialogue between the three principals regarding the future of education.

Themes reflect the essence of the lifeworlds of the principals. Themes are interpretations of the study rather than ‘answers’ to the research questions. It is envisaged that in presenting themes, the reader can construct meaning (Cresswell & Poth 2018, 24) rather than to accept a positivist answer for each of the research questions. It should be noted that interpretations in this study were shaped by pre-existing “cultural, social, gender, class and personal politics” (Cresswell & Poth 2018, 228) that cannot be ignored in this research project. This is a reality of interpretive phenomenological research.

In each sub-section, quotes from the interview transcripts is provided. The selected quotes reflect the essence of each principal’s lifeworld as they anticipate the future of education. The quotes also justify the selected topics and themes in each sub-section. The abbreviations P1, P2 and P3 have been used to represent each of the three principals in the study.

4.1. The Future of Education

This section outlines the key findings of what principals are anticipating with regards to the future of education. Each principal is anticipating a different future to that of their peers. This is not surprising as there are many ‘possible’ futures that may eventuate (Beare 2001, 101). However, each principal shared their thoughts on common issues. These issues emerged out of the discussions with the principals. They were not asked to directly comment about the topics below, rather each principal referred to these issues when asked what they were anticipating about the future of education. The topics that each principal expressed an opinion on were; change, schooling, curriculum, purpose, technology and outcomes.

Each topic begins with a theme that best reflects the responses from the three participants. Each theme is written in italics.

4.1.1 Change

Evolution not transformation is the theme that has emerged from the principals as they discussed the rate and degree of change they are anticipating in education.

All three principals believe that education and schools will continue to evolve steadily rather than transform. P1 expresses it most succinctly when he says:

“I don't think that there is going to be a radical reinvention of education. I really believe that's pie in the sky stuff. I don't see families wanting that. They want their children happy and engaged, so that's what they want”.

P3's enhanced version of the future is based on his vision. That being: “we need to be coming up with our version and our vision for the future ourselves rather than waiting for um, people who essentially want to sell their vision”.

4.1.2 Schooling

Greater flexibility is a given according to the principals in this study.

The principals believe that in the future schools will offer students greater flexibility in how they engage with the curriculum and institution. However, the degree of flexibility will differ between schools. The following statements reflect how each of the principals are anticipating increased flexibility in schools with regards to curriculum delivery and pedagogical practices:

“Many schools will need to be more flexible in what they deliver... There'll still be plenty of desks in rows. There'll just be more opportunities to not be seated in a desk in a row.” (P1)

“More of a need for secondary school to change in the way it's done in terms of lock-stepping students... and allow students to accelerate in areas in which they have expertise.” (P2)

“We still operate in a system where you get one class, one cohort of students into you're, into you're grade level and you apply that kind of

curriculum knowledge to that class and then they move to Year 3 and then to Year 4... That conveyor belt has been around forever and ever and [school name] is still mostly on that journey... [we are] trying to find ways to break that up.” (P3)

The above comments provide an insight into how each of the three principals believe the future will be shaped. P1 speaks about a future that will develop based on “needs”. P2’s view of the future is one she hopes for, while P3 speaks about his vision for future.

If the way students’ journey through school changes, it is not surprising that what they engage in will also change. That being, the curriculum.

4.1.3 Curriculum

Some ideas, but no answers best describes what principals are anticipating with regards to curriculum in the future.

The curriculum and curriculum policies such as what is core and what is elective is likely to change. This will be driven partly by demand from parents and students:

“Students, above all, want to be happy at school. What parents mean by a student being happy, they mean that the student is engaged. So, how can you tell a 14-year-old, who loves science, loves poetry and playwright literature and English, is part of the robotics team. How can you tell them that they're not going to succeed because they have no collaborative skills or eq, they've got no interest in business, you can't tell them that.”

The government will continue to place demands on what is taught in schools. It is anticipated by P2 that there will be a greater emphasis on literacy and numeracy.

P2 predicts:

“In Australia, we're going to see a push for the basics and a continued push for excellence in understanding of the basics because we're slipping in terms of national ranking...I think we'll see that push to go back to writing and numeracy, literacy and numeracy”.

P2 supports this push. She believes that “literacy and numeracy need to be better”. However, principals do not agree on the future significance of literacy and numeracy. P1 has a different outlook.

“I think that the need for a certain level of numeracy and literacy will remain, I think though that certain parts of society will become disappointed with literacy because classical literature, great writing, tremendous stories and plays, that is going to become far less important in education, and far less appreciated. And I think that utilitarian use of English and the capacity to get meaning across is going to dominate the development of literature. On the numeracy side of things, what is taught in school will be more powerfully connected to what is actually needed for basically the technical machines, spaces, communication devices, whatever it is, out and about in life.

According to P1, literacy and numeracy will remain important because of their functional necessity rather than the need to improve literacy and numeracy scores. Due to the functional necessity of literacy and numeracy, what is taught in these disciplines will change. A greater emphasis in literacy will be communication:

“In future education the most powerful and important skillset that students [will] need to acquire is the skill of communicating and of course the skill of communicating it opens up lifelong learning and I see that as by far the most powerful skill that's required in the future.”

P3 made no specific references to the importance of literacy and numeracy in the future. That could be interpreted that he expects the status quo to continue. Therefore, it is highly likely that literacy and numeracy will remain an important element of education in Australia, but how it is prioritised, taught and assessed is debatable. A changing curriculum indicates that there is possibly a changing purpose of education.

4.1.4 Purpose

Principals are *challenging yet accepting the status quo of a utilitarian system*.

All three principals spoke passionately about what they believed schools should be trying to achieve. P2 was the most passionate about what she saw as the purpose of schooling when she said:

“Schools are about learning and education for life! You need to know that the sun rises in the East and sets in the West, and this is the reason we have the seasons, you need to know that if you step onto the Place da la Concorde or walk through the gates of Auschwitz what happen there and why it should never happen again. And you need to know about great literature and great art and great music... and you need to know who the significant people were and what they did and... making schools little training...it's like a Brave New World. Right you are doing this and that's

all you will ever be – and it makes me so angry – which is why I would like to disrupt the norms of Secondary Education.”

P2 and P3 reject the utilitarian purpose as being the priority of education. However, they acknowledge that it is a role that education will continue to play despite them seeing more valuable outcomes being achieved in education. P3 is concerned about the utilitarian purpose of education having a negative impact upon the curriculum and his students:

“That would be the industrial model. That is letting those students down, but I think the purpose is also letting students down because the purpose in our society is often a utilitarian purpose. We prepare you to be doing a job later on. We get you work-ready and that narrows an education down to technical skills and functional skills. That would let students down because that would create a narrow-minded education system and curriculum.”

The utilitarian purposes of education will continue to be delivered by schools, but it will not be the priority of principals. P1 has a pragmatic view of vocational education. If students and parents want access to vocational training programs, he will supply them. P3 also supports the same position:

“You do need to offer some sort of vocational training and so it's got its place at our school. VET is quite a large subject area and a lot of students are taking up those opportunities, but it is...ah, education, the education system nationally I would say, possibly internationally but especially in Australia is very utilitarian in terms of trying to ready students for a positive contribution to society and that normally means making sure that they get a good job and so that they don't have to rely on welfare, but contribute in building the nation and helping it prosper and that's a fair enough goal for governments to have but I do think that it's short-sighted because if schools are encouraged and pressured to only look at workplace skills, you do then forget to build and develop a person as a whole and for us that means that we have to balance vocational education with more of a liberal arts slash humanities program where we just want to help students to develop themselves as a person, to be able to flourish and that flourishing is far broader a goal than just to be ready for the workplace.”

While principals will respond to the need to provide a utilitarian education, specifically one that delivers vocational training, they will fight against it being the dominant purpose of education. P2 made the following comments about vocational training in schools:

“I was actually ranting on about this to my husband on the weekend. One of the things we were presented with was that vocational education training package, future, and it said that every school should have a

vocational education pathway and that should be in every year level. That is so, so wrong! And the leadership know what I believe about vocational education in Year 7, 8 and 9 and Year 10. Why would we and why do we allow business and industry to dictate what schools should teach? And I would never, never, never in a million years do that in Year 7.”

Based on the comments from all three principals, vocational educational programs will continue in schools. If the government, parents or students push for greater access to vocational training it could be expected that schools will respond to that demand. However, the schools are unlikely to proactively promote the cause of vocational education.

4.1.5 Technology

The future is technology rich, but technology is not “the future” describes the principals’ view of technology and the future of education.

Technology will continue to play a significant part in supporting and influencing education. P2 has identified that “the mobile phone [has] just blow[n] out exponentially in terms of technology and what they can do for us or to us”. Also, “we’ve reached a pivotal moment in terms of mobile phones, devices and connectivity and all that sort of thing”. However, this study found that principals do not believe that technology entirely shapes the future or that it is the solution for the future. Rather, technology will just be a part of the future.

P3 downplays the importance of technology as he anticipates the future of education in his school when he says, “technology is not central at the forefront of [my] thinking”. P1 believes globalisation and how it will shape thinking as being a more significant influence than technology.

“While we are very focussed on digital technologies as potentially the most powerful influence on future education directions, I’m not sure they are. I think the bigger issue for global society is the globalisation of everything. Even if we look purely at the advances in digital technologies and computing technologies, the machines that can be created in the future and the ethical implications of what those new machines might be able to replace in human existence, again that will be shaped by global thinking not just local thinking.”

P3 is quite sceptical about the unquestioned privilege of technology in education.

“We are quite reluctant to use robotics and drones and all of these things in our STEM program because they often are the latest and greatest gadget that you can get to shoot great marketing photos with, but the question is always, do they really support the purpose of STEM in your school?”

Despite P3’s position towards technology, his school is adopting a technology-based maths program that aims to increase personalisation and differentiation.

“An initiative that we're taking on in maths education is using a new resource that's come onto the market. It's a maths program that helps teachers not only differentiate for different groups in their classes but actually individualise their maths instruction and that's using technology, but in a good way. The way that technology's used is there's a fortnightly assessment of their maths skills and that drills down to very fine-grained details of skills and concepts that students have understood and not understood.”

While P3 sees technology supporting mathematics, he doesn’t necessarily view technology in being a blanket solution for all teaching and learning.

“In education, that's always the best results come when you synthesize approaches so with the pendulum is swinging all the time in education, those extremes never seem to work out in the long run. Maybe it is the fact that in maths, a dance with the devil is going to be useful, but then the liberal arts kind of approach is going to be very useful too. You need to, in a balance education, you use all different approaches.”

Despite P3’s scepticism towards the place of technology in education, he is open to its possible benefits. Any adoption of technology in his school will be based on an evaluation of what it promises to offer.

“I think there's a lot to be learnt still, how we can use technology to assist the teacher, to drill down more into what individual students require and I think we haven't...we've only started to scratch the surface on what's possible there. On the other hand, I think that kind of technology use it might be very worthwhile although we have not tested it out yet. It's just a theory at the moment that we're working with at our school.”

P2’s main thoughts on technology revolved around the challenges that mobile phones caused in the classroom. She explains how “it opens up a whole range of other possibilities that nobody really wants yet”. Her previous comments in this section indicate

that she aware of the power of mobile devices in the world, but there appear to be more challenges than advantages when this technology enters the classrooms in her school.

“That little mobile phone, that is driving me nuts at the moment because so many kids are using it at school, replaces so many things. It's your alarm clock, it's your cassette player, it's your record player, it's your TV... So, the phone can do so much for us, but it's really doing awful things to us.”

4.1.6 Outcomes

Graduates impacting the world is the dominant theme that emerged concerning the principal's desired outcomes for their schools

P2 and P3 have a strong belief that education can and should change the world for the positive. Both believe that it is possible to change the world through the students:

“I do believe that we can change the world through our students though in terms of developing them as a holistic, thriving, a flourishing person who then goes out and does amazing things through their lives and then the impact that we've had on their education will multiply itself in the decades after they leave school.” (P3)

“I see a real movement, a very strong movement of young people for social change... I think young people are going to drive a different and hopefully better world, and I think they're going to be far more educated than any generation in the past, so hopefully, we'll have a better world. I think education is the key.” (P2)

The belief education can powerfully influence students, and in turn, the world, will motivate principals to ensure that their schools do not just support a utilitarian purpose. It could be anticipated that a wider variety of programs will be introduced that achieve objects that the current curriculum cannot. Pedagogies are also likely to change to develop a wider range of skills. The 4 C's of communication, creativity, critical thinking and collaboration could become a focus for principals to achieve more diverse outcomes for students.

4.2. Leadership

Principals are not anticipating the same future, but they are all exercising leadership that is mindful of the future. Each school leader demonstrates an active engagement with their responsibility to lead their schools into the future.

P1 takes his “professional learning and professional awareness very seriously and incorporate that into my leadership”. P2 feels “I don't have any choice but to continue to engage with what education will look like in the future”. P3 considers the future and challenges his staff to do the same; “I often pose bigger questions to them about the future and to figure out if what we're doing at [our school]”

In the following sub-sections, a theme that reflects the essence of leadership for each principal as they anticipate the future of education is presented. The themes are explained and supported by quotes from each of the principals.

4.2.1 An Engaging School Reflected in Needs Wants and Data

P1 is regularly quoted in sub-section 4.1 that he believes schools should be engaging and that parents are seeking an education for their children that is engaging.

“I don't think that there is going to be a radical reinvention of education. I really believe that's pie in the sky stuff. I don't see families wanting that. They want their children happy and engaged, so that's what they want”.

“Students, above all, want to be happy at school. What parents mean by a student being happy, they mean that the student is engaged.”

P1 speaks regularly of meeting the needs and wants of students and parents. When he becomes aware of the specific needs and wants he refers to the information as data. On the surface, P1 does not present himself as a particularly visionary leader in the normal sense. However, he is forward thinking and proactive in responding to what he anticipates will be the future of education.

“[We] will try to gather data from within the community in some form. Even if it is in the form of a survey to gauge those sorts of things. But responding to data is more likely to allow for the best possible outcome

for the students and the parents. It's certainly helpful to the leadership and management team.”

“I think as a principal you always need to try to do respond to data even if it's perhaps not the most robust data you can get. I think that if you respond to the tea leaves or your gut feeling, that's risky. It is possible I think to do that particularly on the relationship side with trying to go down the path of being an autocrat or a charismatic style leader because you feel the context will get the best outcomes for you personally. But otherwise I think you respond to data.”

These comments are not language one would immediately associate with a visionary principal. It almost sounds reactionary. A visionary principal speaks of what needs to be done and what he is doing to fix it. Rather than using emotive or inspiring language, he uses logic and reason.

“It is absolutely essential that I continually present, the latest information, the latest data to my clients and to my staff, with the goal of making them aware of what choices they are making, and we are making”.

“[If] you can demonstrate in changing or introducing a program an overwhelming sense of the program meeting a given need, I think it will succeed... and if you can't do the convincing, it won't happen”.

It would be expected that principals confidently express their opinion about what is needed for the future. P1 does speak confidently, but he also speaks humbly and reflectively. In his first interview, P1 responds to the first question concerning the future of education in the following way:

“I guess trends, educational trends I think they actually reflect the, the needs of learners. The tricky thing is that the...the tricky thing is I guess for me is a question - do the learners know more about what's required in their education than the educators and that for me is probably the trickiest question of all and there are times when I think I know how to answer that question and there are other times when I think that I'm completely devoid of an answer for that question.”

P1 has a strong belief that “education should be the servant of the user, the student in particular”. But this belief is balanced with the understanding that he needs to remain aware of the needs of the “clients” (parents) and “the school”. P1 believes that principals must respect the fact that their schools need to be run as a business.

“I think that a principal in Australia has a difficult challenge. They need to run a successful business, so they have to be cognisant of what is saleable, even if they don't fully believe that [it] is the best possible education to prepare the clients for the future, but at the same time it is absolutely essential that I continually present the latest information, the latest data to my clients and to my staff um, with the goal of making them aware of what choices they are making and we are making.”

“I think that there are plenty of schools that simply do what they're told by the government or their decisions are shaped by government policy and when that changes they change, but they actually don't respond to the moving context in which they operate.”

With regards to being run like a business, P1 identifies it as a conservative business rather than an innovative business that will influence the wider industry.

“I actually don't think that in Australia at least, schools are guiding education into the future. I don't believe that for a minute. As I said earlier on in this interview, I believe very much that schools are quite reactive in this, in this situation and we respond to the needs of consumers.”

P1 is not bound by the common ideas about what his schools needs to offer in the future. While he is mindful that “parents are looking for, as are students, are looking for increasing opportunities for students to be entrepreneurial and show initiative”, he is also pursuing other needs and wants of his clients. He has embarked on researching the effectiveness and viability of a new sporting and PE program.

P1 initiates change by presenting a compelling argument. An argument supported by data.

“You would hope that a leadership team would be able to present data to staff to convince them of the need for change. But data driven change, all I believe is the best way to initiate change, but that's only the initiation of the change.”

“At the strategic thinking, dreaming and planning level, rather than just being in a position to consider the school community in which we lead and assess their needs, we have to be mindful always of the opportunities that we have within um, the industrial constraints and also the government constraints as to what can actually be achieved and so it does have an impact.”

P1's leadership is a very pragmatic one. He considers what is needed and what he is required to do to meet that need. In meeting the needs of students and parents he is ensuring he is maximising the ongoing success of his school.

4.2.2 Balancing the Practical Present and Preferred Future

P2 has her "fingers very deeply in the instructional leadership pie". She makes her expectations clear to the staff and directs them as required to ensure that they comply with their individual and collective responsibilities.

"I think if you can get things operating strategically well and people know and have a very clear understanding of what's expected, then you can start to deal with the day to day."

"My belief is that if things are written down, they'll get done, that's a Robert Marzano belief, and I totally agree with that, and hence we've worked hard to document our curriculum and document our units of work. We have a strategic plan drawn up for four years, which ties in with [the system's], and then we do we do annual operational planning."

P2 is the leader of her school, but also a subject of a larger education system. She exercises executive authority in her school while being subject to the educational directives delivered by the state and the education system she works in. The following statements describe her situation.

"So, you do have quite a deal of autonomy. There are things that as I said that you must do so there are things he must do from a compliance point of view and all that sort of thing. And then they think they must do from a system point of view."

Her vision for the future is a preferred future. It is one that she is working towards and hoping for.

"I think the realisation that we need to be drawing more on renewable sources is going to be crucial. From my perspective, I think the world, as a global society where we have to share with refugees and people like that... I think our global future and a recognition that we really can't sustain things the way they are if we keep using and polluting and making ridiculous decisions about our energy and all those sorts of things."

P2 is very active in keeping abreast of educational futures and leaders. But the realities of the school are a challenge for the principal as she anticipates and prepares for the future of education.

“My major frustration is we do these things [engage with what’s going to happen in the future], we have Michael Fullan who comes out and we have, I can't remember his name, but he's another guy who is really looking at the future of education, and then we get Gonski and all of those things, and you think, 'yes, I want to do such and such,' and then you come back to school and it's just business as usual... It's very hard not to get tied up in the day-to-day busyness and to keep an eye on the strategic direction.”

The day-to-day management of the school is at the forefront of her thinking. During both interviews, a significant portion of the time was engaged with discussing present challenges such as student well-being, school maintenance, staffing and reporting requirements. Therefore, to balance both, she sets the strategic plans into place so that she can manage the day-to-day matter that consume most of her time.

“If you can get things operating strategically well and people know and have a very clear understanding of what's expected, then you can start to deal with the day to day. So, my day can be derailed by major student issues. My day can be derailed by things like buildings and grounds problems, you know, what are we going to do about this guttering that's not working, or what are we going to do about this toilet that's blocked, or what are we going to do about this setting up the cafe over there; you know, the plumber is here. So, it can be totally derailed by anything. It can be derailed then by staff matters. We have a staff member who is away at the moment who has had major trauma in her life... I have to keep checking in with her to see how she's doing. [The system] can require something, and they can require it in a very short space of time, and I just have to get it done. So, the day to day can be totally derailed.”

Despite the constant management pressures, P2 is mindful of the future, has a vision and has established a committee to help the school move forward.

I continue to engage with that [future of education]. I always do professional reading and know where I want to go. It's very hard then, as I said before, to be brave enough to say, and particularly in the system, to say, 'I'm going in this direction,' but we're going to because that's what the disruption committee is all about.

Overall, P2's leadership has a strong focus on management processes. The mechanics of the school are set in place and she works hard to keep that process running smoothly. P2 is responding to her probable future using a classical strategy (Reeves et al. 2012, 78).

4.2.3 Challenge and Joy of Leading in the Fog

P3 describes leadership of a school like "travelling in fog". He explains his approach to it this way.

"You really don't see very clearly where you're going, and you can't see the destination of where you're going, but you have that compass that can guide you and the compasses, the values and the beliefs that your school or yourself are founded on. If you then take one step at a time in that direction, checking your values and being aware of your immediate surroundings, is that the right next step for us, then you go that way. Eventually, that will lead you to somewhere. I'm not quite sure where that might be, but I know that we're walking in the right direction because the values of Christ-likeness, if we follow those principles and we know that we can't go really terribly wrong with that."

Although the future is like a fog, he has a vision that provides direction.

"So, for me, looking at the future of our school, what I want to develop, much more than just curricular knowledge, is character develop[ment] and learning - a developing your values and your faith."

P3 understands that the future is built on the past. He uses this understanding as he envisions the future:

"You need to build the future on the past. That's where educational theory comes in because people have been thinking about education, going back to Russo and going back to Plato and everyone. Whatever we're doing now is based on millennial thought and you can never think that you developed something for the future without basing that on the past."

The following excerpts demonstrate how P3 has a strong focus on distributed leadership.

"[We are] allowing the staff to experiment and to have quite a large range of autonomy as well. Our departments have a lot of autonomy, especially the lead teachers and department heads to bring new ideas and new thinking to the school with very limited amount of controls to and approval mechanisms giving middle leaders a lot of scope and freedom to develop their ideas and invest themselves into the school. We've found that staff

members just develop much more great ownership over their departments and their projects and their initiatives and start working on levels that you could have never even dreamt of if you had given them step by step annual implementation plans that they just had to follow.”

A strong theme of distributed leadership came through in P3’s first interview. When he saw that theme proposed at his second interview he responded:

“I would definitely say that [distributed leadership] is true about our school... Seven-odd years later, our missions program is second to none and that was not because we, as the school leadership, had carefully controlled a step-by-step program to develop our missions program, but because we empowered someone and distributed that leadership to someone even though that she didn't have any particular education qualifications with that so that's very true about distribution”.

P3 explains that “Solutions are not set in stone. They must prove to be effective steps rather than solutions. It's about the process of change in decision-making”. This reflects his approach to change management. He doesn’t believe that there are definitive solutions with regards to moving his school forward, rather he trails and tests.

P3’s approach to distributed leadership reflects his view of himself in the world. He doesn’t just see how he relates to, and distributes to others, but also how he and his team find their place in the past and future.

“Our purpose in this world is not to see something through from beginning to end and feel as if we have done this ourselves, but we needed others to prepare for our work. We need others. There will be others to finish it or continue with it, at least. We've still done something very meaningful. My work last year started with making sure that I understood the history of the school and where it came from, what it was founded on so that I could continue with that work faithfully in regards to the values of the school and down the tracks, someone else would take over.”

To be an effective leader, P3 not only believes that leadership should be distributed, but there are matters which he should also attend to.

“A principal needs to do a lot of reflecting because if you don't constantly think, you run out of things to talk about. You can have weekly meetings with your staff members and your leaders and you really say nothing. You might ask them to report to you, but you need to listen and to think, you need to read, you need to be inspired and that all needs to happen in your brain. Even then you won't have something inspirational to say every time

you meet with someone, but at least there's some trickle down of inspirational material or just important thinking that you communicate with your people. The reflective part needs to be what a principal does.”

Leadership is not easy. It has its challenges, but also its rewards.

“Especially when it comes to staff conflict; under performance, student misbehaviour - sometimes we have to set our boundaries to say you're in and you're out and that can be quite burdensome. But that's balanced with the ability to actually affect change and to think about the state of the future and what kind of education you want to provide, what is really important for students and staff to learn and know and so the ability to, to be open... actually the permission to be openly idealistic about the world and create an organisation or mould and organisation, steer an organisation that actually attempts to, to enact that vision of the future, that's really satisfying and quite exciting and like the ability to [do] that and so therefore I'm happily wearing, carrying the burden and yeah that's just that balance. Yeah, I've always been a person who doesn't shy away from carrying responsibility and so it's relatively natural to assume responsibility and be happy to take responsibility even when things go wrong, and they do go wrong a lot.”

P3 has an understanding of futures thinking.

“There's a very...just much deeper um, basis for thinking about the future if you've got that kind of grounding and then it's not about buzzwords but about well, this has been the history of our culture and of our civilisation and these are the big trends that have been happening over the millennia not only about for the last 5 years of technological progress um, and then if you're thinking about the future with this kind of background I think you get a much better, more firm and yeah, just a better vision for the future compared to listening to futurists.”

P3 is the most unique of the three principals. He has a vision *for* the future as opposed to P1 and P2 who have visions *of* the future.

4.3. Additional Findings

The study unearthed a wide range of insights and beliefs regarding the future of education that proved to be noteworthy. The key findings are recorded in Sections 4.1 and 4.2, however other topics emerged that assist in understanding what principals are anticipating with regards to the future of education. These findings are presented as an imagined dialogue between the three principals, utilising quotes from the interview transcripts. By choosing to write an imagined dialogue, participants gain access to the responses of their peers and the how the researcher interpreted their comments in relation to the other

responses. Other principals and emerging leaders are able to access insight into topics they might be more interested in than those presented in the previous themes.

The provision of an imagined dialogue may surprise those who are familiar with more scientific forms of research. However, writing phenomenological research has expanded into theatre, poetry and drawing; to name a few (Cresswell & Poth 2018, 229). Phenomenological writing can be likened to an artistic endeavour that attempts to create a linguistic description that is evocative, precise, analytical, powerful and sensitive (Van Manen 1997, 39)

The questions posed in this dialogue were not directly asked of the participants in the interviews. Rather, they reflect some of the topics that the researcher identified that they engaged in as they described their experiences anticipating the future of education. Meaning that was interpreted by the researcher has resulted in the selection, combination and editing of statements to produce what could conceivably be a dialogue with all three principals at the same time. Responses are the language of the participants. Brackets have been used to indicate the addition of language.

The imagined dialogue between the three principals has been compiled as if they had found themselves in a room together discussing the future of education. Exact quotes from the principal's interviewed have been used to form much of the dialogue. This dialogue represents the researcher's interpretation of the lifeworld and beliefs of each principal as they anticipate the future of education. Additionally, the imagined dialogue provides the reader with greater access to the participants' voices. This provides the reader with the opportunity to engage in an interpretive process of the participants' voices for themselves. The readers can construct their own meaning and decide how these can be applied in their own context.

4.3.1 Implementing Ideas

P1 – “I think that if you can demonstrate in changing a program or introducing a program an overwhelming sense of the program meeting a given need, I think it will succeed. But, there's a lot of work to get to that point, and if you can't do the convincing, it won't happen.”

P3 – “Strategically it's a lot about allowing staff to communicate and collaborate and network with other schools, other people.”

P2 – “I sort of set the strategy and then oversee quite closely what everybody else is doing, not that I don't trust people it's that I know that people are busy and need to be redirected back to the key issue that we're dealing with and that is children.”

P3 – “Giving middle leaders a lot of scope and freedom to develop their ideas and invest themselves into the school, we've found that staff members just develop much more great ownership over their departments and their projects and their initiatives and start working on levels that you could have never even dreamt of if you had given them step by step annual implementation plans that they just had to follow.”

P1 – “You would hope that a leadership team would be able to present data to staff to convince them of the need for change. But data driven change, all I believe is the best way to initiate change, but that's only the initiation of the change.”

P3 – “What I'm doing everyday would be conversations with staff members and then actually implementing some projects or programs into the school. Then strategically it's mostly about staff development I would say where you can as a principal you can have all those ideas, but you need to take your team with you and that goes down to every teacher in those areas.”

P2 – “So, there's a real responsibility in the way those things are implemented.”

P1 – “Implementation requires a judgement call, not just on what you're trying to achieve educationally but also the pragmatics of actually implementing those changes.”

P2 – “It's very hard not to get tied up in the day to day busyness and to keep an eye on the strategic direction. I think if you can get things operating strategically well and people know and have a very clear understanding of what's expected, then you can start to deal with the day to day.”

P3 – “I often pose bigger questions to them about the future and to figure out if what we're doing at [our school].”

4.3.2 What Principals are Doing

P3 – [We are trailing] “a new resource that's come onto the market not too long ago. It's a maths program that helps teachers not only differentiate for different groups in their classes but actually individualise their maths instruction um, and that's using technology...Um, but in a good way and the way that technology's used is that there's a

fortnightly assessment of their maths skills and that drills down to very fine grained details of skills and concepts that students have understood and not understood.”

P1 – “We’re looking at our community, questioning our community, challenging ourselves, next year, we will run a pilot [sport] program for every student in the school rather than say can we do this as a pilot program for one year level? We will run that pilot for the whole school. So, depending on the outcome of that pilot next year, the hope and the vision is at least for the leadership team that we will collect further evidence from our community that they support structure. We hope we collect evidence that the students participating in rec sport, general sport and PE and basically a dedicated program for sport. We would hope that there would be evidence that those structures are correct.”

P2 – “We got to get ready for the new Senior system. Get Senior bedded down and then look at what other schools are doing around Australia and things like that... There are radical high schools and there aren’t too many of them around in Australia.”

P3 – “It’s really important to stay up to date with where other schools are going as long as you don’t think you have to follow where everyone else is going.”

P1 – “Yes, in Australia there are some, some interesting schools that appear to be leading the way um, but interestingly their achievements are only brought about by um, perhaps by, by design but I suspect more by accident. Being in the right place, with the right clientele, with the right support from um, political establishments and so forth, they’re able to dish up a product or a changed process that is in that community, uniformly accepted, and they are the exception, not the rule.”

P3 – “I’m trying to read and develop myself to be able to be a leader. One that I’ve really enjoyed but it’s a bit...a few years old now but that was Gardner’s Five Minds for the Future. I really enjoyed that book.”

P2 – “We listened to a TED Talk and he was talking about failing schools - There is no way teachers are failing! 99% of teachers are out there doing a really good job!”

P1 – “One of the ideas I’m toying with, that I might not be long enough in the workforce anymore to pull this off, but I’m happy to help anyone try to set it up, and that is that I believe that dual immersion can be created for 10, 11 and 12.”

4.3.3 External Influences

P1 – “Change today seems to be driven by all sorts of different ideas. Some from the government, some from parents and students who have frustrations with industrially structured schooling.”

P1 – “Parents will expect them [their children] to transfer through compulsory education as quickly as possible.”

P3 – “The future of school education is largely influenced by the future of tertiary education and the schools of the future will be led by people who um, get introduced to a certain vision and purpose for education in the universities - largely that's secular universities and those universities take their scope and purpose for education largely from um, I guess from the political arena.”

P1 – “Like anything in education, a government might just wake up one day and decide that it's fantastic, that every student in Queensland should learn ancient Hindi. I think that if either you or I were to do a good study of government initiatives in curriculum and programs, we could write several theses on failed outcomes in this space. And we're finding that both at the state government level and the national government level, each have their own change agenda in education, often reflecting very different assumptions about the purpose of education.”

P2 – “Anything in society that needs to be done on a large scale with children, they go, the schools will do it. Oh, let's immunize all the kids against you know HPV, oh the schools will do it, let's make them standardized testing.”

P2 – “There's not bipartisan support in terms of politics for educational innovation. Every time there's an election, I'm sure teachers hold their breath and go, what are we going to be doing now? There's always elements of we're going around in a big circle.”

P3 – “I think education has more and more become the vehicle to achieve the outcome about what should happen with the students when they're grown up.”

P2 – “It would be very unwise to listen to big business.”

P1 – “I think that what the OECD is talking about is in the mindset of only a very, very small percentage of families, at least in our country.”

P2 – “Why would we and why do we allow business and industry to dictate what schools should teach?”

P3 – “What I don't like to listen to too much is people that call themselves futurists because they can be pretty buzzworthy, and they can often have an angle of trying to sell a product as well.”

4.3.4 Barriers and Challenges

P1 – “I feel sometimes that our hands our bound, not by our knowledge but rather by the structures which do not allow change in teacher practice um, or teaching practice and that

those are industrial constraints and so in that sense, the harsh judgement of teachers inability...teacher's perceived to...to I guess um, modify or make their teaching and learning practices more contemporary um, by inferring that we are locked in education in the industrial paradigm of the 19th, it probably isn't accurate from my perspective. I think it's trapped there by the industrial practices in this country.”

P1 – “The industrial constraints and also the government constraints as to what can actually be achieved and so it does have an impact. So, so educators might get particularly excited about a new way of presenting information or asking students to gather information but because of other constraints that are external to the control of the college or the school that quite often we are constrained by, by a whole range of aspects that make up Australian society [silent pause] which is frustrating.”

P2 – “It's about resourcing and it's about money. It's about budget and how much governments are prepared to spend on education, how much are schools (individually) prepared to take a challenge.”

P1 – “We need to run a successful business, so we have to be cognisant of what is saleable.”

P3 – “You're trying to implement things that help you move on but I would never be absolutely certain that the decisions that we take are the right ones. So there's always a little bit of hesitation about should we take this step or not but then on the other hand um, I know that in the long-term all you can really do is to take one step at a time and make a decision that you think is the best, using the knowledge that you've got at that particular point in time and you will...I'm sure we will make mistakes by trying to take some of those steps and other steps will be really great.”

P1 – “It is absolutely essential that I continually present the latest information, the latest data to my clients and to my staff, with the goal of making them aware of what choices they are making, and we are making.”

P2 – “Teachers are dealing with at one end poverty and hunger and kids who come to school who are abused or hungry or whatever. And then there is the non-cognitive factors like lack of persistence and lack of resilience.”

P1 – “I don't think, at least in this country, schools lead change but rather they try to respond.”

P2 – “The phone can do so much for us, but it's really doing awful things to us.”

P1 – “The biggest impediment to change is the industrial context of the employment of educators rather than us, as leaders in education been able to influence and shape what is happening in our schools.”

4.4. Conclusion

The findings presented in this section provided an insight into the lifeworlds as they anticipate the future of education. Each principal has their own way of dealing with the future that they are anticipating. The key finding from the research is that P3 has a vision *for* the future, while P1 and P2 have their own visions *of* the future.

The future of education according to the principals in this study is one that will develop in an evolutionary manner rather than in a rapid or transformational way. Schools will become more flexible in how they deliver their educational programs. The curriculum that is delivered will change, but the principals in the study are not in agreement with regards to what these changes will be. The principals in this study will continue to struggle with what they see as the purpose of education. They expect the struggle to be one that requires them to balance their own beliefs with the expectations of their school community, society and the state. The greatest expectation will be that schools continue to serve the established utilitarian purposes of schooling. In all these changes, technology will play an important role.

Each principal in the study has a different leadership focus and style. P1 is a pragmatic leader who recognises the importance of meeting the expectations of students and their parents. Decisions are based on data and must not compromise the ongoing viability of the school. The school is operated as business. But a business that exists to meet the needs of the students in its care. P2 is an instructional leader. She approaches leadership with a strong focus on management processes. The mechanics of the school are set in place and she works hard to keep the school running smoothly. P2 is responding to her probable future using a classical strategy. P3 is a visionary and exercises distributed leadership. He seeks to lead his community through the “fog” by taking measured steps in the direction he believes the school should be taking. P3 is leading with his leadership team and has a strong focus on developing a strong culture of distributed leadership and autonomy.

Readers of this study are encouraged to identify how the themes and stories resonate with them now that they have been given an insight into each participant’s setting (Conroy 2003, 56).

5 DISCUSSION

This section presents three discussion topics that emerged from the findings in Section 4. These being; visions of and for the future; leadership practicalities; and leadership development. The discussions focus predominately on the local school rather than the broader context of education. The local context was the dominant lens through selected by the principals as approached this study.

The Australian Institute for Teaching and School Leadership (2015, 26) advocates reflecting on personal actions, day-to-day experiences and what can be learned from other principals. The three discussion topics provide the stimulus for such reflections. Each discussion topic also acts as a kind of proxy for the three principals in the study. The principals in this study are effectively presenting to the reader their position and ideas on the future of education. Readers can indirectly respond to the principals in the study by acting on their reflections. The discussion topics also provide opportunities for the reader to construct their own meaning from the findings and discussions that are presented. This approach is consistent with the postpositivist, social constructivist and pragmatic position adopted by this study (Creswell & Poth 2018, 23-24, 26-27).

5.1. Visions of and for the Future

A principal's vision *of* the future shapes their actions and decisions in the present (Milojevic 2005, 18). Once a principal establishes their vision *of* the future, they can then communicate their vision *for* the future. This is important because articulating their vision *for* the future brings their school community together and enables them to establish an agreed direction (Drysdale and Gurr 2017, 135). Each of the principals in the study had a different vision *of* the future and a different vision *for* the future.

While each principal had a vision of and for the future, they did not display a strong grasp or application of futures thinking. While they were future oriented, they did not respond to the future from a solid philosophical position. Rarely was futures terminology used in their descriptions of their lifeworlds as they anticipated the future of education.

This study suggests that principals develop a greater understanding and ability to apply futures thinking. Particularly, possible, probable and preferred futures. This sub-section

will discuss what what can be learnt from the experiences of the three principals and what might be the implications for other school leaders.

5.1.1 Different Visions of Possible, Probable and Preferred Futures

The principals in this study typically discussed what the future holds for schools rather than what sort of future they will create for their school. There was a sense of inevitability when P1 and P2 spoke about what schools will be like in the future. Their future is one that will be shaped by student and parental expectations (P1) and governmental policy (P2). Both principals were confident of this probable future.

P1 appeared to be at peace about his probable future of education. He didn't make any complaints about focussing his energies on collecting and sharing data with his leadership team to set a direction for the school. His only frustration appeared to be with the constraints of the enterprise agreement. P1 sees these constraints being a challenge in his efforts to deliver a more flexible education programs.

P2 had mixed feelings about her probable future of education. She was concerned about the dominant utilitarian aspect of education, particularly the trend to include vocational education from Year 7 onwards. P2 also was frustrated with the stress of constant change on staff. She felt that she needed to ask staff to do more. This is difficult in an environment of industrial unrest as demonstrated in the complaints from the union. P2 appeared to be under the most pressure of the three. This pressure appeared to be a combination of dissatisfaction with changes to vocational education and managing staff issues. The day-to-day management pressures also added to her stress levels.

P3 was hopeful of his preferred future. While he expected various outcomes to develop in education, he also spoke of what he was wanting to achieve in his school. P3 is in a supportive environment and his school is meeting its key performance indicators. The hope he has for his preferred future and his positive working environment appeared to be a great encouragement to him. As a result, he expressed satisfaction in his work.

The findings in this study suggest that principals who are anticipating their preferred future, or a probable future that is consistent with their worldview, appear to have lower

rates of stress. While the study does not have an adequate sample size to statistically support this theory, it is worthy of discussion.

Therefore, principals who are anticipating an undesirable probable future might be well served in engaging with futures thinking. Futures thinking is based on a set of philosophical assumptions that could help principals feel more confident about the future instil in them a belief that how their leadership can make a difference. Having a futures mindset can help principals to believe that the future can be influenced by the choices they make (Milojevic 2005, 17).

This study recommends that all principals could benefit from giving greater consideration of the fact that there are a range of alternative futures which can be forecasted (Milojevic 2005, 17). In addition to understanding possible, probable and preferred futures, principals should give thought to how other influences may impact on their probable and preferred futures.

5.1.2 Influencing the Future of Education

In Section 1, it was suggested that the future will be influenced by globalisation and disruptive technologies (Milojevic 2005), neo-liberal trends (Fullan 2001) and a push for more personalised approaches to student learning (Gurr and Drysdale 2012). But the future of education will not be solely shaped by these external forces. The future will also be influenced by principals in the choices they make (Milojevic 2005, 17). Therefore, it is anticipated that the future will be shaped by a combination of internal and external influences.

The findings in this study suggest that principals with a probable futures outlook think differently about how external influences will impact the future of education than principals with a preferred futures outlook.

P1 and P2 who are anticipating a probable future see the future being shaped predominately by external forces. This influences the choices that these principals make in their school. P3 who is hoping for a preferred future believes his school will be shaped predominately by the choices that him and his staff make. It appears that external forces

are not given much weight in shaping the future for those that have a preferred future in mind.

P1 is responding to market forces (parental wishes) to determine the direction of his school. In operating this way, his leadership focus is on ensuring that his school and staff delivers on these expectations. As a result, management processes are the dominant processes used to facilitate changes.

P1 doesn't believe that technology will be as influential as other educational commentators. However, he recognises that technology will still be influential. This is a position taken by the other principals in the study. This is surprising considering that learning technologies are predicted to become more ubiquitous, classrooms will increase in connectivity, and "state-of-the-art" learning experiences and timely and comprehensive feedback will become more common in classrooms (Drysdale and Gurr 2017, 133). But principals are still expecting technology to make a significant impact. Because of increased connectivity "the school model of teaching certain types of information as prerequisites is rapidly disappearing and will continue to do so into the future" (P1).

P2's responses suggest that the educational policies of the state will be a major influence that will shape the future of education. Educational policy directives will compel principals to take particular actions. P2 anticipates this happening with literacy, numeracy and standardised testing. P1 also believes that government policy shapes education, but in different ways. He sees some schools relying on governmental directives to set the overall direction of schools, while other schools just comply with the legislative requirements.

P2 is heavily involved with day-to-day management issues in her school and this is impacting on how her school is moving forwards. There appears to be a relationship between how she is anticipating the future and how she invests her time in the present. It appears that if principals are expecting to be dictated what they will need to do in the future, they can spend a greater amount of their time focussing on the now. This doesn't mean they don't engage in any future focus activities. P2 has established a disruption committee, but this is likely to produce initiatives that fit within the boundaries set by the state rather than truly disrupting the status quo. However, P2 did express a strong desire to disrupt secondary education. It seems that P2 is trying to shape the future of education

in her school even though she is mindful of the constraints that are likely to be imposed by the state.

Both P1 and P2 expect neo-liberal thinking will continue to influence educational policies, specifically: “there will be standardized testing. It might change its nature quite considerably, but I think that [its change] is important” (P1).

While P3 has a vision for a preferred future, he admits that in moving towards the future it is like “travelling in fog”. This would indicate that he is aware that there are unknowns ahead. It is likely that these unknowns are external forces rather than internal forces. P3 seems to have a similar understanding as Milojevic (2005, 17) with regards to the forces that will shape the future. I.e. a future that will be “determined partly by history, social structures and reality, and partly by chance, innovation and human choice” (Milojevic 2005, 17). P3 recognises the place of history in shaping the future in the following statement:

My work last year started with making sure that I understood the history of the school and where it came from, what it was founded on so that I could continue with that work faithfully in regards to the values of the school and down the tracks, someone else would take over. Yeah, I will have done a really important part. It's very important what I do, but it's not that important in the big picture.

P3 suggests in the above statement that the future of the school will be shaped by the values of the school. These are independent of his values and are one aspect of the social structure that defines the school context. Furthermore, he recognises that his choices will also shape the future, but as they will only play a part, he recognises that it is “very important what I do, but it's not that important in the big picture”. Such an outlook may be a support for principals who feel overwhelmed with the responsibility of leading a school.

5.2. Leadership Practicalities

Writers have published significant tomes regarding the why, what and how of leadership. Often these can come across as a type of blueprint or standard that leaders should follow. However, this codification of leadership is only a theory until it is applied to reality. The three principals in this study have demonstrated that they have constructed their own

meaning of leadership and are unique in how they are leading their schools. The findings and discussions in this study provided the opportunity for current and future principals to do the same. The following discussion considers the literature presented in Section 2 with the lived experience of the three principals in the study. The discussion will attempt to bridge the gap between theory and practice to provide current and future principals with an insight into leadership that they can apply to their own context.

5.2.1 Principal Individuality

The principals in the study appeared to have different priorities and motivations. P1 regularly used the term “need” when justifying his actions or expressing his thoughts on the future of education. He believes that “good education thinking is based on constant reflection on meeting student needs”. If there is a need, he will look to meeting that need whether it is a need of students or parents. Parental expectations influence the direction P1 is taking his school because he views parents as clients and his school as a business. Student needs were P1’s highest priority

P1 believes that a vision for what is right, or best is not enough to support change. For any change or program to be adopted he believes that you “need to have a need”. He believes that this need is important because it is his responsibility to justify the need to staff or persuade the parents and students what the needs of students are.

P1 also feels it is important to convince parents and students of what their needs are because they are clients. They have selected his school. Therefore, P1 is influenced by the needs that parents bring to him, but he is also looking to influence students, parents and staff by “present[ing], the latest information, the latest data to my clients and to my staff, with the goal of making them aware of what choices they are making, and we are making

A high priority of P2 is the management of day-to-day matters in the school. This is an example of the significant management orientation of the modern principal (Cranston & Enrich 2008, 22). She shared a significant number of stories of being bound by external controls, regulation and compliance. Cranston & Enrich (2008, 22) suggest that these are increasing for principals across the board. In contrast, P3 presents himself as leading as Schwab (2016) advocates. i.e. leading boldly and challenge the status quo of an

outdated industrial model of education P1 has adopted a position of a leader ensuring the ongoing sustainability of his school. He is mindful of market forces and meeting the needs of his clients. This is an important aspect of leadership. If organisations don't change they are likely to become irrelevant or obsolete (Drysdale and Gurr 2017, 133).

It appears that literacy and numeracy will continue to be a priority of schools. It is unlikely that principals or schools will determine what direction this will take as these decisions are made at the state level. Even though consultative processes will provide schools and principals with a voice, published curriculum documents will determine what and how literacy and numeracy will be taught in schools. These changes are typically supported by significant professional development and documentation from the state. Therefore, principals will not need to anticipate the changes, rather they can wait for them to occur and then respond.

P1 talks about probable futures and he is managing his school to conform to that. He speaks of what schools will need to be (to survive) rather than what they should be. Looks to the future so that he can survive it. It appears to give him confidence that in his mind he is doing a better job at it than others. In providing an innovative program and the data to support it, P1 is increasing the ongoing viability of the school. Parents, through their fees, increase the survival prospects of the school (Tubin & Ofek-Regev 2008, 96).

5.2.2 Educational Change

This study suggests that despite what differences principals have in anticipating the futures of education, they all believe that schools will need to change or wish to change. It is recommended that principals consider the management of change as a proactive rather than reactive process. If principals believe that they can influence the future, they will set goals, create visions and make decisions to project a range of purposes and intentions upon that future (Slaughter 2004, xxii). Each approach to change is based on an underlying image of the future (Milojevic 2005, 18). For this reason, it was recommended that principals develop philosophical assumptions based on futures thinking. This thinking will give them a greater ability to envisage preferred futures and that steps they should take to achieve that preferred future.

The findings suggest that the changes that will occur in schools will not be uniform. The literature suggests that this is because principals are motivated by different values, aspirations and projects (Milojevic 2005, 18). For example, P1 values the expectations of parents in determining what programs he will offer in his school. Other principals who also value meeting parental expectations, their schools will be shaped by the unique make up of parents in their community. This might result in one school strengthening their visual and performing arts program while another school might focus on improving academic outcomes. Principals like P2 and P3 aspire for their schools and students based on their philosophical beliefs about the purpose of education. This will result in their schools adopting programs and projects that align with those beliefs. It is quite possible that principals may adopt similar programs and projects but for different reasons. When this happens, it can be difficult to determine what the drivers are. Schools should be aware of what the drivers and influences are. This is because in the event of a principal change, those that appoint the new principal can employ a similar principal because they are satisfied in the direction the school is taking and the reasons for that direction. Otherwise, they can appoint a leader that is more or less inclined to lead according to their own beliefs or those of the school community.

The findings also suggest that principals feel there is a need for change. The needed change differs between each principal. All principals referred to the “need” of schools to become more flexible. Principals used the term “need” in different ways, however, “need” was used in a way that will justify and drive changes. The way they referred to the “need” reveals what they believe about the purpose of education, leadership and change.

P1 speaks about a future that will develop based on the “needs” of students. P2’s view of the future is one she hopes for, while P3 believes that the greatest need is the need to have a vision, “we need to be coming up with our version and vision for the future”. With a vision in place, effective principals develop action plans and take responsibility for communicating these with their community (Drucker 2004). The action plans that most schools put into place are called strategic plans.

5.2.3 Strategic Planning

The findings suggest that the future of education is relatively predictable. This is because each principal had quite a clear picture of the future. Principals spoke quite confidently

in what they anticipated would be occurring in the future (purpose of schooling, curriculum change, flexibility, technology etc.). However, what is uncertain was when these changes would eventuate and the rate of change once they began.

While the principals in the study seemed to believe that the future of education is quite predictable, they appear to have different feelings about the malleability of education. P1 and P2's outlook of a probable future suggests that they do not see their decisions having a significant impact in changing the educational environment. While they anticipate being able to help change their schools, they don't see this change changing the wider educational environment. P3 is expecting to shape the future of his school through his vision and approach to leadership. If all Australian principals felt this way, they would reflect a belief that the educational environment is quite malleable.

The three principals each take approaches that support an evolution in their schools rather than a transformation. P1 will evolve his school by responding to need. P2 will respond to and anticipate educational policy directions. P3's leadership approach of developing staff rather than dictating programs and change will mean that change in his school will be a growth process.

It would appear from the findings in the study that principals don't need to move fast on leading change. The education sector is not about to undergo a major transformation is supported by others (Drysdale & Gurr 2017, 133). Drysdale & Gurr (2017, 133) believe "there is nothing particularly disruptive that will lead to major transformation in schools, but the trends do suggest an enhanced version of what we currently known as the typical school experience."

P1 and P2 spoke of a probable future and one that they didn't feel they would have much influence on. This would suggest that P1 and P2 are anticipating a predictable and unmalleable future. Reeves et al. (2012, 78) would suggest that a classical strategy would suit this type of environment. A classical strategy in a school would see the setting of goals that would shore up its market position and enrolments. It would capitalize on individual programs or resources. These resources might be established or new facilities. The school would use quantitative predictive methods such as KPIs and benchmarks to project the school's growth and success of its programs into the future. These plans would stay in place for several years. (Reeves et al. 2012, 78-79).

P3 views a preferred future and one that he can influence. However, he sees the future unpredictable. He uses language such as “fog”, “one step at a time in that direction” and “eventually, that will lead you to somewhere. I'm not quite sure where that might be”. So, while he has a preferred future, he is implying that there will be events that are beyond his control and that he cannot yet see. Therefore, the environment that P3 is anticipating is one that requires an adaptive strategy (Reeves et al. 2012, 79). An adaptive strategy enables a school to constantly refine goals and tactics, and shift or divest resources quickly and efficiently. Long term predictions are essentially useless and so flexibility is key. (Reeves et al. 2012, 79). P3 does appear to be utilising an adaptive strategy. He gives his staff the opportunity and resources to try new initiatives. He is also willing to make mistakes.

The study has found that principals are anticipating change to be relatively slow. So, whether or not the environment is unpredictable, if the change is slow, principals should have time to respond to the changes if they are not totally locked into a strict classical strategy. The anticipated slow evolution will enable principals to identify the short-term changes such as increasing flexibility in schooling and curriculum developments and put in the professional development and resourcing needed to support them.

Responses from all three principals in the study would suggest that the educational industry is not particularly malleable. This is because the government mandates curriculum and parental expectations will exert a market force upon what “product” schools deliver (increased flexibility, vocational education etc). Therefore, the findings would suggest that either adaptive, classical or a combination of both strategies is likely to work.

However, schools and the communities they exist in can vary significantly. It would not be recommended that readers of this study adopt an adaptive or classical style based solely on the experiences of the principals in this study. For any given school context one style will be more effective than the other. For example, a new school in a growing area would benefit from shaping strategies. The school will not have a legacy history (Tubin & Ofek-Regev 2010) that they are compelled to adhere to. They will be free to shape the programs and expectations of the school and its community. A school in a conservative environment would benefit from adaptive strategies. This is because parents tend to be conservative

with their children's education and therefore they may not be responsive to shaping or adjusting their expectations. A school in a competitive environment with multiple "quality" schools for parents to choose would benefit from adaptive strategies. With a range of new initiatives being adopted by competitor schools, a school in this situation would be well served to follow the collective vision of the schools in the area. This would be characterized by the adoption of various eLearning technologies, pedagogical practices and student programs.

Some school may believe that they exist in low predictability contexts. These schools may be tempted to adopt a visionary strategy. Whilst there is unpredictability due to digital disruption, they may believe that their financial position of the school is strong enough to complete with any new or improving schools adopting new technologies. They may also believe that there will not be any significant changes in demographics because they are located where there is strong student growth or lack of competition. Another reason why a visionary approach is unlikely to be a successful is that parents who send their students to independent schools are typically conservative in their approach to education. Therefore, they are not particularly malleable in their expectations and beliefs about educational delivery. They are holding onto norms regarding teaching, learning and testing (Tubin & Ofek-Regev 2010).

Therefore, this study recommends that each school carefully consider their own context and make an on balanced judgement regarding the predictability and malleability of their own educational environment. Principals would be well served to develop a future-oriented mindset to help navigate the complex and changing educational environment (Gurr & Drysdale 2012, 405). The tools that futurists suggest should be used are identifying trends and scenario planning. Identifying trends can be used to give greater predictability. None of the principals in the study appeared to give much attention to identifying trends. However, it cannot be assumed that they didn't.

5.3. Leadership Development

Leadership development of principals and emerging leaders relies mostly on self-identification and self-management in Australia (Gurr and Drysdale 2015, 377). Principals can be considered a "work in progress". Ancona et.al. (2007) present the concept of the incomplete leader (HBR, 2011, 179). They suggest that the complete leader

is a myth, and once leaders recognise this they will be able to make up for their missing skills by relying on and learning from others. P3 recognised the growth process in himself when he shared the following thoughts:

“I’ve learned to be less operational in the school than in my previous school. I had to release or be released from the need to manage too much because management, essentially, gives you that feeling of controlling the organization. You are feeling like you’re in charge. You’re making things happen and that gives you the feeling of, “I’m okay because I’m in control.” Once I was released from that necessity, the need to control things, I could take a step back and say, “Just sitting here with you and having a chat about what do you think, what I think, what we think.” That’s good enough as a leader. That doesn’t produce quick results. It doesn’t get a project move forward and so on, but I had to realize for myself and the board had to give me that assurance that it’s okay to be that kind of a leader. That I was free from that necessity.”

If a principal can adopt an understanding that they are an incomplete leader, they will be able to rely on the leadership of others. Effective principals will understand that they need to both share and develop leadership among teachers and those in leadership roles (Fullan, 2007, 156). As all leaders develop themselves and each other, they will be able to support their principals to provide the leadership that a school requires. An increase in total leadership capacity can then be achieved by the development of a critical mass of distributed leadership within the school (Fullan 2007,163).

Another way in which principals could develop their capacity to lead their schools into the future of education would be to engage in a Delphi discussion. This would be useful for the principals as they have different views of the future, yet they have all given the future considerable thought. A Delphi study draws upon a panel of experts to deal with or understand complex problems (Childs, McLeod & Hardiman 2014, 6). The findings and discussions in this study act in a way that reflects the Delphi process. Findings from experienced principals have been presented to assist current and future leaders in their leadership journey. The findings and discussions can be reflected and acted upon as principals and future leaders self-manage their leadership development.

Leadership development programs should address perceptions of the nature and role of principal, and in particular, how they align with personal values and how they draw on previous leadership experiences (Bezzina 2012, 25). But, leadership development

programs are only one aspect of leadership development. A close engagement with supervisors to support leadership development and succession is vital (Bezzina 2012, 26)

Emerging leaders may be tempted to adopt the beliefs or approaches to the future from a individual principal that resonates with them in this study. However, emerging leaders should be encouraged to be themselves. P2 thought that she had to be somebody different when she first became a principal. It was only after she started that “I very quickly realized that I could not be me...just be me and to do it my way”.

It is important that emerging leaders have an accurate perception of the role of principals as this impacts on their decision whether or not to apply for principalships (Bezzina 2012, 29). The findings from this study provides the following insights into the role of the principal as they lead their schools into the future of education.

The average principal’s wellbeing is lower than the average citizen’s (Riley 2018, 29). Riley (2018, 30) asserts that principals that receive higher levels of professional support are better prepared to cope with the stresses of their position. Rather than ‘care’ being the major concern for those whose decisions impact on the lives of principals, ‘accountability’ appears more often in the rhetoric concerning school leadership.

Bush (2008, 29) stresses the need for principals to receive effective preparation for the demanding role in light of the increased responsibilities and complexity in the role. New principals are often unprepared for the loneliness and ‘culture shock’ that the role entails (Bush 2008, 30).

The average time that a principal has taught before entering a principal position has decreased from 12.4 years (2011) to 11.5 years (2017) (Riley 2018, 13). This presents an increasing challenge for those responsible for developing leaders, to provide them with the necessary training to prepare them for the complexity and demands of leadership. Many principals are not fully aware of the complexity and demands of principalship until they take on the full responsibility of the role (Dinham, Collarbone, Evans, Mackay, Walker & Hallinger 2013, 477). By providing insights into leadership through mentoring, formal training programs or studies such as this one, future principals will have a greater understanding of principalship. This greater understanding will increase their effectiveness and ability to cope with the demands of their position.

6 CONCLUSION

Phenomenological studies enable the participants to be “really heard” (Conroy 2003, 57). While it is unlikely that the direct supporters of the participants in this study will read this report, those that do will hopefully have a greater empathy to the experiences and challenges of principals as they anticipate the future of learning. The richness and diversity in their lifeworlds give pause to consider the possible, probable and preferred futures of education. The findings and discussion also challenge the notion of there being a singular or simplistic solution regarding school leadership. Insights into the realities of principalship have provided opportunities for reflection and to construct meaning with regards to leadership and the future of education.

This study has suggested that while principals are anticipating what the future will look like, what they are anticipating and how they are responding is different. The decisions and actions in the present will differ according to what vision a principal has of the future and/or what vision they have for the future. The reason for this is that different ideas and images of the future shape different actions and decisions in the present (Milojevic 2005, 17).

The findings revealed how each principal has constructed their own meaning of leadership and their unique approach to leadership. The study recommends that current and emerging principals reflect on their own practice and that of others to develop their leadership capacity. The findings provided an insight into the lifeworlds of current principals. The discussions presented implications for current and future leaders that provide the opportunity for reflection and meaning making. It is hoped that principals are not overcome by the complexity and responsibilities of leadership. For those that do feel passionate, but overwhelmed by the leadership, P3’s wisdom may be an encouragement, “It’s very important what I do, but it’s not that important in the big picture”.

The ideas and images of the future explain the why behind the how principals are responding. i.e. their actions and decisions. Whilst the research sought to uncover how principals are responding to what they anticipate the future of education, the why may be of greater assistance to the reader. Understanding the why may assist in predicting other educational futures not uncovered in this study.

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APPENDICES

Appendix 1. Covering Letter



13 July 2018

Dear _____,

Thank you for consenting to participate in my research, *A phenomenological study of principals in non-government schools as they anticipate the future of learning*. My thesis will explore the experience of principals as they think and act with regards to the future of learning, however they define or perceive it.

Phenomenological research views participants as co-researchers. Two interviews and their follow-up (email and telephone) should provide adequate opportunity for data to be collected and for transcripts and interpretations to be presented to you for comment, elaboration and approval. I will be utilising a “second reader” who will assist me with the interpretation of the transcripts. You will not be identifiable in this process.

Further information regarding the research project can be found in the *Information for Participants 2018* document. Due to the nature of phenomenological research, some variation to what is presented in this document may occur. If so, significant changes will be communicated to you.

In conducting this research, I am bound by the principles and guidelines of the Finnish National Board on Research Integrity (TENK) and the ethical standards as prescribed by the Tampere University of Applied Sciences (TAMK). My thesis, should it be accepted, will be published in the TAMK library and be accesible for TAMK library’s customers.

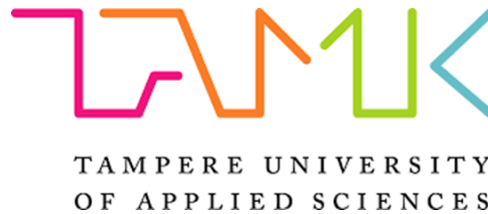
Thank you for agreeing to support this research project, but should you wish to withdraw from the research at any time prior to publication you are free to do so.

Sincerely,

Mark Rasi
 MBA (Educational Leadership) Student
 Tampere University of Applied Sciences

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 www.tamk.fi

Appendix 2. Consent Form



**CONSENT FORM FOR PARTICIPATION IN RESEARCH
(by interview)**

A phenomenological study of principals as they anticipate the future of education.

I

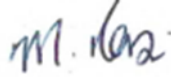
1. Have read the *Information for Participants 2018*.
2. Acknowledge details of procedures and any risks have been explained to my satisfaction.
3. Recognise that the researcher is bound by the principals and guidelines of the the ethical standards as prescribed by the Tampere University of Applied Sciences (TAMK)
4. Agree to the audio recording of my information and participation.
5. Am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
6. Understand that:
 - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
 - I am free to decline to answer any questions.
 - I may ask that the interview and/or recording be stopped at any time, and that I may withdraw at any time from an interview or the research project without obligation or disadvantage.
7. I agree to the audio and transcripts being made available to the research assistants, "second reader" and supervisors who are directly supporting this research, bound by the ethical principles and guidelines of TENK and TAMK, and on the condition that my identity and school are not revealed.
8. I agree to the final thesis to be published to the TAMK library catalogue.

Participant's signature.....Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name: Mark Rasi

Researcher's signature:



8. I, the participant whose signature appears below, have read the transcripts of my participation and agree to its use by the researcher as explained.

Participant's signature.....Date.....

9. I, the participant whose signature appears below, have read the researcher's *elaborations* and *themes* (or equivalent) of our transcripts and agree to their use in the final thesis.

Participant's signature.....Date.....

A phenomenological study of principals as they anticipate the future of education.



TAMPERE UNIVERSITY
OF APPLIED SCIENCES

Appendix 3. First Structured Interview

Interview Number 1 <NAME> <DATE>

What is your understanding/concept/thoughts regarding the future of learning and education globally, nationally and locally?

How do you feel about it?

What significance does this have on your day-to-day and strategic decisions?

To what extent have you engaged with learning and educational futures?

How do you feel about your decisions and engagement with learning and educational futures?

How do you feel about the responses from stakeholders and community about how you are guiding your school into the future?

How do you feel about the responsibilities that you have in guiding your school into the future?

What pivotal moments have or will have a significant impact on the future of learning?

What additional comments or thoughts do you have about educational futures in general?

Appendix 4. Decision Trail Log

Decision Trail Log

This decision trail log was created on 7 August 2018 to assist with decision making, methodology, bracketing and interpretive processes.

Date	Action – Reflection - Notes		
15 June 2018	Action – Interview #1 P1 Radke at his home on a Friday evening after work. I pretty much stuck to the script.	Reflection – P1 seemed focused on giving a clear response. His body language was purposeful and appeared reflective when he spoke. He looked into the distance and had a fixed focus rather than look me in the eye.	I felt nervous during the interview and worried about whether the questions were any good and whether I was doing a good job at interviewing. I feel that P1 responded truthfully.
21 June 2018	Action – Interview #1 P2 at her work on a Thursday afternoon after school.	Reflection - I was humbled by P2's level of disclosure and feeling that she projected in the interview in her office.	P2 spoke about matters that I would not be privy to as a regular teacher in the school. I do work at the school as a relief teacher. I felt more comfortable in this second interview.
13 July 2018	Action – Interview #1 P3 on the school holidays in his office	P3 was very relaxed and comfortable. We spoke quite at length (20 min?) before officially beginning the interview	The recording failed at approximately the 36 min mark. I'm trying to decide whether I need to redo the last few questions.
16 July – 3 August	Reflection – I've nervous about reading the transcripts. I don't feel prepared.	Action – I read Van Manen (1997) and Muostakas (1994)	
Late July 2018	Reflection – My mentor and designated second reader challenges me on the age of the key resource (Conroy 2003) that I was basing my methodology on.	Action – I read that Van Manen and Muostakas advocate for a fluid approach to IPA.	Decision – I decide to read and research further.
Early August	Action – Begin Reading Smith et al (2009). It is an easily understood text on phenomenology.	Decision – I adopt a new position regarding my methodology. I adopt as a basic starting point the steps presented by Smith et al (2009).	
3 August 2018	Action – First reading of P1's #1 Interview. Hard copy reading and notes	Note sure if I have recorded the right information.	No themes were decided upon. Will re-read again and record notes electronically.
7 August	Decision – Re-read P1's #1 interview without revising notes is intended to see if new meanings come due to passing of time and having read more about IPA.		

7 August	Action – I scan examples of “exploratory comments” in Smith et al (2009), “Interpretation” in Conroy (2003), “units of general meaning in Hycer (1985) and “Horizontalization” in Moustakas (1994) before starting to get a feeling of what approach to take.		Reflection – I still don’t know what is the best way to record first thoughts. Will start anyway and reflect later of what “came out”.
9 August	Action – Still reading P1’s transcript.	Reflection - I think I need to justify in my thesis methodology why the initial interview questions were chosen.	Finished second reading of RADD #1 today
10 August	Started first reading of MILM – hand written notes.	Reflection – immediately struck by different language and themes after one response compared to RADD	
13 August	Interpretation of P2’s transcript (second reading)	Reflection – can’t help be comparing what RADD said. Similarities and differences.	Action. Seems pointless to rewrite words of general meaning – might just highlight now....
15 August	Return to incomplete interpretation of P2	Reflection – I need to bracket out the connections and comments from the interview from P1.	Most of my notes are questions that come to mind when I read the transcript.
18 – 22 August	Video hook up with TAMK supervisors and students	Came up with new structure and approach to the “Lit Review” based on previous and recommended TAMK thesis papers.	Developed the concept of Public LifeWorld of Principals as a replacement to a Lit Review
23 August	Add a theme column to P1’s transcript to bring consistency with P2’s	Read first scan of P1’s transcript (hand notes) with electronic notes from second reading.	Theme’s for P1’s first interview proposed.
24 August	<p>“Themes” are not exactly themes... Need to read these and also revisit Van Manen’s text...</p> <p>Draft statements after P1 Transcript #1 that need to be worked into initial themes:</p> <ul style="list-style-type: none"> • Education should serve the needs of students but who decides what students need? • Frustrating as a result of change from industrial model hampered by the industrial laws protecting teaching conditions. 		<p>Themes developed on 3 September after reading Van Manen (1997, 77-100)</p> <p>THEMES BASED ON STEPPING AWAY FROM THE TEXT AND FOCUSING ON THE DEFINITION OF ANTICIPATION OFR P1</p> <p>Belief based on experience...Educational</p>

	<ul style="list-style-type: none"> • False belief that we are trapped in the industrial model because of teacher capacity or capability, rather it is industrial practices. • Leadership cannot focus on student needs as a result of restraints. • Leadership of pragmatics rather than ideology. • Level of engagement in PD is not a theme or need. • Environment of debate in society while teachers and students disengage. • Surely not the majority?? • Is this the only think needing fixing/evolving? • RADD is motivated to solve a problem, address an issue. • Student needs compromised due to restraints. Causing frustration. • Can personally cope with constraints and frustrations. • But teachers cannot always deal with it and either go to more attractive schools or 'die' at school. • P1 has an immediate focus, not long term • Schools not guiding but reacting. • Some are 'guiding' and leading the way by accident. Surfing the narrative wave? • Respond not lead • Conflicts and constraints • Who is driving change? Not clear. • Job is to keep school running. • Responsible leadership • Not tech but globalisation. • The pull and push of ideas...it's about thinking. • What students need is the focus here rather than his own issues. Students need skills. 	<p>changes will be tempered by industrial laws.</p> <p>Pragmatism will walk alongside change more comfortably than ideology.</p> <p>Principals are the calm in the eye of the storm. (Action/Response)</p> <p>Anticipates that...What will happen and what "should" happen are two different things.</p> <p>The Principal's experience...</p> <p>The future will happen without leadership, but despite this I still must lead</p> <p>My observation and interpretation...</p> <p>Principal is measured. Speaks about paradigm rather than self.</p>
26 August	<p>Themes also produced for P2...</p> <ul style="list-style-type: none"> • Local focus on official developments – Gonski • Gonski supporting wider narrative. • Local focus on official developments – Gonski • Gonski supporting wider narrative. • Structural solution to proposed change. • Working hard locally within a global educational ecosystem. • P2 is aware of the global context – with examples • Teacher training and quality • Teacher's conditions. • Barriers and causes of teacher engagement and quality. • Learn from others and do something. • Resourcing impacts on education. 	<p>Themes developed on 4 September for P2</p> <p>Anticipate – “to imagine or expect that something will happen, sometimes taking action in preparation for it”</p> <p>THEMES BASED ON STEPPING AWAY FROM THE TEXT AND FOCUSING ON THE DEFINITION OF ANTICIPATION</p> <p>Frustration dampens inspiration for the future.</p>

	<ul style="list-style-type: none"> • P2 is a principal of action. • Actions have consequences. • Risk, support, politics, uncertainty, cyclical – the reality of education • Belief - Principals need to be brave • Frustration is major feeling. • Caring and being responsible for teachers • Wellbeing – stress and impact on physical (and mental?) health. • Frustrated by system and teachers. • Reflective regarding personal experience. • Current beliefs shaped by past experience, values and beliefs. • Work/Life balance fallacy • Lens of imbalance (wrong words...) • Lens of imbalance (wrong words...) • Teachers can be held accountable to the written word • Strategy must be set so time can be given to day to day management tasks. • Diversity of principal’s role • Principals are accountable • Principal’s work load is significant. • Strategy and documentation again. • Documentation and expectations a mechanism of coping. • Principals do not lack PD. • Experts do not agree • Local solutions • Principal decides on priorities. • Year 12 outcomes are important • Results matter • Parents trust schools • Reflections of personal experiences affirms beliefs • Parents are supportive, but not necessarily stable. • Parents are significant in the education equation. • Principal is supported by staff • Principal wishes to communicate with staff • Not just principals trusted, but teachers also. • All stakeholders are being mentioned. All are relevant. • Support is restricted. No such thing as “full support” • Hierarchy and system impact on principal and schools • For love, not money • Rates of pay • Pay 	<p>Principals are shaped by the past but look to the future.</p> <p>The principal is all things to all people.</p> <p>Strategy is automated, and management is manual.</p> <p>Principals are supported and responsible.</p> <p>Rewards (or lack of) are not shaping the future.</p> <p>Action and anticipation...Thinking global, acting local.</p> <p>Experience...Technology is but a bit player and a thorn in my side.</p> <p>Experience....People are on the heart and mind.</p> <p>Belief...Education is the key.</p>
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	<ul style="list-style-type: none"> • Not sidetracked by pay – job to do. Confidence to do it. • Support of team rather than reward of cash. • Global need for understanding (western world view?) • Informed v educated? • US examples – demonstrates global influence of USA? • Future and environment are issues • Approaching – as passengers or captains • Technology was not the first issue mentioned...secondary • Personal beliefs and experiences with phones influencing school decisions. • Down side of technology • From technology to suicide • What technology is doing to us • Pivotal technology • And back to sustainability • And human issues – refugees. • Local – suicide • National – refugees • Global – Environment • Education can be (is) the answer. • Children are our future and so we have a responsibility to educate them. • The role of faith or religion is diminishing. • Education is the key 	
3 Sept.	<p>Themes developed on 3 September after reading Van Manen (1997, 77-100)</p> <p>Theme is not about the frequency of particular events (78).</p> <p>Making something of the text or lived experience by interpreting its meaning is more accurately a process of insightful invention, disclosure or discovery – not rule bound but a free act of “seeing” meaning (79).</p> <p>‘Phenomenological themes may be understood as the <i>structures of experience</i>. So when we analyse a P, we are trying to determine what the themes are, the experiential structures that make up the experience (79)</p> <p>It is the lived experience that we are trying to describe. (79)</p> <p>Trying to unearth something “telling” or “meaningful” ...”thematic”</p> <p>What is a theme (87)</p> <p>Thematic insight is a product of invention, discovery, disclosure of meaning. (88)</p> <p>THEME ARE LIKE KNOTS in the webs of our experiences, around which certain lived experiences are spun and thus lived through meaningful wholes (90)</p>	

	Themes are the stars that make up the universes of meaning we live through. By the light of these themes we navigate and explore such universes (90) – SECOND ROUND OF INTERVIEWS...		
3 Sept	I need to go back to a definition of “anticipate” so that I know what I’m looking for. Bracket other issues. Focus on anticipation.	Anticipate – “to imagine or expect that something will happen, sometimes taking action in preparation for it”	
4 Sept.	<p>Quotes forming Theme Starters P1</p> <p>Students are central to our purpose In everything, start and return to “needs of learners”</p> <p>“we can see students being disengaged” “we respond to the needs of consumers”</p> <p>Feelings In the principal’s life “there is significant frustration at times”</p> <p>Powerful principals are constrained, they have limitations “our hands our bound”, “structures which do not allow change”, “we have to be mindful always of the opportunities that we have within um, the industrial constraints and also the government constraints as to what can actually be achieved” “the biggest impediment to change is the industrial context”</p> <p>Regarding the future “the biggest impediment to change is the industrial context”</p> <p>Solution, approach to change and action is pragmatics “Pragmatics” “because I am able to I guess, um, work my mind and my emotions to a point of being pragmatic and objective about limitations” “but I usually reach a point where I realise what has been achieved is all that's going to be achieved”</p> <p>School react rather than lead “I don't think, at least in this country schools lead change but rather they try to respond</p> <p>Schools need to operate/think as a business “we respond to the needs of consumers” “schools are businesses”</p>	<p>Quotes forming Theme Starters P2</p> <p>Think Global, act local</p> <p>“Probably should start locally” “we need to be drawing more on renewable sources is going to be crucial. From my perspective, I think the world, as a global society where we have to share with refugees”</p> <p>Need (push) for change more of a need for secondary school, in particular, to change</p> <p>I think that locally (and perhaps nationally) there's a push to have schools that are, particularly secondary schools, that are different, and allow students to accelerate in areas in which they have expertise.</p> <p>I think, in Australia, we're going to see a push for the basics and a continued push for excellence in understanding of the basics because we're slipping in terms of national ranking. I don't have any choice but to continue to engage with what education will look like in the future.</p> <p>Fullan, Gonski,</p> <p>we really can't sustain things the way they are if we keep using and polluting and making ridiculous decisions about our energy and all those sorts of things</p> <p>BUT... There's always elements of we're going around in a big circle</p>	

<p>“Without the ongoing support from the local marketplace um, a school in the Australian environment can perish so we have to run it as a business.</p> <p>“...local clientele...</p> <p>They (principals) need to run a successful business, so they have to be cognisant of what is saleable...</p> <p>Schools responding to needs “I'm not sure that we could say either as a nation or a state, that we have a planned um, steady redirection in education to meet those needs</p> <p>Principals make judgement calls “implementation requires a judgement call”</p> <p>The degree of change is compromised by constraints “even where I believe real change has come about, it's compromised change”</p> <p>“quite often we are constrained by, by a whole range of aspects that make up Australian society [silent pause] which is frustrating”</p> <p>Feelings “for me those frustrations are there, there's no doubt</p> <p>Globalism is touching us</p> <p>“Now of course moving very strongly against those national and state influences in this country is the influence of globalisation</p> <p>“the realities of globalization...</p> <p>“I think the bigger issue (than Tech) for global society is the globalisation of everything.</p> <p>“I think the bigger issue for global society is the globalisation of everything</p> <p>“we see a significant cross-influence of everything - fashion, art um, and particularly values and ethics, how relationships um, evolve and of course cultural interactions and I believe that um, it is those changes</p>	<p>“Push” to the future + neo-liberalism</p> <p>we'll see that push to go back to writing and numeracy, literacy and numeracy, as well as perhaps approaching school in a different way.</p> <p>“Push” to go back to old, Push to change. Impossible task? Paradoxical.</p> <p>taking the school in a direction, you know, we have to have 80% of our kids above 20 out of 24 on the writing task by the end of the year</p> <p>What we are not: “brave” “resourced” “It's about resourcing and it's about money” BUT THAT DOESN'T STOP.. I feel confident and competent that I can lead with the resources</p> <p>“We don't” Indicates a lack of action</p> <p>“We have lifted the standards” Indicates local action that's what the disruption committee is all about</p> <p>Cause and effect - risk “We lost sixty kids” “and that affects your bottom line” “then you have to pull back on everything” “there is an element of risk” “so be very careful in what you're doing because we don't want the archbishop to be hauled into court”</p> <p>Process of change “being brave enough” “have to go through the dip before you start to lift”</p> <p>“We end up with” “Standard is high enough” Teachers not up to scratch...Why... “not paid enough”</p>
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	<p>brought about by the global use of digital technologies that is shaping um, what we do in education rather than technology per se.</p> <p>“again that will be shaped by global thinking not just local thinking” (RASM – see common theme with others)</p> <p>“the biggest education change is actually globalisation not a specific aspect of change in technology</p> <p>Guiding Hand – Role of principal</p> <p>I continually present um, the latest information, the latest data to my clients and to my staff um, with the goal of making them aware of what choices they are making and we are making.</p> <p>Technology is not the driver (quote also?) while we are very, very focused on digital technologies as potentially the most...excuse me, powerful influence on future education directions, I'm not sure they are.</p> <p>So what then do we teach? So what then do we teach?</p> <p>in future education the most powerful and important skillset that students need to acquire is um, the, the skill of communicating</p> <p>of teaching certain types of information as prerequisites is rapidly disappearing and will continue to do so into the future</p> <p>... “that will be shaped by global thinking not just local thinking”</p>	<p>“I don't think teachers have enough...”</p> <p>Industrial constraints.</p> <p>“lots of problems...lots...that stop...intimidating other countries”</p> <p>Neo-liberalism to solve problems?</p> <p>Feelings not immediate (pause) I feel (pause) frustrated So, I'm quite frustrated, most of the time, about that “I fell confident and competent” I feel comfortable” “and that just breaks my heart.” (refugees)</p> <p>Pressures “I got a letter from the union”</p> <p>Doesn't have all the answers “Well, I don't know, what am I going to do about it?” (union)</p> <p>Personal motivation “I'm in this because students' matter” “Well I love it” (Pays the price with her health) it would be nice if there was a bit more recognition of the complexity of the role</p> <p>Personal Health “migraines” “High blood pressure” (Health returns as theme a second time)</p> <p>Principals are reflective I also look back When I was deputy, I remember</p> <p>Personal Approach – Get the job done I went, 'yeah, alright, I'll do that for a couple of years.'</p> <p>Feelings alone, frustrated, urgency so I feel frustrated, I feel alone feel a sense of urgency I have never felt so cut adrift in my whole principalship</p>
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		<p>Stakeholder support is strong the community trusts teachers, trusts principals , I think there's a lot of trust I find the community here to be fairly supportive "I do feel support from the com- munity" "the community, I think, are pretty trusting" Other stakeholders are pretty sup- portive of the school Brisbane Catholic Education are supportive of learning and teach- ing, but...</p> <p>Little encouragement They will seldom let you know if they think you're doing a good job</p> <p>Local world changing there's not enough acceptance in our community of the fact that you need to support your children</p> <p>Pivotal Moments Donald Trump get elected as presi- dent, I wonder if those sorts of things can be pivotal moments</p> <p>I think we've reached a pivotal mo- ment in terms of mobile phones and mobile devices and connectiv- ity and all that sort of thing.</p> <p>Problems in world because... people are ill-informed, Not technology everybody (but not MM) is saying that the disruption coming in the next ten years is going to be more significant than it's been in the last hundred, so I think we're ap- proaching a pivotal moment where we would say that, and you know, that little mobile phone that is driving me nuts</p> <p>Yes Tech, but for the wrong rea- sons that the screen is to blame. So, we need to be educating, and I think hopefully there will be a turning point. I don't know if that will</p>
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		<p>happen at a turning point of education of what technology can do for us rather than what it's doing to us.</p> <p>Cons of Tech but I think we're about to reach another one where the little device of the mobile phone... the point of what it can do to us and educating people about what it can do to us as a society” “it's really doing awful things to us”...Suicide</p> <p>World needs education So, that's education. That's a fact check. You know. Educate yourself.</p> <p>Look, I don't know, I think those things are coming. Hopefully, people will wise up, but I don't know.</p> <p>Free thoughts of the future turn to young people as the answer “young people are in the driver’s seat” “I see a real movement, a very strong movement of young people for social change” “the answer lies with young people. They're the ones who need the education”</p> <p>I think young people are going to drive a different and hopefully better world, and I think they're going to be far more educated than any generation in the past, so hopefully, we'll have a better world. I think education is the key.</p> <p>Church declining in influence in young people a drift away from the church in huge numbers by young people”</p>
<p>6 Sept</p>	<p>Common theme starters P1 and P2</p> <p>Technology is not the driver Industrial Constraints/System Principal decisions impact bottom line – business Don't have all the answers</p>	

6 Sept	Created a “theme starters” document to share with P1 and P2 for us to use as a stimulus at our second interview. They will truly become co-researchers.	
6 Sept	Begin first analysis of P3 Transcript #1	
8 Sept	Finished the first analysis of P3 Transcript #1	
9-11 Sept	Bit of time away from thinking about thesis. Waiting for supervisor meeting on 12 Sept	
12 Sept	<p>Begin second reading of P3 Transcript #1. Adopting a more “whole” approach to the script. Looking for “themes”.</p> <p>The Themes column for all three transcripts is more like a second attempt of horizontalization but from a “whole” position. The first was “part” line by line, then more of a feeling about wider meaning.</p>	<p>Researched Vygotsky Proximal Development as this was mentioned in transcript. Done so to develop a greater understanding of ZPD to assist with making meaning of statement.</p>
12 Sept	<ul style="list-style-type: none"> • “Themes” from P3 Transcript #1 • Focus more on learning than education • Reflects on current before new solutions. • What we do is what the wider system is • School has inherited an industrial model of education, bit is looking to change that. • Changes are also proposed by others. The principal is aligned with new way of thinking....for the benefit of the students. • Progression – Gonski ideas – shaping or aligning with principals position • VL = Hattie. • Key thinkers are being referenced • Developing a more sophisticated understanding of what learning is. • “ We” collective agreement. Distributed problem solving and leadership? • Power of technology • Learning plans assisted by technology • The future is giving more data for the teacher to inform practice. • Progress becomes visible • Technological advances adopted to support educational theory. ZPD • Tech can empower teacher to expand ZPD • Adopt changes that benefit students • Linear notion of learning and teaching • Technology now to assess, not just “teach” • “Working on” proactive moving into the future. • Unlimited potential? • Testing theories is the responsible way to lead into the future. • Technology disrupts the role of the teacher • Technology has the appearance of development. Much is hollow. • Traps abound 	<p>Themes developed on 13 Sept for P3</p> <p>THEMES BASED ON STEPPING AWAY FROM THE TEXT AND FOCUSING ON THE DEFINITION OF ANTICIPATION</p> <p>P3 is on a development path that is not determined by outside factors</p> <p>P3 is implementing school based solutions utilizing technology</p> <p>P3 sees the role of teacher changing</p> <p>P3 aligns practice with educational theory</p> <p>P3 has process around testing, trailing and implementing solutions.</p> <p>P3 identifies that there is more to schooling than the 3 Rs</p>

	<ul style="list-style-type: none"> • Reflecting beyond content as a framework for education. • Purpose of the institution. • Developing character, values and faith • Reflection and action are occurring simultaneously • Technology solutions at the beginning for personalised curriculum learning and now broader purpose of education. • End point objectives of education. • Articulation with life and employment. • Nation building agenda • The responsibility of education. • Don't "forget" about what we want to achieve • Carrying history and historically valued activities (reading) into the future. • "Bring back the notion" • The "system" is also bringing back the classics • To do so we need to retrain • Excited by developments • A Western Future • "Motives" mentioned regularly • A hope for the Christian schools collective • "Purpose" mentioned regularly • Motivated again • Motivated is a theme. • Thinking, reflecting and reading supporting the leader • Imports ideas into a school. • "Excited" but presents himself as reserved and reflective • Regularly speaks of timelines • He has a picture • Lead by example in returning to study. • Staff Development is one key to preparing for the future. • Move forward as a team. • Give staff space. • Staff given freedom to explore and think. Principal is not threatened by this. He is confident in his capability and education. • Need to think differently about education if "change" is to occur • Must see things differently, have eyes opened. Experiential learning (Dewey). • Departments – teams within the team. • Freedom recurring theme. • Strategic Plans are not the key. Will be done, but allow real time leadership • Ownership • Change implementation does not need to come from the principal 	<p>P3 engages in reflection and action simultaneously</p> <p>P3 considers the wider purpose of education when moving forward</p> <p>The past is not forgotten when considering the future</p> <p>P3 experiences and sees a western future</p> <p>Motivated to determine what the future looks like</p> <p>P3 sources ideas beyond his own school and experience.</p> <p>P3 has a "plan" unfolding</p> <p>P3 utilizes staff to shape the future with their decisions and choices.</p> <p>P3 has released and empowered his staff</p> <p>Wisdom and ideas are not centralised</p>
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	<ul style="list-style-type: none"> • Freedom • Answers come from within rather than from out. – “experts” • Wary of external motives. • Drawn to trusted (proven) influencers/leaders • Grounding in the knowledge and wisdom of the past in moving forward. • Wider expert knowledge is helpful, but not gospel. • Draws upon many sources. No single influence shapes a principal’s mind • Reading • Currency is important. Awareness not blindly follow • Trends and majority inform, not direct/determine • Wisdom • Moving forward without certainty. • But move one step at a time. Direction can be easily corrected. Goal is not distant, timely decisions determine direction. • Progress at own pace. • Strong focus for whole interview has been the local situation • Tugs relate to steps • Moving forward from a strong position. • Direction and choices made may end up being revolutionary. • Freedom – progress – all seems so normal and easy • “As Nemo says “Just keep swimming • Time in role is relevant • Choices by the school board have an impact on the future through the selection of principal • Similar to other principal about educating. • Always back to purpose (need) • Responsibility is significant. • Excitement not mentioned as dominant feeling • While progress is “easy” the toll is substantial. • Upon reflection, it is exciting – satisfying for this principal. • Leader takes responsibility and charge. • Some steps are mistakes. • Pro’s outweigh the con’s • Ultimately satisfied. • Change to date hasn’t required pivotal moments so far. Just steps. • What is the link between Dewey and utilitarian vocational approach. • Context change? 	<p>P3 Draws upon past and the wise</p> <p>P3 moves forward step by step towards a belief rather than a vision</p> <p>Progressing with a quiet confidence.</p> <p>P3 board is in the picture but not painting the picture</p> <p>P3 experiences excitement and satisfaction</p> <p>P3 has local solutions with a wider understanding</p> <p>Purpose</p> <p>History</p> <p>Needs of students</p> <p>P3 broadening the horizon of the education</p> <p>P3 considers who is influencing the future of</p>
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	<ul style="list-style-type: none"> • Returns to this theme about purpose of education. A pivotal moment will not change this. • Pivotal moment of turning back. “History and future” theme. • His school already made a decision before a pivotal moment eventuates. • Pragmatics of student (and institutional?) need • Strong foundation in P3 regarding the formation of students – independent of pivotal moment. • Change is an “unnarrowing” of schools (and curriculum?) • An expanded school includes the classical. • Applying the past again. • Academia stronger influence than commercial interests...why? • Because people in schools lead schools • Developing students not being shaped by wiser heads. • Tail (students) wagging the dog (unis) • Uni responding to market forces • Unis responding to relevance rather than purpose. • Hope not in unis providing thinkers. Must train his own • In charge of who influences them 	<p>education – commercial interests, unis, students.</p> <p>Direct and indirect influences</p>
<p>13 Sept</p>	<p>P3 Transcript #1 – Emergent themes supported by quotes</p> <p>School Context – The principal’s eyes and thoughts are on the school rather than a wider stage.</p> <ul style="list-style-type: none"> • at our school we know that the essential things are working really well. Um, so culturally we have a very vibrant school, financially and governance wise we are very stable um, and then the educational program flows from that and um, hence there is no urgency for us to make big changes and revolutionise everything and throw everything out • we have still the freedom to bring about change • the things that really matter are already in place at our school • the prior principal was very strong on governance, financial oversight...culture building, that's working well • ...as an organisation we make mistakes daily and sometimes the mistakes are as big that they would come to my knowledge and ah, that could potentially be frustrating <p>P3 leads staff in several ways – Distributed leadership and a team orientation characterizes P3’s approach</p> <ul style="list-style-type: none"> • I often pose bigger questions to them about the future and to figure out if what we're doing at School • as a principal you can have all of those ideas but you need to take your team with you and that goes down to every teacher in those areas • very limited amount of controls to and approval mechanisms um, so we believe that if you have someone who's invested and you allow them to expand their horizon, they will come back and rather than us sitting down every 5 years and writing a strategic plan 	

- giving middle leaders a lot of scope and freedom to develop their ideas and invest themselves into the school
- They can develop that and I myself and other senior leaders they're not micro-managing those projects. We give them a lot of freedom to develop their own departments
- I do try to keep communication open and explain why we're doing things quite a bit so that I don't get board members that freak out um, because they might be thinking um, traditional education..

Distributed decision making (linked to distributed leadership and team approach)

- one thing that we've been discussing lately is
- we've had a lot of talks about that
- staff members just develop much more great ownership over their departments and their projects and their initiatives and start working on levels that you could have never even dreamt of if you had given them step by step annual implementation plans

Collective application – Collective approach is a recurring theme

- an initiative that we're taking from next term on in maths education

Learning and developing together – P3 is just one player on the team

- So that's one thing we're working on at the moment
- we will hopefully have a few teachers do a post-grad degree with CHC um, in the liberal arts... and a literature based course. Ah, that's actually pretty exciting for me. I might be doing that as well...

Industrial model of education – The industrial model is dominant

- we still operate in a system where you get one class, one cohort of students into you're, into you're grade level and you apply that kind of curriculum knowledge to that class and then they move to year 3 and then to year 4
- so that type of industrial model um, is where you've got that conveyor belt has been around forever and ever and School is definitely still mostly on that journey

Purpose(s) of school – The why of schooling generates as much discussion as the what or future solution.

- one [sighs] pathway that education is on about a lot is the concept of preparing students to be ready for the workplace and there's a lot of pressure put on schools to have programs in place
- we believe that education is there to support students future lives um, especially their livelihood.
- I think education has more and more become the vehicle to achieve the outcome about what should happen with the students when they're grown up
- we really need to focus more on what kind of human beings we want to nurture um, to nurture students character, their spiritual life um, their stance towards the world ah, yeah just um, to go back to a more holistic classical idea of education um, and away from the utilitarian vocational pathway. Although you know, at our school we do...we were just going to...we're going to open a vocational training hub tomorrow
- you do have a responsibility to help students find their niche and something that they're interested um, and that is often a vocational pathway but even in

a vocational pathway at a school, your ultimate goal can be character formation and holistic formation of a person rather than just a narrow view

- I think education today is relatively narrow. Um, we teach students discipline, academic discipline um, and we teach them certain skills. We then have...we then throw a few life skills and social skills and emotional skills to just make...give us the feeling and the idea that we are trying to cover all aspects of a student's development um, but we don't have an integrated view of what education as a whole should be and so it's a, it's a view of education that prevails at the moment that's too narrow

How learning happens – (linked to industrial model)

- content knowledge imposed on them um, and we expect for them to be able to learn

Influences of others in anticipating the future - P3's school is active in the change process, but they do so in a wider ecosystem.

- I first really started um, thinking about it seriously and the implications of that for our school from last year's QCAA Principals Forum where Geoff Masters was speaking
- the main input that I get from this is philosophical nature and theological nature and that's the books that I would read as well
- now they (school board) wanted to have someone who's...who can continue with that but advance the teaching and learning side of things
- I think the future of school education is largely influenced by the future of tertiary education
- those universities take their scope and purpose for education largely from um, I guess from the political arena
- I was at a Griffith University Principals Breakfast the other day and it was quite sad to see that the leaders of the university, they're looking at what's happening in the society and very well intentioned people, they are looking at the way that young people are now growing up and they use these developments as cues for how they should build their university

Failings of current system – letting students down - Is it the purpose (why) or the industrial model (what) that is letting students down?

- need to find ways to move on from there um, especially for students who are...who might be struggling or who might only be on a...who might be getting D's...
- they will never have the experience of feeling like they're moving ahead.
- in their mind there's just stagnating. They don't get that understanding of I'm moving up

Teaching challenges

- How can we show that there is considerable amounts of movement and learning happening each year even if their grades don't improve?
- differentiate for different groups in their classes but actually individualise their maths instruction
- but I've never actually been able to nail that
- we are going to be very, very careful not to fall into a technology trap

Cutting edge/current – P3 has his finger on the pulse

- a new resource that's come onto the market not too long ago

Technology – Technology is not central or at the forefront of thinking

- but in a good way and the way that technology's
- Gonski Report is I think pretty um, strongly advocating for that kind of developmental program um, that uses some kind of technology although they're very vague on what kind of technology that might be, to help teachers assess where the students are at
- I'm quite sceptical about the amount of technology that is being used in schools
- Potential to reduce the worth of the teacher
- a lot of time has been wasted and a lot of resources have been wasted
- I have not yet been able to see clear evidence that any kind of investment into technology is actually benefiting any type of student learning
- we are going to be very, very careful not to fall into a technology trap

(Future) Teaching and learning is... An algorithmic future is one of the futures

- fortnightly assessment of their maths skills and that drills down to very fine grained details of skills and concepts that students have understood and not understood...
- a map of the students knowledge, very fine grained data and then the program generates a 2-weekly learning plan for that student, for every student in the class and the students then work individually on those learning plans assisted by technology. So there might be videos um, to explain concepts and then there's lots of practice
- teacher uses the data to...to um, to um, deliver mini lessons with either individual students or small groups of students
- assisted by a lot of information for...about the actual abilities for every student
- there's reassessment every 2 weeks

Educational Theorists and other experts – P3 is aware of and considers what relevant others are saying

- Vygotsky Proximal Development...Sign of Proximal Development. We always talk about that, that teachers should be helping students on that level of Zone of Proximal Development
- One that I've really enjoyed but it's a bit...a few years old now but that was Gardner's Five Minds for the Future. I really enjoyed that book
- I don't like to listen to too much is people that call themselves futurists [laughs] um, because they can be pretty buzzworthy and they can often have an angle of trying to sell a product as well
- ...their future will always have their product in it so I don't tend to like to listen to them at all. I've got a bit of an aversion to that
- much rather prefer the approach that our christian schools organisation normally takes which is to listen to people who are either theologians, philosophers um, people based on literature um, who've got a bit of an academic approach to these kind of things
- there's a very...just much deeper um, basis for thinking about the future if you've got that kind of grounding and then it's not about buzzwords but about well, this has been the history of our culture and of our civilisation and these are the big trends that have been happening over the millennia not only about for the last 5 years of technological progress um, and then if you're thinking about the future with this kind of background I think you get a much better, more firm and yeah, just a better vision for the future compared to listening to futurists

- I do sometimes listen to demographers and people who are describing the demographic changes of our society and it's good to have that kind of knowledge in your background and what, if they describe the generational differences
- the main input that I get from this is philosophical nature and theological nature and that's the books that I would read as well

Different contexts different solutions – It is not a one size fits all

- And English will be a little bit of a different kettle of fish

Still more to learn – P3 does not claim to have all the answers

- I think there's a lot to be learnt still
- we've only started to scratch the surface on what's possible there
- something that I'm thinking of a lot. I'm trying to read and develop myself to be able to be a leader that can bring about these ideas into the school because at this stage, they're mostly ideas and then um, well we have to find practical applications of it

Process of change / Decision Making – Solutions are not set in stone, they must prove to be effective. Steps rather than solutions.

- we have not tested it out yet
- it's important to know where people are going as long as you don't follow blindly
- you're trying to implement things that help you move on but I would never be absolutely certain that the decisions that we take are the right ones. So there's always a little bit of hesitation about should we take this step or not
- we will make mistakes by trying to take some of those steps and other steps will be really great
- Small tugs of the wheel are what you, what you need um, to direct the school
- we've tried it for half a year and we don't want to do it so I'm relatively at ease with the progress that we're making just because there is no big pressure
- the things that really matter are already in place at our school
- no one here at School is, is...has an attitude towards change that um, that says this is the only way and the right way and we need to go down that pathway um, yeah but we're just taking one step at a time evaluating moving on and it will be okay [laughs]
- so any major change in schooling, in secondary and primary education will need to start in tertiary so I'd be hoping that um, that the...yeah that this kind of thinking will somehow come out of the universities

Curriculum – The why and how of education is mentioned more than the what

- learning is much more than maths and English concepts and all of the other subjects
- to introduce students to their place in the world in history um, to know the stories of the world through literature
- So we're bringing back literature with a new um, senior subject system

P3's Vision/Dream/Hope – "I have a dream"

- looking at the future of our school, what I want to develop um, much more than just curricular knowledge is um, character develop and learning a...developing your values and your faith

- we have to balance vocational education with um, ah, more of a liberal arts slash humanities program where we just want to help students to develop themselves as a person
- I hope that other schools and I hope that other christian schools as well will be picking up that notion um, and that will hopefully distinguish us as well from the government system which by necessity is more driven by the purpose of helping students to fit into the society and making a contribution and hopefully our contribution will be to develop students a little bit more broadly
- yeah I think that's definitely a way that I would like to see our school go further down the track
- it can sometimes feel like you are cleaning up other peoples messes um, but it...the benefit of being able to live out your idealism hugely outweighs that burden I think. So that's why I'm quite satisfied
- I like the idea of classical education so it's...I'm sort of maybe hoping that we'll jump back a few hundred [skip in audio 09:36.3] what happened in medieval christian education and apply that kind of thinking to the broad masses of today
- so therefore I will be hoping and we will be supporting as a school, the efforts of those smaller tertiary education providers who are um, seeing a different vision for the future

Uncertainty

- Um, so [silent pause] yeah [silent pause] mmm, I'm not sure where I'm going with that now

Realities

- especially if we want to retain students into the senior schooling um, you do need to offer some sort of vocational training for them
- It's really important to stay up to date with where other schools are going as long as you don't think you have to follow where everyone else is going

Utilitarian Purpose of schooling – The why of schooling is being challenged

- especially in Australia is very utilitarian in terms of trying to ready students for a positive contribution to society and that normally means making sure that they get a good job um, and so that they don't have to rely on welfare and um, but contribute in building the nation and helping it prosper and that's a fair enough goal for governments
- I believe that education has um, has changed over the last few decades and possibly since Dewey um, we've gone further and further into a utilitarian vocational approach
- we really need to focus more on what kind of human beings we want to nurture um, to nurture students character, their spiritual life um, their stance towards the world ah, yeah just um, to go back to a more holistic classical idea of education um, and away from the utilitarian vocational pathway. Although you know, at our school we do...we were just going to...we're going to open a vocational training hub tomorrow

History – The importance and place of history

- reading classics, reading the canon of the western literature is good just for itself because it helps you know your place, know your history
- there's a very...just much deeper um, basis for thinking about the future if you've got that kind of grounding and then it's not about buzzwords but about well, this has been the history of our culture and of our civilisation and

these are the big trends that have been happening over the millennia not only about for the last 5 years of technological progress

Feelings and emotions – Principals have feelings

- , I would feel very motivated and inspired by those ideas
- yeah I'm very excited.
- something that I'm very passionate about and the whole team is actually very excited
- so I'm absolutely excited about that
- a passion of mine and you know, if I go...by possibly doing the grad-dip myself, it's actually next year, that just shows that I'm really excited about it
- I'm relatively positive about the things that we are trying to do because I don't feel that I'm rushed
- no one at my personal school ... is rushing me
- , not much pressure but quite a lot of excitement about the way that we're thinking about developing our education.
- on one hand the responsibility for looking after quite a few hundred students and many staff it can be quite burdensome because it does keep you up at night
- to enact that vision of the future, that's really satisfying and quite exciting and yeah, I just like the ability to that and so therefore I'm happily wearing, carrying the burden
- ...as an organisation we make mistakes daily and sometimes the mistakes are as big that they would come to my knowledge and ah, that could potentially be frustrating
- it can sometimes feel like you are cleaning up other peoples messes um, but it...the benefit of being able to live out your idealism hugely outweighs that burden I think. So that's why I'm quite satisfied

What a principal does

- what I'm doing everyday would be um, ["conversations"-? 21:09.0] with staff members and then actually implementing some projects or programs into the school
- I do try to keep communication open and explain why we're doing things quite a bit so that I don't get board members that freak out um, because they might be thinking um, traditional education..

Strategy – Change is more than a decision or solution – Change is collective action – distributed leadership

- strategically it's mostly about staff development
- strategic decisions would be largely based on making sure that there is a budget for professional development and staff are ah, you know, supported
- allowing staff to communicate and collaborate and network with other schools, other people
- we actively want to encourage our staff to think more broadly outside of the boundaries and...so that's a very intentional and strategic decision
- ideas that are just emerging you have to go and find. Um, they will, they will not normally come to you, you have to be out there, be networked and connected to start thinking about um, educational differently and that develops the desire for change
- allowing the staff to experiment and to have quite a large range of autonomy as well. Our departments have a lot of autonomy

- very limited amount of controls to and approval mechanisms um, so we believe that if you have someone who's invested and you allow them to expand their horizon, they will come back and rather than us sitting down every 5 years and writing a strategic plan
- giving middle leaders a lot of scope and freedom to develop their ideas and invest themselves into the school
- staff members just develop much more great ownership over their departments and their projects and their initiatives and start working on levels that you could have never even dreamt of if you had given them step by step annual implementation plans

Personal bent / characteristics– Each principal is unique

- I'm countercultural in the way that I'm quite happy to say you all go down that way, that's fine [laughs] but I'm not at all interested
- we need to be coming up with our version and our vision for the future ourselves rather than waiting for um, people who essentially want to sell their vision
- I've always been a person who doesn't shy away from carrying responsibility
- happy to take responsibility even when things go wrong and they do go wrong a lot

Pressures – Pressures of leadership

- there is not a huge amount of pressure for change (from others)
- not something that is being forced upon us
- ...they (school board) did bring me into um, develop the education side of the school further
- on one hand the responsibility for looking after quite a few hundred students and many staff it can be quite burdensome because it does keep you up at night
- when it comes to staff conflict um, under performance, student misbehaviour - sometimes we have to set our boundaries to say you're in and you're out and that can be quite burdensome

Stakeholder support is appreciated

- so yeah there's quite a lot of support from the board

Process of thinking about education – Principals think and project

- the ability to actually affect change and to think about the state of the future and what kind of education you want to provide, what is really important for students and staff to learn and know and so the ability to, to be open...the, actually the permission to be openly idealistic about the world and create an organisation or mould and organisation, steer an organisation that actually attempts to...yes um, to enact that vision of the future,
- we need to be coming up with our version and our vision for the future ourselves rather than waiting for um, people who essentially want to sell their vision

Pivotal Moments

- I hope that there will be a pivotal moment. I'm not sure if there will be, if anything significant would happen that might provide a turning point
- so maybe there will be a pivotal moment one day where we believe, where we find out that the education system that we've developed is really not helping much

	<p>Tail wagging the dog</p> <ul style="list-style-type: none"> • So students now today being solely connected online and using non-personal communication to communicate with each other while the university's adopting the same idea now so that they can...they believe that they reach their students better by adopting their ways of communication. But there's no level of reflection and saying hang on, do we actually believe that this is in the best interest of our students and of our organisation that we just adopt all of those things that are coming at us um, without yeah, without really thinking if um, if this is the vision, the vision for the future that we would like to see. So I think many universities are trying to change with the times for economic benefit because they want to stay relevant, stay connected to their students and um, they are wanting to maintain the enrolments or grow their school so they believe that they need to go with the times and my thinking is a little bit countercultural and to say hang on, this is happening in society but we may not believe that this is the best way forward so let's teach our students a different way or in a different way. So I probably don't have that much hope that especially the mainstream tertiary education ah, will see the light [laughs] in that regard
17 Sept	<p>After a weekend break I came back and finished the categorization of quotes from P3's first transcript. I will now go back and create theme starters and will write them in blue.</p>
24 Sept	<p>Met with my second reader to discuss how I would go about the first of the second interviews tomorrow in order to best get to the essence of the experience. This discussion resulted in an explanation about the second transcript that was inserted into the thesis paper. It also prompted the following questions that may be used to keep the second interview running. The focus is for more of a conversation and interactive dialogue with P2 than just questions and answers. This will be explained to all participants before their second interview. Questions developed are:</p> <ul style="list-style-type: none"> • What were your thoughts when you saw the notes and theme starters I sent to you? • How accurately do you think they captured the essence of your experience in anticipating the future? • What have we missed in our conversation or the interpretation of the first interview? • What would you like to add? • What theme starters seem to have missed the mark? • Which themes could/should be combined? • How would you express in your own words the themes that were presented? • Can you prioritize the themes? • What is on the horizon next year? • What is on the 3 Year horizon? • How could you or others be helped by the insights gathered? • What are the biggest issues you are facing? • What are the biggest issues education is facing? • What are the biggest issues that others are facing? • Would you be interested in drawing (yourself) as you anticipate the future of education? • What concerns you about the future? • What excites you about the future?

	<ul style="list-style-type: none"> How can I support you further through/with this research process? Maybe blog posts, my reflections, feedback, information, permission to use...? 	
25 Sep- tember	<p>Interview with Principal #2 at 10am. Recorded interview goes for XXX min.</p>	<p>Also took a photo of a poster that P2 referred to in the interview. It read:</p> <p><i>Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the parent system and bring about conformity to it</i></p> <p>OR</p> <p><i>It becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world</i></p> <p>Paulo Freire – Pedagogy of the Oppressed</p>
25 Sep- tember	<p>Initial reflections on the interview:</p> <ul style="list-style-type: none"> P2 was most passionate at the end of the interview. A theme about fighting for what school should be all about came up. It was anti utilitarian. Quoted above quote from Freire. At the beginning of interview, she accepted the theme starters developed. She had no concerns, questions or even interest in them it seemed. P2 spoke a lot about principalship in general. The day-to-day. Impression is that the day to day matters are most pressing and relevant to principals. They are aware of the future, but this doesn't drive their thinking or leadership in a significant way. Leadership in the moment – almost management. Pragmatic about what needs to be done now as P3 moves forward. Some stories were repeated – union, pay scales, troubled students, BCE, disruption committee. 	
	<ul style="list-style-type: none"> Interested in whether principals say similar types of things. P2 was interested in how meaning is created. P2 big on how we construct our reality – “how we are raised” Future is different because she has a job change. “Nice summary of what we talked about” Principals operate differently from one another – spoke about types of leaders (instructional, spiritual etc) “Frustrated” does reflect how P3 operates as a principal COME back and look at how her context is unique (5 min) When first became principal thought P2 couldn't “be me” (6 min) – Advice for aspiring principals Autonomy – Things must do “compliance” and “system” BCE must do Union grievances mentioned again. “Lot of things that are me are mine. “All those things are me” they're “mine” BCE gave directive that Unit 2 could not be extended and that was not a school based decision. 8:45 – Lists what autonomy that schools can have – Can “push the boundaries”. Feelings about level of autonomy 9:45 Yet to read about nuanced leadership – M Fullan 10:20 “Need to be aware of the shadow of what you are doing” P2 has a responsibility to not 	

- Takes 9 years to turn a school around – some turn more quickly than others. – Uniform and behaviour
- 11:45 – Shadow of what you do? – THEME? But need to explore out further
- Story about previous principal – someone who operates completely different.
- P2 started applying for principal jobs after 10 years as a DP
- 14:00 – She asked what's it like being a principal to a principal – Whated to know what it was actually like.
- 14:50 – Just like a deputy – just do more work – not true
- Fullan – Need be on dance floor and balcony -
- Developing and finding new leaders – P2 has “practical ideas”
- Too old to be deputy – people of a certain age are ready.
- P2 mentions pay scale again –
- 16:45 BCE- Needs to look at their pay scales
- Aspiring staff ask P2 why would they want to be a principal. – What motivation to move up to her job? Cannot see the pro's.
- 18:20 Motivation to become a principal when you are younger is not there – impossible job when younger – Sexist. But also an issue for the male DPs thinking stepping up.
- Staff may move out of BCE schools – They need to look at wages – comparable responsibility – corporate world.
- Teachers coming into the system not as
- 21:00 – people balk at principalship – thinking P2 was not good enough to do it.
- 21:50 – Principal “just goes” to funerals etc. – That is the job. Nobody put their hand up and
- 22:30 – doesn't see any change in how it will change in the next few years.
- Principals will be there for a long, long time – Dollars keeps them there.
- 23:30 – BCE expects principals to become so for a moral purpose. No big changes.
- 25:25 – P2 thinks it's interesting how we view salary and what we decide how much do.
- 26:00 – There are some things you can tell nobody – big impact on you personally – tells story about student who needed to be put on a safety plan.
- 27:00 – BCE person said you will be ok – if you have safety plan.
- Feel all on her own.
- Felt soo isolated in what she was doing – didn't know if other student would be safe.
- P2 does believe many makes decision based on salary.
- 29:50 – I tell my position after she asked me – GLAD she asked me.
- 21:25 – TED talk – no way are there failing schools.
- Cognitive and non-cognitive factors
- 32:20 – poo poos exam stress
- P2 believes schools are expected to do too much – COME back to this – links to final comments.
- 34:30 – P2 has put up her hand to work with AITSL and the standards.
- Doesn't believe that many teachers will qualify for the higher AITSL standards.
- Talking around what effective teachers do.

	<ul style="list-style-type: none"> • 36:50 – I put forward my impression of P2s context – That P2 more concerned about what we should be doing now rather than dreaming about the future. • BCE are on the right path – she supports literacy and numeracy needs to be better – P2 believes that students can do better in testing if it is targeted. • 39:00 – Beliefs about vocational educational pathway from year 7 onwards – “why do we allow business and industry allow to dictate what schools do” • Need to know 39:44 – schools are about... • Brave new world – makes P2 so angry – that’s why wants to disrupt the norms. Keep good norms and chuck out bad norms. • 41:20 – “Every student...” educational philosophy • 41:50 – “Schools are about life” • 42:30 – P2 to fight... • 43:40 Radical high schools are around, but not many. BCE schools can still do things. Who do we listen to. • “You got to fight against it as much as you can” 44:20 – Gives feedback that is very unwise. • Feel very strongly that education is the key to people’s lives, not one of indoctrination. • P2 would like to take somethings of what is discovered into her new role. <p>Looking at the now more than future oriented – what I feel strongly about. External influences cutting across.</p> <p>Futures is not the lens for P2.</p>		
26 Sept – Tran- scription fixing and self record- ing	This could be big: if you get pedagogy right and it’s really precise you can blow those targets out of the water (P2)	Also Theme across All – not about vocational preparation (P2, interview 2, 39:10) also P1 Interview 1)	P2 theme – “that education is the key to people’s lives but it’s not education that is indoctrination into something”
27 Sept	Study time today was spent reading about principalship and still trying to refine my research questions, purpose and significance. It’s not about tying it down, rather the richness is to just experience the stories		
28 Sept	<p>Reading and rereading and taking notes on P2 Interview two transcript. Developing elaborations and theme (starters). Also highlighting significant text.</p> <p>Framing results – what to consider: P2 is an instructional leader and so that shapes her experience and actions. Principalship is not something she experiences happening to her, rather what it enables her to do – Fight for what she believes.</p> <p>“The way I operate as a principal” determines the experience of the principal.</p> <p>Autonomy, but also accountability – We don’t need AITSL standards, there is enough accountability on principals in the normal course of doing their job.</p> <p>Systemic schools offer more to their principals???</p>		

	<p>Principals constantly processing</p> <p>Principals seem to pay a higher price than what they get in return, but they seem ok with this.</p> <p>Principals did not know what they were getting into even though they had worked closely and observed a principal in action</p>		
1 October	<p>Wrestling with developing themes for P2 that reflect what it means to “anticipate” in order to answer the research questions:</p>		
	<p>To anticipate is “to imagine or expect that something will happen, sometimes taking action in preparation for it”. To anticipate involves one or more of the following:</p> <ul style="list-style-type: none"> • giving advance thought, discussion, or treatment; • looking forward; • visualising a future event or state; • foreseeing and dealing with in advance; • acting before so as to check or counter; • taking prior action that takes into account or forestalls a later action; • looking forward to as certain; and/or • speaking or writing in knowledge or expectation of later matter(s) 	<ul style="list-style-type: none"> • What are principals anticipating with regards to the future of education? <p><i>Literacy and numeracy will continue to be important</i></p> <p><i>Technologies relevance to the future of education is overstated</i></p> <ul style="list-style-type: none"> • How are principals responding to what they anticipate is the future of education? <p><i>Fighting against that which contradicts their purpose of education.</i></p> <p><i>Principals operate and respond in different ways</i></p> <p><i>Principals are seeking a desired future that is flexible and meets the needs of students</i></p> <p><i>Taking initiatives</i></p> <ul style="list-style-type: none"> • How are principals being challenged as they lead their schools into the future? <p><i>Staff issues impact on a principal’s ability to lead education as they imagine it</i></p> <p><i>Principals are being challenged emotionally</i></p> <p><i>Industrial Constraints</i></p> <p><i>Management tasks impact on leadership</i></p> <p><i>Technology is a greater challenge than it is a solution</i></p> <ul style="list-style-type: none"> • What unexpected insights into principalship can be gained through a phenomenological study of principals as they anticipate the future of education? 	
1 Oct	Interviewed P1 for his second interview	Transferred these themes to thesis to	Note: Themes will change as P1 and P3 second interviews are reviewed.

		start creating responses	
2 Oct	P1 Interview themes: Ok not to be visionary – rather respond Data What parents want rather than OECD. Sometimes they align.	Believes in dual immersion, but will not pursue. “I do not see dramatic change in schooling in my life-time.”	Updated Interpretive Themes Principal do not have super powers What isn't being talked about – Sport – major focus far removed from OECD
2 Oct	Today I read all 5 completed transcripts and began putting together an imagined dialogue by copying quotes under headings. Washing over the scripts is giving me a feel of the different ways the principals are engaging with the future. Probably will put this into Appendix.		
3 Oct	Continued working on this dialogue. So much material was produced in the interviews that isn't related to the future of education. The relevance of this work is that it will provide readers to get a more direct access to the principal's life world., even though it is an interpretation of how I could see them responding to each other		
4 Oct	Trying to nut out themes for each of the research questions	Need to work on linking findings with lit review.	Reading back over earlier theme starters to see what “emerges” and makes itself known.
5 October	Returned to Background research section and cut reference to non-government schooling and funding as they are not emerging as significant issues.		
6 October	Trialing the themes by looking for the evidence. Themes were generated from the notes and reflections in the decision trail log and those associated with the transcript interpretations. Themes put straight into thesis document		
8 October	Looking back at Section 2 to see what links should be made there. Explicit reference to what is shaping my interpretations?		
9,10 October	Messing around with themes. There seems to be too many?	Connecting themes to the research questions and put in that way in findings.	Editing Section 2 – Titles and order. Found some new articles about preparing new Aust principals.
12 October	Last interview. P3, 2 nd Interview		
13 October	Elaborations and theme starters	Checking transcript accuracy against audio	
14 October	Adding quotes from P3 to Imagined Dialogue	Adding Quotes to Themes in Findings	P3 Theme – Leading in the Fog
16 October	Now I'm in my “fog”. Searching to see what themes and headings are most appropriate for the Findings Section. How do they respond to the research questions and what essence do they demand is presented to the reader. Need to discuss with second reader. From here on I think I'll play around with themes and quotes from principals in the thesis document. Will post progress via screen shots of contents.		

18 October	<p>4 FINDINGS..... 38</p> <p>4.1. The Anticipated Future of Education..... 38</p> <p> 4.1.1 A More Flexible Schooling System 38</p> <p> 4.1.2 The Future Will be Shaped by Needs and Visions..... 39</p> <p> 4.1.3 The Anticipated Future Will Evolve Rather Than Transform 41</p> <p> 4.1.4 The Disputed Futures of Literacy and Numeracy 42</p> <p> 4.1.5 Technology is Not the Future, Rather a Part of The Future 43</p> <p> 4.1.6 Utilitarian Education Accepted and Challenged 45</p> <p> 4.1.7 Graduates Changing the World 46</p> <p>4.2. Leadership Insights 46</p> <p> 4.2.1 Principal # 1 – Influencing Through Data and Need 47</p> <p> 4.2.2 Principal #2 – Instructional Leader Balancing Present and Future 49</p> <p> 4.2.3 Principal #3 – Distributed Leadership in the Fog 50</p>
22 October	<p>4 FINDINGS 37</p> <p>4.1. The Future of Education 37</p> <p> 4.1.1 Evolution Not Transformation 37</p> <p> 4.1.2 More Flexible Schooling..... 38</p> <p> 4.1.3 Curriculum 38</p> <p> 4.1.4 Changing Purpose 40</p> <p> 4.1.5 Technology 41</p> <p> 4.1.6 Graduates Impacting the World 43</p> <p>4.2. Responses to Anticipated Futures..... 44</p> <p> 4.2.1 Influence of Needs, Wants and Data..... 44</p> <p> 4.2.2 Balancing the Practical Present and Preferred Future..... 46</p> <p> 4.2.3 Challenge and Joy of Leading in the Fog..... 48</p> <p>4.3. Additional Findings 51</p> <p> 4.3.1 The Purpose of Education 52</p> <p> 4.3.2 Implementing Ideas 53</p> <p> 4.3.3 What Principals are Doing 54</p> <p> 4.3.4 External Influences..... 55</p> <p> 4.3.5 Barriers and Challenges 56</p>
22 October	<p>The Additional Insights were going to go in the appendix, but I think that the “voice” of the interviewees will be lost if put there.</p>
24 October	<p>Not happy with the order of 4.1. from 22 Oct. Also want to be clearer with just a statement and then work on the themes. Now looking like this:</p> <p>4 FINDINGS 37</p> <p>4.1. The Future of Education 37</p> <p> 4.1.1 Change 38</p> <p> 4.1.2 Schooling 38</p>

	<ul style="list-style-type: none"> 4.1.3 Curriculum 39 4.1.4 Purpose 40 4.1.5 Technology 42 4.1.6 Outcomes 44 4.2. Responses to Anticipated Futures 44 <ul style="list-style-type: none"> 4.2.1 Influence of Needs, Wants and Data 45 4.2.2 Balancing the Practical Present and Preferred Future 47 4.2.3 Challenge and Joy of Leading in the Fog 49 4.3. Additional Findings 52 <ul style="list-style-type: none"> 4.3.1 The Purpose of Education 53 4.3.2 Implementing Ideas 54 4.3.3 What Principals are Doing 55 4.3.4 External Influences 56 4.3.5 Barriers and Challenges 57 4.4. Conclusion 58 5 DISCUSSION 59 <ul style="list-style-type: none"> 5.1. The Future of Education 59 5.2. Leadership Realities 61 <ul style="list-style-type: none"> 5.2.1 Developing Leaders 64 5.3. Significance of Futures Thinking 67 <p>Developing the structure of the Discussion. Do I have “implications”, recommendations, questions...? Post positivist and constructivist discussion needed.</p>
28 October	<p>Trying to get a phenomenological feel and interpretation of the findings. This has led to a new Discussion format.</p> <ul style="list-style-type: none"> 5 DISCUSSION 60 <ul style="list-style-type: none"> 5.1. Visions of and for the Future 60 <ul style="list-style-type: none"> 5.1.1 Different Visions of Possible, Probable and Preferred Futures ... 61 5.1.2 Influencing the Future of Education 62 5.2. Educational Change 64 <ul style="list-style-type: none"> 5.2.1 Strategic Planning 65 5.3. Leadership Practicalities 68 <ul style="list-style-type: none"> 5.3.1 Moral vs Practical Position 68 5.3.2 Realities and Challenges 68 5.3.3 Leadership Development 70 5.3.4 Principals #1, 2 and 3 73
31 October	<ul style="list-style-type: none"> 4 FINDINGS 38 <ul style="list-style-type: none"> 4.1. The Future of Education 38 <ul style="list-style-type: none"> 4.1.1 Change 39 4.1.2 Schooling 39 4.1.3 Curriculum 40

	<p>4.1.4 Purpose..... 41</p> <p>4.1.5 Technology..... 43</p> <p>4.1.6 Outcomes 45</p> <p>4.2. Leadership..... 46</p> <p>4.2.1 An Engaging School Reflected in Needs Wants and Data 46</p> <p>4.2.2 Balancing the Practical Present and Preferred Future..... 49</p> <p>4.2.3 Challenge and Joy of Leading in the Fog..... 51</p> <p>4.3. Additional Findings 54</p> <p>4.3.1 Implementing Ideas 55</p> <p>4.3.2 What Principals are Doing 56</p> <p>4.3.3 External Influences..... 57</p> <p>4.3.4 Barriers and Challenges 58</p> <p>4.4. Conclusion 59</p> <p>The purpose of education in 4.3.1 was a double up. Still trying to put together a conclusion (4.4) but think it would be better to make conclusions in the discussion so readers can construct own meaning and not to reduce the richness of the text.</p> <p>5 DISCUSSION 60</p> <p>5.1. Visions of and for the Future 60</p> <p>5.1.1 Different Visions of Possible, Probable and Preferred Futures 61</p> <p>5.1.2 Influencing the Future of Education 62</p> <p>5.2. Leadership Practicalities 64</p> <p>5.2.1 Individuality of Leaders 65</p> <p>5.2.2 Educational Change 66</p> <p>5.2.3 Strategic Planning 67</p> <p>5.3. Leadership Development 70</p>
2 No- vember	Final format chosen for Findings and Discussion – See table of contents
5 No- vember	The Decision Trail Log was not included in the “final” thesis submitted to supervisor as I was expecting it to form a part of the maturity test, but that format won’t support its publication there. This will now go in as Appendix 4 in the thesis.