

# **THE CHALLENGE: PRINCIPALS FROM ELSE WHERE – THE CASE OF TRANSFORMING RETIRED MILITARY OFFICERS INTO SCHOOL PRINCIPALS IN ISRAEL.**

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## Introduction

The recognition of a school principal as being a key element in achieving school success is a now a days a common understanding. The role of principal has been changed in the last few years to a newly modified role affected by global and national changes throughout the world. In this new role the three elements of principalship: leadership, management and pedagogy have been customized as an out come of those changes. "There is an expectation that head teachers will be leaders, managers and professionals"(Campbell, 1999, p.653).

The challenges these changes presented in the role have led to a shortage in articulating of principals and of candidates for principalship. One possible solution to this shortage is the incorporation of personnel from out side the world of education as school principals, an experience implemented in an institutionalized manner in Sweden the U.S and Israel. Among other challenges this phenomena presents, the feasibility of developing a specific pre-service training programme, for aspiring principals coming from outside the world of education, in order to qualify them as school principals is a major one. The aim of this article is to determine feasibility in order to qualify outstanding/willing personnel from other fields as school principals. The article is based on a research conducted on the case the transforming retired ex-military officers into school principals in Israel re training process (Schneider 2004).

## Changes and expectations.

In his prologue to the National College for School Leadership, British Prime Minister Mr. Tony Blair wrote: "Leadership and vision are crucial to raising standards and aspirations across the nation's schools. We cannot leave them to chance" (1999). The intention of raising standards and aspirations in education is an outcome of the expectation that principals will make their mark in a feasible way, not only in the school they lead but also on the wider school community and society in general (Chen 1999 pp. 321-323). The challenge, therefore, is to find and train educational leaders who will translate their commitment into a vision, who will raise standards and aspirations across school, community and society.

The move into the 21<sup>st</sup> century is characterized by vast and rapid communication and technological changes that affect future organizations by forcing them to develop

capabilities for adaptation and adjustment to changing circumstances and environments. The structure and process of a future organization will be changed in accordance with shifts in its surroundings and its prerequisites (Friedman 2000). Major adjustments for future organizations depend on high flexibility. Full commitment by employees is required to the organization and its aims, responsible and loyal workers, clever use of teams for different missions and emphasizing basic professional skills and sensitivity in order to increase variation and diversification.

The implications of these changes for the educational world were identified by Davies (1977), who stated:

*"In this world the globalization of economic systems, technological advance and the increased expectations that society has of its education system have replaced past certainties with new and uncertain frameworks. Dynamic changes have become the order of the day. How do leaders and managers meet this challenge and develop approaches in order to operate successfully in this new environment? (p. 11)*

This new environment of technological changes in sectors such as medicine and engineering has accelerated changes in approach, technique and instrumentation. These did not immediately affect the world of principalship or the definition of the school principal's role, which until the last three decades had been considered traditional and conservative. However, the last thirty years of the 20th century marked a change in educational attitudes throughout the western world, a change that intensified towards the conclusion of the 20th century with moves towards new organizational approaches such as school-based management. The need to implement these changes has produced a new and more complex set of challenges for educational leaders. That led to shortage in school principals.

*"Research projects showed that the school leaders' situation was difficult. Deficiency was obvious, especially concerning leadership and handling of crises. In addition the school leaders had faced a more obvious responsibility, due to decentralization in the school system. Many municipalities also had difficulties in recruiting school leaders." (Groth 2002, p.254)*

Schoolteachers worldwide were, and remain, the main source of future school leaders. Sarason (1982 p.14) suggests that there should be some consideration that should "cause one to pause before accepting what seems obvious and reasonable" and, since there are key elements in principalship that differ from that of being a class teacher, we should be looking for school principals elsewhere. Others as Sergiovanni (1992 and 1995) and Bar-kol (1996) recommend that since school principals require qualities different to the past, there is a need to try to recruit suitable candidates for running schools, from beyond the classroom not within the educational system that may have developed these skills in other fields of work. And that might have implement leadership and management abilities, capabilities and qualities suitable for school principal positions.

#### Principalship – a changing role

As we move into the 21<sup>st</sup> century, the role of the school head-teacher, in Israel and in other parts of the world, is changing in response to increased levels of devolved management

and the changing role of education within society as a whole. Although the role is still recognizable from decades past, it is nevertheless changing due to conditions that require school headteachers to adapt to change. Devolved school management, within an accountability framework enforced by legislation (Friedman, 2000), requires head teachers to perceive their school as an open organization accountable to other public and communal organizations.

In the past, the primary role of the school was to ensure a basic level of education. Today, community involvement, and parental and student expectations of school, are more substantial and more open to conflict. Schools are now expected to provide an increased variety of academic subjects, as well as a social and pastoral education, adjusted to the social values of the community. A general international shift towards school-based management enables and requires principals to address a wider spectrum of leadership activities and responsibilities. The mission of the school principal, worldwide, is becoming increasingly complex.

Formerly, school principals were expected to manage the curriculum, the school building and the staff within it. Devolution of management responsibilities has led to headteachers taking on roles that previously would have been performed by local or even national administrators. They may now need to demonstrate expertise in educational law, health and safety, social services provision, fundraising, public relations, parental involvement, security, management information systems and diplomacy, whilst retaining a duty to implement the best instructional programmes, curricula, pedagogical practice and assessment models. Principals, as instructional leaders, must tackle tough curriculum standards, serve an increasingly diverse student population, shoulder responsibilities that once were addressed at home and/or in the community, and then face possible termination if their schools don't show instant results (White and Carr 2001).

#### A wider range of responsibility

The International Principals Conference Council meetings in Cape Town in 1999 and Israel in 2000 discussed the changing role of the principal in detail. The ICP, an international association of school leaders, published a paper seeking to clarify and document the role of the school leader. The paper emphasized the increasing complexity and diversity of the principal's role. The Council identified challenges to all those charged with leadership responsibility, of guiding the education and shaping the lives of young people, demographic diversity and changing social norms, including the level of public confidence in the quality of schools. New factors create new pressures. In some cases, the accountability of the headteacher for the performance of the school is such that principals' tenures are linked to student performance on standardized tests, as in the US (Tracy and Weaver 2000).

While cultural, geographical and economic circumstances differ enormously, there are common elements of the role of the school leader that can be identified, valued and asserted. This common role of the school leader, as identified by the IPC, was based on the perception that a school leader works in a rapidly changing and diverse educational and social context. The seven key points ([www.icp-online](http://www.icp-online)) focus on the personal role of the headteacher in ensuring a successful and effective learning environment.

As noted, leadership and vision are crucial for raising standards and aspirations across the nation's schools (Blair 1999). This led Friedman (2000) to define the main mission of the school leaders as:

*“To provide school with an educational and organizational level of a high professional quality that will ensure success and an on-going improvement of school functions, education at a high level for all students, and a high level of studies and achievements.”* (Friedman 2000a, p.13)

### Training and development

Significant changes in the responsibilities and duties of headteachers brought forward the need for changes in the selection process and training offered to potential headteacher candidates. Milstein (1993) claimed that it was necessary to re-examine principal training on the basis that schools should be awarded general and pedagogical autonomy, so that principal training could be re-oriented in this direction. In the past headteachers had been appointed from the teaching profession on the basis of their teaching experience and pedagogical capabilities. As their role was expected to involve only curriculum management and general staff leadership, training was limited to “training on the job” rather than pre-service training. This was a common approach in Israel, as in other countries, because it considered principals as headmasters - a chief pedagogue.

Since the change towards a more advanced system of managing school, headteachers are appointed on the basis of leadership qualities, management abilities and pedagogical capabilities. Training became the main instrument in preparing principals to perform their modified role and to fill the gap of skills expected of them in the future. In order to enable future principals to perform their modified role in the fields of leadership, management and pedagogy, they need pertinent training including elements of pre-service, in-service, mentoring and professional development. Future development emphasizes the need for extensive training in order to prepare school leaders to embrace change and develop vision.

Various countries have developed different management routes for the training and selection of new and existing headteachers. However, “despite these differences, there is a common appreciation of the value of induction programs and mentoring schemes that may be available for individuals in the earliest stages of their careers” Daresh and Playko (1992, p.145).

### Candidates from elsewhere

A characteristic of the contemporary employment environment is career mobility, either within the same line of occupation or between professions, especially at managerial level. Some of these career changes are characterized as a “mid-life change of career”. Change is seen as a chance to restructure professional life. Educational systems are characterized by the fact that they mainly incorporate young people at the beginning of their professional life. Since many teachers suffer from burnout, the phenomenon of leaving the teaching profession is widely accepted.

Cases of people deciding to move into education later in their life, including as a mid-life

change of career, have been limited. Blackman and Fenwick (2000) think that the role of professional educators as leaders of the schools should be preserved. Shortage of principals should be resolved within the education system and that educators need to find other educators to fill leadership positions and encourage able educators to be willing leaders.

But others as Handy and Aitken (1986), quoted in McHugh and McMullan (1995) sees it differently:

*"...The assumption underlying promotion within schools is that the best teachers make the best managers. Given that the job of "teacher" and "manager" are extremely different key skills and abilities, the correctness of this assumption must be questioned. It might be suggested that, as the changes within education require head teachers to be first and foremost 'managers' as opposed to 'teachers', those who have been recruited initially on the basis of their talents as teachers must now be able to perform a different role and use different skills."* (pp.24-25)

Macbeath *et al*, (1998) based on Handy's "professional portfolio" (1995) claim that teachers represent a unique profession in which they usually perform their job for a life time and usually at a single place since others usually experience a number of job changes, several re-training and are forced to learn new skills to hold down new positions. The characteristic, of a uni-occupation in a world that requires a multi-skill ability, is becoming a serious obstacle for teachers competing for principalship, since to move up from being a teacher to a school principal requires a different set of qualities abilities and capabilities. For any one to cope with the complex mission of a principal there is a need to develop an intense personal "portfolio".

One way of responding to the challenge is by re-training and developing qualified people within the education field and beyond. But can changing competencies, developing abilities and capabilities of leadership, management and pedagogy through appropriate training, qualify persons from both the education field and from other fields for the assignment of school leaders as professional experts? This article presents a possible solution to this challenge.

Now the key question, it is possible to transfer qualities abilities and capabilities successfully from other fields to the field of education? Nissan (1997) believes that in fact individuals change careers based on the on the assumption that the skills they have acquired, used developed and made use of at one area will be equally in use in others fields. This issue of the degree to which skills as leadership and management are transformable from one field to another is dealt by Yukl (1998) who believes it is possible to transfer conceptual and technical elements from one organization to another at high-level management. However there are particular knowledge elements that should be re-learned. Katz (1955, quoted in Yukl 1998) emphasises the importance of good human relations and conceptual skills to achieve successful shift there will be a need for the development of a new, relevant, network of external relations in order to replace the old network used in the other organization. Training then, is the key for a successful transfer of personnel from out side the field of education into principalship.

The process described above is now illustrated in figure 1, presenting the need for searching a solution for future principals.

## **THE CHALANGE**

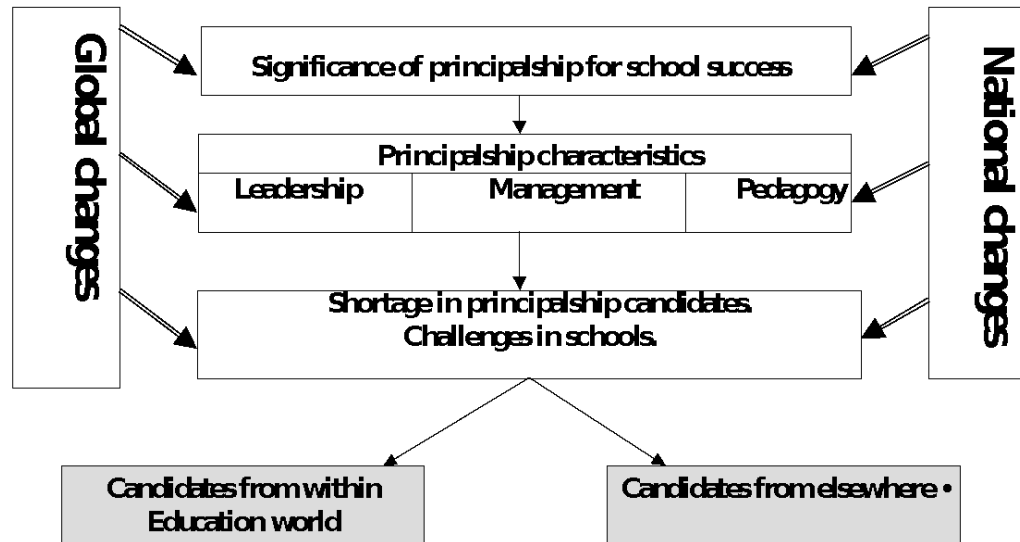


Figure 1- the challenge

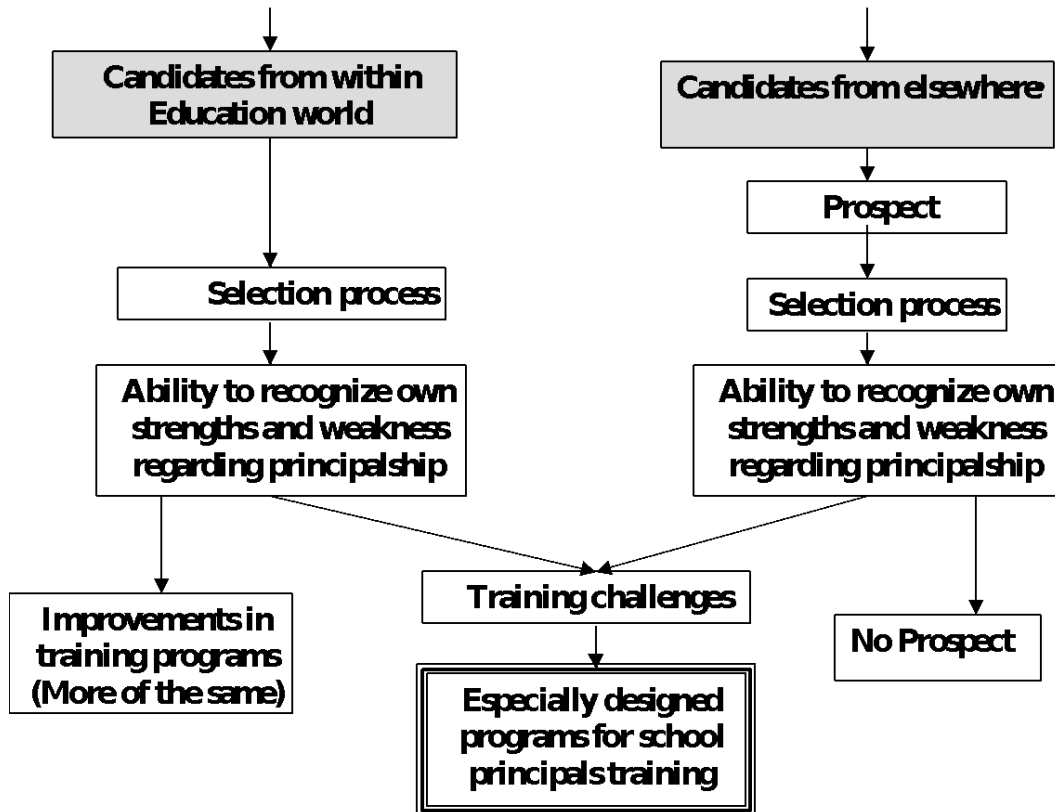


Figure 2- the challenge- a possible response

As an out come of challenges in recruiting school principals as described earlier, there is a possibility then, for incorporating outstanding/willing candidates from out side the field of education. This creates the need for developing a transformational process for these candidates. (Schneider 2004). Figure 2 responding to the challenge present a possible solution.

In order to establish a transformational concept that will suit candidates from the none education world, an examination of the requirements for pre-service training in preparing retired officers for principalship in Israel was conducted. An analysis of the tools and skills needed to prepare candidates adequately for leading positions in the educational system was reviewed. Furthermore, an evaluation of military officers' concepts of their abilities and capabilities in the fields of leadership, management and pedagogical skills was conducted in order to locate the areas in which they might need support during their transfer into the field of education.

The hypothesis is based, primarily, on the following statement:

*"Aspiring principals can identify tools and skills required for their training into principal's positions, based upon evaluation of their own abilities and capabilities in the fields of leadership, management and pedagogical skills".* And that led to two operational hypotheses:

*“Aspiring principals from outside the field of education are more likely to emphasize pedagogical aspects than candidates within the profession. And: “Aspiring principals from within the field of education will concentrate more on aspects of management, compared with candidates drawn from outside whom have extensive management experience”*

Once those hypotheses are recognized, it is possible to design a training programme for candidates from outside the field of education for principalship positions, providing tools and skills identified as required.

### **The Research**

The research was conducted through two groups of aspiring principalship candidates (each group consists of three cohorts 2001, 2002 and 2003) who went through a school principal programme in Bait Berl collage in Israel. The first group consisted of experienced teachers aspiring to become principalship candidates through the pre-service process. The second group consisted of retired military officers aspiring to become principalship candidates by undertaking pre-service training.

The research conducted a survey among these groups to investigate their abilities and capabilities in the fields of leadership, management and pedagogical skills. The results were analyzed and compared between the groups concentrating on:

- Identification of their own abilities and capabilities in the fields of leadership, management and pedagogical skills.
- Identification of the set of tools and skills required for pre-training and performing the principal's role.

The requirements for the training of each of the aspiring groups were measured by comparison and analysis of each group. In addition, to round out the research, interviews were conducted with regular teachers and acting school principals who either have, or have not, gone through an earlier pre-service training programme.

As for the variables Independent variables were

- Type of course.
- Period of employment in education (seniority)
- Gender.
- National Sector.
- Military background.
- School level.
- Teaching topics.
- Managerial background.
- Age.

Dependable variables were:

- Bases of knowledge/abilities (contributing to the performance of a school principal) brought with the candidate prior to the pre-service training;
- Bases of knowledge/abilities (contributing to the performance of a school principal) gained by the candidate through the pre-service training;



- The extra tuition required to better preparing them for a leading position in the educational system.

Research questions were: Is there a difference in the identified tools and skills required for training for principal's positions between the two groups of aspiring school principals undergoing pre-service training?

If there are differences, based upon evaluation of their own abilities and capabilities in the fields of leadership, management and pedagogical skills:

In what areas do these differences exist?

Can these differences be related to one of the three main elements in school principalship; leadership, management or pedagogy?

### Outline of Research Design

#### Aspiring Candidates in Pre\_-Service Training

Experienced Teachers (N=69)	2001	x	G1 (N=28)
	2002	x	G2 (N=20)
	2003	x	G3 (N=21)
Retired Military Officers (N=60)	2001	x	G4 (N=12)
	2002	x	G5 (N=22)
	2003	x	G6 (N=26)

Tab 1 Research Design

### The survey

The survey among the groups was conducted to map concepts of their own abilities and capabilities in the fields of leadership, management and pedagogical skills, Additionally, the contribution of pre-service training to becoming a school principal will be investigated.

The results will then be analysed and compared between the groups:

To identify concepts of their abilities and capabilities in the fields of leadership, management and pedagogy;

To identify their concept of expected requirements in a pre-service training in leadership, management and pedagogy;

To identify areas requiring amendment in order to qualify them to perform the principal's role.

The requirements for training each of the aspiring groups will be measured and compared to the other group, pointing out differences in their concept of tools and skills required for performing as a principal.

Amendments will then be recommended in order to fill the gaps in knowledge, qualities, abilities and capabilities needed to prepare them to become school principals.

## Analyzing survey data

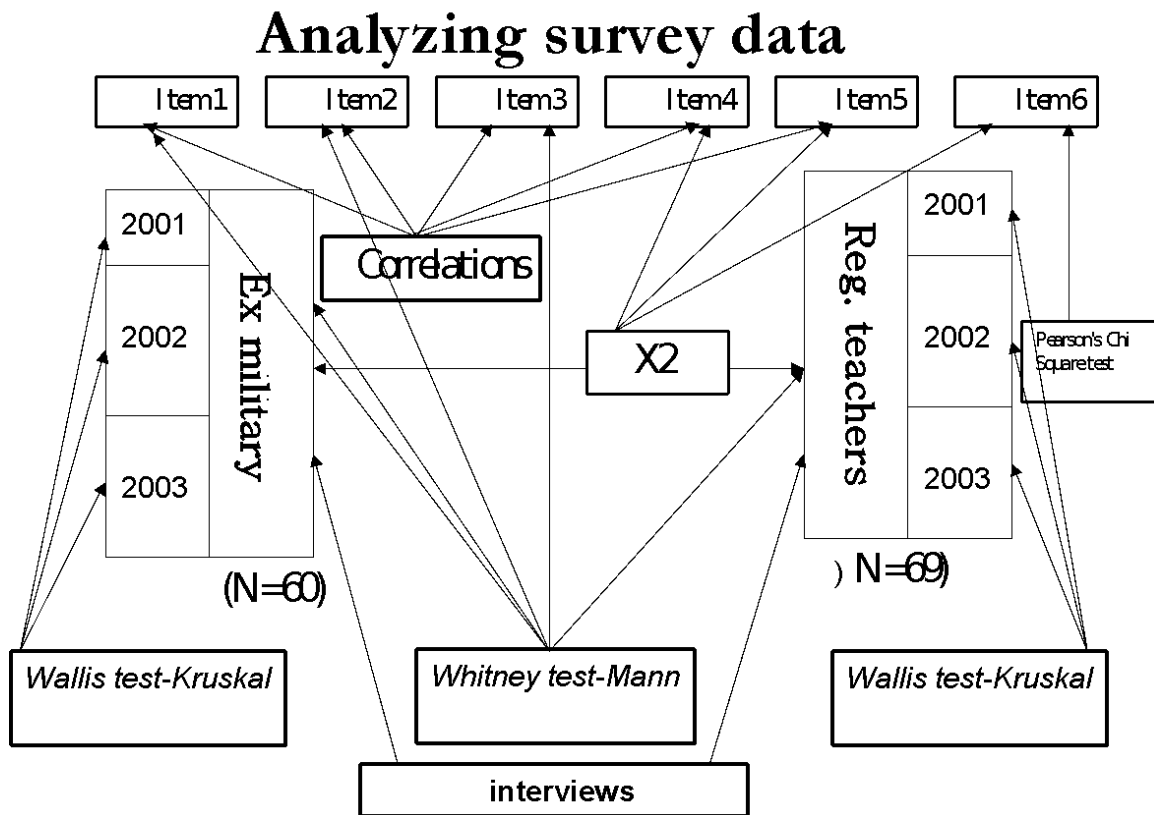


Figure 3- analyzing survey data

### The interviews

Interviews were conducted as:

Personal interviews to include:

Fifteen regular teachers - two questions in a structured interviews and an open question to address any topic related to principalship (April 2003)

Eight acting principals-ex military and former teachers, semi-structured based on the research questionnaire, (Nov. 2002 to April 2003)

Group interviews in which the group were presented with a set of guiding questions based on the research questionnaire which they were requested to refer to, with

Eight ex military principals, conducted during a meeting of the "Principals Club" in March 2003.

The other two group interviews were conducted two months after the end of the study year.

August 2001 meeting consisted of 15 graduates

August 2002 meeting consisted of 14 graduates.

# Research methods

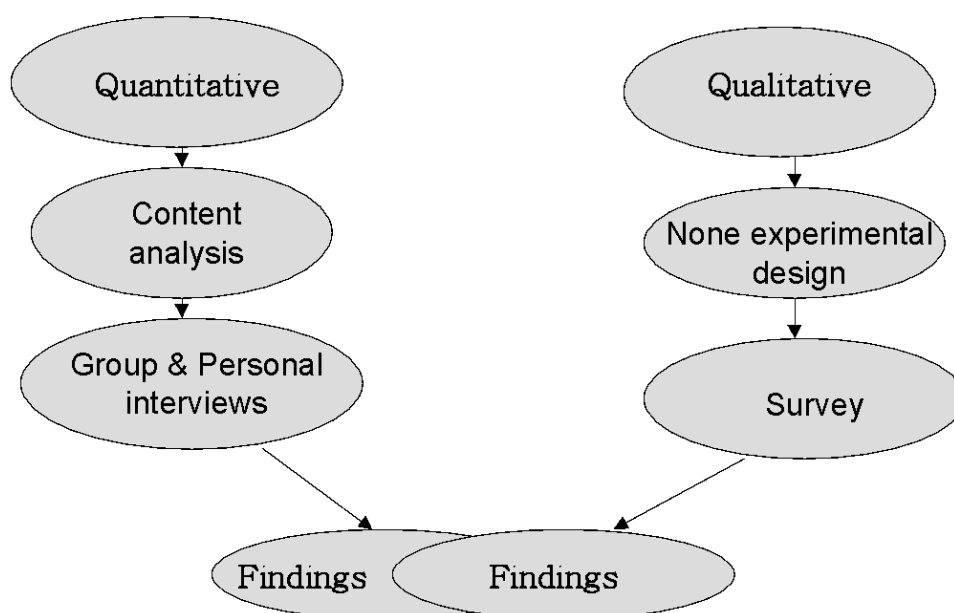


Figure 4- combining research methods

## Combining research methods

A combination of the questionnaire and the interviews enabled us to use both survey methods to identify, by statistical means, differences and similarities between the two groups. And, by using interviews to define details of attitudes and feelings, the combination is more than just a triangulation of the data. In many ways it enabled us not only to cover a larger area, but also to cover it in greater depth, as in the case of the regular teachers. The technique of group interviewing enabled us to research two groups of principals randomly selected. The interaction brought new insights and ideas on some areas not covered by the questionnaire data. In general similarity was found between the two approaches, analysing the data statistically presented us with very clear picture of the results but the interviews were a much more sensitive tool that enabled respondents to open new areas that were not revealed in the statistical analysis. The interview, intended to validate the data, was used for a wider purpose and served as a source of vital information and a spotlight on new areas for thoughts and research. The combination of both systems was very fruitful.

## Findings

As noted earlier, this research attempts to determine the feasibility of developing a specific pre-service training programme to qualify school principals from outside the world of education. This is done by examining a concept of pre-service training on two

groups of aspiring principals; retired ex military officers and regular teachers. In the survey the tools and skills needed to prepare these candidates adequately for leading positions in the educational system were identified. An evaluation of the aspiring principals' concepts, abilities and capabilities in the fields of leadership, management and pedagogical skills was also carried out in order to locate the areas in which they might require training during their transfer into the field of education. The key issue is whether aspiring principals from outside the field of education can identify the need to improve their abilities in those areas of this field that are linked to education.

#### Item 1 - Aspiring principals course - importance of syllabus elements.

The first item in the questionnaire was presented to the aspiring principals on both courses with a list of topics covered in the course syllabus. They were asked to list the topics in accordance with the importance they attributed to them and from which they would benefit most. Each of the topics was a leadership, management or pedagogical topic. Both courses results prioritised course topics; the results, proved differences in between the two groups as presented in Table 2. While regular teachers aspiring principles chose management first leadership second, and pedagogy last, ex military aspiring principles chose pedagogy first, management second and leadership last.

#### Item 2 Aspiring principals course – significant abilities

In the second item, the aspiring principals on both courses were presented with a list of abilities and capabilities they felt they possessed and brought with them to the course. The respondents were asked to list the abilities and capabilities, in accordance with the significance they attributed to that ability. Each of the abilities and capabilities was in the field of leadership, management or pedagogy. It was found that there was a difference between the two aspiring groups as to their demonstrated abilities (see table 2). While regular teachers aspiring principles chose pedagogy first as first ability leadership second, and management last, ex military aspiring principles chose leadership first, management second and pedagogy last.

#### Item 3 - Expertise and capabilities to be gained

In the third item, aspiring principals from both courses were presented with a list of areas of expertise and capabilities to be gained from the training process and asked to prioritise them in accordance with the significance they attributed to them. Each of the areas of expertise and capabilities was in the field of leadership, management or pedagogy. It was found that there was a difference between the two aspiring groups as to areas of expertise and capabilities they expected to achieve (see Table 2). While regular teachers aspiring principles chose management first leadership second, and pedagogy last, ex military aspiring principles chose this time management first, pedagogy second and leadership last.

#### Item 4 -Fundamental themes and main skills aspiring principals expected to obtain from the course.

The content and structure of the school principal course is a central and essential element in the process for the aspiring principals. Item 4 asked them to select themes and skills they felt they needed to acquire to qualify them for the role of principal. All research

participants were asked to list five themes and skills that they thought were the most essential for fulfilling the role of a principal and which they expected to obtain from the course.

This item was an open question in which the aspiring principals of both courses listed the five fundamental themes and main skills he/she expected to gain from the course, in total 21 categories were selected.

The selection of fundamental themes and main skills aspiring principals expected to obtain from the course was consistent with selections made in earlier items. Regular teachers selected Management elements first, Leadership elements second and Pedagogical elements last as before. Ex military selected Management elements first, Pedagogical elements second and Leadership elements last. The selection is consistent and the differences are clear.

	Leadership		Management		Pedagogy	
	.Reg teachers	.Ex mil	. Reg Teachers	Ex milita ry	Regular Teachers	Ex mil
<b>Item2-strengths</b>	2	1	3	2	1	3
<b>Item1-requirements</b>	2	3	1	2	3	1
<b>Item 3- Expertise&amp; capabilities requirements</b>	2	3	1	1	3	2
<b>Item 4 Fundamental themes and main skills selection</b>	2	3	1	1	3	2

Tab 2 –qualities capabilities and abilities

#### Item 5 - The source of future principals

In the fifth item, the respondents were presented with the following statement: *"Until today school teachers were the natural largest reserves for school principalship, in the light of the changes in the school system, do you think that teachers will continue to be the main reserve for school principalship?"* The respondents were asked to agree or disagree with the statement.

The statement was presented to the respondents for two reasons. First, to examine basic attitudes regarding the possibility of integrating candidates from outside the field of education into principalship. Secondly, to discover whether there is a significant

difference between the groups in their response to the statement. The phenomena of "bringing in" principals from elsewhere was known to both courses, certainly to the ex military but also to regular teachers who were aware of the "Officers to Principalship Project"(see appendix 1).

It was predicted that, by examining basic attitudes, there would be greater agreement with the statement by regular teachers who will tend to consider teachers as the natural source for principalship and a greater tendency among ex military not to accept the idea. It was also expected that there would be a significant difference between the two courses in responding to the statement.

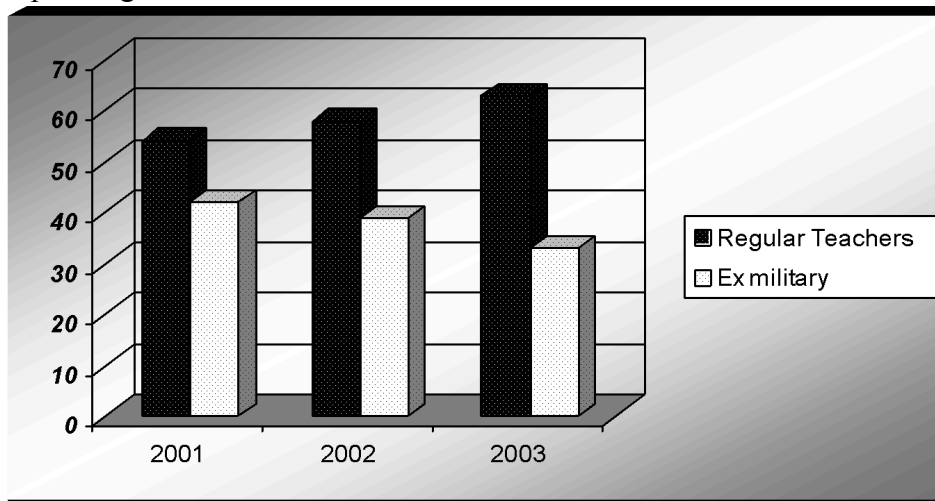


Table 3 Teachers as a future source of principals

Item 6 - Fundamental qualities and abilities a school principal should possess

The sixth item was an open question and all research participants aspiring principals were asked to list five characteristics that they thought the most essential for a school principal to possess. The concept of school principal characteristics is an important element in the process for aspiring principals, a model to look up to and a role concept to adopt. The participants chose the characteristics of a school principal and they selected 24 categories in total. Each of the elements was categorized (by the researcher) into Leadership, such as charisma and leadership, Management abilities, such as managerial tools, marketing and organizational abilities, or pedagogical capabilities such as the ability to provide professional educational guidance. A fourth category of personality traits, selected as characterizing the ideal type of principal, which could be divided into the three elements, was kept as an independent selection.

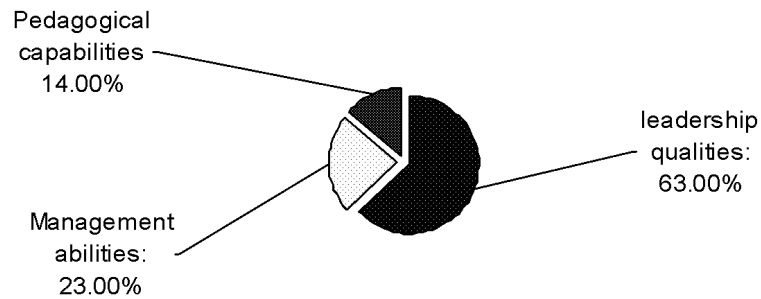


Table 4- Distribution of qualities and abilities a school principal should possess (regular teachers)

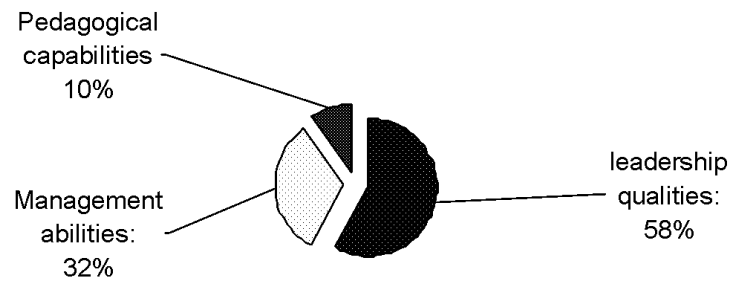


Table 5 Distribution of qualities and abilities a school principal should possess (ex military)

The resemblance in the majority of the elements presented during the interviews to those mentioned already by respondents in the survey represents wide agreement. The fundamental qualities and abilities a school principal should possess are widely agreed upon. The same similarities were found in the ways both courses selected the qualities, abilities and capabilities a school principal should possess. Leadership qualities were considered as the most essential; in the two courses the dominance of leadership (over 63 percent by regular teachers and 58 percent by ex military) was almost identical.

A second set of abilities for school principals were management oriented with the ex military showing a preference of ten percent for this selection. The ex military attributed 32 percent to management ability compared to 23 percent of regular teachers.

In the third selection, of pedagogical capabilities, there was a small preference shown by regular teachers who attributed 14 percent to pedagogical capabilities compared to ten percent of ex military. There was also a similarity in the weight attributed to personality traits, although there was a difference in the number of personality traits respondents thought a school principal should possess with the ex military personnel showing a preference for these. The results show that the fundamental qualities, abilities and capabilities a school principal should possess are very much alike in the opinion of both courses.

### Research summary

The research findings presented in the questionnaire results were related to the qualities, abilities, capabilities and requirements for school principalship. The data presented provides an in-depth insight into the world of aspiring principals from two different sources, regular teachers and ex military.

The first significant item presented was the importance of syllabus elements as seen by the aspiring principal course participants. A valid difference was found between the two groups. Difference was also found in the second item on major abilities, strengths and weaknesses, and we also found significant differences in the third and fourth items concerning areas of expertise and capabilities to be gained from the course and fundamental themes and main skills aspiring principals expected to obtain from the course during their training period. Different tendencies but no significant difference was found in examining the source for future principals and almost no difference was found between the two courses regarding the fundamental qualities and abilities a school principal should possess.

The research further attempted to determine the feasibility of developing a specific pre-service training programme to qualify school principals from outside the world of education. The data presented endeavoured to identify the tools and skills needed to prepare candidates sufficiently for leading positions in the educational system. An evaluation of their concepts, abilities and capabilities in the fields of leadership, management and pedagogical skills was conducted to locate areas in which they might require training during their transfer into the field of education.

### Discussion

#### An adjustable training concept

Preparing aspiring principals for principalship is a complex mission; and the importance of devising a correct training programme has been a challenge since the understanding of the necessity for pre-service training. In this chapter a model for establishing the training process has been presented. Based on this model the research findings were analysed. The model starts by identifying the source of candidates for principalship to determine the composition of course content. It then transfers them through the phase of training towards the third phase of principalship.



The first four items analysed were designed to map the qualities, abilities, capabilities and requirements of candidates based upon their own evaluation. These items provided us with the aspiring principals' own concept of their strengths and weaknesses. The significant differences found distinguish between the two groups and fit into the model. The first stage of the model forms the basis upon which the design of the training phase was established and forms the training syllabus. This is determined by the origin of the candidates and based upon their own evaluation.

In the research, the distribution of the required content between the elements of leadership, management and pedagogy was based upon the evaluation of qualities, abilities and capabilities of the two groups. The differences found between them make it possible to set and fine-tune the necessary elements of preparation required. After needs and requirements were identified, a concept of the desired principal model based on the three elements of leadership, management and pedagogy, was established and the weight provided to each of the qualities, abilities and capabilities was set.

#### Dialogue and the Immediate Response

Based upon our assumption that aspiring principals can identify tools and skills required for their training it is possible to develop a training programme, as described in the model, for a non-educationalist group. However, the tools and skills needed to prepare these candidates sufficiently and adequately for leading positions in educational systems must be provided at the right time and in the right way. Implementing this model should be based on dialogue and immediate response. The training syllabus should be established in collaboration with the course participants. If this is not feasible then graduates of earlier programmes should be consulted and their input incorporated into the programme.

#### Training as an empowering process

In order to respond to the unique challenges presented by incorporating and training candidates from outside the world of education a model presenting a transformation process is presented (figure 4) The model proposes a way to analyse, understand and evaluate the principal training concept as a transition process with the intention of examining the feasibility of incorporating personnel from outside the world of education into principal positions.

The model. "The way to principalship – a route through training" (Schneider 2004, Schneider and Lofthouse 2004) presents a feasible process, which will enable the incorporation of aspiring principals in those areas where they lack knowledge and experience from outside the world of education.

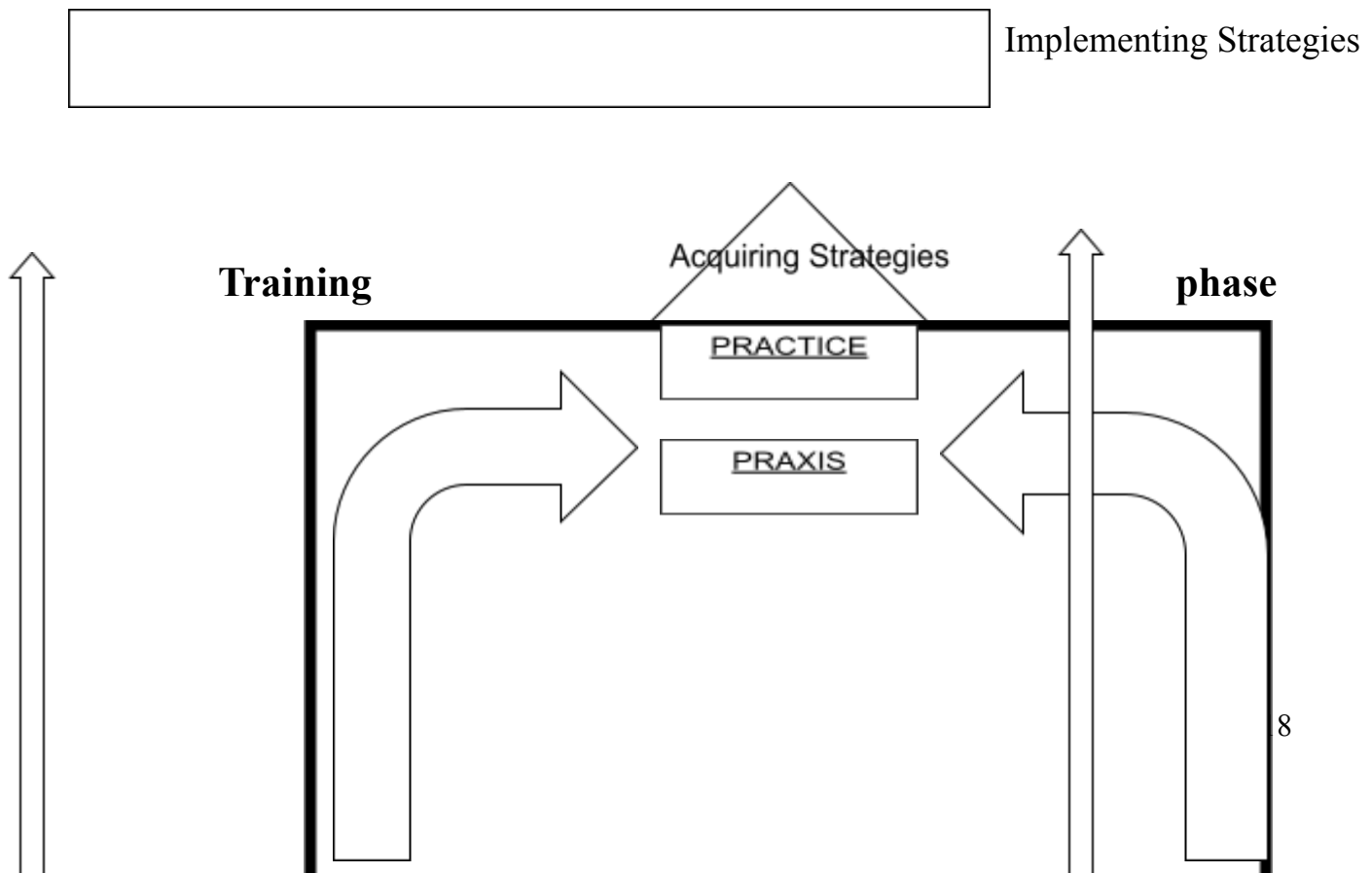
The model is based on establishing a balance of required training based on the three elements leadership management and pedagogy. The model is based on three phases:

- Source or origin phase - a preliminary phase that presents the reservoir from which principals might be drawn.
- Training phase - acquiring strategies, the central and significant part in which, founded on the bases of knowledge, qualities, abilities and capabilities of the

- candidates, shortages and requirements are identified in order to be addressed in areas of leadership, management and pedagogy in the theory, praxis and practice stages.
- **Principalship phase** - implementing strategies, the stage in which the course graduates, after appointment, are able to implement the strategies acquired.

The model is based on the shifting distribution of emphasis between the three bases of principalship, leadership, management and pedagogy. After identifying weaknesses and strengths of candidates, it focuses on areas that need reinforcement. The model, attempts to respond the necessary balance between the three elements required for principalship. In order to enable the integration of candidates from other fields into the educational system and qualifying them as school principals, an evaluation of the aspiring principal's own concept of their qualities, abilities and capabilities in the fields of leadership, management and pedagogical skills should be conducted. By locating their strengths and weaknesses, mapping areas in which they might need empowerment during their transfer into the field of education. The process focuses on individual needs. Merriam and Caffarella (1999) claim that adult learners perform best when they can direct their own learning, influence the way decisions are made, feel that there is a focus on problems that are relevant to practice, use their rich experiential background, and build strong relationships with peers. The configuration of emphasis of each of the elements in the training syllabus should be prepared with the active involvement of the participants, especially when incorporating into the educational system elements from outside the system and qualifying them as school principals. This should guide us in our approach to establishing the training process.

## Principalship Phase



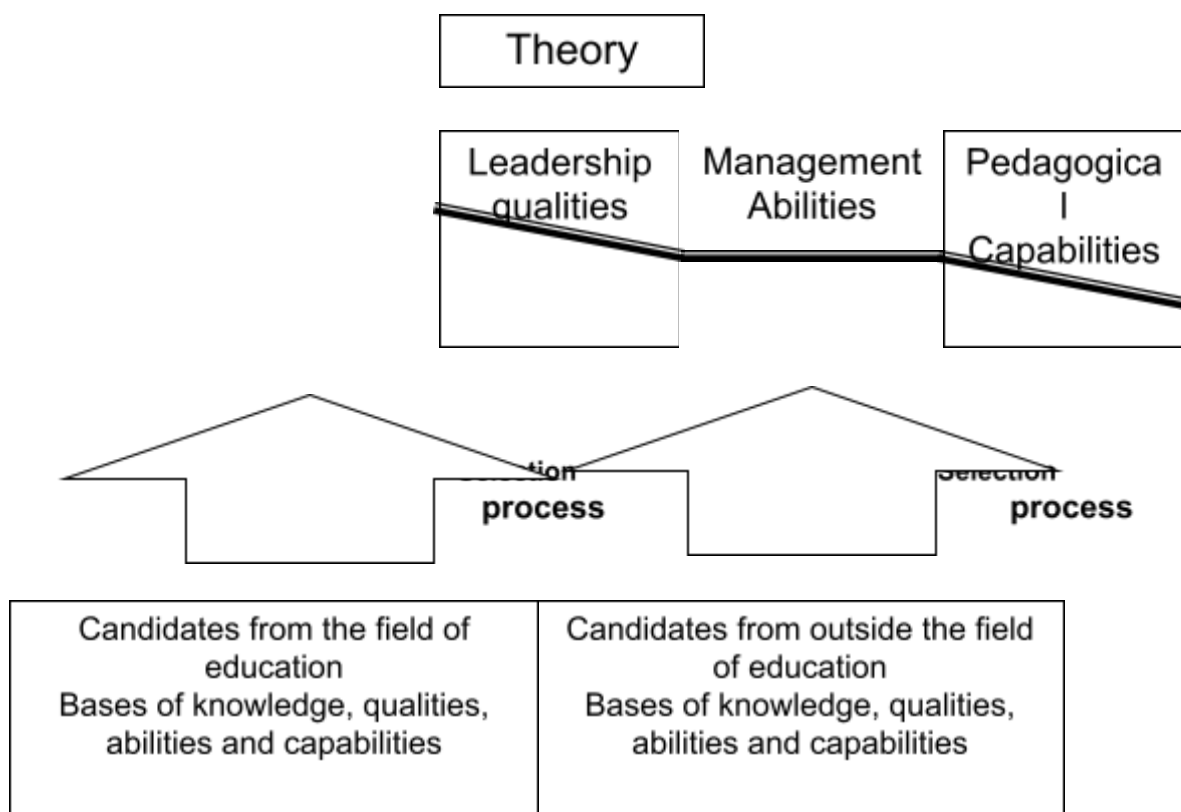


Figure 4- The way to principalship - a route through training

### **The source**

The preliminary stage concerning the origin of candidates for principalship can be divided into candidates coming from the field of education (regular teachers, counsellors and professional instructors who have teaching experience) and those that come from outside the field of education, (with no formal pedagogical education and whose qualifications are in other fields).

There are two possible routes into principalship, through a training process and one that leads directly into principalship. Based on common practice prior to the development of training of "training on the job", for the newly appointed principal. This of course can not be implemented for those from outside the world of education.

Theoretically, the reservoirs of candidates from the field of education is unlimited, but practically, in the case of Israel, out of the 120,000 teachers only 0.5 percent to 0.75 percent are presenting themselves as candidates for principals training. From which, only 0.25 percent are accepted. The number of yearly participants is between two and three hundred, less than ten percent of the number of acting principals. In Israel, regular

teachers wishing to participate in principal training courses need recommendation for their superintendent and face a selection committee, usually one out of two or three candidates is accepted. Various selection processes from workshops through selection committees or an automatic acceptance of those applying to join the course can be implemented.

#### The training phase

Hoy and Miskel (2001) state that, since school principals must deal with a large set of challenges presented by situations and people, they must achieve the qualities, abilities and capabilities to lead effectively. In order to develop, enhance and strengthen these abilities aspiring leaders must qualify themselves through appropriate and relevant training and development.

The proposed model presents a way in which aspiring principals from both sources can be incorporated into a training process by being involved in identifying their strengths and weaknesses. They are led through a mutually agreed process, in order to shape their qualities, abilities and capabilities on their way to principalship. This concept goes along with that of Hoy and Miskel (2001).

Candidates coming from the field of education are expected to have pedagogical knowledge as their strong point. They possess class level leadership qualities and management abilities, but are expected to improve qualities required for principalship. Qualification process, should guide them into those areas in order to acquire the required strategies. Although their knowledge and experience in the field of pedagogy forms a solid knowledge, since pedagogy at a principalship level requires different qualifications, attitudes and approaches.

This was identified as relating to regular teachers in research when they were identifying and listing the required elements for training. And it further correlates to a research conducted in 1997 by the Sold Institute (Friedman *et al*).

In the case of non-teachers, the extent of the required improvement differs. The research found that in the case of ex military personnel, their particular background as former commanders and unit executives during their former military service, qualifies them broadly officially in the field of leadership and management. As for pedagogy, since the exes military are not officially qualified in pedagogy and they're only formal education is the teaching certificate they obtained in the year prior to the principals' course. Therefore they should obtain the necessary training in this field, In order to identify and understand the uniqueness of principalship pedagogy there is a need to elaborate this field as part of the training process.

This identification of required elements is based upon their own assessment of their strengths and weaknesses. Once the content of training is established the training formation is open to variations. Griffiths et al (1988) suggests that, in order to train future school leaders, a training programme should be based on theoretical and clinical knowledge, applied research and supervised practical experience. Hoy and Miskel (2001) recommend implementing the following elements in order to develop school principals as effective future leaders.

1. The theory to form a base layer for knowledge.
2. The praxis part emerges from theory to a training process implementing the theories in a controlled environment.
3. A practice element in which aspiring principals practice in real life situations. The training part is the central and focal part of the model. This enables the candidate to transfer into principalship.

The model establishes a framework for analyzing and understanding the process in which it is possible, by concentrating on the acquired balance between elements of leadership, management and pedagogy, to integrate ex military officers into the educational system and qualify them as school principals.

In the survey, the aspiring principals sketched a concept of the desired principal model based on the three elements of leadership, management and pedagogy and established the weight they provided to each of the qualities, abilities and capabilities.

#### The principalship phase - implementing the strategies

After needs and requirements have been identified and amended, there is a need to move into the third phase of the route to principalship model, the stage in which a concept of how strategies are to be implemented as a school principal develops.

The third part, the principalship phase, the closing part of the presented model, is the part in which strategies acquired are implemented. This is the stage in which the candidates, after being appointed, are able to implement strategies acquired. This stage enables both the graduates of the training phase and those who have bypassed formal training to establish themselves as school principals. In this model this is the stage that enables the participants to build their own style of preferred leadership.

The process of being appointed is not an easy one. A survey conducted by the Centre for Educational Development (2003) to examine the contribution to school principalship of graduates of principals' courses for regular teachers, showed that during 1996-2000 (5 year period) 1541 students started the course, 97 percent (1491) graduated, 77 of them were already acting principals, 369 were appointed as principals after they graduated. In total 446 was acting as principals (30 percent). This percentage is an important element in the model since it is not only a selection process prior to the training phase, but also at the end of the training process for an appointment as a school principal. In total 35 percent of the graduates of the principals' course experienced principalship, an additional 19 percent acted as deputy principals, so more than 50 percent of the principal course's graduates were in school management positions.

Kerry and Murdoch (1993), analysing the essential characteristics of leaders and school principals, raise two key challenging questions: What kind of leadership will schools require to help them face the next ten years? And how equipped are managers in school to provide that leadership? These two questions remain as major challenges for the future educational world.

In this article we tried by the model to answer those challenges and determine the feasibility of pre-service training for aspiring principals from outside the world of education to qualify them as principals . We have done this by analysing the essential characteristics of leaders and principals. By doing so, we broaden the possibility of opening new options for integrating elements from outside the world of education into school principalship through an appropriate training process. Our assumption was that since "Aspiring principals can identify tools and skills, required for their training into principal's positions, based upon evaluation of their own abilities and capabilities in the fields of leadership, management and pedagogical skills", then, it is possible to form an appropriate training programme for them.

The training programme established is based on the two operational hypotheses that were set out, first that aspiring principals from outside the field of education are more likely to emphasize pedagogical aspects than candidates within the profession. Secondly that candidates from within the educational field will concentrate more on aspects of management, compared with candidates drawn from outside who have extensive management experience. Further, aspiring principals from outside the educational field will try to improve their abilities in areas within this field.

An analysis of the tools and skills required to prepare these candidates sufficiently and adequately for leading positions in the educational system was conducted by examining the contribution of pre-service training in preparing retired officers for principalship in Israel, compared to a group of regular teachers aspiring to become principals. An evaluation of both groups' concepts of their abilities and capabilities in the fields of leadership, management and pedagogical skills was conducted in order to locate the areas in which they might need support and identify their strengths and weaknesses.

Through the research the relevance of our hypothesis was proved. It was found that ex military personnel, as aspiring principals from outside the field of education, tended to regard pedagogical requirements as a more essential element in their training process compared to those regular teachers aspiring to become principals coming from within the educational system. It was also found that regular teachers aspiring to become principals were inclined to consider managerial needs as a significant element in their training process, as did the ex military aspiring principals who tended to try and improve their abilities in areas in the field of management linked to education.

As for the "final product", the desired principal, a great similarity was found between the fundamental qualities and abilities both groups felt a principal should possess. The aspiring principals, coming from diverse backgrounds and with different training requirements, present us with a unified perception of the qualities, abilities, capabilities and personal traits the ideal type of principal should possess.

## Conclusions

The educational world has during the last few decades been under constant pressure to reform and review the training of principals new contexts. One approach is to regard school as “new institutions”, which according to Handy require “New people to run them, people with new skills, new capacities and different career patterns” (Handy, 1995 pp-148-9).

These constant changes and new contexts can also lead to a situation where there will not be sufficient number of teachers capable of fulfilling the principals role (Sarason 1982) the need to incorporate principals from outside the education world is not a failure or a result of incompetence on the part of teachers (Handy 1995).

The challenge, therefore, is to find and train fit and capable educational leaders who will translate their commitment into a vision, raise standards and aspirations across school, community and society. “Where will these educational leaders emerge? What mission will they be qualified to accomplish? What challenges will they be competent to face?” (Chen 1999, p. 321).

### Who can join in?

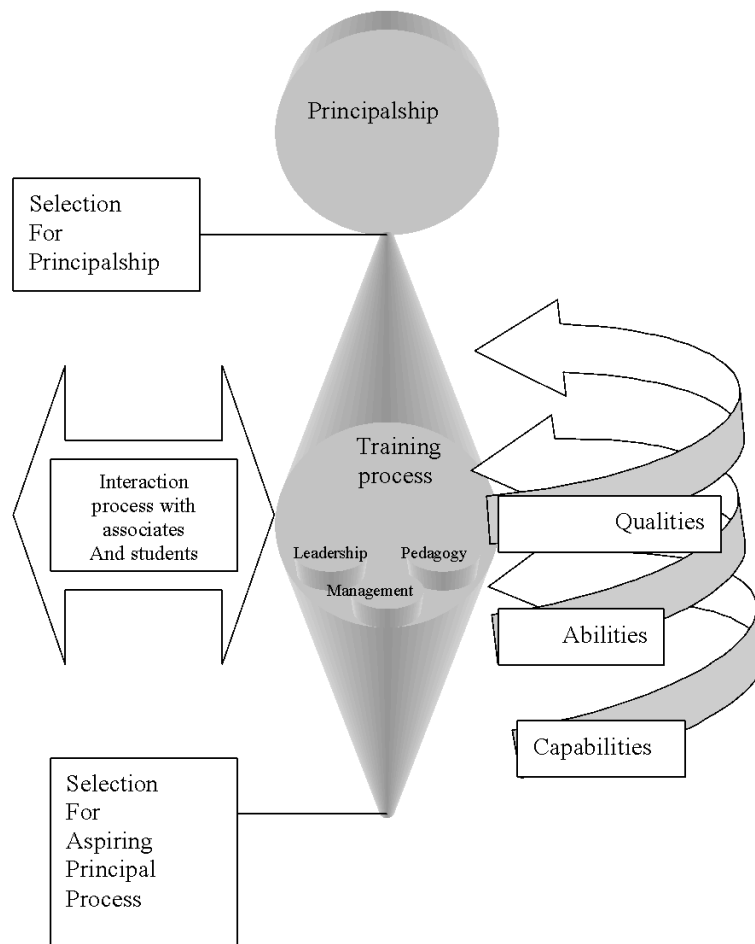
Expected, and in some places current, shortages in aspiring principals, creates the need to recruit people with a “multi-item professional portfolio” (Handy 1995). Handy’s vision of a portfolio worker opens the door for candidates from outside teaching to be considered for managerial positions.

It is now recognized differently than in the past that Professional knowledge is no longer sufficient to be selected for appointment to principal. And principalship consists of at least three elements”. Head teachers will be leaders, managers and professionals” (Campbell, 1999 p. 653) and that the three components of principalship, leadership, management and pedagogy, are not one-dimensional. Rather by integration they form a multi-dimensional entity that is the essence of principalship and therefore should become the core of the training. Sergiovanni (1996)

This article presents one response by presenting a way of incorporating candidates from outside the field of education into the field of education as school principals and retraining them. Since existing training programmes might not provide a specific response to the “non educationalists” particular requirements, there is a need to locate and map their strengths, weaknesses, qualities, abilities and capabilities and then provide them with a specially designed pre-service training programme, based on their identified qualities and abilities, to provide the necessary tools to become competent school principals.

In Israel, where the research was conducted, there is an institutional project, “officers for education”, and qualifying ex-military personnel into the field of education for principalship positions. Similar projects for integrating ex-military into education have been undertaken in the US and Sweden.

Perhaps the key element is the diagnosis of candidates' strengths and weaknesses. If this diagnosis is accurate, the training programmes can be successful in terms of addressing individual needs. In retrospect, maybe this is the most essential aspect of the process. The ability of aspiring principals to identify needs and requirements led to an understanding of a need for on-going dialogue. Programmes should regard participants as equal partners, to be consulted with, listened to and responded to. The planning of the training syllabus should be a joint activity between teachers and learners, graduates of



earlier year's programmes should also be consulted and their input incorporated.

Figure 5 –The process

Principal training should be regarded as a process (see figure 5). It is an implementation of a life long learning process. The training element in the form of various courses is only one part of the process. The process starts with the decision to select principalship as a way of life, and it ends by performing the principal role. The process should develop in the aspiring principal a professional orientation including moral and ethical values. It is an on-going process and affects the personal development of the trainee. Each principal develops his own unique way to develop and perform his/her role. However, the common base of knowledge should be the same and this is the responsibility of the training process developers. From a common starting point each principal can decide his



own way. It is important to emphasize that we are not talking about a fast track; we are referring to a process. The diagram in “The process” represents this process.

The strength of this concept is that it presents a possible concept for the retraining of candidates from outside the field of education. It establishes a model capable of identifying candidate’s strengths and weakness. This facilitates the implementation of the planning and execution of the training relating to requirements of the trainees and facilitates their integration into an individualized course.

This model can be implemented in adult training hereby recognizing the types of changes which adult learners experience. Further, it relates to the central characteristics of adult learning which are based on the need for ongoing dialog between all parties related to the study throughout the all process

On the other hand, the model is rooted in Israeli culture and therefore should be modified to apply to other worldwide environments. It is also important to note that since the research was conducted at one point in time it would be important to undertake pre and post testing to have the capacity to improve the implementation of the model. This recognizes the old philosophical distinction between needs and wants. What candidates want is not always what they need. Therefore this study has presented a hypothesis where it is critical for the process of need analysis to be constantly up dated.

Reviewing all of the data, it seems that the transfer of ex-military personnel into the Israeli education system has been largely successful. There are obvious potential difficulties, such as the sensitivity of existing teachers to receiving new managers drawn from beyond the educational system. However, this is not a problem – yet. Rather the evidence is positive in the sense that over 75 percent of the military candidates graduating from the re-training course are serving in the education system. Approximately 20 percent of this cohort would be acting as principals. The vast majority of other candidates rapidly assume middle management positions in the school system. Overall, this constitutes a pattern of successful transfer.

While this research has made the case for successful transfer of ex-military personnel, wider issues are still open to question and debate. For example, can candidates from a wide range of alternative professions and occupations be successfully integrated into the education system? In Britain, the National Leadership College only accepts candidates from within the teaching profession. This could be a disadvantage. The opinion of the author is that governments across the world are shortly going to be in a position where they will be forced, through shortages of candidates, to seek new talent to lead schools. Further research and investigation is needed to inform what might become a critical question.

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## Appendix 1 “Officers to Education” project.

In 1988, “officer to education project” was developed in Israel; Retired Military personal (majors to generals) can, in a two-year course qualify to become teachers and principals.

This project offers a unique opportunity, which enables schools to recruit retired officers in to the field of education.

The first year is a full week study programme, devoted mainly to pedagogy and methodology, graduates are granted a “teaching certificate” which enables them to teach at high school level (each candidate specializing in an academic subject) following the completion of this year, programme candidates usually start working as teachers and attend the school principal course for one-study day per week.

According to Bar-Kol (1996) reasons for retired military officers to choose the Education field are that Education field enables them to contribute to a national cause. And that former experience as commander and managers is not so far from what is demanded as teachers and principals. Educational system is interested in recruiting and retraining military officers for principalship among other reasons because: they have not been exposed to burnout, they are loaded with managerial experience, they are mostly male and that they bring with them Status and prestige.

The project has currently been in operation for more than twelve years, during which time almost 300 students have completed the two elements of the re-training. More than 65 percent are teachers and about 12 percent of them are acting as school principals.

Approximately 20 percent of each cohort would be acting as principals. The vast majority of other candidates rapidly assume middle management positions in the school system. Overall, this constitutes a pattern of successful transfer.

More details on the “Officers to Education” can be found in Bar- Kol 1996 .

## Appendix 2- The National Task Force for Enhancing Education in Israel

The New National Education Program May 2004. Translated from Hebrew.

As part of the recommendation in the main recommendation for the New National Education Program The National Task Force for Enhancing Education in Israel (May 2004) on the Substantial Enhancement of School Principals Status and Professionalism, recommends to: *"...All this should enable locate and promote among existing principals, teachers working at schools and out standing personnel from other fields, the leading people to advance school systems ahead...."* (Page 65) This led Schneider and Lofthouse (2004) to note *"The recommendation for selecting and incorporating outstanding personnel from other fields Into Principalship is an important recommendation in the field of educational management. The acceptance of incorporating personnel from out side the field of education by a governmental committee is a revolutionary step, which opens a window of opportunity. Since up to now this approach was not a recognized possibility, and cases of a structured institutionalized re-training for personnel from out side the field of education for principalship have been rare."*(page 1) and there for recommend based on this research that : *"Especially designed programs for school principals training should be established for outstanding/willing personnel from other fields"*

The committee also adds the following recommendations:

*...Emphasis should be put on qualifying them to perform their role in non-pedagogical management's fields....*

*...Personnel from out side the field of education will also be required to acquire teaching experience of at least three years. ...*

*...It is recommended to include in this reservoir potentially suitable personnel from out side the educational system, but this will be a minority as to the number of candidates from educational arena.*

*...In edition school principal as part of his management aim will be responsible to locate and develop at his own school qualified candidates to be part of this reservoir. Identifying candidates from school will serve two purposes: promotion of able candidates from among school management positions ,and the increscent of managerial sequence with the retirement of the acting principal.(pp. 65-67).*

Each of those recommendations has relevance of to the research findings that can contribute for the enhancement of school principals status and professionalism.