



National College for
School Leadership

Leadership training

**Perceptions of the impact of leadership training on
newly-appointed female principals in middle/secondary
schools in England and Hong Kong**

by

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Introduction

In recent years, there seems to be a universal demand for the provision of high-quality education with calls for greater school improvement and school effectiveness. Research conducted all over the world has come to an unequivocal conclusion that school leadership is a key factor to ensure a successful school, and the leadership of school principals (or headteachers, as these two terms will be used interchangeably in this report) is pinpointed as playing the pivotal role (Bush and Jackson, 2002). The burden placed on school principals becomes even heavier with increasing accountability, due to higher visibility and implementation of various quality assurance mechanisms. With more and more emphasis on the importance of education in the knowledge economy, it is not surprising that leadership training for school principals has grown in priority for governments all over the world (Weindling and Earley, 1987; Bush, 1998; Blandford and Squire, 2000; Hallinger, 2003a, Hobson et al; 2003, Wong, 2004). These authors all agree on the importance of equipping school principals with the necessary knowledge and skills, as well as specific values and attitudes in leading their schools through a wide range of leadership training programmes. Arguably the situation is most urgent for the newly-appointed principals (NAPs) because they are new to their job and have little experience. As Robbins and Alvy (2004, p.vii), quoted from Parkay & Hall (1992), suggest, "patterns or habits developed in one's initial years of service tend to influence success in the remaining years of one's career", so they believe that it will be vital to provide "clear, concise, and practical information, along with effective strategies" to help new principals. Most of the developed countries now have some sort of leadership training programmes provided for their NAPs. It is therefore vital to find out the impact of these programmes on the NAPs.

There is no clear-cut definition for NAPs, but usually the term refers to principals who are in their first two to three years of their principalship. Fidler and Atton (2004, p.146) explained the four stages of headship proposed by Day and Bakioglu (1996) referring to the 0–3 years of headship as the initiation stage. Draper and McMichael (2000) interviewed "secondary headteachers appointed in the past three years to schools" in their study on contextualising new headship. In Hong Kong, the NAPs programmes are offered to principals in their first two years of principalship. In England, the earlier Headteacher Leadership and Management Programme (Headlamp) was offered to new headteachers within two years of their appointment, while the current Headteacher Induction Programme (HIP) is available to new heads up to three years after their appointments. In this study, the principals interviewed were in their second or third year of service after their appointments.

This study aims to investigate what, if any, impact leadership training had on a small group of female NAPs at the secondary/middle school level in Hong Kong and England. The report first reviews the types of formal leadership training available for the NAPs in these two places.

It then collects from the participants their views on what types of impact, if any, they have experienced together with the evidence that demonstrates the particular impact caused by the leadership training. The participants will be asked to describe the direct or indirect impact of the various components in the formal training course provided for the NAPs on their knowledge, skills, values, attributes, leadership styles, and on being a principal as a whole in the context of their schools. What impact do different components of the training programmes have on principals?

There has been little attempt to measure the impact of leadership training of school heads on their practice, not to say their performance, specifically, student achievement, as this presents an extremely difficult task, as pointed out by Reeves et al (2003) and is beyond the scope of this study. Rather, this study will focus mainly on 'impact' of training as indicated by changes in the participants' perceptions of self as a school head as well as demonstrable changes related to leadership, management, teaching and learning in terms of policies, structures and practices at the participants' schools. It is intended that the findings can be used as one of the sources for evaluating the effectiveness of the NAP Training Programmes and can also throw light on whether the female principals at secondary/middle school level from Hong Kong and England perceive the impact of leadership training similarly or otherwise.

The focus of the study on female principals in secondary and middle schools is of no particular concern other than it served a purpose in narrowing down the study to a small scale due to the limitation of time. The study does not, for example, set out to establish or assume that there is a particular female as opposed to male view of the principal training and its impact, though in fact, little focus has to date been placed on female principals in the early stage of their careers. Most of the studies on the evaluation of NAP training programmes are conducted without specifying the gender of the samples as seen in the evaluation of the Headlamp by Blandford and Squire (2000), the review on mentoring and coaching for new leaders by Hobson (2003), and the study to identify induction programmes for new headteachers operating in different countries by Weindling (2004). Though there are no published reports on the evaluation of NAP training programmes in Hong Kong, the government as well as the course providers are known to conduct internal evaluation of the courses offered for the NAPs on mixed samples of male and female participants.

Literature review on evaluation of professional development programmes

As the findings of this study are to be used as one of the sources for evaluating the effectiveness of the NAP Training Programmes, it will be useful to take a look of what has been done on the evaluation of professional development programmes for principals by other researchers.

In reporting an international comparative research project about development programs for preparing school leaders in 15 countries, Huber (2004, p.93) points out that little systematic evaluation has been conducted for school leader development programmes. He says "Evaluations that consider a range of programs or even international, comparative studies of effectiveness are completely non-existent. This may be partly due to the fundamental problems that arise whenever attempts at evaluating the 'effectiveness' of the teaching and learning processes in development programs are made. However, considering the high costs that are often associated with development programs (also the participating candidates), efforts at evaluating program effectiveness would be of major importance." Though he says that it will not be possible to have a single development program that could serve as a perfect model, "it can be recognised that some programs feature obvious components of what could be characterised as best and promising practice." He (ibid, p.94-98) considers a program that can be cited as an example for 'best and promising practice' should be research-based with emphasis on the "role of school leadership as a key factor for school effectiveness and as a change agent for school improvement processes", should have centralised guidelines for quality assurance combined with decentralised implementation allowing flexibility in length and frequency of training sessions, should focus on "long-term development of skills" instead of "mere on-the-job-training", should incorporate "the moral aspects of leadership", should involve the participants actively with "a focus on the central role of collaboration" such that collaborative learning networks can continue beyond the program, should be related to the school context with suitable balance between theory and practice, and should have highly qualified trainers or facilitators with appropriate backgrounds.

Hallinger (2003b, p.290) summarises the perspectives of a range of authors from the United States, Canada, England, Wales, Germany, Singapore, Thailand, Hong Kong, Taiwan, Australia and China into the following global themes in school leader preparation and development: evolving from passive to active learning, creating systemic solutions that connect training to practice, crafting an appropriate role and tools for using performance standards, creating effective transitions into the leadership role, evaluating leadership preparation and development, developing and validating an indigenous knowledge base across cultures, and creating a research and development role for universities.

Bolam (2000) points out that:

The essence of professional development for educators must surely involve the learning of an independent, evidence-informed and constructively critical approach to practice within a public framework of professional values and accountability, also open to critical scrutiny.

Bolam (2003, p.75) defines leadership development as an ongoing process of education, training, learning and support activities that are taking place in either external or work-based settings and proactively engaged in by qualified, professional teachers, headteachers and other school leaders. It is aimed primarily at promoting the learning and development of professionally appropriate knowledge, skills and values to help school leaders to decide on and implement valued changes in their leadership and management behaviour, so that they can promote high quality education for their students more effectively and hence can achieve an agreed balance between individual, school and national needs. However, he (ibid. p.82) warns that any model of professional development for school leaders must be “rooted in the particular context of a single country” as it would be “the product of unique, and dynamically changing, sets of circumstances – political, economic, social, cultural, historical, professional and technical – in that country.”

Glatter (1991, p.226) believes that policies for the development of school leaders focused on improvement should take account of the following key requirements for effective development programmes: an adequate period of time for learning; scope for reflective learning, a focus on concrete situations and application of learning in collaboration with colleagues. He continues that “development programmes must be closely related to the actual work and functioning of the school; they need to extend over a considerable period of time; preparation and follow-up are crucially important; they should foster a ‘team development’ approach by involving as many other members of the school’s personnel as is feasible; they should make considerable use of experience-based methods (such as peer consultation, investigative school-based projects, job exchanges and so), rather than simply relying on formal ‘courses’”.

It appears that there are common expectations for the leadership development programmes to be supportive and continuous activities that are values-laden and standard-driven, with active involvement of participants in collaboration with other practitioners in real work environment to integrate practical experiences into some kind of theoretical framework, and should focus on school improvement and effectiveness. Will leadership development programmes meeting these expectations have greater impact on the NAPs?

Methodology

As this research aimed to find out how the respondents perceive and experience the impact of the leadership training on themselves, the data were collected using a qualitative design and methods, principally by in-depth interviews.

The research was conducted during the period from March to July 2004, during which the researcher made two visits to the UK to conduct the interviews. In both Hong Kong and England, five female NAPs were selected on the basis of their being at the initial stage of the principalship, their recent experiences of training in the form of Headlamp, and their qualification to contribute to the focus of the study, namely, understanding the impact of the leadership training (ie purposive sampling). In Hong Kong, where the researcher has a stronger network, the five respondents were selected at random from the 27 female secondary school NAPs in two cohorts of the designated NAPs training programme. All the respondents were known to the researcher and had agreed to participate in the research once they were contacted. In England, the respondents were contacted through various means of direct or indirect connection (the NCSL and East Midlands Leadership Consortium were helpful in providing names) and were all unknown to the researcher. The researcher met with a total of seven headteachers in England, but two of them had more than three years of experience as school heads and were thus regarded as outside the category of NAP defined in this research. Furthermore, the sectoral split in the school system in England is not as clear-cut as in Hong Kong, where the majority of the schools are clearly distinguished as either primary or secondary. In England, a system of middle schools also exists: here pupils are transferred from primary school at either age 8 or 9 years, then onto secondary education at age 12 or 13 years. As there had been difficulties in locating suitable respondents from the secondary sector in England, the two heads of middle schools were also included in the study to maintain comparable sample size from both Hong Kong and England. It was evident that due to the small sample size, it will not be possible to make any generalisation or distinction of how school female principals from different school levels perceive impact from the results of this study.

During the interviews, the respondents were asked to describe the types of impact they have found on their knowledge, their skills, their values and their attributes after completing each component of their NAP training programme. In the case of the English heads, this is considered through reference to NPQH and New Visions, the latter of which is one option available under HIP. A research guide can be found in Appendix 1. They were also asked to illustrate with evidence to demonstrate the impact. Such evidence included programmes implemented in school related to training or development programmes, considered changes in behaviour towards staff, records of 'new' ways of doing things within the school context or

involvement in leadership learning networks. Although all such evidence may be difficult to produce in tangible forms it may take the form of presentations at conferences or collegial groups, speeches at school, staff meeting notes, communications with students/staff/parents or recognition in system publications (other forms were also acceptable depending on the context).

The time spent interviewing the principals varied between 45 minutes and slightly over an hour, and the interviews were tape-recorded with the consent of the respondents. Each interview was transcribed with information collected then categorised according to themes, patterns, similarities or contrasts. Findings generated were compared among the respondents in the same country as well as between the two countries. The comparison was in terms of the types of impact on the knowledge, skills, values, attributes, and leadership styles, as they affected process and practice back at school. The results were analysed in relation to the major themes found in the literature on newly appointed principals. There are some limitations in this study as the data collected were solely from the respondents themselves and there were no data from other sources to allow cross-checking or triangulation with the data collected from the respondents.

Findings

In this section, the types of training programmes for newly appointed principals offered in both Hong Kong and England will be described and the background of the respondents taking part in this study will be introduced. When transcribing the responses from the respondents, it was found that the impact can be viewed from three different perspectives, the impact of different components, the impact on some aspects of leadership such as knowledge, skills, values and attributes, and the impact on the professional socialisation of the NAPs.

Training programmes for newly-appointed principals

In both Hong Kong and England, the respective governments have invested heavily in providing training for the NAPs starting in the mid-nineties.

The Hong Kong context

In Hong Kong, for nearly two decades prior to Year 2000, NAPs were required to attend an Administrative Course (10 days for NAPs from primary schools and nine days for those from secondary schools) organised by the Education Department to equip themselves with basic management concepts and skills for carrying out their duties as principals (HKED, 1999, p.4). With the proposal of a new leadership training programme for principals in a consultation paper "Leadership Training Programme for Principals" (HKED, 1999), the Education Department started a designated training programme for the NAPs in September 2000 as an interim measure before a policy on the enhancement of principals' training was set up. This designated programme has to be completed within the first two years of principalship and comprises four components:

1. the Needs Assessment conducted at the beginning of their principalship to help the NAPs find out their development needs
2. the Induction Programme conducted in the first half year to familiarise NAPs with common issues faced by principals
3. the Leadership Development Programme conducted in a three-day residential camp to equip NAPs with leadership skills
4. the Extended Programme conducted in the second year to provide some theoretical framework for NAPs to have a better understanding of their work and for the development of action learning skills

These components are provided by selected course providers appointed by the government and are quite formal and centralised. The first three parts of the designated programme must be completed before the NAP can be confirmed for the appointment as principal, and practically all NAPs will go through the whole training programme.

In July 2002, a policy on Principals' Continuing Professional Development (HKED, 2002) was announced, requiring all aspiring principals to attain the Certification for Principalship (CFP) through training before they could be considered for appointment to the principalship after September 2004 and the requirement was stipulated in the Education and Manpower Bureau Circular No. 31/2002 on "Principals' Continuing Professional Development". When all NAPs have attained the CFP before appointment, the existing designated programme for NAPs will need to be reviewed because part of the contents should have been covered in the CFP courses already.

The English context

In England, according to Blandford and Squire (2000, p.21), induction and management development opportunities for newly appointed headteachers were offered at the discretion of individual local education authorities (LEAs) in the 1980s and early 1990s with great diversity: "in some areas there was a tradition of intensive programmes, in others little formal activity". In 1994, the Teacher Training Agency (TTA) was established to develop a framework for the professional development of teachers, including headteachers. In 1995, the Headteachers' Leadership and Management Programme (Headlamp) was introduced, aiming "to provide access to an open market of induction and management development opportunities for newly appointed headteachers who would each have an entitlement of £2,500 for the purchase of training within two years of their appointment". Each new headteacher had the freedom to select suitable courses delivered by some 150 providers across the country, including Local Education Authorities (LEAs), universities and private consultancies, in accordance with some Headlamp Guidance provided by the government (NCSL 2005). Basically, the NAPs had to undergo some form of needs assessment before planning for their own development programmes that can be selected from the range of programme providers. At the same time, some LEAs also provided programmes or courses for new heads that do not require a financial contribution from their schools (Hobson et. al., 2003, p.1). The Headlamp programme has undergone a review and the report (Newton, 2003) pointed out that the scheme was somewhat loose and there has only been around 85 per cent take up of Headlamp funding by all eligible NAPs with spending of approximately 80 per cent of the funding available to them.

Headlamp has now been replaced by a new programme known as the Headteacher Induction Programme (HIP), which came into effect on 1 September 2003 for those in their first

substantive headship. A grant of £2,500 is still available to each head but it can be used during their first three years in post. The grant enables them to access training and development courses and resources offered by NCSL and registered HIP providers to develop and improve their leadership and management skills. The HIP offers a wide range of learning activities including needs assessments, coaching, mentoring, modules on specific issues related to school leadership, and the “New Visions Programme for Early Headship” offered by the NCSL. The HIP takes a more structured approach than the Headlamp to provide the NAPs with more flexible training and development that meet their needs.

Besides arranging training programmes for the new headteachers, the government in England had also started the preparation of aspiring school heads by launching the National Professional Qualification for Headship (NPQH) in 1997. This programme was first run by the Teacher Training Agency and was transferred to the Department for Education and Employment (DfEE) [later becoming the Department for Education and Skills (DfES)] in 1999 when the content and delivery of the programme was reviewed. The revised NPQH programme was transferred to the National College for School Leadership (NCSL), which has been responsible for running the NPQH, together with the other national headship training programmes, since April 2001 (DfES, 2004a, p.27). Starting from April 2004, the NPQH becomes a mandatory requirement for those who wish to take up their first headship in England under the Education (Head Teachers' Qualifications) (England) Regulations 2003 (DfES 2003). The NCSL will make use of the feedback from the participants' NPQH experience to inform the content of HIP.

Background of respondents

All five respondents from Hong Kong were secondary school principals; two were in their second year while three were in their third year of principalship during the period of the interviews. During the time of the research, the designated training programme offered to NAPs in Hong Kong was still a mandatory requirement for confirmation of appointment as principal, so all five had completed the whole programme. They had all gone through the four parts with the Needs Assessment, an Induction Course and a Leadership Development Programme completed in the first year and an Extended Programme in their second year. However, none of them had taken any of the CFP courses, which were started only at the end of 2003.

In England, two of the five respondents were in their third year of headship, two in their second year and one in her first year during the period of interviews. While three of them were from comprehensive schools, two were from middle schools. All of them were enrolled under Headlamp before the start of HIP in September 2003. As the headteachers were given

the liberty to choose the training programmes according to their needs with the support of a fixed amount of funding (£2,500), it is difficult to define “completing the training”. However, four out of five of the participants had taken the New Visions programme while the remaining one had planned to do so. On the other hand, four out of five of the participants had completed the NPQH requirement though it had not yet become a mandatory requirement when these participants took up their headship (NPQH became a requirement for headship in September 2004). Some of them were also offered mentors by their LEAs.

A table with more detailed background information of the respondents is in Appendix 2. It is clear that in Hong Kong, the NAP training programme is more structured and systematic. However, the NAPs have little choice in the contents and timing of the courses. This kind of arrangement is feasible in Hong Kong because Hong Kong is a small place, the NAPs can manage to attend a course as well as their school business on the same day. Some of the respondents mentioned that they would work in the school in the morning and attend the courses in the afternoon, and might return to school to work in the evening when necessary. In England, the headteachers can decide themselves when and how to use the Headlamp (or HIP from September 2003 onward) fund as informed by the outcomes of their needs assessment, but it is restricted by the availability of suitable courses provided. Some of the respondents mentioned that they were reluctant to take the courses at the beginning of their headship due to heavy workload in school. They pointed out that for some of the suitable courses, they would have to travel quite a distance that would take them a whole day or even an overnight trip, and they could not afford the time when they needed to spend time in knowing their schools. It is clear that many headteachers in England have completed the NPQH programme even before it became a required qualification for headship. This may stem in part from the fact that it has been signalled for some time that this would be the national expectation and the programme has a good reputation.

Impact of various components in NAP training programmes

The NAP Training Programmes offered in England and Hong Kong are quite different in terms of scope, framework, organisation, mode of operation, etc, and are made up of mostly different components except for the one on needs assessment. Since the different components in the training programmes are serving different purposes, it will be useful to look at the impact of the individual components on the participants separately.

NPQH (in England)

Strictly speaking, the NPQH should not be considered as NAP training, because it is planned to be taken before taking up the headship. However, as four out of the five respondents in

England had completed this programme though at the time it was not yet a necessary qualification for headship and all of them tended to mention it in their interviews, it will be interesting to see how they find its impact. Their responses indicated that the participants in the NPQH would undergo a range of learning activities such as role plays, in-tray exercises, and action learning through school-based projects or assignments related to their work in school, such as preparation of school budget, literacy development, liaison with primary schools, and development of subject leaders. All the respondents found the course helped to develop the knowledge and skills they would require in their later headship:

The NPQH is competence-based and has helped me enormously.....I was in the first cohort, all the materials were new and it had run for three years so it was hard work, but I found that very useful.....I think it has given me a good foundation in terms of knowledge and skills for headship.
(Headteacher G, England)

In NPQH, there were the study units with lots of readings. That was great and I am still digging into them.....What NPQH does is that it gives you confidence. I'd worked in a close learning circle of four deputy heads during the course.....it helped you to focus on the core purpose of headship, to think about a whole lot of thingsI think NPQH prepared you well for the management of school. (Headteacher H, England)

I find the NPQH practical, dealing with knowing, information, style.....useful in preparing you for headship...(Headteacher I, England)

I have completed my NPQH programme, but I don't think it has any impact on my vision as I'm quite clear about it after working in different schools for all these years.....but we had to do little projects in schoolthat was very good. The discussion on critical incidents, the in-tray exercises are good ways to prepare people for the next step.....though the course was done three years ago; I think it has supported my work as a head. (Headteacher J, England)

From these responses, NPQH appears to be playing an important part in the preparation of headteachers in England, especially through action learning when completing school-based projects together with interactive learning among the participants.

Needs assessment (in both Hong Kong and England)

In Hong Kong, all the NAPs have to undergo a needs assessment at the beginning of the designated NAPs programme. The impact of the needs assessment on the respondents

varies. While two of them found no impact at all, two found the exercise had an impact on them and one admitted that she found the exercise useful only at a later stage.

The needs assessment is supposed to be helping the NAPs find out their needs for professional development by knowing themselves better. Principals B and E, as well as Principal D, though at a later stage, found that the needs assessment had some sort of impact on understanding themselves better as a leader, while Principal C claimed that the needs assessment had only confirmed her only self-understanding. However, none of the respondents had mentioned any impact of the needs analysis on their developmental needs. A similar situation is seen to have occurred in England as highlighted in the report by Ofsted (2003):

The majority of the providers did not use needs assessments sufficiently to inform and shape the training provided, and the headteachers generally did not use the outcomes of the process as a baseline against which to measure their progress.

In Hong Kong, this may be due to the design of the whole NAPs training programme with different providers offering different components of the programme despite the fact that the government is actually coordinating the outcomes of the various components.

In England, all of the respondents were enrolled under the Headlamp, but only one of them had indicated the use of Headlamp fund for needs analysis, and she did not find it useful at all.

The needs analysis is a paper-based task..... I find it a complete waste of time. There was no support there, the people talked through slides; you know the overhead projector, asking you questions. It cost £75, I didn't get anything. They asked you things like "Have you read your last Ofsted Inspection Report?" "Have you read your standards?", "Do you know....?" of course I have. I think it's really a complete waste of time I don't think it had helped me to find out my training needs.
(Headteacher J, England)

Though needs analysis is supposed to be an essential part under Headlamp fund, it is surprising that only one of the five respondents had mentioned spending part of the training fund on it. Furthermore, the comments from Headteacher J were not in line with what Newton (2003) mentioned in the Headlamp Review that "since the programme began almost all candidates say that they have found 'needs assessment' useful or very useful". As there is a lack of statistics on the number of NAPs enrolled in the Headlamp undertaking the needs analysis, it is impossible to comment on whether the observation in this study is a common practice or not. However, it signals that needs analysis has not been taken seriously by the

NAPs and supports the report by Ofsted (2003) mentioned earlier that the purpose of needs analysis has not been observed properly. It is understood that in the new HIP, the needs assessment is a central component of the programme and will be more focused with the possible support from a mentor.

New Visions Programme for Early Headship (in England)

The New Visions Programme is built on powerful learning models informed by national and international research and is characterised by a wide range of learning methods such as enquiry, problem-solving and peer support. It was piloted in 2002 and introduced as a component of the HIP in 2003. This programme is organised into regional groups, with each group led by an experienced facilitator and a consultant headteacher. The groups meet for a series of face-to-face days, presently six over the course of ten months, and are also able to debate issues and support each other via an online community. Four out of five respondents had completed this programme (they all participated in the first programme launched in January 2003). They all found the programme useful in affecting their views on leadership, in helping them to clarify their educational vision, in changing their practices in school, in providing them opportunities to reflect, and in forming a supportive network. Some of their examples are indicated below:

New Visions gave me back some of the 'creativity' into leadership. It enabled me to reflect on what is leadership, on what education is all about...It enabled me to understand how my leadership needed to change and be practiced in the school...When I first came here, I led from the front...but now I try to watch myself and become more distributive ...I've got feedback from people working here saying that they are feeling different here now, they feel more involved...I brought back articles and ideas from the course to discuss with my staff during staff meetings... There was a direct impact on the training of my staff here... Another impact on me is that it has helped me to look at the notion of school in the future. This was actually very helpful to me in designing literally a new school building, in the strategic planning for my school...I also learnt practices from other heads in the New Visions group, like how job descriptions were done... (Headteacher F, England)

While NPQH is competence-based, New Visions is value-based. It helps us to have clearer understanding of our values... The greatest impact is the ability of sharing supportively among ourselves... In the New Visions programme, we've got a day with my fellow headteachers for reflection, for refuelling the energy. We got some intellectual stimulation and motivation...we engage in deep thinking within a safety net...Our school was actually tied in with another school...we had someone come to talk in the staff meeting about what we have been doing. We called it "learning focus meeting", giving staff the message that our meeting is about learning, their

learning... I think I've grown enormously in terms of professionalism, in terms of confidence, in terms of not being scared to stand up for something I want to happen. (Headteacher G, England)

For New Vision, it's brilliant. They gave you lots of think pieces... I wouldn't imagine how I would be a head in my first year without joining the New Vision... We're very proud to have achieved specialist status here in a relatively short time, but I think a lot of that has to do with the New Vision... we need to get £50,000 sponsorship... we started to raise our money... it was very hard because there are very few companies within this area... I'm determined to get the sponsorship one way or another... I think what New Visions did was: it just kept me going... it's just about your leadership, the strength that carried on even though it was so discouraging out there. New Visions has given me some kind of belief and has given me the determination to pursue goals... A big change resulting from New Visions is the approach to professional development. There's a big shift away from people just going on course or staff training session. We had evening session for middle managers on changes, we had another day for the pastoral team... every one just enjoyed it, they have never had anything like this before... (Headteacher H, England)

It is not a practical programme... it's very much a philosophical and theoretical discussion, getting people to see their opinions weaving together... There's a mix of school heads across the phases... it helped me to see how different people in different contexts approach things... It's been useful for us to see the education process as something that is continuous rather than just starting and stopping as students enter and leave various phases of schools. For example, after the opportunities to discuss issues, I move forward and try to come up with other ways of doing things instead of just the way that I may have done if I hadn't discussed with other people... I have tried out one activity, the Rich Picture I learnt in the New Vision, when I returned to school... and it's very interesting to see what my staff draw about the school. The staff enjoyed it and they thought of many things in common.....that has given me lots of information about the school. (Headteacher I, England)

It appears that New Visions was well received by all the respondents and the learning processes and protocols adopted were able to help them reflect and look at things with wider perspective, and to provide them with new ideas to be worked out in schools. As all the respondents were involved in the same cohort of New Visions, it will be interesting to find out how participants in other cohorts viewed the programme.

Induction programme (in Hong Kong)

The NAPs in Hong Kong need to undergo the induction programme in the first half year of their principalship. This consists of roughly 10-12 three-hour sessions of talks from various government departments or sharing by some experienced principals.

Respondents indicated that the contents of the course did not seem to have much impact on the respondents, but had provided them with a data bank of information that they can refer to or build on whenever necessary.

Leadership Development Programme (in Hong Kong)

The Leadership Development Programme (LDP) was a three-day residential training camp run by some course providers appointed by the government. The impact of this programme on the principals varies according to the needs of the principals as demonstrated in the respondents' remarks:

In the LDP, I learnt more about my leadership style. (Principal A, H.K.)

The programme involved a lot of team work... but if you ask if that is related to my work, I don't think so. (Principal B, H.K.)

I don't find any great impact in the LDP. I arrange similar training courses for my colleagues too... However, the residential camp enabled the group of NAPs to know each other better and enhanced the network formation, so I think this side effect is greater than the main purpose. (Principal C, H.K.)

One impact is from a simulation activity highlighting the importance of the leadership role of a middle-manager. The game had a great impact on me, as one of my targets is to provide training to my middle managers in school so they could work on their own without relying too much on the principal. I immediately ran the activity with my senior staff when I returned to school (after the training). The response from my staff was very good and they found a great impact on them too..... This activity made me aware of the need to be more understanding about the jobs of the middle managers and not to meddle with what they are doing. It will make their jobs more difficult if I interfere too much... I also found another simulation game on change having an impact on me. I learnt that when I really want to implement a change, I need to spend time talking to the people involved to buy them in. (Principal E, H.K.)

Extended course (in Hong Kong)

The Extended Course is the fourth and last part of the designated NAP Training Programme in Hong Kong, and is offered to the participants in their second year of principalship. This consists of a formal course with lectures on theories and sharing from experienced principals, some optional off-shore visits and an action research project. Though the NAPs can be confirmed for the appointment as principal after completing the first three parts of the designated programme, practically all NAPs will remain to

complete this last component. Throughout this course, the five respondents found impact in different parts in accordance with their needs. Two principals noted that experiences of school self evaluation observed during a study visit to Australia had impacted on their practices, as they could relate this learning directly to their day to day work. Other respondents noted the value of learning from experienced principals. In general, impacts varied depending upon individuals' needs and context, and were likely to be greater when it can be applied directly and immediately back in school by the NAPs.

Impact of training on various aspects of leadership

In both England and Hong Kong, there is a leadership framework specifying the key areas of leadership expected from the principals. The training of NAPs will help the principals to acquire the knowledge, skills, values and attributes identified in these specific areas of leadership.

In England, there are the National Standards for Headteachers setting out specific key areas to cover the roles of the headteacher. The first version of National Standards (TTA, 1998) spelt out five key areas of headship: 'Strategic direction and development of the school', 'Teaching and learning', 'Leading and managing staff', 'Efficient and effective deployment of staff and resources' and 'Accountability'. In 2004, the revised version of the National Standards (DfES, 2004b) was published following widespread consultation within the profession to reflect the evolving role of headship in the early 21st century and to incorporate the most recent government thinking and guidance. In this revised version, there are six key areas of headship and they are: 'Shaping the Future', 'Leading Learning and Teaching', 'Developing Self and Working with Others', 'Managing the Organisation', 'Securing Accountability' and 'Strengthening Community'. It is within these key areas of headship that the knowledge requirements, professional qualities (skills, dispositions and personal capabilities headteachers bring to the role) and actions needed to achieve the core purpose are identified.

In Hong Kong (HKED, 2002), the required knowledge, skills, values and attributes were set also in six core areas of leadership, namely, 'Strategic Direction and Policy Environment', 'Learning, Teaching and Curriculum', 'Principal and Teacher Growth and Development', 'Staff and Resource Management', 'Quality Assurance and Accountability' and 'External Communication and Connection to the Outside World'.

In both England and Hong Kong, the training of NAPs is designed to equip them with the necessary knowledge and skills required for their roles and to help them reflect on their educational values and attributes to promote in their school context. In this section, the

impact of the training on the leadership aspects of knowledge, skills, values and attribute will be discussed.

Impact on knowledge and skills

The principals and headteachers in both Hong Kong and England found that the NAP training was able to provide them with the opportunities to access necessary knowledge related to their job through seminars, face-to-face interactive activities, school-based action learning, coaching, mentoring, visits, etc. However, due to the limitation of time, details of the knowledge were usually provided to them in form of reading materials and most of the respondents admitted that they did not have the time to do all the readings and they would turn to the databank only when they needed to do the job. Many of the respondents from both Hong Kong and England mentioned their learning of specific skills needed to perform the role of headteacher throughout the training, though some of them thought that the skills were acquired mainly through on-the-job experiences. It is obvious that due to differences in previous training and experiences, as well as differences in the school environment, respondents had indicated a variation in their needs for new knowledge and skills. There was a related level of variation in what individuals gained from their participation in the programme. For instance:

There is some impact on the knowledge gained because the programme has provided us with lots of factual information, especially knowledge related to the legal aspects such as labour ordinances, insurance issues...but I think it may be more useful if we are provided with a handbook with the necessary information...In some areas, I don't think the knowledge and skills provided in the courses were sufficient, for example, in the area of human resource management. (Principal B, H.K.)

Frankly speaking, I think the programme has provided us with more information than knowledge...I don't think I gained much knowledge unless I could spend a lot of additional time to read all the information provided." (Principal E, H.K.)

In England,

You gain and learn a lot of the practical knowledge and skills from experiences and from colleagues you work with. For example, I have no experience in managing the school budget before I became the head, though I learnt about budgeting in the NPQH course, I have never actually done it. I learn the knowledge and skills by working along side with my business manager who is in charge of the budget...I think the course had an impact on the head's leadership skills. It helps you to be clearer about your bottom-line. (Headteacher G, England)

Impact on values and attributes

Many of the respondents found that the training for NAPs had different levels of impact on their values and attributes as a principal or headteacher by providing them with opportunities to reflect on the meaning of education more holistically. Here are the views from the Hong Kong respondents:

I think the training has a greater impact on the attributes. Throughout the course, there were opportunities for me to meet a variety of different types of principals. It allowed me to observe what type of principal I would like to be and I paid close attention to the style and characteristics of that particular type. (Principal B, H.K.)

The course helped to clarify my values and vision as a principal because I had lots of opportunities to reflect and to reaffirm my own belief in what good education is. It has also given me more confidence in carrying out my plans as I'm surer about the direction to lead my school.....This course has provided an official time slot for me to get away from the day-to-day routines for reflections. This is absolutely essential.....As I was reflecting on the strengths and weaknesses of the school, I found I could work more systematically. It can help me in prioritizing my implementation plans. (Principal D, H.K.)

The course has driven me to reflect on my original views. I don't think the training would change my set of values or beliefs, but it would make me reflect more and enable me to consider the big picture during my reflection. But it is not really so clear-cut that the impact is due to the course because there are many factors or situations that force you to reflect. (Principal E, H.K.)

The following comments come from English heads:

The training enables me to understand the nature of my leadership through questioning myself about leadership. It makes me feel more confident and clear about my personal values. It enables me to sit back and look at the big questions on education with confidence and to look at the direction I suppose to lead the school. (Headteacher F, England)

I think it [New Visions] has reinforced my own values...and has made me really consider what I'm here for as a head...We talked about core values and moral leadership...I believe that really should underpin what you do in school. If you don't get core values right, you don't really move forward... (Headteacher H, England)

The greatest impact is the discussion on moral leadership...seeing the moral implication of being a headteacher...the practical side of NPQH gave us the basis...filling in forms, doing the budget,

carrying out projects...then I find out that there's this huge moral implication of what we do, of how we do it, and where we are taking our school...It just comes back to me all the time: 'the right way to do things'" (Headteacher I, England)

The aspect where greatest similarity existed between the responses from principals from Hong Kong and England was in relation to moral leadership, values and attributes. This may have been anticipated in England, where New Visions places a significant emphasis on this area in both its learning theme, processes and protocols. However such a finding may be less expected for Hong Kong.

Impact of network formation

Interviews with respondents highlighted the significance placed upon networking with other NAPs. Networks gave some kind of a safety net in which they could share openly and obtain both emotional and practical support. The following comments are from Hong Kong principals:

The network of NAPs enables us to do a lot of sharing and provides us with the opportunities to voice out our grievances and to learn from each other. It's good and it's constructive...It allows us to have someone to turn to for advice. It makes us feel that we are not alone in learning on the job. We share with each other useful materials like procedure manuals or documents used in school... and it save me a lot of time to start the system from zero. (Principal C, H.K.)

We can really share our worries and unhappy experiences openly without being afraid of looking incompetent...we each have our strengths and expertise and we can help each other out...I was trying to promote the reading culture in school and I heard how this was done in the schools of some of our group members. I asked my staff to visit those schools ... with the experiences of the other schools, my staff and I blended our ideas to work out an effective new system...we also supported each other morally and mentally, for example, I was tired and exhausted in preparing the anniversary celebration for my school and the participation of the group of 'classmates' was of great support... (Principal D, H.K.)

In England, the following comments were offered:

The discussion and reflection together with the other NAPs are really useful... In the group we look to each other for support and ideas, enabling you to understand the contradiction you may get. We are sharing ways to do things in school, like we exchange the job descriptions used in school...It is a lonely job, so the networking becomes a very important part in the programme... I met with other heads in the district on a regular basis, too, to support each other, but it's much more practical day-to-day and sometimes it's a bit more negative and more like a moaning session. It's not quite

the same in New Visions meetings which are more positive and much more inspirational.
(Headteacher F, England)

Our New Visions group decided to continue our meetings after the end of the programme. We had a kind of learning network. It's not just getting together to talk about various issues, it's 'let's learn together' and share. That's very powerful. We're sharing supportively, asking questions openly and honestly...we are all new heads and come from different parts of the country, so we weren't in competition with each other...I won't sit down with the group of heads in our LEA to discuss about school values and ethos. (Headteacher G, England)

The network formed in New Visions enables collaborative work and is improving things in the school. Through visiting each other's school together with our teachers, there is a great impact on the teachers too. (Headteacher H, England)

Impact of sharing from experienced principals

In both Hong Kong and England, experienced principals have been heavily involved in the training of NAPs in a range of capacities. In Hong Kong, experienced principals may be invited to serve as assessors in the Needs Assessment, to share their experiences in some of the seminars in the Induction Course, as facilitators in the Leadership Development Programme, or as 'mentors' for small groups of NAPs in part of the Extended Course. In England, they may be involved as facilitators, speakers, tutors or mentors in various programmes under Headlamp or HIP, New Visions and NPQH, or they may serve as mentors for individual NAP in the LEA. When asked if the experienced principals had any impact on them, respondents' remarks varied, as indicated below:

In Hong Kong:

Though there were some experienced principals sharing with us their experiences, truly speaking, they were just telling us their successful examples. They were not recalling what they had done when they first became principals. They did not tell us the types of problems they had encountered as new principals and how they had tackled and solved problems...Yet, some of their experiences and practices are applicable and have stimulated me to come up with a number of new ideas such as a new programme to encourage my students to participate more in other activities instead of concentrating only on their study. (Principal B, H.K.)

I find the sharing by the experienced principals very useful, especially the philosophy behind their practices...I visited the schools of two of the experienced principals and found that both of them had set very clear goals and had created useful environments for achieving the goals. One of them had purposefully beautified the school to make it more inviting despite the smallness of the school. As I

was in the process of moving my school, it gave me the insight of making my school 'as inviting as possible' (Principal C, H.K.)

I find the sharing from the experienced principal very useful because it is practical and is able to lessen my worries... She asked me about my anxiety and discussed with me about my strengths and weaknesses... She let me know that a principal would not be strong in every aspect and told me that I need to make good use of the strengths of my subordinates... I have read about delegation...but I feel more convinced when this was told by an experienced principal... The experienced principal helped me to think about the rationale for my action. This is useful for me in handling new problems later as I can have a clearer picture of the problem. (Principal D, H.K.)

In England:

I did have a mentor who's a head of a local upper school. He's very nice but as I was in New Visions with all these other heads...I didn't really feel that I needed the mentoring. We had two sessions but I didn't feel that's what I needed really 'because I've plenty of support in other areas. (Headteacher I, England)

As stated by the respondents, the impact of experienced principals depends on both parties. It is important that the experienced principals should have an understanding of the needs of the NAPs.

Overall perception

As the NAP training in both Hong Kong and England is spread over a period of two to three years, some of the respondents indicated that the experiences from the various components had somehow fused together. For example:

It is difficult to pinpoint exactly how the training of new heads makes a difference, but it has enabled me to have a greater capacity to manage change, both intellectually and emotionally... It has given me back some of the 'creativity' into leadership and had made me more confident... (Headteacher F, England)

However it seems that all the respondents from Hong Kong found the NAP Training Programme useful in providing them with a support system, which included a databank of information and a professional network with other principals, both new and experienced. By knowing that they were not alone and with the sharing of experiences and practices, the

respondents felt more confident and were able to look at their roles with a wider perspective. For instance:

The whole training course has made me feel, both psychologically and practically, more competent...As a principal, sometimes I really find myself at a loss as there are so many things happening all at once. It is comfortable to know that others are having the same feeling... In a way the whole programme enabled the NAPs to keep up closely with the trends of education reform and it's very important for the principals...I think the programme is important. (Principal C, H.K.)

I think the training has provided us with a knowledge database...and given me stronger confidence...It has provided a very good support system for me at emotional and practical levels...the mutual encouragement from the NAPs made me feel less lonely...Another important function of the course is that it has provided me with official time slots for reflection and I find this absolutely essential. (Principal D, H.K.)

The respondents from England also found the NAP training useful and supportive. They thought the NPQH programme had given them the confidence by providing a good foundation in terms of knowledge and skills to deal with their work as school heads while the New Visions helped them to clarify the purpose of headship and to have greater capacity to manage change:

The NPQH has helped me enormously by providing me with some foundation in terms of knowledge and skills while New Visions has helped me to look at the big picture and made me feel more confident in my work. (Headteacher G, England)

The NPQH was very good, it gives you the confidence. I think it has prepared me well to manage the school. For New Vision, it's brilliant...the group members were supporting each other...our teachers are supporting us too...This collaborative work is improving things. (Headteacher H, England)

I think the NPQH has supported me for headship...during the course I needed to do various projects at school and they were useful in preparing me for my next step... I haven't done New Visions yet, but I attended many other training programmes and I found them useful. (Headteacher J, England)

This is in line with the Ofsted Report (2003) that "Headlamp training was felt by most participants to have been effective in increasing their confidence, helping them to address specific issues in their schools and developing their knowledge and understanding of leadership styles and management strategies."

Discussion and implications

When comparing the NAP training programmes available in Hong Kong and England, the Hong Kong programme is more structured and is “mandatory” while Headlamp and HIP allow greater freedom for the new headteachers to decide on what to do with the training fund. However, due to heavy workload and tendency to stay in school at the beginning of the headship, not all the headteachers in England would start their NAP programme immediately after taking up the post. Another limitation for the headteachers in England to spend their training fund as desired is the availability of courses at the right time and the right place due to geographical location of their schools. In Hong Kong, the arrangement of tightly scheduled courses has created great stress for the NAPs too, but has been made possible probably due to the geographical smallness of Hong Kong, because the NAPs could afford to return to their work after their training. Though the Hong Kong NAPs have to attend the first three parts of the designated programme as a mandatory requirement, they all stayed on to complete the Extended Course in the second year. After knowing each other for one year and with the opportunity to stay together for a three-day residential training camp, most of the NAPs had already formed a tight network in which they found mutual support and some kind of identification. They have socialised themselves into the profession of principalship as described by Crow (NCSL), “Socialization is the process of learning a new role... Professional socialization occurs when the individual is preparing to take on an occupational role, such as headship... Professional socialization provides the knowledge, skills, and values that an individual will need to carry out the headship regardless of the school.”

From the respondents' remarks on the NPQH, all those who had taken the course considered it useful in enhancing their competence and hence their confidence in handling their work. It is clear that some kinds of preparatory courses for the aspiring principals will be useful in providing those who take on headship the necessary competence. In both Hong Kong and England, the requirement for attaining specific qualification, NPQH in England and CFP in Hong Kong, has already been enforced since April 2004 and September 2004, respectively. It will be interested to find out how those principals with CFP in Hong Kong perceive the impact of NAP training.

When asked about the overall perception of the training, both the NAPs from Hong Kong and England found the NAP training essential and had been useful in enhancing their confidence and in providing some kind of emotional support, though they vary in telling exactly what the impact is. The findings are in line with what Bennett and Smith (2000) discovered in their study to assess the impact of professional development in educational management. They

also found that most school headteachers interviewed felt that “their professional development had had a positive effect on their job performance, but in some cases they were unable to be specific in identifying or describing this effect. The headteachers, in fact, identified, if only in general terms, quite different results from their CPD experiences”.

From the results of this study, there appears to be a number of factors determining how the NAPs perceive the impacts:

1. The **previous experiences** of the NAPs have marked effect on how they perceive the impact. Those respondents who were ‘groomed’ to be the successor by their previous principals, like Principal C or those who had actually acted the head’s post, like Headteacher F, tended to tone down the impact of the training. This is probably related to the confidence they had built up from the previous experiences.
2. **Immediate applicability of the learning** tends to enhance the impact. It is obvious that the NAPs will find the greatest impact if they can apply their learning immediately back in their schools at the time of needs.
3. The **mode of delivery** of the training will affect the impact perceived. It appears that interactive activities involving opportunity for reflection and sharing, like the New Visions programme and the Extended Course in Hong Kong, will have greater impact. On the other hand, courses which are only information giving will have less impact and can be replaced by some kind of ‘handbook’ to which the principals can refer at the time of needs. As new principals vary widely in their professional competencies, readiness and approaches to learning, opportunities for them to learn from each other and to have some sort of ownership in their learning.
4. **Timescale** over which impact is assessed will affect how the impact is perceived. As learning is an accumulative process and when the perception on impact is recalled after various periods of time, the perceived impact may have been changed.
5. **Opportunity for professional socialisation** is important. All the respondents considered the network formed among the NAPs having the greatest impact as it had made them feel less lonely and to be ‘on the same boat’. This is important because all school heads would consider headship a ‘lonely job’ and the opportunity for NAPs to socialise into this ‘lonely profession’ with mutual support from each other will help to lessen the stress and make them feel that they are not alone.
6. **Performance and commitment** of the experienced principals affect the impact on the NAPs significantly. It is clear that the NAPs look up to the experienced principals for their understanding and ‘modeling’, so the selection of experienced principals to help in NAP training needs to be careful.

Conclusion

There is a basic difference in the delivery of the NAP training programme in Hong Kong and England. In Hong Kong, there is a structured programme for all NAPs, while in England, it is a 'buffet' type of programmes covering a wide range of activities for NAPs to choose in accordance with their needs but is capped by fixed funding. However, it should be noted that in both Hong Kong and England, the NAP training programmes are under the process of development, and the results of this study just indicated the situation at a particular stage of the development.

At the time of this study, the NAP training programme in Hong Kong was a mandatory requirement for confirmation of principalship and was basically organised and funded by the government. It is easy to understand the need for a structured programme for easy administration. This structured mode is also made feasible due to the geographical smallness of Hong Kong, where all the NAPs are able to access the training within reasonable time and distance constraint. After the implementation of mandatory requirement for attaining CFP before taking up principalship, the existing NAP training programme is no longer feasible and it is understood that a new training programme for the new principals will be introduced.

In England, the government has set up NCSL to oversee the professional development of school leaders. NCSL, being positioned as a professional body, tends to emphasise more on professional autonomy and flexibility in allowing the participants to have a say in designing the professional activities in accordance to their developmental needs. However, the review of the Headlamp (Newton, 2003) like a better balance between structure and flexibility. Thus, in the newly developed HIP, it is aimed to offer a programme informed by the outcomes of the NPQH and designed personally by individual NAP in accordance with the results of his/her own needs assessment.

It is difficult to measure the 'impact' as different individuals will have different perceptions of what impact is. It appears that most respondents equate 'impact' to 'usefulness' and 'positive effect'. Nevertheless, the impact of training programmes on the NAPs depends on a number of factors, including:

- the previous experiences of the NAPs
- the applicability of the learning
- the mode of delivery
- the opportunity of professional sharing

- the time scale for assessing the impact, and
- the performance and commitment of the experienced principals involved

The findings tend to support the view that programmes meeting the common expectations for effective leadership development programmes mentioned earlier will have greater impact. Leadership learning programmes such as New Visions under HIP is values-laden and is found to have impact with all the respondents going through the programme. The findings also indicate the importance of providing supportive measures and involving the participants actively. All respondents found that the opportunities to network with other professionals in the field are beneficial to them in terms of values and attributes. They also found the exposure to good practices which they can readily apply in their own school had greater impact on them than sessions which focused on information-giving only.

It is important that the professional development programmes provide an environment for a group of principals to get together such that they can give each other emotional support and comfort so each will know that they are not alone. Their problems are not unique to them, they are giving emotional support to each other. For principals, it is difficult for professional socialization to take place in school because they are the sole member in that category, thus, it is necessary to create a setting for them to do so, and a NAP course of appropriate length becomes necessary. As Clarke (2003, p.3) describes, "Heads and aspiring Heads appreciate the opportunity to discuss their roles and their schools with colleagues doing the same job. There is a feeling of all "being in the same boat", which engenders mutual respect and understanding. If the correct protocols are established then trust follows and participants can talk about their situations and aspirations freely. There is much to be gained and learned from such discussions."

Recommendations

In research conducted for the NCSL, Hartle and Thomas (2003, p.4) point out that the schools sector is facing serious recruitment and retention problems for teaching and leadership posts, especially for the recruitment to headteacher positions. They mention that 45 per cent of England's heads, deputies and assistant heads are now aged over 50 which means there will be a big exodus in the next 5–10 years. This will create a serious leadership succession problem. Though there is no available statistics, similar worries have also been mentioned within the school sector in Hong Kong. With reducing numbers of candidates applying for headship in both England and Hong Kong, a good NAP training programme may be able to lessen the worries of the potential applicants. It appears that the requirement for the training of aspiring principals before they consider advancement to headship is essential and there

should also be a training programme for NAPs when they first take up the job. However, the programme should be in coherence with the preparatory training and allow flexibility to cater for the variation of learning needs and styles of the participants. Such a programme should also consider the workload of the NAPs, especially at the beginning of their headship because the NAPs need more time to be in their school. It is necessary to have more systematic studies on the impact of professional development on the new principals by first defining what 'impact' means and including this in the evaluation of the development programme. To have greater impact on the participants, it appears that a NAP programme should provide:

1. a handbook with necessary information for NAPs to refer to when necessary
2. a needs analysis mechanism with outcomes that need to be followed up
3. opportunities for networking among the NAPs themselves, and of a short residential or off-shore programme to enable the NAPs to be really free from their work and to know each other better
4. opportunities for reflection and discussion about values and the 'big picture' of the education scene
5. shared experiences with experienced principals, who should be committed and willing to model for the NAPs
6. support in helping the NAP to face ad hoc problems related to current issues or technical difficulties

This study also suggests that the programme should consist of a core element together with some elective elements such that the NAPs can choose in accordance with their needs and contexts. The values and attitudes of experienced practitioners seem to have significant impact on the values and attitudes of the NAPs, thus the selection of experienced practitioners appears to be critical in "shaping" the mindsets of the NAPs.

Finally, it is important that professional development to support heads at the start of their headship forms part of a broader continuum of activity, intended to support individuals throughout their headship. In England, entry to headship represents one of five identified stages of school leadership (viz, emergent leadership, established leadership, entry to headship, advanced leadership and consultancy leadership), intended to cover the entire career spectrum. In Hong Kong, the professional development of NAPs is part of the Principals' Continuing Professional Development framework covering three stages of school leadership (viz, aspiring principals, newly appointed principals and serving principals) which also provides a continuing support.

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Appendix 1

Research Guide

Research Title : Perceptions of the Impact of Leadership Training on Newly Appointed Female Principals in Middle / Secondary Schools in England and Hong Kong

Questions asked during each interview:

1. To find out more about the respondents
 - a. How long have you been a school principal / head?
 - b. Would you tell me something about your previous experiences in school administration?
2. To find out the training undergone by the respondents:
 - a. What types of training have you undergone as a new school principal / head?
 - b. When did you do this?
 - c. How long did this last?
 - d. Please tell me more about this training.
3. To find out if there is any impact:
 - a. Do you find this training having any impact on you?
 - b. If answer is "No":
 - i. How do you find this training?
 - ii. Did it help you one way or another?
 - iii. Is there anything you can bring back to the school from this training?
 - c. If answer is "Yes"
 - i. Can you elaborate more?
 - ii. Please give some examples.
 - d. Do you find this impact on you is in terms of knowledge / skills / attributes / values related to your work as a principal?
 - e. What is your overall perception of the training you have undergone?
 - f. Which part of the training has the greatest impact on you?
 - g. Is there any impact on the students / the staff?

Appendix 2

Some background information on the respondents

Region	Respondent	School Information*	Year as Principal	Training for Principalship
H.K.	Principal A	Secondary School for 12 – 18 age group with classes from Secondary 1 to Secondary 7	3 rd Year (starting principalship since September 2001)	Designated NAP Training Programme organized by the Education and Manpower Bureau
	Principal B			
	Principal C	Secondary School for 12 – 18 age group with classes from Secondary 1 to Secondary 7 with a new Primary Section just started in Year 2003-04		
	Principal D	Secondary Schools for 12 – 18 age group with classes from Secondary 1 to Secondary 7		
	Principal E			
England	Headteacher F	Comprehensive School for 12 – 16 age group with classes from Year 8 to Year 11	3 rd Year (starting headship since April 2001)	<ul style="list-style-type: none"> ▪ New Visions towards end of 2nd year ▪ Heads conferences ▪ Buying consultancy services
	Headteacher G	Comprehensive School for 11 – 16 age group with classes from Year 7 to Year 11	3 rd Year (starting headship since January 2002)	<ul style="list-style-type: none"> ▪ NPQH before headship ▪ New Visions at end of 1st year
	Headteacher H	Comprehensive School for 11 – 18 age group with classes from Year 7 to Year 11 and 6 th Form	2 nd Year (starting headship since January 2003)	<ul style="list-style-type: none"> ▪ NPQH before headship ▪ New Visions at beginning of 1st year ▪ Heads conferences ▪ LEA Mentor
	Headteacher I	Middle School for 9 – 13 age group with classes from Year 5 to Year 8	2 nd Year (starting headship since September 2002)	<ul style="list-style-type: none"> ▪ NPQH before headship ▪ New Visions at beginning of 1st year

	Headteacher J		1 st Year (starting headship since September 2003)	<ul style="list-style-type: none"> ▪ NPQH before headship ▪ Needs analysis ▪ Course on classroom observation ▪ Will do New Visions soon
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* In Hong Kong, secondary schools offer classes from Secondary 1 to Secondary 7. In England, secondary schools offer classes from Year 7 to Year 11 (equivalent to Secondary 1 to Secondary 5 in Hong Kong) and some may offer Sixth Form classes (equivalent to Secondary 6 and 7 in Hong Kong). In England the middle schools are grouped under primary education, but they are offering classes from Year 5 to Year 8 (equivalent to Primary 5 to Secondary 2 in Hong Kong).