

**A Thesis Submitted for the Degree of PhD at the University of Warwick**

**Permanent WRAP URL:**

<http://wrap.warwick.ac.uk/98050/>

**Copyright and reuse:**

This thesis is made available online and is protected by original copyright.

Please scroll down to view the document itself.

Please refer to the repository record for this item for information to help you to cite it.

Our policy information is available from the repository home page.

For more information, please contact the WRAP Team at: [wrap@warwick.ac.uk](mailto:wrap@warwick.ac.uk)

**Motivation, Preparation, and Practice of  
New Headteachers in Seoul, the Republic of Korea:  
A Qualitative Study of Secondary School Leadership**

**By**

**Yoonjeong Lee**

**University of Warwick**

**Centre for Education Studies**

**November 2017**

## Table of Contents

List of Tables.....	xiii
List of Figures.....	xvi
Acknowledgement.....	xvii
Declaration.....	xix
Abstract.....	xxi
Abbreviations.....	xxiii
1 Introduction.....	1
1.1 A personal interest.....	1
1.2 The setting and background.....	7
1.2.1 Philosophical and historical background of Korean Education.....	8
1.2.2 Centralised Education System.....	9
1.2.3 The structure of education and school.....	11
1.2.4 Types of schools.....	13
1.2.5 Types of teacher employment.....	14
1.2.6 Private supplementary education.....	15
1.2.7 Popularity of the headteacher post.....	16

1.2.8	Qualification for becoming a headteacher .....	17
1.2.9	Two main routes to becoming a headteacher .....	18
1.2.10	Types of headteacher appointment.....	20
1.2.11	Confucian and Christian values in Korea .....	21
1.3	The big ideas associated with this study .....	25
1.4	A guide to the thesis .....	25
2	Literature Review.....	27
2.1	Introduction .....	27
2.2	Motivation to become a headteacher.....	27
2.2.1	Various starting points for seeking headship .....	27
2.2.2	De-motivational factors .....	31
2.2.3	Work-life balance and use of time .....	33
2.3	Leadership preparation.....	35
2.3.1	Concepts of leadership preparation.....	36
2.3.2	Importance of leadership preparation and development.....	38
2.3.3	Qualification programme .....	38
2.3.4	Content of leadership development .....	39

2.3.5	Approaches and methods of educational leadership development .....	44
2.3.6	Evaluation of the leadership preparation programme .....	45
2.4	Being a new headteacher .....	47
2.5	Educational leadership in practice .....	51
2.5.1	Influence, vision and value .....	52
2.5.2	Leadership and context .....	56
2.5.3	Centralisation and decentralisation .....	59
2.5.4	Servant leadership .....	62
2.5.5	Transformational leadership .....	65
2.5.6	Teacher leadership .....	65
2.5.7	Distributed leadership .....	66
2.5.8	Instructional leadership .....	67
2.5.9	System leadership .....	70
2.6	Satisfactions and challenges in the practice of headship .....	72
2.7	Conclusion .....	75
3	Methodology .....	77
3.1	Introduction .....	77

3.2	Research paradigms.....	77
3.2.1	Interpretivist study .....	77
3.2.2	Qualitative research .....	81
3.3	Main approach taken to the study .....	82
3.4	Methodological Triangulation.....	82
3.5	Participants of shadowing and interview .....	85
3.5.1	Data access.....	89
3.5.2	Chronology of the data generation and data handling .....	93
3.6	Ethical issues.....	95
3.7	Shadowing.....	95
3.7.1	Features of shadowing .....	95
3.7.2	Limitations of shadowing .....	97
3.7.3	Designing a shadowing schedule.....	100
3.7.4	Activity .....	102
3.7.5	Function .....	111
3.8	Interviews.....	118
3.8.1	Features of interviews .....	118

3.8.2	Designing the interview schedule .....	118
3.8.3	Data collection .....	120
3.8.4	Piloting .....	122
3.8.5	Data Analysis .....	122
4	Shadowing report .....	130
4.1	Introduction .....	130
4.2	Headteachers' daily activities .....	130
4.3	Headteachers' daily functions .....	131
4.4	Headteachers' activities and functions by time .....	132
4.5	Comparing headteachers' activities and functions in different conditions.....	139
4.6	Summary .....	144
5	Interview Findings: Motivation .....	146
5.1	Introduction .....	146
5.2	Period of preparation.....	146
5.3	Motivation for becoming a teacher .....	147
5.3.1	Social structure.....	148
5.3.2	Intrinsic motivation.....	150

5.3.3	Extrinsic motivation.....	153
5.4	Satisfaction in teaching .....	154
5.4.1	Satisfaction.....	155
5.4.2	Dissatisfaction.....	157
5.5	The moment of decision making.....	159
5.5.1	Leadership capability .....	160
5.5.2	Gradual Process .....	163
5.5.3	Innovation .....	165
5.5.4	Push factors .....	166
5.6	Social status and financial rewards of Korean headteachers.....	167
5.6.1	Social status in the education sector .....	168
5.6.2	Different views.....	170
5.6.3	Self-satisfaction.....	171
5.6.4	Financial rewards .....	172
5.7	Main motivation to become a headteacher.....	177
5.7.1	Why become a headteacher .....	178
5.7.2	To create a happy school.....	179

5.8	Summary .....	182
6	Interview Findings: Preparation.....	184
6.1	Introduction .....	184
6.2	The most useful preparation for headship.....	184
6.2.1	Experiential learning.....	185
6.2.2	Continuing Professional Development (CPD).....	189
6.3	The Headteacher Qualification Training programme.....	193
6.3.1	Contents of the Headteacher Qualification Training .....	194
6.3.2	Approaches of the Headteacher Qualification Training.....	196
6.3.3	Criticisms of the Headteacher Qualification Training .....	198
6.4	Work-life balance in the preparation period.....	199
6.4.1	Lack of balance; working long hours.....	199
6.4.2	Relatively balanced life.....	202
6.4.3	For a better balance .....	203
6.5	New role experiences .....	203
6.5.1	Feelings regarding decision making .....	204
6.5.2	Adapting to new environments .....	205

6.5.3	Focus of attention.....	207
6.6	Confidence of new headteachers.....	208
6.6.1	Orientation .....	209
6.6.2	Relationship between confidence and preparation .....	210
6.6.3	Impact of practice .....	212
6.7	Start of Educational Leadership Development.....	213
6.7.1	Availability of CPD.....	214
6.7.2	Value of CPD attended.....	216
6.7.3	Gaps and areas for development.....	218
6.8	Summary .....	221
7	Interview Findings: Practice .....	223
7.1	Introduction .....	223
7.2	Work-life balance .....	223
7.2.1	Having more time for personal life.....	224
7.2.2	Long days.....	227
7.2.3	Useful advice for better balance .....	228
7.3	Understanding and interacting with education policy.....	231

7.3.1	Perspectives on education policy .....	233
7.3.2	Responses to education policy .....	236
7.4	Headteachers' understanding of the characteristics of their schools.....	242
7.4.1	General characteristics of all schools.....	243
7.4.2	Schools in more affluent areas .....	247
7.4.3	The Education Welfare Priority Support School.....	248
7.4.4	Previous headteachers' influence .....	250
7.4.5	The Korean Teachers and Education Workers Union .....	250
7.5	Leading strategies and leaderships styles.....	252
7.5.1	Servant leadership.....	252
7.5.2	System leadership .....	267
7.6	Satisfaction and challenges .....	268
7.6.1	Areas of satisfaction.....	268
7.6.2	Challenges.....	271
7.7	Summary .....	275
8	Discussion.....	277
8.1	Introduction .....	277

8.2	Motivation .....	277
8.2.1	Making the decision to seek headship .....	277
8.2.2	Reasons for becoming a headteacher .....	279
8.2.3	Hindrances of motivation.....	281
8.3	Preparation .....	283
8.3.1	Long period of preparation .....	283
8.3.2	Education Specialist Role .....	284
8.3.3	Deputy Head apprenticeship .....	284
8.3.4	CPD: Short courses, graduate school, teachers’ group research activity, and reading	285
8.3.5	The Headteacher Qualification Training (HQT).....	286
8.3.6	The first year programme and confidence .....	287
8.4	Practice .....	288
8.4.1	Leadership and context .....	288
8.4.2	The source of power and authority .....	288
8.4.3	Approachable headteachers .....	289
8.4.4	‘Overwarming’ fever on education and new direction of school education ....	290

8.4.5	Rethinking the centralised education system.....	291
8.4.6	Servant Leadership.....	293
8.4.7	System leadership .....	300
8.4.8	Satisfaction and challenges .....	301
8.4.9	Summary.....	303
9	Conclusion .....	305
9.1	Introduction .....	305
9.2	Summary of the thesis and main findings .....	305
9.3	Strengths of the study / contribution to literature.....	309
9.4	Limitations of the study.....	310
9.5	Recommendations .....	311
9.5.1	For new headteachers.....	311
9.5.2	For the Korean education system.....	311
9.5.3	For researchers .....	312
9.6	Personal significance.....	312
	References.....	314
	Appendices.....	329

Appendix A: Shadowing Reports.....	329
Appendix B: Pictures of a headteachers' office .....	463
Appendix C: Interview Schedule .....	464
Appendix D: Interview request and brief explain for the interview (in Korean).....	468
Appendix E: Consent Form (in Korean).....	470

## List of Tables

Table 1: Number of Secondary Schools in Korea by Types (Statistical Yearbook of Seoul Education, 2014).....	13
Table 2: Percentage of female teachers in South Korean schools (Statistical Yearbook of Seoul Education, 2014).....	15
Table 3: Number of New Headteachers in Public Schools (by gender) (Statistical Yearbook of Seoul Education, 2014).....	21
Table 4: Summary of differences between leader development and leadership development (Day, 2001: 584) .....	37
Table 5: Pre-training Course Contents (Lee, 2011) .....	41
Table 6 HQT Main Training Contents (Lee, 2011).....	43
Table 7: Headteachers' perceptions of how prepared they were for headship - 2002 and 2005 (Earley, 2013: 140).....	49
Table 8: Professional development needs of New Appointed Principals (N=32)(Ng and Szeto, 2016: 547).....	51
Table 9: The forces for and against centralisation (Brooke, 1984: 170).....	60
<i>Table 10: Links between research questions, key issues and research methods .....</i>	<i>84</i>
<i>Table 11: Composition of participants by area and type of schools .....</i>	<i>86</i>

<i>Table 12: Composition of participant group by gender, appointment type, school level and career .....</i>	87
<i>Table 13: List of participants with keys .....</i>	89
Table 14: Data collection date.....	94
<i>Table 15: Categorisations and codes for headteachers' daily activities .....</i>	117
<i>Table 16: An example of a table for thematic analysis: why did you become a teacher? .....</i>	128
Table 17 Headteachers' daily activities with mean time spent.....	130
Table 18: Headteachers' daily functions .....	131
Table 19: Headteachers' activities and functions in pre-school hours .....	132
Table 20: Headteachers' activities and function during the morning.....	135
Table 21: Headteachers' activities and functions during lunch time.....	136
Table 22: Headteachers' activities and function in the afternoon .....	137
<i>Table 23: Headteachers' activities and function after school .....</i>	139
Table 24: Headteachers' activities in different settings.....	141
Table 25: Headteachers' activities in function by different condition .....	143
<i>Table 26: Years in a teaching profession by gender and career .....</i>	146
<i>Table 27: Motivation to become a teacher.....</i>	148

<i>Table 28: Satisfaction and dissatisfaction in teaching</i> .....	155
<i>Table 29: The source of first motivational factors generated</i> .....	160
<i>Table 30: Social status and financial rewards of headteachers</i> .....	167
<i>Table 31: Main motivation to become a headteacher</i> .....	178
Table 32: The most useful preparation for taking up a headteacher role .....	185
Table 33: The HQT programme in headteachers' perception .....	194
<i>Table 34: work-life balance in the preparation period</i> .....	199
<i>Table 35: Perspectives on being a new headteacher</i> .....	204
<i>Table 36: Confidence-related perspectives</i> .....	209
Table 37: Headteachers' perspectives about the 1st year support .....	214
Table 38: Features of headteachers' lifestyle patterns.....	224
Table 39: Understanding and interacting with education policy .....	232
Table 40: Headteachers' understanding of the characteristics of their schools.....	243
Table 41: Leading strategies and leadership styles .....	252
Table 42: Areas of satisfaction and challenges .....	268
<i>Table 43: Comparing KSL and GSL</i> .....	296

## List of Figures

Figure 1: A typical structure of a secondary school as outlined in Elementary and Secondary Education Act (Ministry of Education, 1997) and Enforcement Decree of Elementary and Secondary Education Act (Ministry of Education, 1998).....	12
Figure 2: A pathway with a teaching-only career .....	19
Figure 3: A pathway with an education specialist career .....	19
Figure 4: Top ten motivating factors for headteachers (Stevens et al., 2005).....	30
Figure 5: Average hours, secondary schools, 2000 – 2010 (Deakin et al., 2010).....	34
Figure 6: Headteachers' use of time (a composite of six heads in England) (Earley et al, 2011) .....	35
<i>Figure 7: stages of headship (Earley and Weindling, 2004: 26)</i> .....	48
Figure 8: A model of constructs of Servant Leadership (Patterson, 2003: 7) .....	64
Figure 9: mean effect size of leadership styles on student outcome (Robinson et al. 2008) ...	69
<i>Figure 10: High Excellence, High Equity: raising the bar and narrowing the gap (Hopkins, 2013: 20)</i> .....	70
Figure 11: Screenshot of QSR NVivo.....	127
Figure 12: Simple structure of the centralised education system .....	291
Figure 13: Education System from headteachers' perspectives .....	293

## Acknowledgement

First of all, I would like to thank God for allowing me to carry out this PhD; I would not have been able to do it without Him.

As I was preparing for my PhD study, a verse from the bible, 'Not by might nor by power, but by my Spirit' (Zechariah 4:6), came to me as a promise of God. It took a long time for the words to be achieved. Even though it was not an easy process, in many aspects it was also a worthwhile and joyful time. My God and his promises have always encouraged me and provided new hope and timely support during my PhD study.

Next, I want to thank my family. My husband, Yong Il Cho, and my children John and Eugene. I cannot express my deep thanks and love to you. I also thank my father, Prof. Yong Woo Lee and my mother Juja Koh, who were great role models in my life; and my grandmother, the late Dr. Jeongsook Park, who was a righteous and generous leader of her age and inspired me greatly; my brothers and sisters in law, Dr. Joonseok Lee, Kyunghee Nam, Changhoon Lee and Ji Hyun Lee. I wish to thank, for their support, my mother in law, Youngae Lee, and my husband's brothers and sister, Eunhee Cho, Hwanjae Cho, and Siyoung Cho.

In addition, I owe thanks to my friends and all the amazing people who prayed for me: Rev. Ki Bum Kim, Rev. Byeung Kap Kim, Myung ja Ann, Junhee Shim, Hei Kyung Song, Hee Kyung Lee, Bong hoon Song and Hyun mi Kim, Sewoo Lee, Namgung Young, Jaihee Cho, Teacher and Rev. Seungho Choi, Rev. HungSoo and Joo Yun Park, Rev. Suck Kwang Jung and So Young Jeon, Rev. Hoonjong Lee, Rev. Jongbum Park, Rev. Kyuwon and Grace Park,

Rev. Paul Song, Rev. Paul Choi, Rev. Yong Bok Kim, Namsu Kim, Hae Ree Lee, Myung Soon Kim, Sookja Kim, Eunyoung Park, Dr Hang Eun Kwon, Dr. Pekka and Sowon Pikkinan, Eun Jung Chung, Sam Shin, Dr. Esther Jawing, Ann and David Moseley, Dr. Nigel Sykes, Rev. Alastair Kirk, Dr. Koge Henry, Eirini Veroni, Prof. Jane Hutton, Dr. Gareth Owen, Zhi Jun Tham, Abena Kusi, Woorim Sung, Dr. Harry Moyse, Ife Olaopa, Paul Aron Raymond Raj, Dr. Theologia Lliadou, Rev. Andrew and Lindsey Attwood, Mary Rai, Jane, Helen Lewis, Bob and Seringa Dudley, Elisabeth Mayor, Jane Garsed, Neetha Malayapuram, Kim Matthew, Amber and Stan Baker, Rob and Kerry Musgrove, Charles and Debbie Blassberg, Lesley Donaldson, Peter Greensmith, Prof. Jeonggeol Nam, Prof. Haemyung Lee, Prof. Sungjong Kim, Prof. Sunjoo jeong, Dr. Pontso Moorosi, Dr. Su-youn Kim, Dr. Hafiz Hanif, Dr. Anas Hajar, Dr. Hani Almehrz, Margaret Barwick, Hyuck Jin Ju and Jung Sook Lee, Moonjung Jang, Sooksung Jang and Kyerim Jang. I thank every single one of my friends, including all that I failed to mention, for all your encouragement and prayers.

Last but not least, to all the educational leaders: headteachers, teachers and others who have published various works on educational leadership, including my previous supervisors Prof. Peter Earley and Prof. Tony Bush. I would like to give you all genuine thanks for devoting your time and energy towards such an important topic. In particular, I thank the 33 participants who took part in this research. I respect all 33 of you and I have learnt a tremendous amount from meeting you.

Lastly, I would like to express my deepest gratitude to my supervisor, Dr. Michael Hammond, who has always encouraged me and believed in me despite my shortcomings.

## Declaration

The work in this thesis was developed and conducted by the author between July 2014 and April 2017. I declare that, apart from work whose authors are explicitly acknowledged, this thesis and the materials contained in this thesis represent original work undertaken solely by the author. I confirm that this thesis has not been submitted for a degree at any other university.

Parts of this study have been presented on several occasions, including:

1. A study of leadership in secondary school in Seoul, the Republic of Korea: the Perspectives of new headteachers on their role, In *Stories 2015 Conference* (2015), University of Oxford, UK
2. A Study of School Leadership of Secondary Education in South Korea: the Perspectives of new headteachers for Motivation, Preparations and Practices, In *Kaleidoscope 2015 Conference* (2015), University of Cambridge, UK
3. Leading Secondary school in the Republic of Korea, In *Bristol Doctoral Conference 2015* (2015), University of Bristol, UK
4. A study of the perspectives of new female headteachers in secondary school in Seoul, the Republic of Korea: motivation, preparation and their first year, In *British Education Leadership Management, and Administration Society Gender, Leadership and Education Conference* (2015), University of Leicester, UK
5. A study of the perspectives of new headteachers upon preparation and their first year of practice in secondary school in the Republic of Korea, *British Education*

*Leadership Management, and Administration Society Leadership preparation and Development Research Interest Group Meeting (2015), University of Warwick, UK*

6. A Study of the Perspectives of New Headteachers upon Leadership Preparation and their First Year of Practice in Secondary School in the Republic of Korea, the *International Congress for the School Effectiveness and Improvement Annual Conference 2016*, (2016), Glasgow, UK
7. New Light on the Work of Headteachers in Secondary Education in Seoul, Korea, In *4th Interdisciplinary Postgraduate Conference (2016), University of Warwick, UK*
8. Motivation, Preparation, and Practice of New Headteachers in Seoul, the Republic of Korea: A Qualitative Study of Secondary School Leadership  
*Kaleidoscope 2017 Conference (2017), University of Cambridge, UK*

## **Abstract**

This study is an interpretive study of the perspectives of first-year headteachers in secondary education in Seoul, the Republic of Korea. Education in Korea has been highlighted in education scholarship because of its teaching quality and its high standing in the PISA tables.

On the other hand, it has been criticised for low levels of student satisfaction and high levels of stress. Many countries are trying to use the Korean model, so gaining insight into headship is timely and useful for the research community.

The research questions concern: the motivation to become a headteacher; preparation for the headteacher's role; and the practice of being a new headteacher. To address these questions a largely qualitative study was undertaken using interviews (n=33) and shadowing (n=20) of new headteachers. Key findings include:

First, both male and female headteachers' main motivation was described as 'to make their educational philosophy come true'. This was seen as a realistic aspiration as they saw the role as having a high status and as influential in their school.

Second, it was found that headteachers felt well-prepared for their role and, with varying degrees of confidence, believed they could carry out the role of head successfully. This was because they had succeeded in getting through a competitive selection process, had gained relevant experiences in management team roles, and many had experienced working in the Office of Education as an officer and policy maker. They felt confident of understanding the Ministry of Education and the Office of Education policy goals, and felt they could influence education policy.

Third, in terms of practice, it was found that headteachers aspired to a particular kind of Korean ‘servant leadership’, characterised by respect and being respectful, communication and openness, inspiring others, the exercise of ‘gentle’ power, setting an example, cultivating leaders, and enhancing teaching and learning.

The contribution of this thesis is to describe Korean headship, to explore Korean headteachers’ experiences of headship, and to explain key characteristics of headship in its social and cultural context.

## Abbreviations

<b>CEO</b>	Chief Executive Officer
<b>CPD</b>	Continuing Professional Development
<b>Dept.</b>	Department
<b>EWPS</b>	Education Welfare Priority Support
<b>GNP</b>	Gross National Product
<b>GSL</b>	Greenleaf's Servant Leadership
<b>HEAD LAMP</b>	Headteacher Leadership and Management Program
<b>HoD</b>	Head of Department
<b>HQT</b>	Headteacher Qualification Training
<b>KEDI</b>	Korean Education Development Institute
<b>Korea</b>	The Republic of Korea
<b>KTEWU</b>	The Korean Teachers and Education Workers Union
<b>KSL</b>	Korean Style Servant Leadership
<b>LIFT</b>	Leadership Initiative for Transformation
<b>MA</b>	Master of Arts
<b>MoE</b>	Ministry of Education
<b>NAP</b>	Newly Appointed Principal
<b>NCSL</b>	National College for School Leadership
<b>NCTL</b>	National College for Teaching and Leadership
<b>NLNS</b>	New Leaders for New Schools
<b>NIV</b>	New International Version
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>OoE</b>	Office of Education
<b>PE</b>	Physical Education
<b>PG</b>	Postgraduate
<b>PhD</b>	Doctor of Philosophy
<b>PISA</b>	Programme for International Student Assessment
<b>UCL</b>	University College London
<b>UK</b>	United Kingdom
<b>US</b>	United State (of America)

# 1 Introduction

This study aims to explore the perspectives of early career headteachers in secondary education in Seoul, the Republic of Korea (hereafter Korea) through addressing questions regarding their motivation, preparation, and practice. My key question is exploring what is distinctive about becoming a new headteacher in Korean secondary schools in Seoul. The sub questions are, “what is the motivation for becoming a headteacher?”, “how and to what extent are headteachers prepared?”, and “what do headteachers seek to achieve in their practice?” Through these questions, the nature of early career headship will be described and discussed.

This is a timely study. The Korean education system is often held up as a model of high quality outcomes. However, very limited research has been conducted in the Korean context and only a small portion of that lies in the area of educational leadership and management (Kim and Lee, 2010). Furthermore, there have been only a few qualitative research studies conducted in this area. This study addresses an under-researched area and involves in-depth qualitative data. It is an interpretive study based on interviews with thirty three headteachers. The study also involved shadowing twenty of these headteachers. The picture of headship that emerges is grounded in the behaviour and perspective of headteachers. This contrasts with previous studies which have focused on statistical data which, while useful, did not get ‘inside the shoes’ of the new headteachers. This study elucidates headteachers’ subjective views and feelings in order to explain their motivation, preparation, and practices. In doing so it provides insight into headship in Korea and raises wider issues of leadership.

## 1.1 A personal interest

This study began with an interest in how education can support children in exploring their full potential in an equitable environment. I was born into a family that had founded a private university in Korea. My grandmother received an inheritance from her father. She had to fight

to claim the inheritance left her by her father, as it was uncommon for women to inherit in Confucian Korean society and she faced a great deal of prejudice and hardship as a result. With this inheritance my great grandmother and grandmother established a private university, following my great grandfather's vision to educate young people for a more modern global society. This family history has rendered education both familiar and important to me, and I was able to observe first-hand how my grandmother, my father and other leaders led the university. In particular, I was able to see how my grandmother used her authority to lead the university according to her values and principles. This left me with a strong interest in educational leadership.

I attended primary and secondary schools in Korea, and was hardworking and fairly academically successful. I studied Law at university and enjoyed the course, but did not want to develop my career solely in that direction. Upon graduating, I started my professional life in a church related organisation working as a general secretary for the department dealing with young people. Since then, I have committed myself to the goal of helping the next generation to prepare for their future and effectively develop themselves.

Education is seen as a critical foundation for individual economic participation leading to social status. It is posited that education amplifies national economic competitiveness, and as a result it has become one of the main subjects of social and political discussion and structures across the world (Ball, 2008; Collarbone and West-Burnham, 2008).

I consider the goal of education to be giving young people confidence and conviction in what they do throughout their lives. Education gives children the freedom to make their own life choices; through education, students are enabled to gain knowledge and to exercise skills for exploring their potential to live fulfilled lives. Furthermore, children can be equipped to become people who can take responsibility and make a positive contribution to society.

The essence of this foundational perspective is expressed in the below quote from a British Government White Paper:

Education allows individuals to choose a fulfilling job, to shape the society around them, to enrich their inner life. It allows us all to become authors of our own life stories (Department for Education, 2010b: 6).

As a student myself, education gave me various opportunities which enabled me to overcome difficulties, to explore new perspectives on the world, and to choose the life I really wanted. I was fortunate, as these opportunities are not available for everyone. Gender, parents' expectations, socio-economic background, or political and religious influences may act as a barrier to education.

Naturally, most parents want to support their children's education as much as they can with experienced and qualified teachers and better educational environment. However, education can widen the gap between students who have different socio-economic backgrounds.

Education policy makers, researchers and practitioners should therefore be aware of the importance of equity in education as well as improving students' achievement.

With this in mind, the importance of school leadership and management are highlighted for both raising the bar and closing the gap in education, at a time of fast-changing and unforeseeable global circumstances (McCauley et al., 2010; Ball, 2011; Bush et al., 2010).

Before I came to the UK to undertake this study, I had experienced various roles within a university including managing statistics, establishing the Centre for Teaching and Learning, generating strategies for improving the status and ranking of the university, and managing the international office for ten years. While in these various roles, I was able to learn the importance of a more strategic way of thinking, using numbers and big data to marshal

arguments. However, I also found that numbers can be used to manipulate people's perspectives, which was a significant ethical consideration. I began to be more careful about the use of data, and wanted to use qualitative methods to carry out my research.

My experiences of within education have given me with an awareness of how important leadership is and how much of a difference individuals can make. My own experience of leadership has taught me that the presentation of leadership can be skewed for particular strategic reasons. For me, it was very important in this study to get a close-up view of leadership from people practicing it, and not to rely on superficial accounts. I began the study with enthusiasm for the concept and potential positive influences of leadership, and a desire to find out more about leadership in South Korea.

Moving on from my personal experiences, there is a wide field of literature about educational leadership and management. As Collarbone and West-Burnham (2008) asserted, schools designed for the age of knowledge cannot be the same as those schools which were designed for the industrial age. School curricula and assessment have, it is argued, increasingly reflected personalisation in learning. Advanced technologies are now used for teaching and learning, and large data sets are utilised in deciding how to lead schools. In these changing times, to be a school leader is to play a very significant role.

Many studies have showed how educational leadership develops and improves schools and increases the effectiveness of education (Coleman and Earley, 2005; Hallinger and Heck, 1998), as well as promoting student outcomes (Day et al., 2009; Robinson et al., 2008).

Research has given us many examples of 'turnaround' schools throughout the world which were led by outstanding headteachers (New Leaders for New Schools, 2009; Leithwood et al., 2010):

These are the most important in-school factors driving school success, with principals accounting for 25% and teachers 33% of a school's total impact on achievement. Furthermore, even though a single teacher can have a profound impact on student learning over the course of a year, that effect generally fades quite quickly unless a student's subsequent teachers are equally effective, with half the gains being lost the following year, and nearly all of the gains being lost within two years. In order for students to have high-quality learning gains year after year, whole schools must be high-functioning, led by effective principals with effective teachers across the school. This is especially vital for turnaround schools, where studies find no examples of success without effective principal leadership.

(New Leaders for New Schools, 2009: 5)

With the importance of school leadership and management has come recognition of the importance of educational leadership preparation and development. As Bush (2008b) discussed, appointing school leaders without preparation is gambling with students' education. The importance of leadership preparation is emphasised for moral and practical reasons. Indeed, leadership preparation in education is important for headteachers, staff, students, parents, and all stake holders.

This study has been triggered by my recognition of the importance of educational leadership and leadership preparation. In particular I wanted to understand the distinctive nature of Korean educational leadership and its preparation.

From 2010 to 2011, I studied for a Master of Arts in Leadership at the UCL Institute of Education, Professor Michael Fielding's article about student voice led me to apply to the Institute of Education in the first place, because I strongly agreed with his ideas about the

importance of students' voices in addressing social distortion in education. I later read Professor Peter Ealey's article about the future leaders programme and this led me to choose to study educational leadership and management at the London Leadership Centre for Learning. The study of educational leadership seemed to be more practically useful to bring changes in education. In the course of the MA I also had the opportunity to take an education policy course which allowed me to look at current issues for education policy, such as globalisation, privatisation, family and race background, new forms of governance, and policy research and policy cycle. My Master's dissertation was a comparative study of the pathways to becoming state school headteachers in Korea and England.

While I was studying at the Institute of Education, I became aware of the work of Professor Tony Bush, author of *The Principles of Educational Leadership and Management* (Bush et al., 2010), *Theories of Educational Leadership and Management* (Bush, 1986), *Leadership and Management Development in Education* (Bush, 2008b) and more. His book *Leadership and Management Development in Education* led me to apply to the University of Warwick to do my PhD study with him. Unfortunately, Professor Bush left soon after I came to the University of Warwick; I have since been supervised by Dr Michael Hammond who is the author of *Research Methods: The Key Concepts* (Hammond and Wellington, 2013). At the start of my PhD I wanted to carry out a comparative study, but over time I narrowed this down and focused on the Korean case.

The most impressive thing I found after coming to the UK was the enthusiasm of researchers. Even though they were all scholars of an older age, many were still enthusiastic and truly concerned to make continual efforts to bring about equity in education and social justice. They devote their lives to their areas of study.

In Korea, many students study very hard late into the night, but in many cases students do not know why they have to study so hard. Lacking internal motivation, various kinds of private supplementary education are provided to steer the students' learning and parents are burdened with supporting their children's education. Children want to pay back their parents' support and have therefore to devote a lot of their time to study. Parents who cannot offer appropriate support often experience a sense of shame (Bae, 2010; Kim, 2009). All these social phenomena caused me to long for innovation which brings equity in education and social justice in Korea. The study of educational leadership and leadership preparation might be a first step to resolve these matters.

## 1.2 The setting and background

This study focuses on Korean secondary education. The Korean educational system has received great attention and has been described as one of the world's best-performing school systems (Barber and Mourshed, 2007; Department for Education, 2010a). In recent results from the Programme for International Student Assessments (PISA) in 2006, 2009 and 2012, Korean students achieved high rankings in academic assessments in literature, mathematics, and science. Korean education has subsequently received global interest (OECD, 2011; OECD, 2010), with the high quality of the Korean teaching workforce and continuing educational innovation highlighted (Barber and Mourshed, 2007; OECD, 2014).

However, critics see Korean society as struggling with educational matters. For example, Korean students experience severe stress because of the pressure to make academic progress (Kim, 1994; Ministry of Education Science and Technology, 2009; Bae, 2010; Lee and Jang, 2008). Korean students' mental and emotional stress has been linked to school violence, bullying, and in extreme cases to an increased adolescent suicide rate (Korean Education Development Institute, 2012).

### **1.2.1 Philosophical and historical background of Korean Education**

Enthusiasm for educating children is extremely high in Korea. Korean culture has been heavily influenced by Confucius for five hundred years (Jung, 2011), and traditionally held that only *men* of erudition and good character could lead society and take important roles, including those of government. In Korean history, scholars were almost always socially more important than businessmen or generals, and scholastic and rational disciplines ruled society.

Throughout the Japanese colonial period and the later Korean War, traditional Confucian values were eroding and western principles based on materialism took their place. After the war, Korea was one of the world's poorest countries in 1953 with an average GNP of \$67. Korean society was gripped by crude materialism and intense competition. The traditional privileged class collapsed and, in the process of national reconstruction, education was regarded as the most effective means of achieving success and social mobility. Graduation from prestigious universities was closely linked to social success and power in society. For example, 27.2% of professors, 37.4% the National Assembly members, 43.7% of CEOs of top 100 companies, 75.6% of chief public prosecutors, and 92.3% of Presidential Secretaries graduated from Seoul National University. Depending on their alumni group, people had different opportunities for employment and promotion (Chang, 2008; Kang, 1999; Kim, 2002). Entrance to universities emerged as the most important issue in Korean society. In the process of the reconstruction of Korea, enthusiasm for education contributed greatly to overcome national poverty (Lee, 2003). However, excessive competitiveness within education also served to distort society (Kang, 2008).

### **1.2.2 Centralised Education System**

Korean education has a highly centralised education system. The Constitution of the Republic of Korea was established on 17<sup>th</sup> of July 1948. Within it was provision 16, which proclaimed the right of all Korean people to receive education equally, free compulsory schools for primary education and a national supervisory authority. The Codification of Education System was legalised and the Education Law was enacted in 1952. Korean education was subsequently led by the law and central government. In the mid-1990s, the Korean education system investigated and developed information and communication technologies (ICT), and teachers' continuing professional development (CPD) has been reinforced for improving the quality of teachers and headteachers. The Korean government reformed the education system with initiatives and increased the budget for education with the aim of continually improving the quality of education (OECD, 2014).

The national government Ministry of Education has seventeen district Offices of Education, of which the Seoul Metropolitan Office of Education is one. Under the Seoul Metropolitan Office of Education there are then eleven local Offices of Education which are independent of local councils. Teacher recruitment and promotion, national curriculum development, evaluation of the education system and financial support are all decided by the Ministry of Education and the Office of Education. Permanent public school teachers are all civil servants, so their employment, pay scales, evaluation and promotion are managed by national government.

The ministry also decides the school curriculum (Kim et al., 2006). The level of control over the curriculum has, however, varied. For example, at times schools have chosen their own textbooks. At other times government have insisted on using central resources, particularly in

respect of the teaching of history. Evaluations forms have been developed for schools, teachers and headteachers, the Metropolitan/Local Office of Education, research institutes and education policy. These evaluation systems reflect the progress of each agency, and the Office of Education is able to measure the impact of its education policy and reflect on it for future policy making. Finance is also centrally managed. The Ministry of Education or the Office of Education decides the level of financial support for a school following the result of a systemic evaluation.

The school system has prescribed specific school outlines and roles as follows:

- Schools comprise a headteacher, deputy headteacher, senior teacher, teachers and staff. (Primary and Secondary School Law 19)
- Headteachers' duties are managing the school's work, instructing teachers and staff, and educating students. (Primary and Secondary School Law 20)
- Deputy heads' duties are assisting the headteacher, managing school work and taking the headteachers' role when needed. (Primary and Secondary School Law 20)
- If a school has more than 43 classes, one more deputy head can be appointed. In this case, one of the deputy heads can teach. (Primary and Secondary School Law Enforcement Ordinance 36)
- If a school has fewer than 100 students or 5 classes, it is possible not to appoint a deputy head by Presidential order. (Primary and Secondary School Law 20)

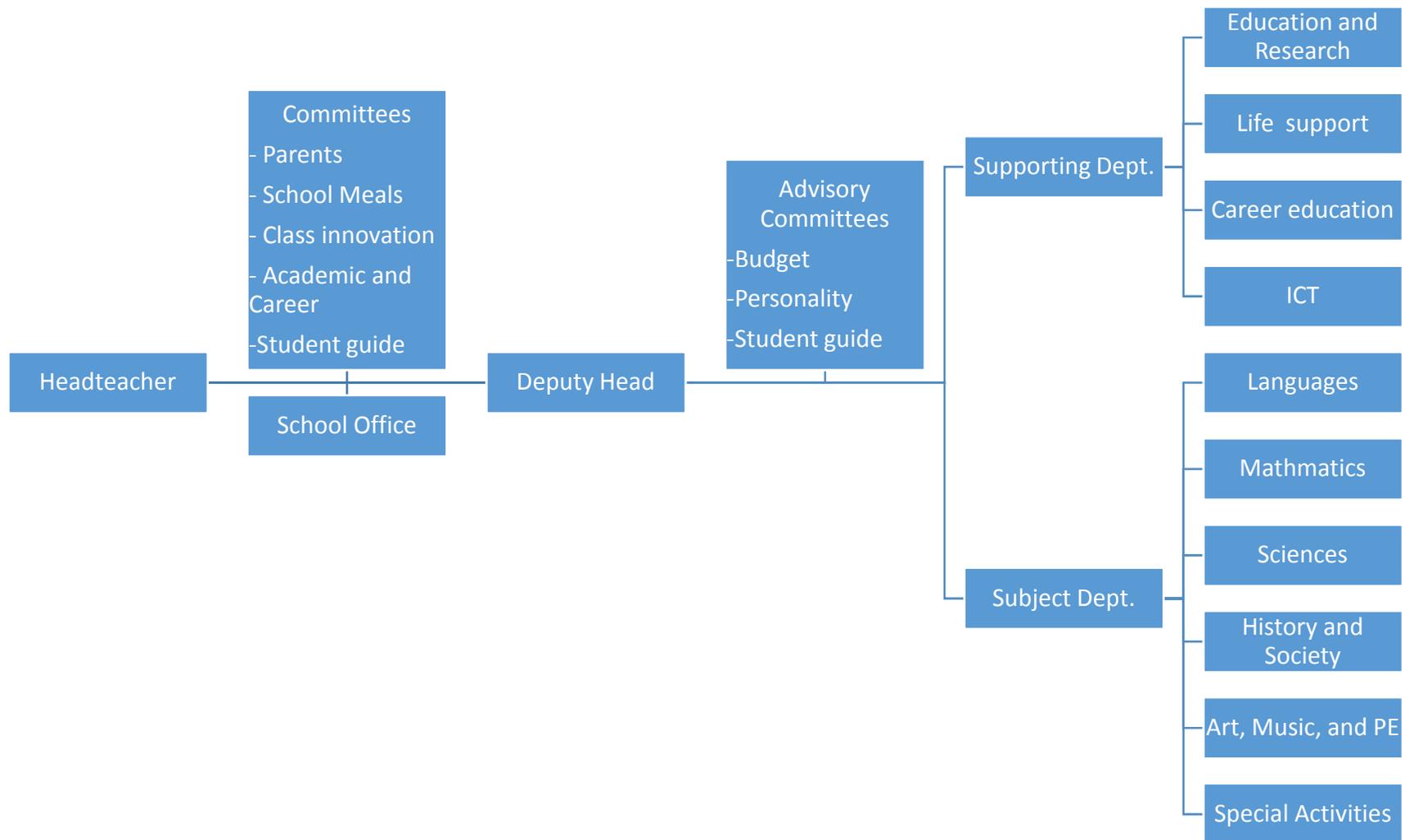
In the traditional centralised educational environment, headteachers have a mostly administrative role and the influence of their leadership is limited. Developing headteachers' leadership has been given only limited attention. However, since Korea's 7th Educational

Reform in 2009, headteachers' autonomy has been extended and decentralisation has continued (Kim et al., 2009; Park, 2011), although this differs case by case. From the mid-1990s, a consumer-centred approach to education has been emphasised, school-based management has been implemented, and various innovations have been introduced which are linked to decentralisation.

### **1.2.3 The structure of education and school**

Korean students start their official school life when they are 6 years old. Under the law, children must follow at least six years in primary school and three years in middle school. After the compulsory education, 99.7% of students continue their study in high school for three years, and 71.3% of students entered universities (Korean Education Development Institute, 2012).

Most schools have the same organisational structure: one headteacher, one or two deputy heads, a number of head of departments, and one school office and committees (Figure 1). The number of deputy heads and departments are fixed by size of schools. The school office controls the financial management and facilities maintenance and works directly with headteachers. A deputy head is not usually involved with school office work.



*Figure 1: A typical structure of a secondary school as outlined in Elementary and Secondary Education Act (Ministry of Education, 1997) and Enforcement Decree of Elementary and Secondary Education Act (Ministry of Education, 1998)*

### 1.2.4 Types of schools

In Korean secondary education, there are middle schools for 13-15 year olds and high schools for 16-18 year olds. Schools are divided between public schools originally set up by central government or districts, and private foundation schools which were founded by private individuals. There is only one type of middle school but five different types of high school: general high school, which as the name implies is an open general purpose school; special-purpose high school which is an elite school with recruitment based on selection by exam; specialised high school with more vocational courses on offer; autonomous high school which has more autonomy than other schools; and special school for students with special needs.

As can be seen in Table 1, there are many private foundation schools. However, although these are founded by private individuals, most of them receive support from the Office of Education and do not charge more than public schools – often a very modest fee. Unlike in England, there is not a tradition of providing elite private education through very expensive private schools, as parents tend to offer students privileged support via private supplementary education.

Classification		Number of Schools			
		National	Public	Private	Total
Middle School		2	272	109	383
High School	General High School	1	72	110	18
	Special-Purposed High School	2	6	12	20
	Specialized High School	0	18	53	71
	Autonomous High School	0	19	25	44
	Special School	3	7	19	29
Total		8	394	328	565

*Table 1: Number of Secondary Schools in Korea by Types (Statistical Yearbook of Seoul Education, 2014)*

### **1.2.5 Types of teacher employment**

There are two main routes of teacher employment. One is employment via the Secondary School Teacher Employment Examination, which national and public school teachers need to pass following graduation in an education degree from university. The other is an open recruitment used by private foundation schools for teachers who meet the schools' own standards. Of course, teachers who have qualified via national exam may also end up in private foundation schools.

The teaching profession is traditionally respected in Korean society, and the social status and salary levels are higher than in many other countries. Teachers are selected from the top 5% of graduate students in Korean universities. In Korea, the selection of teachers for national and public schools is decided through the teacher certification examination (Barber and Mourshed, 2007).

Teachers' job security is high. The public school teachers' status is that of civil-servant, and teacher selection and dismissal are decided by educational law. An important point to note in relation to this status is that while highly talented teachers are selected by the educational system, the headteacher cannot hire or fire permanent teachers. Headteachers' formal power is relatively weak (Kim et al., 2006). They have to work through influence and need to develop appropriate leadership approaches in order to lead their school.

Even though Korean public education has such highly qualified teachers, Korean education is periodically seen as facing 'classroom crisis' (Min et al., 2008; Mok, 2009). A recent survey of Korean students found that many were not happy, even though they were achieving high scores in Programmes for International Student Assessment (PISA) (Institute for Social Development Studies Yonsei University, 2011).

As can be seen in the table below, the profession is more female-dominated than male, in keeping with many other countries. The difference is more marked in public schools (70%) than in private foundation schools (44%).

Types of schools		National		Public		Private		Total	
Number of teachers		Subtotal	Female	Subtotal	Female	Subtotal	Female	Total	Female
Middle School		108	66%	13,796	75%	4,446	51%	18,350	69%
High School	General High School	66	56%	5,514	64%	8,517	41%	14,097	50%
	Special-Purpose High School	77	74%	383	49%	642	42%	1,102	47%
	Specialised High School	0	-	1,545	49%	3,187	45%	4,732	46%
	Autonomous High School	0	-	1,318	62%	1,708	31%	3,026	44%
	Special School	213	64%	481	82%	820	61%	1,514	68%
Total		464	65%	23,037	70%	19,320	44%	42,821	58%

Table 2: Percentage of female teachers in South Korean schools (Statistical Yearbook of Seoul Education, 2014)

### 1.2.6 Private supplementary education

Despite the government's campaign to reduce the private supplementary education market, Koreans spent 21.6 trillion won (\$18.7 billion) on private supplementary education in 2009. In 2009, 75% of students participated in private supplementary education. Studies indicate that Korean parents unconsciously believe the following process flow:

expensive private supplementary education → achieving outstanding academic results  
 → entering a prestigious university → achieving a high position in society → social fulfilment

(Kang, 2008: 14)

Parents are under pressure to provide expensive private tuition. As Kang (2008) identified, Korean parents believe expensive private supplementary education has a direct effect on achieving outstanding academic results and entering a prestigious university. Entering such a university is important for achieving status, income, and personal fulfilment (Son et al., 2006). Parents spend, on average, more than one third of their income on their children's private supplementary education, with 75% of students participating in supplementary education (Statistics Korea, 2009).

Private supplementary education widens the gap in academic achievement between students from affluent and deprived backgrounds. Crucially, it also influences 'the classroom crisis' (Bae, 2010; Lee and Jang, 2008). As education has great importance for society, it is a major social and political issue (Lee and Jang, 2008; Ministry of Education Science and Technology, 2011; Ministry of Education Science and Technology, 2009; Kim, 2009). However, Korean education is still struggling with the private education problem:

Most educational policies targeting the problems of private supplementary education seemed to fail to achieve their purposes. It could be said that all the educational reforms were destined to failure because of private education (Bae, 2010).

As OECD (2014) stated, private supplementary education has significantly affected Korean education. On one hand it has contributed to raising student outcomes; on the other hand, it has caused many educational and social problems, such as inequality, stress and the 'classroom crisis' of student unhappiness.

### **1.2.7 Popularity of the headteacher post**

In contrast to the succession problems in England (Bush, 2011a), the headteacher post is popular in Korea. When people talk about headteachers in Korea, they may describe them as

‘flowers of the teaching profession’ or the ‘face of the school’. Many teachers consider becoming a headteacher as an honourable way to finish off their careers (Kim et al., 2006). Teachers who want to be a headteacher make great efforts to get high scores on various teacher assessment metrics: number of years in schools, performance evaluations, in-service training and research, service in remote areas, work experience in local educational offices, and so on. This matrix is guided by Article 13 of the Educational Civil Servant Law Korea (Kim et al., 2006). Korean headteachers’ level of autonomy and accountability are low; the latter may be one of the reasons why the headteacher post is popular (Kang, 2008).

### **1.2.8 Qualification for becoming a headteacher**

As mentioned, aspiring headteachers need to get high scores on a range of assessment metrics: work experience (70 points); work performance (100 points); completing continuing professional development (CPD) programmes (18-30 points); and extra points for various other criteria (maximum 15 points). To achieve sufficient points for the role, 20 years of work experience is required. Work performance is assessed by colleagues (40 percent), the deputy head (20 percent), and the headteacher (40 percent). For work performance assessment, aspiring headteachers can choose three assessment years from their last five years of work experience. Achievements in CPD are assessed through attendance or research projects; this is also guided by the Regulations of the Promotion of Educational Public Servants (Presidential Decree No. 26833, 31 December 2015).

There are various specialised organisations for teachers’ continuing professional development, including the Korean Educational Development Institute (KEDI) and National Academy for Educational Administrators in Seoul National University. The National

Academy for Educational Administrators in Seoul National University runs the Headteacher Qualification Training in Seoul.

Most headteacher candidates are Headteacher Licence holders, whether appointed by promotion or open recruitment (Kang, 2008). The Headteacher Licence is given through the Headteacher Qualification Training programme; however, one needs to be selected for the programme. Most participants are qualified deputy heads. Depending on the school types, selection is made by national university principals, the Ministry of Education, or superintendents of education (Cho, 2006).

While teaching expertise and a headteacher's expertise are different, more than 25 years of teaching experience is required for promotion to headteacher because of competition for the roles. Some scholars have criticised this time-consuming route to promotion as excessively long (Cho, 2006; Han, 2004).

### **1.2.9 Two main routes to becoming a headteacher**

There are two main routes to becoming a headteacher. One route is to stick to school practice. For example, you may start as a classroom teacher, and then move on to head of department. If you show ability in leading and administration, you may be appointed as a head of department. This has no exact equivalent role in English schools, but is under a deputy head and includes involvement in various administrative tasks such as dealing with official documents from the Office of Education, managing students' records and exams, holding ceremonies, controlling curriculum and lesson time and so on. If successful in this role and you take appropriate CPD, you can be promoted to a deputy head after attending the Deputy Head Qualification Training. Whether or not you are put forward for Deputy Head Qualification Training is decided by the Office of Education, based on report of your

reputation among colleagues, records of achievement, site inspection, and in-depth interview.

If successful in this training, you can be promoted to deputy head.

In the context of Korean schools, the role of deputy head is very important. The deputy heads support the headteacher, take charge in most of the administration, and needs to establish good relationship with teachers, headteachers, and the officer of the Office of Education.

They traditionally have worked harder, at least working longer hours, than headteachers. The headteachers' role may be seen as a reward for the hard work of being a deputy head. After being a deputy head for several years you can become a headteacher if a vacancy arises.

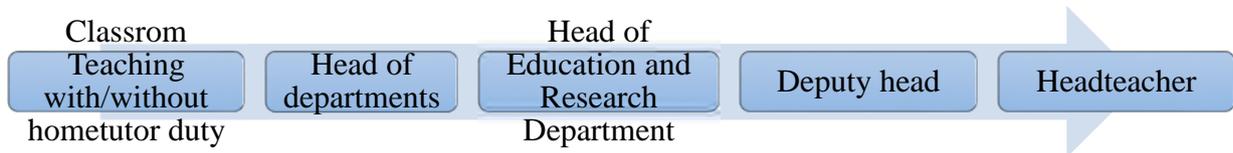


Figure 2: A pathway with a teaching-only career

A different route to headship involves some time in the Office of Education. Teachers are able to apply to become an Education Specialist after around 10 years of teaching experience. If they pass the exam, they start work at the Ministry of Education or the Office of Education as an officer for policy making and implementation, or for supporting school leadership, management, and administration. They will go back into school at deputy head level.

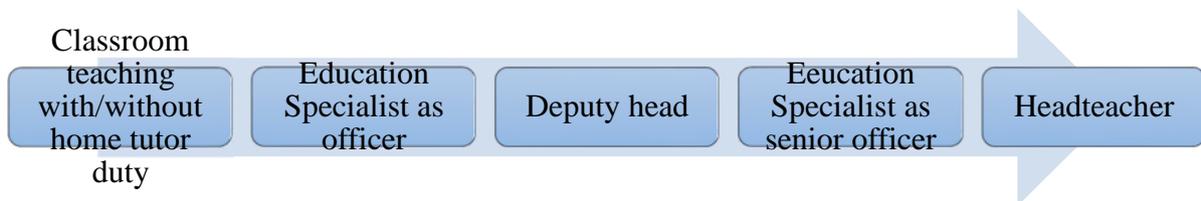


Figure 3: A pathway with an education specialist career

### **1.2.10 Types of headteacher appointment**

There are three types of headteacher appointment: promotion, open recruitment, and invitation.

The most common approach is promotion and it follows from successful completion of the Headteacher Qualification Training, after which you can go straight into a headship role. As existing headteachers retire, successful candidates are sent to schools to replace them. The headteachers can turn down the school's offer, but it is very rare for a school to turn down a headteacher.

A second approach is open recruitment which tends to occur where school working conditions are unattractive (such as in a remote rural area) in an attempt to widen the pool of possible heads. A third means of appointment is by invitation, which occurs only in a Private Foundation School where the founder can invite whomever they want to take the role.

According to Table 3, eighty six headteachers were appointed in total in public schools in 2014. Thirty percent of them were female and seventy percent were male. The participants of this research were in the same proportion. Female teachers with experience as educational specialists have slightly more chance of being promoted to headteacher than those without. As mentioned earlier, only male teachers in this study were appointed by open recruitment.

The table shows that in public schools, the most common form of recruitment is promotion through a teaching-only career. However, this was followed closely by the officer route. As can be seen in the data, there is heavy bias towards males which contrasts with earlier data on the gender imbalance in the profession. These are only public school figures, as the private foundation school data was not publicly available.

Appointment types	Female (%)	Male (%)	Sum
Promotion through teaching-only career	13 (30)	29 (70)	42
Promotion through teaching and officer career	10 (40)	18 (60)	28
Appointment by open recruitment	0 (0.0)	16 (100)	16
Total	23 (30)	63 (70)	86

*Table 3: Number of New Headteachers in Public Schools (by gender) (Statistical Yearbook of Seoul Education, 2014)*

### **1.2.11 Confucian and Christian values in Korea**

Before finishing the main part of this introduction, it is helpful to discuss some relevant aspects of traditional Korean values. These values are based on Confucianism, with some imported values from Christianity, and both have implications regarding the culture of educational leadership in Korea. Only small numbers of people in South Korea now define themselves as followers of Confucianism; however, whether explicitly or implicitly, some Confucian principles remain deeply rooted in Korean culture in terms of people's ways of thinking, living, and conducting relationships (Lee, 2005; Choi, 2008). Korea has also one of the highest percentages of the population identifying as Christians in the 21<sup>st</sup> century. According to the 2015 National Census, 56.1% of the population stated that they had no religion; 19.7% were 'Christian'; 19.5% were Buddhist; and 7.9% were Catholic (Statistics Korea, 2015). The Korean Christian church has sent 28,326 recorded missionaries to other countries across the world. However, Korean Christianity is vividly coloured by Confucian culture in followers' thinking and behaviour (Hyewon, 2017; Yi, 2000).

Confucianism and Christianity have similar ideas about leadership. According to the Book of Han, Volume 56 Dong Zhonghu (漢書, 董仲舒傳), there are five core virtues (五常之道): benevolence, righteousness, courtesy, wisdom, and trust (仁義禮智信), and leaders are exhorted to enact these core virtues (Avramidou, 2012).

When a disciple of Confucius asked the meaning of 仁, which is usually translated to benevolence, mercy, and generosity, Confucius answered as follows:

仲弓問仁。子曰：出門如見大賓，使民如承大祭；己所不欲，勿施於人；  
在邦無怨，在家無怨（論語，顏淵篇，1:2)

The analects have been variously translated, but Hinton (2014) provides the following interpretation:

Jang Yung asked about humanity (仁), and the Master said: “Go out into the world as if greeting a magnificent guest. Use the people as if offering a magnificent sacrifice. And never impose on others what you would not choose for yourself. Then, there will be no resentment among the people or the great families.” (Hinton, 2014: 37)

This concepts of 仁 may well be familiar to Christians. As Confucius said ‘never impose on others what you would not choose for yourself’; likewise Jesus said ‘In everything, do to others what you would have them do to you, for this sums up the Law and the Prophets’ (Matthew 7:12, NIV Bible). Confucius showed a similar perspective on servant leadership to that of Jesus. In the above quotation, Confucius stated that when leaders use or lead followers, they should do so with an attitude of service. Jesus also said that leaders should not oppress others in their leading, but should adopt the attitude of a servant toward those they lead:

Jesus called them together and said, "You know that those who are regarded as rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man

did not come to be served, but to serve, and to give his life as a ransom for many."

(Mark 10:42-45, NIV Bible)

In the study of philosophy in leadership, Mele (2012) compared Agapé (love) in Christianity and 仁 (benevolence) in Confucianism; he concluded that these two concepts were not different but connected, because both Agapé and 仁 pursue 'loving others'.

However, while Confucianism and Christianity demonstrate some similarities in their original principles and theoretical ideas, there are some aspects of Confucianism which are distinctive as applied to Korean culture and practice.

One of the most emphasised virtues in Confucianism is learning. The Analects, the most important book of Confucianism, begins with the Book of Learning (學而篇). Confucianism associated learning with understanding the importance of honouring parents and elders:

有子曰，其爲人也孝弟，而好犯上者，鮮矣；不好犯上，而好作亂者，未之有也

君子務本，本立而道生。孝弟也者，其爲仁之本與（論語，學而篇，1:2）

Master Yu said: "It's honouring parents and elders that makes people human. Then they rarely turn against authority. And if people don't turn against authority, they never rise up and pitch the country into chaos. "The noble-minded cultivate roots. When roots are secure, the Way is born. To honour parents and elders – isn't that the root of Humanity?"(Hinton, 2014)

In Confucianism, the key relationship in family is that between parents and children rather than between husband and wife. Although Christianity also encourages honouring one's parents, (Exodus 20:12, Ephesians 6:2, Mathew 19:19, etc.), this is not given the same

emphasis as in Confucianism. In the Bible, the husband and wife are described as the vital unit of family, stating, 'a man will leave his father and mother and be united to his wife, and they will become one flesh' (Genesis, 2:24, New International Version).

The idea of honouring and serving parents is carried over in Korean society into respect for teachers, and serving one's leaders. 'King, teacher, and father are one body (君師父一體)' is one of the most famous Confucian principles, and one which almost all Koreans will know. It means that the King, teacher, and father should be respected equally, and while there is no king in Korea now, the concept of King has been assumed by organisational and national leaders.

In this context, harmony, solidarity and cooperation are crucial values in Korean organisations (Kim and Park, 2003), and harmony in particular. To encourage a high level of harmony, organisations often use the word 'family' to describe their members; for example, the employees of Samsung are referred to as the Samsung family, and all the teachers and students in a school are referred to as the school family.

Of course, there is not direct translation of Confucianism into everyday lived experience. Rather, Confucian values influence the way in which, for example, leadership is enacted. In particular, Confucian values set up a relationship of obligation between leaders and those being led which is different from what would be expected in Western countries. This means that although Western ideas regarding educational leadership are influential and valuable, they must be adapted to take account of the very different cultural assumptions in South Korean society.

One would particularly expect to find in a Korean context a desire for harmony in the relationship between leaders and followers. Partly as a result, followers might find it difficult

to make critical comments within an organisation, and can become more passive. Although headteachers have a strong voice and can effect change within organisations, they may see their role as stabilising, rather than radically changing, their school, and may in turn demonstrate conformity in respect to policy makers. The Korean idea of a leader carries the concept of someone who is both leading and being led.

### 1.3 The big ideas associated with this study

Unlike many Western countries, the headteacher is a highly sought-after position and selection processes are very competitive in Korea. Korean schools on paper seem highly successful, and the training and induction of teachers seems very important.

The main research question that has driven this study is exploring what is distinctive about becoming a new headteacher in Korean secondary schools in Seoul. Sub questions are “what is the motivation for becoming a headteacher?”, “how and to what extent are headteachers prepared?”, and “what do headteachers seek to achieve in their practice?”

Through these questions, the nature of early career headship will be described and discussed.

### 1.4 A guide to the thesis

This thesis comprises nine chapters. This Introduction chapter has covered the researcher’s personal interest in the subject, the background of Korean education, and the big ideas associated with the study. Chapter Two is the Literature Review which covers discussion of literature around the motivation to become a headteacher, leadership preparation, being a new headteacher; educational leadership in practice and challenges in practice. Chapter Three, Methodology, starts with discussing methodology issues: interpretive research project, the main approach taken to this study, and methodological triangulation. It then explains about

the study's participants, data access, ethical issues, and the main research methods, shadowing and interview. Chapter Four deals with the shadowing report including headteachers' daily activities and functions by time and different conditions. Chapters Five to Seven present the Interview findings by motivation, preparation, and practice. In Chapter Six, 17 issues are discussed regarding the motivation, preparation, and practice of educational leadership. Chapter Eight is the Conclusion and covers a summary of the thesis and main findings; strength of study and contribution to literature; limitation of the study; and recommendations.

In this chapter, I have presented an introduction to my personal interest, some background of Korean education, the big ideas associated with the study, and a guide to the thesis. The next chapter explores the relevant literatures

.

## **2 Literature Review**

### **2.1 Introduction**

This chapter looks at leaders. It covers literature on the motivation to become a headteacher, leadership preparation and development, being a new headteacher, different leadership styles, and satisfaction and challenges in practice.

### **2.2 Motivation to become a headteacher**

#### **2.2.1 Various starting points for seeking headship**

In a qualitative research study of headteacher preparation programmes in England and Scotland, Cowie and Crawford (2009) found headteachers took various routes to become a headteacher. In the study, most female headteachers experienced career interruptions in order to care for their children. The study also found that most headteachers could not readily explain the precise time of their decision and their motivation to become a headteacher. However, all these headteachers were encouraged to take on further responsibility in their schools because they had outstanding talents, and they were able to start developing their leadership with these opportunities. They seemed to have an intrinsic motivation to develop themselves as professionals without a specific intention to become a headteacher. Among seven headteachers in the Cowie and Crawford study, only one had had a clear intention to become a headteacher in her early career and had prepared accordingly. In contrast, literature on the Korean education system has tended to show that aspiring headteachers prepared for a long time to become a headteacher, with a career-oriented mindset (Cho, 2006; Kim et al., 2006).

This has been explored in more details in research about career development processes for Korean teachers (Park and Shim, 2002; Oh, 2006; Baek, 2003). According to Oh (2012),

teachers usually focus on teaching students and developing their teaching abilities for around ten years. After that period, teachers divide into two groups. One group of teachers are interested in promotion and make a lot of effort to achieve it; the other group are less interested in promotion and enjoy their continued focus on teaching and personal life without further stress. Around 25 years after they started in the teaching profession, the group of teachers who were interested in promotion divides in two again: one achieves success and the other does not. These three cases present very different careers and different attitudes to teaching.

Whilst there are limited numbers of studies on Korean headteachers, there are some MA studies which describe these three groups of teachers in further detail (Ra, 1999; Hwang, 2002; Park, 2003; Lee, 2007). The first group of teachers are interested in promotion. These teachers may be criticised by colleagues for not demonstrating a sufficient focus on teaching students and preparing lessons; they tend to be very unquestioning of headteachers and government officers and want to do whatever helps them to achieve promotion. Sometimes they apply to work in schools in more remote areas in order to get more credits.

In Korean education, if teachers work in schools which are located in remote areas they can get additional credits towards promotion, and given that competition for headship preparation is fierce even a little credit is important. These teachers may sacrifice their family life for promotion. However, this kind of effort can be considered as selfish or doing what is instrumental to their promotion rather than being nobler. This can create tension with other teachers (Ra, 1999; Hwang, 2002; Lee, 2007; Park, 2003).

The second group of teachers were those who had previously held, but had now given up on, a goal of promotion, a goal they had held for both intrinsic and extrinsic reasons. Some of

them gave up when they felt the competitive nature of becoming a head might impact on their teaching and their relationships with colleagues. Others gave up because of external circumstances, or were simply unsuccessful in promotion. Most of these teachers experienced a sense of loss. To lead these teachers could potentially be difficult, so headteachers needed to be careful in establishing relationships (Lee, 2007; Oh, 2012).

The third group were teachers who were not interested in promotion in the first place. They were satisfied with the general life of a teacher and they felt freer from stress. They tended to let directives wash over them and not take so much interest in head of department, deputy heads, or headteachers, preferring to work independently and focus on job in hand. In Korean public schools, teachers rotate schools every three to five years and if they work in a satisfactory way, they can have a relatively comfortable career. Such teachers can avoid taking on extra administration work; they also tend to avoid working in the new policy trial schools (Oh, 2004; Oh, 2012).

This research focuses on the group of teachers who were interested in promotion and turned out to be successful. Oh (2012) pointed out a tension in the Korean education: even though many teachers desire to become a headteacher, teachers are suspicious of those who really make an effort to do so. In one case, however, Oh (2012) found a headteacher who had not encountered strong critics and who had a good relationship with his colleagues; the headteacher was able to stay focused on teaching while he prepared for promotion. The headteacher thought the option of moving into the role in this way was available because he had made a decision early in his career, and had prepared step by step with patience. However, Oh's study represents only one headteacher's perspective and so cannot be applied to all headteachers.

While there was a lot of criticism for what was seen as the ‘careerism’ of aspiring headteachers, there is not enough research at present to elucidate the systemic failures that bring overwhelming competition into the process of leadership preparation for headship in Korea.

In the UK, Stevens et al. (2005) asked headteachers about their main motivation for becoming a headteacher. They offered fifteen specific possible motivations: sense of vocation; role is dynamic and varied/is not routine; interaction with aspiring leaders; changing school culture; building shared values; collegiality/team work; maintaining high standards; being a leader; giving something back to the community/society/job satisfaction/sense of personal achievement; passionate belief in the role; pay; rising to new challenges; decision-making; professional autonomy/implementing own vision; school management; people management; and opportunities for professional learning (Stevens et al., 2005: 50). They found that the dynamic and varied nature of the role and the opportunity to build shared values with colleagues were the most common motivation for headteachers, as in Figure 4 below.

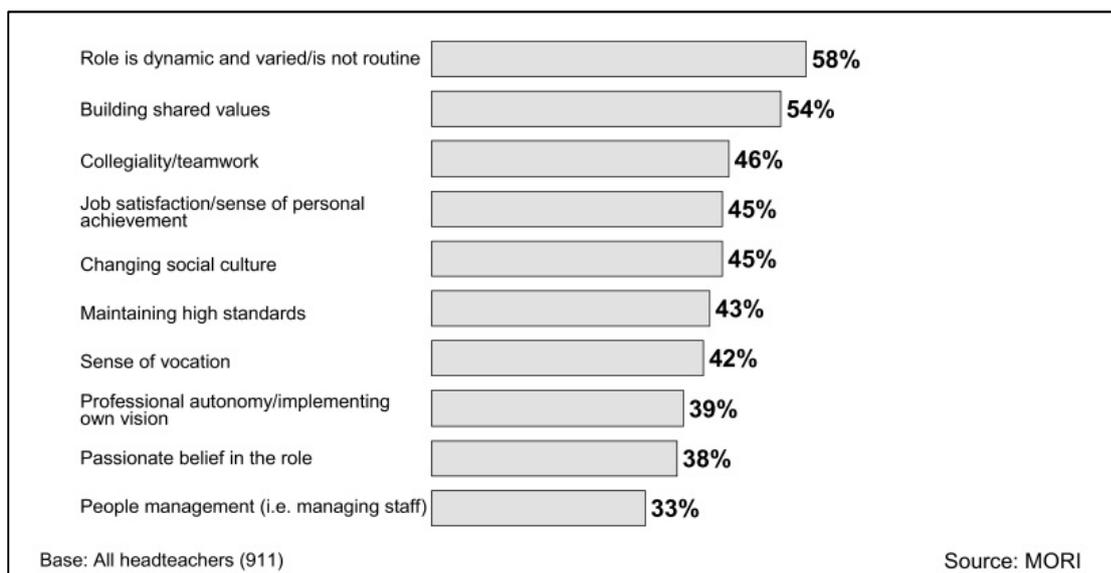


Figure 4: Top ten motivating factors for headteachers (Stevens et al., 2005)

Motivation is important in shaping the form, direction, intensity, and duration of work-related behaviour and is vital for understanding headteachers' behaviour on both individual and organisational levels (Fernet, 2011; Martin and Dowson, 2009). Identity-based motivation influences how headteachers act, understand and construct their role in context, and how they interpret difficult matters (Oyserman and Destin, 2010).

### **2.2.2 De-motivational factors**

There are some factors which demotivate people from wanting to become a headteacher. Statistically there has been shortage of headteachers in schools in England (Earley et al., 2009), and several explanations have been offered for the early retirement of heads. According to Bottery (2006), even though most headteachers appreciate their job, when they felt they lacked impact or were not contributing towards the effectiveness of the school, they decided to leave.

The other main reason for leaving the role early could be illness. Headteachers who were continually working under the heavy workloads and experienced stress were more likely to suffer illness. The three w's, wellbeing, welfare and workload, were identified as demotivational factors. (Earley et al., 2009). The NCSL also noted that 'negative perceptions of the work and the role of school leaders - especially regarding accountabilities and workload' was the main reason for a shortage of heads (National College for School Leadership, 2007).

Job security is also problematic in decentralised education. Dunford (2007), the General Secretary of the Association of School and College Leaders, explained this difficulty for English headteachers as follows:

Head teachers, in particular, have become much more vulnerable. It remains a long process to sack an under-performing teacher, but sacking the head can be a swift and ruthless process. With the government constantly anticipating media headlines and local authorities looking over their shoulders at their next Ofsted inspection, both central and local government are under pressure to deal with under-performing schools. One poor Ofsted inspection - or even the prospect of it - and the head is at risk. This is particularly the case in challenging schools, where heads who have been successful in a different context can find the circumstances beyond their control; the support weak or non-existent; and an early exit the only option offered to them.

(Dunford, cited in MacBeath, 2011: 107)

In a decentralised system, headteachers who work in under-performing schools can be dismissed easily. At least 163 headteachers or their deputies were removed from their jobs in 2009 because they failed to boost their students' attainment in General Certificate for Secondary Education (GCSE) in England (Shepherd, 2010).

Reasons for the unpopularity of the role of headteacher in the UK included the feeling of having only limited ability to effect change, illness from an excessive workload and stress, a heavy burden of accountability, and lack of job security..

The job was not a coveted one. As a solution, Earley and Jones (2010) suggested having a fast-track headteacher preparation programme, to avoid aspiring headteachers waiting too long and to fill the gap created by current headteachers' early retirement.

I was personally doubtful as regards this suggestion of a fast-track headteacher preparation programme. If experienced teachers were not easily taking to the role, how could less experienced teachers manage it appropriately? In my studies, experiential learning was found

to be more valued in leadership training. Fast-track training programmes can be a poor solution which ignores fundamental problems.

In contrast, there is no shortage of candidates for headteacher roles in Korea. Aspiring headteachers have to wait for a long time for appointment. Korean teachers usually start their careers from their mid-twenties to early thirties and retire when they are 62 years old on average, so their work period is around 30-35 years (Kim et al., 2006). This also means that teachers who want to be headteachers need to prepare during their whole career. Headteacher qualification holders are selected by evaluation over a period of 27 years and on the application of rigorous standards, so these holders are very familiar with the Korean educational system and environment. A critical point is that under the system, only the people who want to become a headteacher for a long time can be selected (Cho, 2006; Kim et al., 2006). The system can also function as a restriction on those people who come from outside the teaching profession.

### **2.2.3 Work-life balance and use of time**

One of the key challenges for headteachers is developing a balance between their extensive leadership tasks and their personal life. Headteacher workload in England was clearly shown in Figure 5, 'Average hours, secondary schools, 2000-2010', which is based on a national survey by the Department of Education from 2000 to 2010. Headteachers' average working hours in England have slightly decreased since 2008, but those were still remarkably higher than middle managers and classroom teachers, and increased again to 63.3 hours per week in the 2013 survey while classroom teachers were working 55.7 hours per week (Department for Education, 2014; Deakin et al., 2010). In spite of their hours being significantly higher than those of other teachers, new headteachers were often nervous about spending "too much

time” out of school (Holligan et al., 2006: 117). This workload has likely contributed heavily toward headteachers’ ill health, early retirement, and the difficulty in headteacher recruitment (Earley et al., 2009).

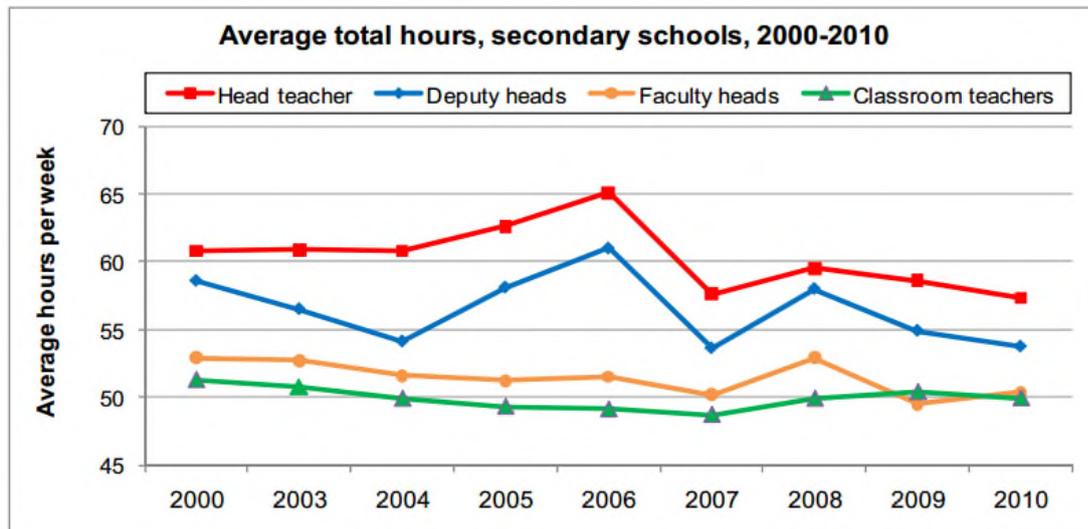


Figure 5: Average hours, secondary schools, 2000 – 2010 (Deakin et al., 2010)

In their study of headteachers’ lives, Bristow et al. (2007: 72, 74) found five main hindrances to a good work-life balance from the headteacher’s perspective: pressure of work demands; paperwork; lack of opportunities for delegation; need for control; and staff issues including unionisation. They also found six issues which enabled the improvement of work-life balance: administrative support; delegation; reduced dependency on the head; improved professional development; reduced working hours; and dedicated leadership time. Bristow et al. (2007: 77-79) found strategies to reduce the headteachers’ workloads and produce a better work-life balance included ‘suggest distributed leadership’; ‘prioritise personal and professional lives’; ‘deal confidently and comfortably with negative staff, parents and pupil issues’; ‘networks and collaborative ways of working, both personal and professional’; and ‘positive and active life outside school’.

Adding to the picture, Earley et al. (2011) analysed how new headteachers spent their time and categorised those activities into leadership, management, administration, teaching, continuous professional development, and personal activities. Formative, proactive and problem-solving activities are categorised as leadership along with anything related to values, vision and mission. Activities categorised as management are related to the execution, planning, organising and deploying of resources, i.e. making things happen and maintaining the schedule of activities in an efficient way. Administration is an operational matter (Bush and Glover, 2003; Earley et al., 2011). Headteachers were found to primarily use their time for management (46%), then leadership (32%), and they only spent 17% of their time on administration. They seemed to have very little time for CPD (1%).

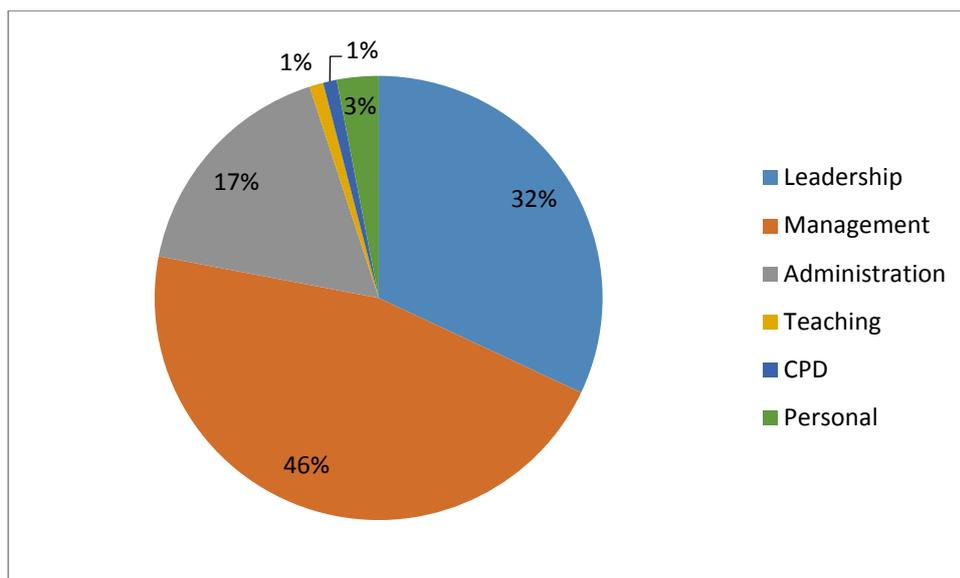


Figure 6: Headteachers' use of time (a composite of six heads in England) (Earley et al, 2011)

There are no Korean studies on headteachers' use of time as far as I know; this research will make a contribution in this area.

### 2.3 Leadership preparation

### 2.3.1 Concepts of leadership preparation

Educational leadership preparation is explained by comparing the following concepts:

- leadership preparation and leadership development
- leader development and leadership development
- management development and leadership development

Bush et al. (2008) discussed leadership preparation, induction for leadership, and development in relation to time of appointment. Before headteachers are appointed, leadership experiences, training, and leadership studies in graduate courses constitute leadership preparation. Induction programmes are for new appointees and help new headteachers get familiar with their school context and culture. There are various forms of continuing leadership development for headteachers after appointment. Leadership preparation can be understood as a pre-service development, and leadership development can be seen as an in-service development.

In the past, leading was often viewed through a concept of the 'heroic leader'; however, leadership paradigms have since changed because of leadership demands following the fast-changing and complex nature of society. Leadership is described as an influence rather than position, and leadership can be prepared and developed rather than being 'born' (Coleman and Earley, 2005). The growing interest in distributed leadership in particular has fostered the concept of leadership development as opposed to just leader development. Various kinds of leadership preparation and development programmes for different levels of aspiring headteachers were therefore developed.

McCauley et al. (2010) clarified the concept of leadership development as leader development and developing leadership for an organisation. Specifically, leader development is concerned with the capacity of the collective which is working in an organisation.

Day (2001) showed the differences between leader and leadership development in Table 4 below. Most of the leader development elements are related to the individual and personal, while most of the leadership development elements have social and relational aspects.

Comparison Dimension	Development Target	
	Leader	Leadership
Capital Type	Human	Social
Leadership Model	Individual	Relational
	Personal power	Commitments
	Knowledge	Mutual respect
	Trustworthiness	Trust
Competence Base	Intrapersonal	Interpersonal
Skills	Self-awareness	
	Emotional awareness	Social awareness
	Self confidence	Empathy
	Accurate self-image	Service orientation
	Self-regulation	Political awareness
	Self-control	Social Skills
	Trustworthiness	Building bonds
	Personal responsibility	Team orientation
	Adaptability	Change catalyst
	Self- motivation	Conflict management
	Initiative	
	Commitment	
	Optimism	

*Table 4: Summary of differences between leader development and leadership development*

(Day, 2001: 584)

Leadership development is also explained in terms of a distinction between management development and leadership development (Yukl, 1989; Day, 2001). Management development focuses on developing specific knowledge, skills and abilities in order to

perform formal managerial roles, while leadership development focuses on developing the capacity to work with groups of people, with or without formal authority (Day, 2001).

Bush (2008b) posits that leadership is linked to changes, while management is connected to the effectiveness and efficiency of maintenance, and that both concepts are important:

While a clear vision may be essential to establish the nature and direction of change, it is equally important to ensure that innovations are implemented efficiently and that the school's residual functions are carried out effectively while certain elements are undergoing change. (Bush, 2008b: 4)

For school improvement, developing both leadership and management is important and these should be combined in their leadership practice. (Bush, 2008b)

### **2.3.2 Importance of leadership preparation and development**

Bush (2009) put forward four reasons why leadership preparation is important: 'the extended role of school leaders'; 'the increasing complexity of school contexts'; 'leadership preparation as a moral obligation'; and that 'effective leadership preparation makes a difference' (Bush, 2009: 376). The importance of leadership and the need for special preparation for taking on the school leadership role is broadly recognised in the twenty-first century (Bush and Jackson, 2002; Cowie and Crawford, 2007; Bush et al., 2008).

### **2.3.3 Qualification programme**

One of the significant leadership preparation programmes in education globally is the headteacher qualification programme. When headteachers start in the role without special preparation, they could be easily overwhelmed. The United States and many other Western countries have specialist organisations for teacher training and qualification programmes for headship. In England this is the National College for Teaching and Leadership (NCSL) which provides training courses for teaching and leadership, including the National Professional

Qualification for Headship (NPQH). In contrast, many African countries and small island states do not have specialised headteacher qualification programmes (Bush et al., 2008).

#### **2.3.4 Content of leadership development**

Regarding the content of leadership development programmes, Begley (2008) suggested several standards of school leadership, based on international studies, which could form the purpose of leadership preparation and development. The first suggested trend of school leadership is that leaders should react more proactively rather than passively, through using their time and resource effectively. Secondly, when it comes to decision making, school leaders should focus on school members' collaborative agreement, the intended outcome of the work, and multiple influences on the school environment rather than simply personal preference. The third standard Begley put forward is that school leadership works by understanding the philosophy and concepts of policy or instructions, and performs duties within a system of monitoring, developing, reflection and assessment, rather than only focusing on implementing instruction and policies. Fourthly, Begley suggests a system of leadership which is aware of the school as part of the local school community and as a component of society as a whole. The fifth suggestion in Begley's work is for instructional leadership, which allows and encourages various strategies for developing multiple pedagogies and teaching practices.

West-Burnham (1998) stressed the need for a proper analytical process when consulting and evaluating the content of leadership development in order to improve its appropriation, validity and relevance. 360-degree feedback, used in the National Professional Qualification for Headship (NPQH), is an example of a tool used in identifying and diagnosing needs.

An investigation of the experiences of newly appointed headteachers by Earley et al. (2011) identified common difficulties, such as relationships, budgets and financial planning, and time management. Headteachers need to be prepared with ‘demonstrations of many qualities, skills and traits including resilience, persistence and emotional and contextual intelligence’ (22). Earley et al. (2011) added that headteachers also need continuous development in leadership qualities, skills and traits.

The National College for School Leadership (2009) conducted a study that investigated the factors that influence successful school leadership. In the report, the respondents’ personal philosophy/faith and vocation were the most significant influencing factors. 18% of respondents identified ‘inspiring role models’, and professional development, professional relationships, and early experiences of teaching and learning were other factors indicated as the most important influence. This kind of report provides essential data for designing an effective approach to leadership.

Lee (2011) reviewed the Korean Headteacher Qualification Training (HQT) which consists of two parts; pre-training, and the main training course. In the pre-training course, 25 various theoretical and practical subjects were taught for 90 hours. To prepare candidates for the headteachers’ duties, lectures included different leadership theories, practical knowledge and skills, cutting-edge global, political, and social issues, and study of successful cases. These were taught by headteachers (28%), university or institute lecturers (36%), governors (24%) and member of non-teaching professions (4%). Lee (2011) also noted that various policy makers also contributed. There were some criticisms that finance and accounting were only given two to three hours, which was insufficient time to learn these subjects.

Area	Subject	A	B	C	D
Ethics and Skills	Culture, art, physical education	0	1	0	0
	Preparing education for the time of reunification Korea	1	0	0	0
	Health management	0	1	0	0
	Conversation skills	0	1	0	0
	Protection of copyrights and privacy	1	0	0	0
	Experiencing culture and arts	0	0	0	0
General Pedagogies	Educational vision of Seoul	0	0	1	0
	Social network and ethics on the internet	0	1	0	0
	Understanding of special education	0	0	1	0
	Creativity; education of genius children	0	1	0	0
	Development of democracy in modern society	0	1	0	0
	Fostering individual character	0	0	0	0
Major Studies	School innovation from developed countries	0	1	0	0
	Case studies: I-Woo school's innovation	1	0	0	0
	Responsibilities and roles	0	0	1	0
	Strategy and methods for restructuring school	0	0	1	0
	Head teachers' leadership for innovation	0	0	1	0
	Policy for teaching staff	0	0	1	0
	Pupils rights and anti-violent peace education	0	1	0	0
	Four seasons of school management	0	1	0	0
	Practice of school meals	1	0	0	0
	Understanding school budgets	0	0	0	1
	Curriculum and assessment management	1	0	0	0
	Personnel management	1	0	0	0
	Case study: innovation in school management	1	0	0	0
Total		7	9	6	1
Percentage		28%	36%	24%	4%

A = Headteacher or Deputy Head, B = University Professor, C = Government, D = Non-teaching profession  
Source: Seoul Education Training Institute, 2011 Seoul Secondary School HQT

*Table 5: Pre-training Course Contents (Lee, 2011)*

The main HQT course consisted of group and residential learning (26 subjects), online distance learning (10 subjects), and small group discussion and activities (4 subjects). Group learning again considered issues such as policy, global economic changes, and the future of Korea, as well as knowledge and skills for school management.

Most of the distance learning classes consisted of leadership lectures on concepts of leadership, managing change, conflicts, and knowledge and culture. Small group discussion and activities provided practical exercises for applying to be a headteacher and developing good relationships with external groups and committees. The classes are mainly taught by university and institute lecturers whose major subject is education. There is only one lecturer who comes from the Government.

Type	Subject	A	B	C	D
Residential Learning (26)	Using the brain effectively	0	1	0	0
	Korean education development and its direction	0	1	0	0
	Mental health and protection from dementia	0	1	0	0
	Global economic war and the future of Korea	0	1	0	0
	Role of nation and ethics for civil servant and leadership	0	0	1	0
	Curriculum changes and their application	1	0	0	0
	Practice of school finance	0	1	0	0
	Cases of school reform	1	0	0	0
	21st century educational evaluation	0	1	0	0
	School management with school communities	0	0	0	1
	Design-centred school landscape architecture	0	1	0	0
	School finance theories and practice	0	1	0	0
	Understanding imagination and intelligence	0	1	0	0
	Understanding school consulting	0	1	0	0
	Current state of school consulting	0	1	0	0
	Practice of school consulting	0	1	0	0
Role of school consulting and evaluation skills	0	1	0	0	

	Class consulting theories and practice	0	1	0	0
	Modern Learning and U-learning	0	1	0	0
	Learning community and class innovation	0	0	0	1
	Headteachers' role in local society	0	1	0	0
	Headteachers and the law-abiding spirit	0	1	0	0
	Understanding the modern professional world	0	0	0	1
	Class culture and teaching specialities	0	1	0	0
	Overcoming cancer	0	0	0	1
	Information for Career education and University admission	1	0	0	0
	Sub-total	<b>3</b>	<b>18</b>	<b>1</b>	<b>4</b>
On-line Learning (10)	Concepts of leadership and authority	1	0	0	0
	Leadership types	0	1	0	0
	Role of the leadership	0	1	0	0
	Headteacher: managing changes	0	1	0	0
	Headteacher: managing conflicts	0	1	0	0
	Headteacher: managing the culture	0	1	0	0
	Headteacher: managing knowledge	0	1	0	0
	Changed educational paradigms and educational leader	0	1	0	0
	Teacher as a learner	0	1	0	0
	21st century leadership - digital society leadership	0	1	0	0
	Sub-total	<b>1</b>	<b>9</b>	<b>0</b>	<b>0</b>
Activity And Discussion (4)	Strategy for planning the school management	N	N	N	N
	External management	N	N	N	N
	Educational law	N	N	N	N
	Risk management	N	N	N	N

A = Headteacher or Deputy Head, B = University Professor, C = Government, D = Non-teaching profession, N = not provided

Source: Seoul National Academy for Education Administrators

Table 6 HQT Main Training Contents (Lee, 2011)

### **2.3.5 Approaches and methods of educational leadership development**

Various approaches were introduced for leadership preparation and development. These included facilitation; mentoring; coaching; consultancy; e-learning in individualised learning; active learning; residential and off-site learning; networking and school visits in group learning; and creating a portfolio (Bush, 2009; Glatter, 2009; Earley and Jones, 2010).

Due to the diverse needs of leadership capacities and different organisational contexts, customised approaches and course designs are required for leadership preparation and development programmes (Bush, 2009; Earley and Jones, 2009). In an educational leadership study in Singapore, Chong et al. (2003) emphasised the concept of 'process', and this study has led to a shift in focus from content to the process of leadership preparation (Bush, 2009). Alongside this, Bush (2009) divided the leadership development processes into individualised learning, which includes mentoring, coaching, consultancy, and e-learning, and group learning which includes action learning, residential and off-site learning, networking, and school visits. Both approaches may be used together depending on the character of the programme.

Earley and Jones (2010) suggested various strategies to improve the effectiveness of leadership preparation programmes: psychometric testing and 360-degree appraisal; challenging, real projects and work-based assignments; coaching with real experiences; role models and mentoring; role rotation; regular and constructive feedback; leadership and management courses; reflective writing and journals; action learning sets; and blended/e-learning (personalisation) (Earley and Jones, 2010: 28-29). Personal and informal learning, work based knowledge, process focus and team learning are common trends (Glatter, 2009), but classroom and lecture style teaching is still prevalent in many programmes.

Further pedagogical approaches suggested by research are writing projects (Liebermann and Friedrich, 2007); career development (Glatter, 2009); character development (Chapman and Mann, 2008); and work shadowing (Simkins et al., 2009; Rhodes and Brundrett, 2009).

Undertaking postgraduate programmes is reported as the most powerful ‘off-the-job’ learning experience (Earley et al., 2002).

As mentioned earlier, culture and diversity are important elements in these various approaches, with influence on practical leadership preparation (Dimmock and Walker, 2005).

For example, most of the HQT is taught by residential group learning, whereas the NPQH uses a more personalised approach (Lee, 2011). Apart from residential group learning, various other pedagogical approaches also used for HQT include distance learning, small group discussion and research, activities, school visit with mentors, and so on (Lee, 2011).

How these approaches work effectively in Korean culture is an under-researched area. For example, mentoring is learning from an expert or experienced person and suggests a kind of vertical relationship; on the other hand, coaching is learning from experienced colleagues wherein the learning comes from a more horizontal relationship. In a Confucian-based culture, a vertical relationship is more normal but may now be outdated.

Because of different education systems and environments, qualification programmes in different countries can have different purpose, contents and pedagogical approaches.

### **2.3.6 Evaluation of the leadership preparation programme**

Evaluating a leadership preparation programme is complex (Crawford and Earley, 2011).

Leithwood and Levin (2005) addressed two main challenges for the evaluation of leadership preparation/development programmes in terms of conceptualisation and methodology.

Evaluating a programme is difficult because it is hard to develop comprehensive theoretical

frameworks that allow for differing school, classroom, and teacher contexts. These challenges notwithstanding, some useful evaluations have been conducted (Crawford and Earley, 2011; Leithwood and Jantzi, 2000; Hallinger and Murphy, 1985). Kirkpatrick (1994) suggested that leadership preparation programmes should be evaluated in terms of participants' perceptions, learning, performance and ultimate impact. Guskey (2000) conducted an evaluation model which collected data regarding participants' reactions and learning, organisational support and changes, participants' use of new knowledge and skills, and pupil learning outcomes.

Bubb and Earley (2010) developed an evaluation model with 12 impact levels:

1. Baseline picture
2. Goal
3. Plan
4. The experience
5. Learning
6. Organisational support
7. Into practice
8. Pupils' learning outcomes
9. Other adults in school
10. Other pupils
11. Adults in other schools
12. Pupils in other schools.

(Bubb and Earley, 2010: 61 - 62)

Leithwood and Levin (2005) also suggested an evaluation model; theirs had six stages: 1. preparation experiences; 2. participant satisfaction; 3. changes in participants' knowledge, skills and dispositions; 4. changes in practices in schools; 5. changes in classroom conditions;

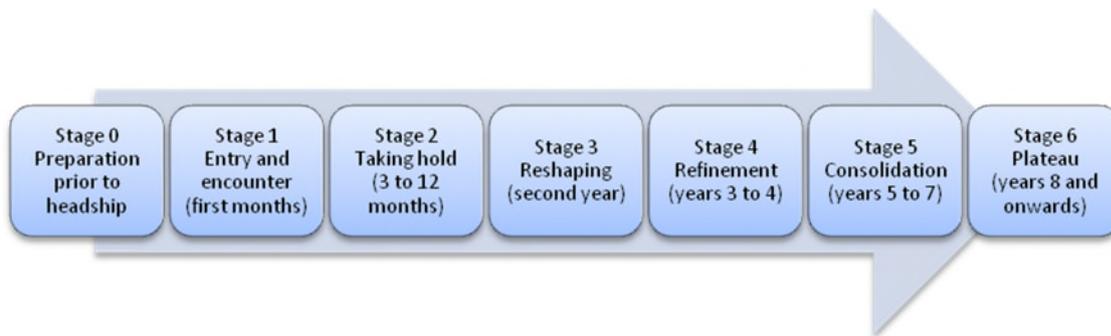
and 6. improved student outcomes. Effective leadership preparation would be reflected in the newly appointed headteachers' confidence and performance.

There are few in-depth studies of Korean headship, but Sung and Lee (2012) analysed the requirements for headteacher professional development programmes in a survey of 713 headteachers. Most headteachers believed that the leadership development programme is useful, and more than half the participants stated that 'the first year after appointment' was the most crucial time for leadership development. This is in keeping with other Western studies (Earley, 2013; Bush and Glover, 2005; Huber, 2004; Bush and Jackson, 2002). There is a gap in the Korean literature concerning perceptions as to what approaches work more effectively in Korean culture and what types of leadership model were preferred by current Korean headteachers.

Crawford and Earley (2011) evaluated the NPQH programme, focusing on the personalisation of headship training. They investigated how much the programme was customised to the identified needs of each individual. The research concludes that the majority of the participants gain significant strength through leadership coaching, school-based work, face-to-face events, online communities, peer learning groups and the use of online NPQH materials. In particular, the programme has clear strength in needs identification and personalisation.

## 2.4 Being a new headteacher

Earley and Weindling (2004) produced a model which shows the stages of transition through headship from a 20-year longitudinal study of secondary headteachers.



*Figure 7: stages of headship (Earley and Weindling, 2004: 26)*

Earley and Weindling (2004) analysed headteachers' period of service from stages zero to six. Aspiring headteachers build up a concept of headship and develop the required skills and capacity through various routes in stage 0. However, for most there is a big time gap between the deputy and headteacher roles. After taking up the position, new headteachers faced potential surprises in the first month. In this stage, new headteachers started to understand the context of their school including its condition, staff, students, culture and problems. (Earley and Weindling, 2007: 75). From three months to twelve months, headteachers experience a 'honeymoon period'. This is stage two, during which new headteachers conceptualised their findings stages one and two and gave priority to setting up their strategies.

In the study of six new headteachers' experience, Earley et al. (2011) again divided new headteachers' work period into six: 'taking hold (the first 6 months)'; 'immersion (6-12 months)'; 'reshaping (12-21 months)'; 'consolidation' (21-27 months); and 'refinement' (27-36 months).

Prior to taking up the headteacher position, leadership preparation programmes and leadership experience in roles such as deputy head or other middle leadership roles are important and useful. However, headteachers still need a personalised induction or support to

deal with their demanding and complex roles in a context-sensitive changing environment (Earley, 2013). Earley et al. (2002) and Stevens et al. (2005) asked headteachers ‘how prepared they thought they were prior to taking up their current leadership position, and then how prepared they actually were on taking up their post’ (Earley, 2013: 139). Before headteachers were appointed 67% and 68% respectively felt prepared, but after taking the role the number who stated they were in fact prepared reduced to 57% and 58% respectively. Between 2002 and 2005, there was no significant difference (Earley, 2013).

		Very well prepared (%)	Fairly well prepared (%)	Not very well prepared (%)	Not at all prepared (%)
Before headship	2002 (n=608)	17	50	25	9
	2005 (n=911)	10	58	23	9
In headship	2002 (n=597)	12	45	35	9
	2005 (n=911)	7	51	30	11

*Table 7: Headteachers' perceptions of how prepared they were for headship - 2002 and 2005 (Earley, 2013: 140)*

There is no data as far as I know on how Korean headteachers would answer these questions.

In the Swedish education system, there are four kinds of school leadership training programmes. Three of them target three different stages of headteachers: aspiring headteacher; first year headteacher; and headteachers serving more than two years. The fourth programme take the form of university courses (Huber, 2004: 108-109). Bush and Jackson (2002) described the phases of headteachers' work as preparation for aspiring principals; professional development for newly appointed principals; professional development for experienced principals; and provision for other levels of leadership. This is based on cases from 15 leadership training centres in seven countries. In this study, various induction

programmes for first year headteachers, such as the Leadership Initiative for Transformation (LIFT) in Chicago, the Executive and Principal Induction in New South Wales, the Principal Induction Programme in New Zealand, the two-year curriculum for entry-level principals in Ohio, and the Headteachers' Leadership Management Programme (HEADLAMP) in England are mentioned. In Korea there are similar specialised training courses which are useful for the first year headteachers, but these programmes are prioritised only for the first year headships, not for the new headteachers.

Bush and Glover (2005) evaluated a leadership development programme for first year headteachers in England. They found that a humanist model, a people-focused approach with an emphasis on reflection and transformation and non-threatening development of the individual, received positive responses from participants. In various approaches, action learning, case studies, and problem-based learning were evaluated as effective methods of leadership development.

When Earley et al. (2011) investigated six new headteachers' experiences in England, the participants stated that their experiences in middle leadership were the most useful for preparation, and that professional isolation was the most common challenge of their work, even though they were promoted from within their schools. Socialisation was the most useful aspect of their early period of headship and mentoring was the most favoured type of support.

In Hong Kong, Ng and Szeto (2016) investigated the needs of newly appointed headteachers. In the study, 'networking and sharing with other newly appointed headteachers' was seen as the most popular professional development for new headteachers. The three most significant areas of need from a school management and leadership perspective were 'legal matters regarding school education', 'leadership skills', and 'human resources management'. In terms

of developing human relations skills new headteachers' needs were not high, but they still needed support in 'handling underperforming staff' and 'empowerment of middle leaders'. The networking was the most required aspect. Next to this, new headteachers wanted to have 'learning from mentors (experienced principals).' This result is more interesting for the fact that the study is based on one of the Far Eastern countries whose culture is very influenced by Confucian thinking.

Dimensions of professional development needs expressed by NAPs	Frequency (F)
<b>I. School management and leadership</b>	
1. Legal matters regarding school education	11
2. Leadership skills	8
3. Human resources management	7
4. Financial management	4
5. Strategic direction for school effectiveness	2
6. Building up school culture	1
7. Resources management	1
<b>II. Human Relations</b>	
8. Handling underperforming staff	6
9. Empowerment of middle leaders	6
10. Team building	4
11. Handling complaints from parents	3
12. Motivating staff	2
<b>III. Networking</b>	
13. Networking and sharing with other NAPs	18
14. Learning from mentors (experienced principals)	11
15. Visiting schools	6

*Table 8: Professional development needs of New Appointed Principals (N=32)(Ng and Szeto, 2016: 547)*

## 2.5 Educational leadership in practice

This section starts by reviewing three notions which often appear when describing leadership: influence, vision, and value. The importance of context and the various approaches to considering context are then discussed, with particular attention to the distinctiveness of the

Korean context. We then review centralisation and decentralisation, important contextual issues which are treated separately from the previous section because they deal with policy. Following this, servant leadership, transformational leadership, teacher leadership, distributed leadership, instructional leadership and system leadership are reviewed. These leadership models are frequently discussed in the literature and set the parameters of the debate about leadership. I have also looked at servant leadership which, while much less discussed in Western literature, has a particular relevance to the Korean context based on the earlier comments about the importance of harmony and service in Korean organisations and leadership ideals (see, section 1.2.11).

### **2.5.1 Influence, vision and value**

After reviewing the extensive literature, Northouse (2013) explains leadership as ‘a process whereby an individual influences a group of individuals to achieve a common goal’ (5). Influence makes other people think and act differently without the use of explicit instruction. This study considers it useful to think about the concept of influence in relation to the concepts of the power and authority. Coleman and Earley (2005) introduced different types of power with reference to Hales (1997) and Hoyle (1986). Hales (1997) conceptualised the source of power as physical power resources, economic power resources and knowledge power resources, including administrative knowledge about how an institution works or technical knowledge concerning how tasks are performed, and normative power resources, for example personal qualities or the ‘aura of office’. Similarly, Hoyle (1986) delineated the sources of power as structural, personality, expertise and opportunity.

The concepts of power, authority and influence are related to each other and interact. For example, a headteacher can influence teachers to concentrate on students’ learning through

economic power, knowledge power and normative power, and in the process their authority also interacts with teachers' power and influence. Coleman and Earley (2005) gave an example: 'the headteacher may exercise power with authority because of his or her status, whilst individual members of staff may exercise the more unofficial aspect of power with which is influence, which could be linked to personal charisma.' As well as being in the position of most authority, headteachers can exercise influence. Usually, influence can support authority or work more as a practical power within an organisation. Outstanding leaders work as 'power through and with' rather than 'power over' (Tamkin et al., 2010).

Influence working through learning-centred leadership is an essential concept of many leadership theories. When Southworth (2005) explains learning-centred leadership, he talks about modelling, monitoring and dialogue. Modelling is closely related to influence and influence is also important in the concept of distributed leadership, which is 'an alternative to traditional top-down leadership model' (Bush and Glover, 2003).

Another significant aspect of leadership is 'vision'; as Bush stated, 'vision has been regarded as an essential component of effective leadership for more than 20 years' (Bush, 2011b).

Vision may be one of the most commonly used terms when people talk about leadership. Bush and other authors explain vision as an essential part of leadership, while at the same time scholars have warned about the problematic aspects of vision in leadership:

The current emphasis on vision in leadership can be misleading. Vision can blind leaders in a number of ways... The high-powered, charismatic principal who 'radically transforms the school' in four or five years can... be blinding and misleading as a role model... my hypothesis would be that most such schools decline after the leader leaves... principals are blinded by their own vision when they feel

they must manipulate the teachers and the school culture to conform to it. (Fullan, 1992: 19-23)

Although vision may be an essential part of leadership, it can be distorted in a manipulative way in its practical application. One of the most typical features of human society is liquidity. Every organisation, including a school, is changing in some direction, either improving or deteriorating. Especially in dynamic times the speed of change can be very fast and its results can be very different, so the role of leadership in setting the right direction is emphasised; in other words, vision is an inevitable element of leadership. Davis (2005) also asserted that leadership is the matter of 'direction setting' with leaders 'inspiring others to make the journey to a new and improved state'. To set and pursue the vision, its content and processes are dependent on the leaders and their leadership capability.

Outstanding leaders see the invisible potential from their recognition of how to use the present phenomenon and how to make others see the vision, securing their rational and emotional agreement to make the requisite effort to achieve it together. (Tamkin et al., 2010). Sharing the vision is crucial in the concept of transformational leadership and distributed leadership. In many practical cases, outstanding school leaders work with appropriate vision and bring remarkable improvements in respect of school culture, the quality of education, the resulting student outcomes, financial success, and schools making contributions to society (Yang, 2008).

As Bush (2011b) states, the concept of values is increasingly linked with leadership, and a leader's personal and professional values in educational leadership have been strongly emphasised:

Values lie beyond rationality. Rationality to be rationality must stand upon a value base. Values are asserted, chosen, imposed, or believed. They lie beyond quantification, beyond measurement

(Greenfield, 1991: 194).

Good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school

(Day et al., 2001: 53).

The concept of value is closely set within a moral, cultural, and religious context, because it is related to the ideal image of people and society. What kind of people will be fostered; what sort of society will be created? These questions are closely connected to the values and intrinsic worth of the society; ergo, leaders need to recognise the core value in their education. If the leaders ignore the issue of value they remain perpetrators of the status quo. Leaders are not just operators of an organisation. When a school leader sticks to the essential values, the school can foster students who have suitable competence for their society and create the new culture to support these values. On the other hand, there is a possibility that the dominant values are handed down or imposed by government (Bush, 2008a). Even though there are aspects of values and leadership which can be criticised in practice, values are an inevitable element of leadership. The concept of value is implemented through collective leadership, moral leadership and learning-centred leadership. In education, students' learning should be the essential value of the school. According to Kim and Parkay (2004), there is a tension between traditional values living alongside democratic values, and these tensions can be found in Korean Schools.

## 2.5.2 Leadership and context

I doubt that there is a manager or scholar alive that does not take the concepts of climate and culture seriously (Shein, 2011: xi)

As Shein (2011) stated above, culture, climate, and context have been accepted as important in both theory and practice of educational leadership. Gronn and Ribbins (1996) discussed context with post positivist approaches to better understand educational leadership; Ashkanasy et al. (2011) dealt with organisational culture and climate; O'Donoghue and Clarke (2015) illustrated various aspects of leadership and context. According to Lumby (2012), there are four influences on school context: global phenomena, local communities, organisational culture, and sub- and counter-cultures for performing leadership within an organisation. Being aware of culture is important for mediating between internal and external powers.

Supplementary to Lumby (2012), O'Donoghue and Clarke (2015) detailed situated context, professional context, material context, and external contexts in respect of headteacher's practice. Situated context refers to location, history, size of school, as well as a school's distinctive character and reputation. Professional context covers school values, teacher commitment and experiences, and policy management. Material context is about the school budget, school building and furniture, classroom facilities, IT equipment, and material environment. External context includes the influence of local authorities, government, national policies, external assessment, inspection, and legal requirements and responsibilities.

To understand and interpret school context, headteachers need to grasp the situational, cultural, and historical frameworks which influence their performance, and they need to understand how the headteacher role is seen by school members (Gronn and Ribbins, 1996).

Acknowledging the complexity of context is not easy because it is multifaceted, multi-layered, and unforeseeable (O'Donoghue and Clarke, 2015). Contextual sensitivity is essential for headteachers to lead the school. When headteachers accurately read the complexities of their school context, they are able to make decision about priorities and interests. To be sensitive to the above four elements of context, headteachers need to appropriately comprehend education policy change, curriculum, school practice, and good understanding about cutting edge educational and social issues and international trends (Lovett et al., 2015; Leithwood and Jantzi, 1999).

Being flexible, depending on school context, is important for leading a school. There is no single perfect leadership for every context; rapid change, along with unpredictable and uneven practice, increase uncertainties, instability, and complexity. Headteachers need to be aware of the importance of continuing leadership development for analysing context with an eye to creativity (Hallinger, 2011; Lewis and Murphy, 2008b; Clarke, 2015).

It appears that there is a lot of social enthusiasm toward education, a perception of high quality teaching and attainment, and a highly centralised system with heavy stress on students and parents. A particular role is played by private supplementary education. However, the distinctive context of Korean headship is under-theorised. This study could lay the foundation for a theory of headship in Korea.

Enthusiasm for educating children is extremely high in Korea. Historically education is regarded as one of the most important components of society. Up until World War 2, 500 years of Confucian influence in Korea meant that only men of good character were considered appropriate for leading roles in society, including those of government. Scholars

were almost always given social pre-eminence over business or military leaders, and society was governed by rational discipline (Jung, 2009; Jung, 2011).

As explained in the Introduction, Western principles and materialism began to erode traditional Confucian principles in Korean society during the Japanese colonial period and the later Korean War, leading to an intensely competitive society. Education became part of that competition as a means of generating success and social mobility in the wake of the collapse of the traditional privileged class. It was primarily due to these factors that graduation from prestigious universities became a primary focus within society, as it was closely linked to social success and power (Chang, 2008; Kang, 1999; Kim, 2002). These drastic changes also brought about conflict in the relationships between those who followed more traditional values and those adhering to more Westernised values (Kim and Parkay, 2004).

The second distinctive characteristic of Korean schools is the outstanding quality of teaching and high levels of student attainment. Korean teachers are selected from the top 5% of university graduate students (Barber and Mourshed, 2007) and public school teachers' job security is strong. Headteachers cannot employ or dismiss permanent teachers (Kim et al., 2006).

The third distinctive characteristic of the Korean school context is its highly centralised character. Teacher recruitment and promotion, national curriculum development, school evaluation and financial support are all decided by the Ministry of Education and the Office of Education (see Introduction).

Finally, private supplementary education is a heavy burden for parents, and contributes to both student stress and inequity in education (Kang, 2008; Son et al., 2006). As OECD (2014) stated, private supplementary education has significantly affected Korean education. While it

has clearly contributed to raising student outcomes, it has also created many educational and social problems, including inequality, stress and classroom crisis.

### **2.5.3 Centralisation and decentralisation**

A centralised or decentralised education system is another important element of educational context which has a great influence on headteachers' practice.

Decentralisation was discussed by scholars in relation to similar concepts in the 1990s, such as self-management, school-based management, self-governance, autonomy, incorporation, deregulation, delegation, devolution, site-based-decision-making, school-centred forms of education, and deregulation (Anderson, 2005). All these concepts have broadly similar meanings but some small differences. For example, Caldwell (2002) explained that a self-management school is one that can make decisions within the boundary of centrally fixed standards and accountability, but a self-governing school can make decisions more autonomously. Centralisation and decentralisation is related to the 'decision making level'. Green (1999) defined decentralisation as 'developing power to the regions, the regional outpost of central government, the local authorities, the social partners and the institutions themselves' (61).

Brooke (1984) compared factors promoting or enabling centralisation and decentralisation (Table 9). One benefit of a centralised system, for example, is the 'ability to see the whole picture' and 'the benefit of the whole when that is greater than the sum of the parts.' On the other hand, Brooke also saw some benefits to a decentralised system, including 'making decisions fast enough or of sufficient applicability to the units' and 'acceptability of democratic system' (Brooke, 1984: 170).

<b>Factors promoting or enabling centralisation</b>	<b>Factors promoting or enabling decentralisation</b>
The possession of scarce knowledge, expertise or ability, including the ability to see the whole picture. The threat of disaster	Holding of specialised knowledge in the units
The need to concentrate on the benefit of the whole when that is greater than the sum of the parts	Inability of the centre to make decisions fast enough or of sufficient applicability to the units
The pressure for short-term results (sometimes produced by control systems)	The ability to leave the units to manage themselves (sometimes produced by the control system)
Complexity of group linkages making decentralisation difficult	Single links made decentralisation more likely; but produce alienation which reverses the trend
Acceptability of large-scale organisation	Lack of acceptability of large-scale organisation
Acceptability of authoritarian system	Acceptability of democratic system
Organisations with routine work	Need for flexibility
Lack of access to the top	Access to the top
Growth to middle size	Growth to large size
	Legal person
Care of the organisation which leads to entrusting specialist at head office with the duty of continuous reviews. Normally their expertise is a centralising force, but can be used in the reverse direction.	A laissez-faire attitude to organisation or the establishment of a viable unit which has the resources to run its own affairs
Ambiguity of purpose within organisation	Ambiguity of environment
Lack of confidence	Framework of confidence and trust
Accounting techniques limit autonomy	Accounting techniques make autonomy possible

*Table 9: The forces for and against centralisation (Brooke, 1984: 170)*

Hanson (1998) added some specific benefits to a centralised education system as follows;

- financial, to benefit through economies of scale as well as the equitable allocation of resources to reduce regional economic disparities;

- policy and programmatic uniformity, to establish consistency in quality, programmes and activities (e.g. curriculum, hiring, examinations, delivery of administrative services);
- central placement of scarce human resources, to place strategically the scarce, skilled human resources at those points in the institution where their impact can reach across the entire educational system;
- the diffusion of innovation, to spread changes more rapidly through the entire system; and
- improved teaching-learning - a tightly controlled curriculum can be one policy response to the problem of poorly qualified teachers

Hanson (1998) saw that a centralised education system was often useful for areas which needed prompt improvement. However, he saw that centralised system might not suit countries which were in the process of transforming from autocratic to democratic types of government. Rhoten (2000) asserted that centralised education did not match neo-liberalism or economic globalisation goals. Hanson (1998) and Anderson (2005: 72) listed the reason for the decentralisation in education as follows:

- Increased economic development through institutional modernisation
- Increased management efficiency
- Redistribution of financial responsibility
- Increased democratisation
- Neutralisation of competing centres of power
- Improved quality of education

He also emphasised benefits of decentralisation, for example fast decision-making at a local level and reducing financial risks. There is a shifting pattern of organisations switching between the two centralised and decentralised systems (Anderson, 2005).

#### **2.5.4 Servant leadership**

Greenleaf created the concept of servant leadership in his short essay 'The Servant As Leader' (Greenleaf, 1970), a concept which was inspired by Hesse's novel, 'Journey to the East' (Hesse, 1932). In this novel, the protagonist of the story, who initially seems to be a servant, actually turns out to be a leader. Although 'servant' and 'leader' tend to be considered as antonyms in the hierarchical leadership model, Greenleaf (1970) asserted that a servant leader is a person who has a heart and motivation to serve others. He used the term 'to serve first' to explain the condition of the leader:

The Servant-Leader is servant first... It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant: - first, to make sure that other people's highest priority needs are being served. The best test is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society; will they benefit, or at least, not be further deprived? (Greenleaf, 1970: 6)

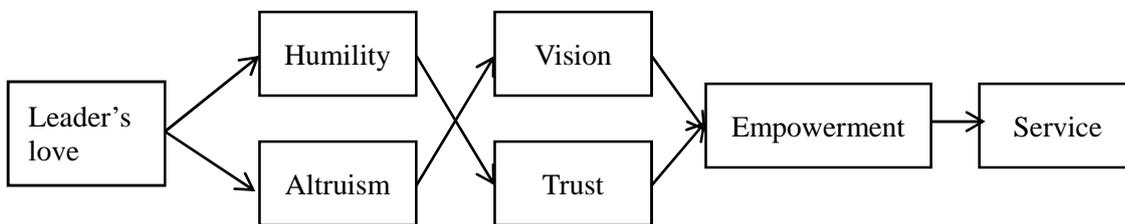
Servant leadership focuses on sharing power and the development of people as individuals and as part of a community, and on the wellbeing of others.

Spears (2010) listed ten characteristics of the servant leader: listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of others, and building community. These are expanded on with additional references below.

- Listening: leaders need to identify the will of the group and to clarify how to help people. For this reason, servant leaders need to develop their communication skills and understanding.
- Empathy: servant leaders make efforts to understand others as they are and accept their uniqueness. They need to separate the people from their behaviour or low performance when directing others.
- Healing: Starratt (2004) emphasised school leaders' duty to create a healthy environment for teaching and learning.
- Awareness: leaders need to be self-aware, recognising their own strengths and limitations.
- Persuasion: through the process of persuasion, building a consensus is possible, which can also contribute to the effectiveness of performance.
- Conceptualisation: this is ability to see the big picture and set a vision. In this process, Spears (2010) highlighted the leaders' balance between 'conceptual thinking' and 'day-to-day focused approaches (120)'.
- Foresight: this is the ability to see future events. Leaders' foresight is built on comparisons about the things happening inside and outside of the organisation, and rational understanding of past examples and current realities (Spears, 2010: 120).
- Stewardship: Spears (2010) explained stewardship as a commitment to serve the needs of others with openness and persuasion (Block, 2013).
- Commitment to the growth of people: this is about leaders' duty to develop people, and is regarded as one of the key concepts of servant leadership. Sergiovanni (2001) stated that leaders are the people who serve the followers as a head, and one of their leading strategies is supporting people to become better performers.

- **Building community:** this means drawing members' active participation and engagement for planning and performing the organisational work by democratic approaches, and increasing the sense of belonging to the community (Crippen, 2005).

Patterson (2003) added some more constructs to the servant leader role: lead and serve with love; act with humility and altruism; acting as a visionary for the followers; being trusting; being serving; and empowering followers.



*Figure 8: A model of constructs of Servant Leadership (Patterson, 2003: 7)*

Greenleaf (1970) saw the enemy of servant leadership as ‘the people who were strong natural servants who had the potential but did not lead, or choose to follow a non-servant (26).’

In Korea, servant leadership was introduced by Lee, a former president of a Women’s University in 1994. Yang (2008) presented the same theoretical considerations and practical achievements of the president’s servant leadership. The theoretical considerations consist of seven concepts: vision, intelligence, communication, time management, open-mindedness, responsibility, and saying yes. These views more or less overlap with Spears’ but additionally emphasised vision, the enlisting of experts, and transparent communication.

Servant leadership was discussed by Lee with ethical and spiritual overtones, drawing on comment from the Bible, “You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them (Mark, 20:25-27, NIV).”

### **2.5.5 Transformational leadership**

As with instructional leadership, the concept of transformational leadership started at the end of 1970. Transformational leadership is about a leader’s ability to inspire staff to work with more energy, commitment, and purpose (Leithwood et al., 1999; Burns, 1978). Transformational leadership is epitomised by idealised influence (charisma) and inspirational motivation, intellectual stimulation, and individualised consideration. Transformational leadership contrasts with transactional leadership in that the latter offers contingent reward, active management-by-exception, and passive management by exception and *laissez-faire* tendencies (Sun and Leithwood, 2012: 419; Bass and Avolio, 1994).

Transformational leadership is linked to emotional intelligence. Leaders are expected to: possess the capability to envision a new future and analyse current reality; to be creative and at the same time proficient in administration and business; to be energetic (from power within) and at the same time to know how to empower others (tapping power in others); and to be a results-producer who knows how to build community to attain results (Hacker and Roberts, 2004).

Transformational leadership can be celebrated for its motivational impact but criticised for an undemocratic potential and lack of critical evaluation (Bush, 2011b).

### **2.5.6 Teacher leadership**

Teacher leadership received growing attention in education scholarship. Teachers are seen as educators, learners, and also leaders for school improvement (Campbell, 2016). That 'the

quality of an education system cannot exceed the quality of its teachers (Barber and Mourshed, 2007: 16)' is broadly accepted in many countries.

Teacher leadership is emphasised in three aspects: firstly, improving teachers' quality and increasing the standard of teaching and learning by providing professional development opportunities; secondly, developing teachers' leadership to establish sustained school improvement; And thirdly, sharing teachers' knowledge and skills within broad boundaries (Lieberman et al., 2017).

Many studies examine support for teacher leadership in Australia, Canada, China, Finland, and Singapore, and other countries (Darling-Hammond et al., 2017; Lieberman et al., 2017). Common key issues identified in these studies are placing teacher leadership in its social and political context, starting and developing the quality of teacher education, supporting collaborative and sustainable professional learning, career conditions and trajectories, engagement with unions, government and society, and providing leadership opportunities (Campbell, 2016).

### **2.5.7 Distributed leadership**

Distributed leadership is one of the most explored leadership models (Gronn, 2010; Bush, 2014a). It comes with different labels: distributed leadership (Harris, 2013; Spillane, 2006), shared leadership (Marks and Printy, 2003; Bradford and Cohen, 1998) and collaborative leadership (Hallinger and Heck, 2010).

Harris (2013) defined distributed leadership as 'actively brokering, facilitating and supporting the leadership of others' (Harris, 2013: 546-547). This definition does not mean that everyone within an organisation has a leadership role or that distributed leadership unexpectedly occurs in organisations. According to Leithwood et al. (2009a), headteachers' involvement in and

direction of tasks is important for effective leadership distribution. Studies of distributed leadership changed the focus from individual level to organisational level (Mayrowetz, 2008) and from bureaucratic or traditional models to contextualised interaction and interconnected influence (Leithwood et al., 2009b; Harris, 2013). The concept of distributed leadership extended the boundary of leadership from position-based, formal leadership to informal leadership. Distributed leadership, however, covers both forms (Harris, 2013).

There are some critical views which devalue distributed leadership and see it as a manipulative method of bureaucratic policy delivery or a way of forcing teachers to take more responsibility (Hartley, 2010; Hargreaves and Fink, 2009). However, distributed leadership is widely reported in practice (Day et al., 2009; Day et al., 2011) and supported by evidence (Harris, 2008; Leithwood et al., 2009c).

Hallinger and Heck (2010) investigated the direction of effect and patterns of change in the relationships among leadership, school improvement capacity, and growth in student achievement with longitudinal study; they concluded that each factor affects mutual direction and reciprocal process. This finding provides an explanation as to why collaborative or distributed leadership is essential for school improvement and the growth of student achievement, rather than a person- or position-based leadership.

Distributed leadership emanates from democratic cultures (Hartley, 2010). In the school context, how to apply distributed leadership as a democratic method or policy delivery methods depends to a large degree on the headteacher's capacity.

### **2.5.8 Instructional leadership**

The concept of instructional leadership began with studies of school effectiveness. In empirical studies, which define differences between improving and declining schools in deprived areas,

instructional leadership emerged as a distinguishing element of high-performing schools (Edmonds, 1979).

Instructional leadership has been a constant feature of education scholarship due to its focus on the essence of education: teaching and learning. Such leadership is sometimes called learning-centred leadership (Bush, 2014b). In the concept of learning-centred leadership, the headteacher's role is regarded as a 'lead learner' (Fullan, 2014).

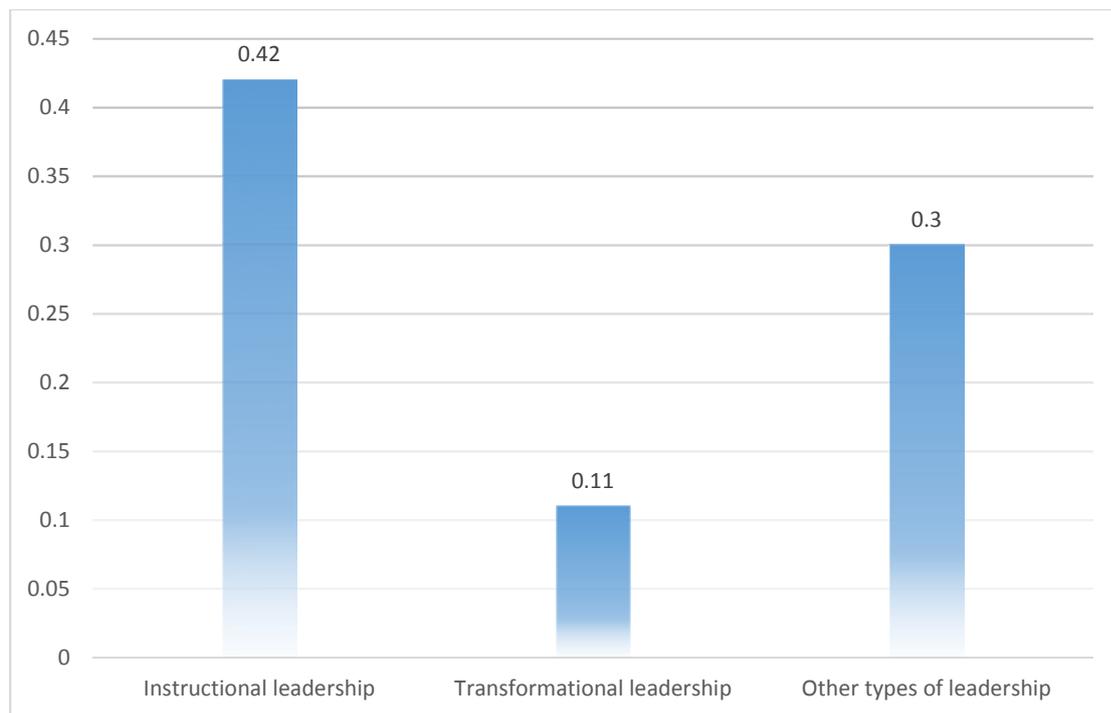
Modelling, monitoring, and dialogue were considered as main strategies in performing learning-centred leadership (Southworth, 2009), and West-Burnham and Ireson (2006) added mentoring and coaching.

Hallinger (2005) identified features of instructional leadership by reviewing theories, analysing empirical studies, and practice. According to Hallinger (2005), instructional leadership is normally considered to be performed only by headteachers rather than teachers or other stake-holders. Instructional leadership focuses on setting up goals and creating a culture which is oriented toward students' performance. It has strong directive and top-down features, and headteachers are proactively involved in classroom teaching by monitoring, supervising, evaluating and designing curriculum. Instructional leadership can be the most useful model to deliver 'turnaround schools', and seems more strongly required when schools require urgent changes. As ever, understanding different school contexts is still essential in establishing the most effective approach.

Robinson et al. (2008) analysed 27 research studies related to the impact of leadership and student outcomes in a meta-analysis. Leadership styles that were mainly addressed in these 27 studies were instructional leadership and transformational leadership. The study measured the impact size of educational leadership with the following five dimensions: 1. 'establishing

goals and expectations’; 2. ‘strategic resourcing’; 3. ‘planning, coordinating, and evaluating teaching and the curriculum’; 4. ‘promoting and participating in teacher learning and development’; and 5. ‘ensuring and orderly and supportive environment’.

In this study, as shown in Figure 9, Robinson found that the impact size of instructional leadership was bigger than any other leadership.



*Figure 9: mean effect size of leadership styles on student outcome (Robinson et al. 2008)*

Hallinger and Lee (2014) published an empirical research paper based on four doctoral theses about instructional leadership in Thailand. In their study, 491 secondary school headteachers showed a high level of engagement with instructional leadership (Hallinger and Lee, 2014: 15). This is in direct contrast to the results of Western studies (Hallinger and Heck, 1998) and may therefore be of relevance to the Korean education system. As Bush (2014b) stated, instructional leadership is the leadership model which emphasises ‘the direction of influence rather than how influence is exercised’ (Bush, 2014b: 3).

Understanding instructional leadership is very important in studying Korean school leadership. However, to achieve school effectiveness and better student outcomes, other models should be used in company with instructional leadership.

Leadership must be conceptualised as a mutual influence process, rather than as a one-way process in which leaders influence others (Hallinger, 2005: 234). Thus, to perform effective school leadership, instructional leadership should be integrated collaboratively with other methods such as transformational leadership, distributed leadership, and contingency leadership (Hallinger and Heck, 2010; Hallinger, 2005; Marks and Printy, 2003).

### 2.5.9 System leadership

The system leadership model has been developed in England in order to provide more systematic thinking about education.

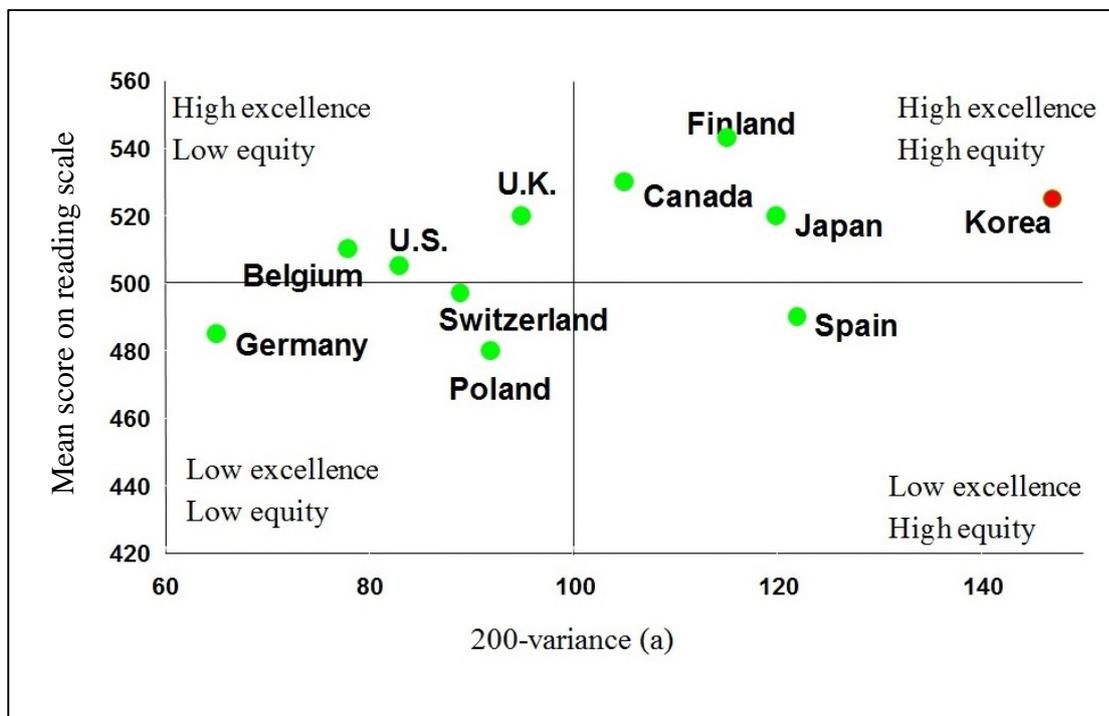


Figure 10: High Excellence, High Equity: raising the bar and narrowing the gap (Hopkins, 2013: 20)

As per Figure 10 above, Finland, Canada, Japan, and Korea appeared to achieve high excellence and also high equity (OECD, 2001). The ingredients of these successful systems were defined as systemic and equitable funding, universal standards, parents and school principals, school autonomy, a mix of accountability systems, continuous monitoring of standards and quick interventions when failure to achieve them is identified, creating the appropriate environment (the right people becoming teachers; developing teachers into effective instructors; establishing incentives and differentiated support systems to ensure that every child gets the support they need), focus on the curriculum, and networking and innovation. These factors were used as ingredients for system leadership.

At the National College for School Leadership (NCSL) Network conference 2006, Fullan and Levin introduced implications for system leadership in Ontario, and West-Burnham proposed system leadership as a seventh standard of headship in the UK (National College for School Leadership (Great Britain), 2006).

PriceWaterhouseCoopers (2007) identified the system leadership model with four other models of school leadership. These include the traditional model, managed model, multi-agency managed model, and federated model. The system leadership model embraced all the different roles that heads can assume beyond the boundaries of their own school, i.e. those that contribute to the wider educational system at a local, regional or national level (PriceWaterhouseCoopers, 2007: ix-x).

In the system leadership model, the headteacher's role does not remain only at their own school level but extends to the local level and beyond (Hopkins, 2009; Collarbone and West-Burnham, 2008). However, such an approach brings challenges. For example, in England headteachers are already struggling with a heavy burden of responsibility. It is not viable for

successful school leaders to take on more responsibility such as the role of 'National and Local Leader of Education' (Lee, 2011).

## 2.6 Satisfactions and challenges in the practice of headship

Although there are headteachers who experience satisfaction in the role, the headteacher's job is seen as very demanding.

There are a number of studies regarding headteachers' satisfaction, including that of Johnson et al. (2005) which found headteachers' job satisfaction to be relatively high. Johnson et al. (2005) examined the physical health, psychological wellbeing, and job satisfaction of people in 26 occupations, including headteachers. In the study, a private sector director was ranked top according to the three factors, while the headteacher's job was ranked 16<sup>th</sup> for physical health, 7<sup>th</sup> for psychological wellbeing, and 10<sup>th</sup> for job satisfaction. The number and type of occupations surveyed in the study was extensive, with likely too wide a range to accurately portray headteachers' job satisfaction within their field. While headteachers' satisfaction was much higher than prison officer or ambulance worker, it was lower than both private and public sector directors. Additionally, the study was confined to the UK and therefore was limited to one cultural and national environment.

Headteachers' job satisfaction can also differ depending on the length of time they have held the position. Day and Bakioglu (1996) explored headteachers' satisfaction by job phase. They divided headteachers' careers into four phases: the first three years as the initiation phase; the next four to eight years as the development phase; after eight years as the autonomy phase; and lastly the disenchantment phase. Headteachers in the initiation phase were subdivided into two groups as experiencing easy beginnings or difficult beginnings. Whether they started with ease or difficulty, their satisfaction rose with increasing confidence, effectiveness, and

constructive self-examination in the first phase and reached a peak in the development phase. Again, this study was based in England, so its relevance to Korean contexts is limited given that a Korean headteacher's term of office is normally limited to a maximum of eight years (Lee, 2011; Kim et al., 2007).

Emphasising the satisfaction that can be gained through headship, Earley and Weindling (2004) argued that 'For many, headship was still the best job in education, albeit exhausting, and offered many rewards'(45). They identified some factors which generated headteacher satisfaction, the most significant of which was positive interaction with staff and pupils. Beyond this, harmonious relations in the school, developing a school ethos, contributing to the growth and progress of the school, and raising academic standards were further contributors to satisfaction. Headteachers valued appreciation from pupils, staff, parents, and visitors, as well as certain aspects of their role, such as planning and decision making, and working with supportive and enthusiastic parents (Earley and Weindling, 2004). This study also took place in the United Kingdom, and to the best of my knowledge, there is no comparable study about Korean headteachers' satisfaction. This is one reason to carry out this study.

Job satisfaction notwithstanding, the headteacher's role brings with it particular challenges. Stevens et al. (2005) and Earley et al. (2012) conducted surveys in English schools which revealed specific recurring challenges for headteachers. Firstly, headteachers found difficulty in managing and complying with constantly changing education policies, new initiatives, and new inspection frameworks. Education policy emphasised autonomy and accountability; however, in practice headteachers felt constrained. The fixed school curriculum and assessment by the National Curriculum, national inspection, quasi-market conditions and

resultant league tables left headteachers with only a small space for autonomy (Glatter, 2012; Lewis and Murphy, 2008a; Hargreaves and Fink, 2009).

Secondly, maintaining and raising status and the student outcome level were the main priorities and also significant challenges for headteachers (Stevens et al., 2005; PriceWaterhouseCoopers, 2007; Earley et al., 2012). The task of improving student achievement/outcomes was connected with improving teaching standards and staff development. However, this was not commonly mentioned in the school leadership landscape survey in 2012 (Earley, 2013).

Thirdly, finance and budget issues emerged as major challenges in the 2012 survey in England. 44 percent of headteachers were concerned about finance and budget issues and listed the reduction in funding/austerity measures as a key leadership challenge (Earley, 2013; Earley et al., 2012). In addition to these issues, pupil behaviour, workforce reform and work load, inclusion, and gaining the cooperation of a wide variety of providers had been shown as issues in the 2005 survey. Staff recruitment and retention, work–life balance issues, and ensuring personalised learning environment were mentioned in the 2007 survey. Admission/pupil numbers, change/reduction in local authority, collaborative links with other schools were also added as headteachers' challenges in 2012.

There is no comparable survey of headteachers in Korea, but policy change is constant in Korean education, especially within the centralised education environment (Kim, 2009).

In a 2003 study in England, the main problems facing new headteachers were identified as 'feelings of professional isolation and loneliness'; 'dealing with the legacy, practice and style of the previous headteacher'; 'dealing with multiplicity of tasks, managing time and priorities'; 'managing the school budget'; 'dealing with ineffective staff'; 'implementing new

government initiatives’, and ‘problems with school buildings and site management’ (Hobson et al., 2003: 24) Earley et al. (2011: 22) also found similar challenges and identified common difficulties for newly appointed headteachers: relationships, budgets and financial planning, and time management. They posited that headteachers should have ‘demonstrations of many qualities, skills and traits including resilience, persistence and emotional and contextual intelligence’.

In their study of Korean headteachers, Kim and Parkay (2004) noted two main challenges. One was generational conflict, highlighting a tension between teachers’ horizontal democratic values and headteachers’ traditional Confucian vertical values. The other main challenge was the relationship with teachers who were members of the Korean Teachers and Educational Workers’ Union, a union with a tradition of progressive politics, though one that is protective of teachers’ rights and can be a constraining influence on heads’ actions.

## 2.7 Conclusion

This chapter has looked at literature relating to new headteachers’ motivation to become a headteacher, work-life balance and use of time, leadership preparation, being a new headteacher, educational leadership models, and challenges and satisfaction in practice.

The overall conclusion is that headship in South Korea is under-researched. It may be that new headteachers in South Korea show different motivations, preparation, and leadership than heads in Western countries (England being the most frequently cited). However, not enough is known. The literature leads us to consider the long hours that head work, their focus on management, and lack of focus on CPD. It also indicates that heads have intrinsic and extrinsic motivation, unplanned and planned intentions. There seems to be a general

consensus that headteachers benefit from preparation programmes, but these programmes differ. It is safe to conclude that all new headteachers face many challenges.

Having noted the gap in the literature the study of new headteachers' motivation, preparation, and practice in Korea was undertaken. In the next chapter I describe the methodology that guided this study

## **3 Methodology**

### **3.1 Introduction**

We now move on to the methodology part of this research and covers research paradigms and research design. This chapter includes discussion of the reasons why shadowing and interviews were employed; how these two research methods were designed to investigate my research questions; how data was collected and on what principles; and how the collected data was analysed.

### **3.2 Research paradigms**

This was a broadly interpretivist study, set within a qualitative tradition.

#### **3.2.1 Interpretivist study**

Positivism and interpretivism are the most commonly discussed approaches for consideration of epistemology. Patton (2015) stated, ‘what is the nature of the real world? What is true? How can one inquire objectively so that findings correspond to reality? (105)’. These are central questions to the investigation of truth, reality, and objectivity.

Positivism is a way of thinking about the world which borrows from techniques of natural science (Hammond and Wellington, 2013). Scientific inquiry aims to describe reality by finding verifiable patterns in the data. It focuses on what is observable, predictable and measurable.

Although positivism is largely out of favour today, its great historical contribution to scientific and logical thinking has been to look for evidence in the face of superstition and traditional belief systems. Positivism emphasised the importance of evidence, logic, and empirical investigation, and has obviously contributed to the core tools of scientific

knowledge. Some positivist techniques were employed to design this research; however, it is widely agreed that positivism has some weaknesses in application to the social sciences.

In more recent history, positivism has not had such a good reputation and few people would now describe themselves as positivists. Campbell and Russo (1999) criticised the conduct of some of these debates:

The term has become the linguistic equivalent of “bad”, a rhetorical device aimed at depriving one’s opponent of credibility of name-calling. This is particularly true in the quantitative-qualitative debate where some qualitative theorists are found of labelling all quantitative opponents as logical positivists, a fundamental but common “error” (Campbell and Russo, 1999: 64)

Patton (2015) claimed four problematic points in the positivist view: the danger of discretionary judgment in science; the provision of causality with certainty in human affairs; the changing nature of knowledge which is embedded in specific paradigms and relative rather than absolute; and the possibility of the imperfectness of methods in different cases.

However, social scientists today believe that, because of the interconnected and complex nature of what they are studying, it is not their role to mimic the methods of natural science. In social science, research tends to emphasise how individuals interrelate with one another and their environment and how people’s ideas are formed based on the world they live in. Perceptions are subjective and personally constructed and depend on multiple factors and contextual settings (Thomas, 2009; Bryman, 2012; Mead and Morris, 1967).

To some extent at least, individuals have agency in ways that the objectives of natural science do not. In social science, predictability and objective truth cannot be confirmed because situations and people change constantly.

Even though positivism has a fairly long list of limitations, positivism has left us some important lessons. To reduce the researcher's own bias, which is based on personal thoughts and experiences, and also to boost the accuracy and credibility of findings, it is important to apply validity, reliability, causality, generalisability, and objectivity to the design and analysis of research.

Realizing the absolute objectivity of the pure positivist variety is impossible to attain, you are prepared to admit and deal with imperfections in a complex, messy, and methodologically imperfect world, but you still believe that objectivity is worth striving for. (Patton, 2015: 107)

In this study, shadowing and interviews were chosen as methods to find out the reasons why and the situations in which Korean headteachers wanted to become headteachers, how they prepared and how they were prepared, and what were the results of their leadership in practice. Thirty-three new headteachers participated in this research. More detailed reasons as to why these methods were suitable for this research, how these methods contributed to the study, and how these two research methods interacted to bring reliability and validity to the research will be discussed in the shadowing and interview section.

Acknowledging the interconnection and multiplicity of socially constructed views about the world, the subjective elements of social research are incorporated into interpretivist research. The core aim of the interpretivists' research is to get under the surface of the people involved by seeing their points of view (Hammond and Wellington, 2013). In this sense, this research is looking at headteachers' motivation by seeking to understand their personal history, the processes by which they are formed as teachers, their feelings and values as teachers, their

decisions about becoming a head, their understanding of vertical and horizontal relationships in and outside of school, and so on.

Elliot and Timulak (2005) explain an interpretive study as exploring linked stories and sequences of phenomena. Interpretive studies should go deep. For example in a study about Korean headteachers, Kim et al. (2006) described headteachers as ‘flowers of the teaching profession’. The popularity of the headteacher role was sustained in Korea at a time when many other countries were experiencing a demographical shortage in regards to recruiting headteachers. However, Kim et al. (2006) is not an interpretive study as it did not indicate what led the headteacher role to be considered ‘a flower of the teaching profession’; or how motivation and practical factors were linked to make the role of headteacher so popular; or how headteachers’ preparation affected their practice. A more in-depth qualitative approach was needed.

The limitation of an interpretive study is its subjectivity. Interpretive studies heavily depend on the participants’ perspectives and values but participants do not know the full story that they have incomplete information. Furthermore, in the process of placing interpretation of findings into a social scientific setting, there is a great room for the researcher’s subjectivity (Patton, 2015). Different people see different things in the same event, so different researchers can make different interpretations from the same data. This is discussed more in limitations of shadowing (section 3.8.2).

Because interpretivism sees the world as subjectively perceived, it opens up question as to the nature of observer and questions of positionality. By positionality I was referring to experiences, values, and attitudes of the researcher and these were discussed in chapter one where I describe my experiences, my interests, and my values. Everybody has a position in

social research it is what enables us to carry out the research. It gives us a framework to understand the events that we see. My positionality gave me advantages: I was Korean, I spoke Korean, I was educated in Korea, and I had a long work experience in various Korean organisations. This background helped me to collect data and understand Korean culture. I had experienced consulting and leading educational programmes and worked with teenagers. However my positionality offered some limitations; for example, I had not been a teacher or headteacher in a Korean secondary school. Throughout my study, I have had to work hard to understand headteachers' mind-sets and put myself in their shoes.

### **3.2.2 Qualitative research**

Research is sometimes described as either being quantitative or qualitative, quantitative almost being a stand in for positivism and qualitative being a stand in for interpretivism. However, it is not as simple as that. Most research can take both quantitative and qualitative data.

Hammond and Wellington (2013) defined qualitative research as 'research using methods or approaches that deal with non-numeric data rather than numbers (173)'. To use Patton's example, in the hospitals, new born babies are described in the hospital records with their weight, height, health, pulse rate, appearance, respiration, and so on. This kind of data is useful for various purposes, such as managing babies' health conditions and contributing to medical statistics. However, this kind of data is not very relevant for certain other areas of investigations, such as the baby's significance and place in his/her family, or what kinds of decisions have been made about his/her care. The hospital records can record a baby's name but not what that name means (Patton, 2015).

Bryman (2012) displayed three advantages of qualitative research. Firstly, qualitative research is useful for collecting data which is not easy to collect or generate through quantitative research. Secondly, qualitative research takes account of particular times, places and cultural contexts. Thirdly, qualitative research can explore problems which quantitative research cannot address, such as intentions and strategies. Through the coding and categorising process, data is analysed and categorised into themes to develop an in-depth description of the phenomenon under investigation (Flick, 2009).

### 3.3 Main approach taken to the study

To explore these interpretive issues, this study focuses on new headteachers' perspectives. It explores their subjective views rather than examining their capabilities objectively. I asked what personal reasons they had to become headteachers; why and how they prepared for their role and how they felt about their leadership preparation; how the preparation worked in practice; what things were important in their new role; and how they managed in the role.

### 3.4 Methodological Triangulation

To investigate new headteachers' perspectives, methodological triangulation was used for the interview and shadowing. This has its advantages in that multiple research methods can mitigate the limitations of different research methods, and triangulation can strengthen the credibility of research (Mertens and Hesse-Biber, 2013)

No single method ever adequately solves the problem of rival causal factors. Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed triangulation. I now offer as a final methodological rule the principle that multiple methods should be used in every investigation. (Denzin, 1978: 28)

Denzin (1978) categorised types of triangulation as data triangulation, investigator triangulation, theory triangulation and methodological triangulation. This study employed triangulation through comparison of two sets of data about headteachers: shadowing, and interviews. The triangulation did not involve different stake holders such as colleagues of headteachers, for example, middle leaders, teachers, parents, students or policy makers. If such data had been collected, headteachers would arguably have felt they were being judged, and the data would have not demonstrated their own perspectives. Even though there is the possibility of self-deception impacting the perspectives shared, these self-deceptive perspectives are still interesting for what they tell us about headship. In any case, shadowing provided an aspect of objectivity to contrast with the self-reported accounts by headteachers. For example, even though one headteacher described herself as not fully prepared in her work in shadowing this headteacher I could see that she was very clear in communicating with colleagues and had a lot of knowledge of the situations being discussed. In another interview the shadowing provided confirmatory evidence. In this case the headteacher explained that he was at an early stage in establishing trust with colleagues and this was confirmed in shadowing a meeting in which colleagues seemed reluctant to contribute ideas. The headteacher uses prompts and gestures to encourage feedback. In a third example the headteacher's claim to offer servant leadership was undermined a little by observing the conduct of a meeting in which he did not prompt feedback on his decisions. Combining interviewing and observations generated a combined understanding of headteachers' perspectives, one rooted in practice. However, the researcher cannot be completely objective. In the process of integrating interview data and shadowing data, my subjective positioning shaped my interpretation.

The relationship of two research methods to the research questions is set out table 10.

Research Questions	Key issues	Data collected by
Why did you become a headteacher?	Motivations	Shadowing, Interview
	Decision points	Interview
	Work-life balance (wellbeing)	Shadowing, Interview
How do you prepare for headship?	The key routes	Interview
	Headteacher Qualification Training	Interview
	Useful preparation	Interview
	Confidence	Shadowing, Interview
What kind of support existed for your first year?	Induction programmes	Interview
	Useful support	Interview
What strategies do you use in your leadership?	Aims of headship	Interview
	Leading strategies	Shadowing, Interview
	Leadership styles	Shadowing, Interview
	Use of time	Shadowing
How does context affect your leadership?	Relationship with government	Shadowing, Interview
	Autonomy and accountability	Shadowing, Interview
What are your areas of satisfaction and challenge in the first year as head?	Areas of satisfaction: Students' outcomes; innovation; relationships; fulfilment of aims	Shadowing, Interview
	Professional isolation; policy changes; student outcomes; the Korean Teachers and Educational Workers' Union; parents expectation; social pressures; supplementary education matters; budget and legal issues.	Shadowing, Interview

*Table 10: Links between research questions, key issues and research methods*

As the table shows, most research questions are addressed through both interview and shadowing, but some aspects, for example ones which are related to past matters or headteachers' inner perspectives such as intention, feeling, thoughts, preference, and holistic views, were dealt with only through interview. Use of time was recorded through the shadowing.

### 3.5 Participants of shadowing and interview

This study focused on new headteachers from non-selective and non-fee paying secondary schools. These included national, public and private foundation middle schools and general national, public, and private foundation high schools, and public autonomous high schools (see Table 1). Thirty-three participants took part in this study. Twenty of them took part in shadowing and thirteen of them were interview only.

Twenty-six of the headteachers were in their first year of being a headteacher, eight had been working as a headteacher for three months, and the other eighteen had been working as a headteacher for nine months (see Table 11). Six were in their second year and one was in his third year. Seven headteachers who were not in their first year were included so as to access experiences from the more affluent areas of Seoul and from private foundation schools, so that this study could present a wider angle on headship. This was not in keeping with the study's aim to work solely with heads in their first year of headship, but it was deemed necessary, as most of the headteachers in my first twenty interviews came from public schools in less affluent areas, and only two came from schools in 'better off' areas. Thirteen more participants were therefore found from private foundation schools and economically advantaged districts. Even though these headteachers were not in their first year, their interview conversations were always about their first year.

In Seoul, Gangnam-Gu, Seocho-Gu, Songpa-Gu, and Mok-Dong in Yangcheon-Gu are very popular areas and seen as 'more affluent'. Schools here often achieve higher results. For example, in the results of the National Assessment of Middle School Academic Achievement in 2014, there were 42 outstanding schools (those with high percentage of students who achieved more than 80% in academic assessment tests). Among these 42 outstanding schools, 15 were located in Gangnam-Gu, 8 were located in Seocho-Gu, 7 were located in Mok-Dong

in Yangcheon-Gu, and 5 were in Songpa-Gu (Rhee, 2015). By extending my sample I was able to shadow two headteachers from among those 42 schools, supplemented by five interviews with headteachers in these schools. The one headteacher who was in his third year was a rare case. He had been promoted via open recruitment and had had a teaching only career, while all other headteachers who were appointed by open recruitment had held an educational specialist role at some stage.

Year	Areas Types	Less affluent area		More affluent area		Total
		Public	Private	Public	Private	
1 <sup>st</sup> Year		17	6	2	1	26
2 <sup>nd</sup> Year		1	1	3	1	6
3 <sup>rd</sup> Year		1	0	0	0	1
Total		19	7	5	2	33

*Table 11: Composition of participants by area and type of schools*

All headteachers had been classroom teachers during their early careers, had had pastoral responsibilities at some point, and had had middle leadership experience such as being head of department or deputy head. Sixteen headteachers had also had a career as an educational specialist (in some ways a similar role to inspector or policy maker in England) in the Office of Education or the Ministry of Education. Being an educational specialist is one of typical tracks to becoming a headteacher in Korea and is a faster track as compared to working in schools only. In public schools, many headteachers have educational specialist career histories; however, private foundation school headteachers do not have the opportunity to work in the Office of Education or the Ministry of Education as an educational specialist.

Twenty six participants were appointed by promotion, which is the usual appointment route. Open recruitment is usually used for schools which are not in ‘desirable’ areas or are located in remote areas. However, open recruitment does provide aspiring headteachers with the

opportunity to shorten the time spent waiting for promotion, to extend the term of office as a headteacher; or to become a superintendent of education in their future career. In this research, seven headteachers were appointed by open recruitment. All of them were male and most of them were high school headteachers.

Gender	Appointment Type	School level	Private	Public		Total
			Teaching only	Educational specialist	Teaching only	
Female	Open recruitment	High school	0	0	0	0
		Middle School	0	0	0	0
	Promotion	High school	0	0	0	0
		Middle School	2	7	3	12
Male	Open recruitment	High school	0	4	1	5
		Middle School	0	2	0	2
	promotion	High school	2	0	0	2
		Middle School	5	3	4	12
Total			9	16	8	33

*Table 12: Composition of participant group by gender, appointment type, school level and career*

Sixteen out of the twenty participants I shadowed were appointed as middle school headteachers, which is usually the case when headteachers are appointed for the first time to public schools. Most high school headteachers are posted after they have had experience as a middle school headteacher. All participants from high schools in my shadowing were appointed by open recruitment. In 2014, eighty-six headteachers were appointed in public schools in Seoul. 30 percent of them were female and 70 percent were male; the same ratio applied to the participants of this research. Statistically, female teachers with experience as educational specialists have slightly more chance of being promoted to headteacher than

those without. As mentioned earlier, only male teachers in my sample group were appointed by open recruitment.

No.	School type	School level	career	Type of appointment	Gender	More affluent areas
1	Public	High	educational specialist	open recruitment	M	NO
2	Public	Middle	educational specialist	promotion	F	NO
3	Public	Middle	educational specialist	promotion	F	NO
4	Public	Middle	educational specialist	promotion	F	NO
5	Public	Middle	educational specialist	promotion	M	NO
6	Public	Middle	teaching only	promotion	M	NO
7	Public	High	educational specialist	open recruitment	M	NO
8	Public	Middle	teaching only	promotion	F	YES
9	Public	Middle	teaching only	promotion	M	NO
10	Public	High	educational specialist	open recruitment	M	NO
11	Public	High	teaching only	open recruitment	M	NO
12	Public	Middle	educational specialist	open recruitment	M	NO
13	Public	Middle	teaching only	promotion	M	NO
14	Public	Middle	educational specialist	promotion	M	NO
15	Private	Middle	teaching only	promotion	M	NO
16	Public	Middle	teaching only	promotion	F	YES
17	Public	Middle	educational specialist	promotion	F	YES
18	Public	High	educational specialist	open recruitment	M	NO
19	Public	Middle	educational specialist	open recruitment	M	NO
20	Public	Middle	teaching only	promotion	M	NO
21	Public	Middle	educational specialist	promotion	M	NO
22	Private	Middle	teaching only	promotion	M	YES
23	Public	Middle	educational specialist	promotion	F	YES
24	Public	Middle	teaching only	promotion	F	YES

25	Public	Middle	educational specialist	promotion	F	YES
26	Public	Middle	educational specialist	promotion	F	NO
27	Private	Middle	teaching only	promotion	M	NO
28	Private	High	teaching only	promotion	M	NO
29	Private	Middle	teaching only	promotion	M	NO
30	Private	Middle	teaching only	promotion	M	NO
31	Private	Middle	teaching only	promotion	F	NO
32	Private	Middle	teaching only	promotion	F	YES
33	Private	High	teaching only	promotion	M	NO

*Table 13: List of participants with keys*

Data collection

### **3.5.1 Data access**

Finding appropriate gatekeepers in order to approach participants was essential in gaining entry into the field. The Gatekeeper is a person that negotiates and / or gives permission to access data. This is required for ethical reasons to protect the participants or the organisation that they belong to. Gatekeepers are concerned with the researcher's motives and the gain or loss of the participant and the organisation's time, cost, potential risks and future reputation (Bryman, 2012).

In my research, all of the participants were adults and had enough authority to decide whether to participate in my research project or not. However, having a gatekeeper helped in the reviewing of the purpose of my research and my research plan and to access participants.

Gatekeepers with sufficient reputational standing were found amongst educators who were on track to become head teachers, who were in the headteacher position, and who were retired from headteacher role and had some influence with current educators.

The first step in carrying out pilot interviews was approaching an ex-teacher from among my circle of contacts who had a wide network of headteachers and teachers. He introduced me to his colleague, also an ex-teacher who had taught me in secondary school. The first interview I conducted was with the headteacher (Pilot 1) of a middle school in Seoul. In turn this headteacher, Pilot1, introduced me to two other headteachers, Pilot 2 and Pilot 3, who were subsequently interviewed, as well as headteacher Pilot 4, who was a relative of mine. Thus, my ex-teacher was a gatekeeper who enabled the beginning of this research. Headteacher Pilot 1 also acted as a gatekeeper, allowing the sample size to snowball.

After carrying out the pilot, the main study began by accessing a publicly-available document with a list of new headteachers, published on the website of the Office of Seoul Metropolitan Education (n=84). Some of the headteachers were telephoned at school but this mostly resulted in leaving a message with a secretary and not getting a return call. Different strategies were needed.

I therefore contacted a senior officer in the Office of Seoul Metropolitan Education. The officer (henceforth Gatekeeper A) had previously been contacted when I did my MA, a comparative study of the processes for becoming a headteacher in Korea and England. At the conclusion of my MA research, Gatekeeper A was informed of the key findings. She found that the study was useful, and offered to help with further research.

Even though Gatekeeper A had had a positive experience working with me, before introducing me to headteachers she asked for precise information about the aims of this study, brief research methods, sample questions, and ethical considerations. After she checked all these aspects, she then provided a list of potential participants. These new headteachers were contacted one by one. Some politely refused to participate because of time constraints and

unavailability. However, when I explained how I had found them through Gatekeeper A, most of them agreed to participate.

Gatekeeper A helped me because she valued this research and felt it could be beneficial to Korean education. Her support was vital in enabling me to access headteachers as she vouched for my sincerity and trustworthiness, even if this was more implicit than explicit. Gatekeeper A's 'warrant' came from her established relationship with the headteachers. However, her influence was not unlimited. She did not have official power to force headteachers to participate in the research – and that would not have been desirable in any case. It was not ethical to coerce new headteachers to participate.

I was also helped by a retired headteacher and family friend, Gatekeeper B. He introduced me to a headteacher and a teacher and the impact snowballed; as a result, two headteachers were shadowed and interviewed and five headteachers were just interviewed.

The appointment of headteachers of private foundation schools was not announced in a single place such as the website of the Office of Seoul Metropolitan Education. I had to search school websites one by one, and direct contact was again unsuccessful. So Gatekeeper C, another family friend who was a headteacher at that time, assisted by contacting new private foundation school headteachers on my behalf, and was able to get seven responses from headteachers. As a result, I was then able to shadow 20 headteachers and to interview a further 13 headteachers.

The great help I received from the gatekeepers A, B, and C was not due to my personal relationships with them, but due to their own understanding and agreement towards my research plan. Furthermore, there were not personal connections between myself and the participants of this research.

However, most of my participants were very open and told their undisguised stories; some of them said they decided to participate in the research because they identified me as a junior Korean educator, so they treated me as like family. As Kwon (2012) explained in a study of Korean culture, strong family relationships are integral to workplaces, social groups, and political parties. In this case, throughout every stage of the study, relationships with colleagues, family, and friends were strongly influential in facilitating data collection.

In the process of shadowing and interview, establishing trust and rapport between headteachers and the researcher can draw more in-depth data collection. For this reason, precise explanations of the research had been sent by email prior to meeting participants, which was useful to orient headteachers to the study and build trust. Even though there were gatekeepers and ethical guidance, when headteachers understood the aim and character of the research and the research methods, they had motivated and had had progressive attitudes toward participation.

It was important for me as a researcher to have an understanding of Korean school contexts. There were some typical points which appeal to headteachers regarding language, behaviour and attitudes. As a young and inexperienced person, I needed to show humility and commitment. For example, I tried to use suitable vocabulary in writing and speaking, to arrive at schools on time, to abide by the dress code, not to show political preferences, and not to show any negative or positive attitude toward government. In Korean culture which was deeply rooted in Confucian tradition, it is customary not to speak up in front of persons who are older or of higher standing. Sometimes, expressing an opinion can itself be regarded as rude or arrogant. So I tried to hold back on offering views of my own; however, when it was necessary to talk about some concepts in educational leadership and management, I tried to describe the concepts in as accurate and clear a way as possible.

In data collection, most participants adopted an active and supportive attitude. As an example of this, some headteachers willingly introduced me to other headteachers for the study.

### **3.5.2 Chronology of the data generation and data handling**

I visited Korea from the 23<sup>rd</sup> November and the 28<sup>th</sup> December 2014. During this period, I collected shadowing and interview data from twenty participants between the 25<sup>th</sup> November and 23<sup>rd</sup> December. On the 12<sup>th</sup>, and 26<sup>th</sup> December I interviewed five participants face to face. After I returned to the United Kingdom, I interviewed seven more participants between the 19<sup>th</sup> January and 26<sup>th</sup> February 2015, using the video and telecommunications software application, Skype. I also included in this study data from the pilot interview which took place on 3<sup>rd</sup> August 2014. (See, Table 14)

Interviews were recorded and copied and stored in Universal Serial Bus (USB) and cloud storage. Interview recordings were transcribed in Korean and then translated. Transcription and translation processes were detailed in interview data analysis section (3.8.5). Shadowing was recorded in the structured form during the shadowing. At the end of each day, observations of shadowing was tidied up and confirmed by shadowees through email. Shadowing reports were attached to appendix A.

<b>Interview</b>	<b>Shadowing</b>	<b>Data collection date</b>
<b>HT1</b>	School 1	25/11/2014 Tuesday
<b>HT2</b>	School 2	26/11/2014 Wednesday
<b>HT3</b>	School 3	27/11/2014 Thursday
<b>HT4</b>	School 4	28/11/2014 Friday
<b>HT5</b>	School 5	01/12/2014 Monday
<b>HT6</b>	School 6	02/12/2014 Tuesday
<b>HT7</b>	School 7	03/12/2014 Wednesday
<b>HT8</b>	School 8	04/12/2014 Thursday
<b>HT9</b>	School 9	05/12/2014 Friday
<b>HT10</b>	School 10	08/12/2014 Monday
<b>HT11</b>		09/12/2014 Tuesday
<b>HT12</b>	School 11	10/12/2014 Wednesday
<b>HT13</b>	School 12	11/12/2014 Thursday
<b>HT14</b>	School 13	12/12/2014 Friday
<b>HT15</b>	School 14	15/12/2014 Monday
<b>HT16</b>	School 15	16/12/2014 Tuesday
<b>HT17</b>	School 16	17/12/2014 Wednesday
<b>HT18</b>	School 17	18/12/2014 Thursday
<b>HT19</b>	School 18	19/12/2014 Friday
<b>HT20</b>	School 19	22/12/2014 Monday
<b>HT21</b>	School 20	23/12/2014 Tuesday
<b>HT22</b>		26/12/2014 Friday
<b>HT23</b>		26/12/2014 Friday
<b>HT24</b>		26/12/2014 Friday
<b>HT25</b>		26/12/2014 Friday
<b>HT26</b>		19/01/2015 Monday
<b>HT27</b>		29/01/2015 Thursday
<b>HT28</b>		12/02/2015 Thursday
<b>HT29</b>		13/02/2015 Friday
<b>HT30</b>		14/02/2015 Saturday
<b>HT31</b>		26/02/2015 Thursday
<b>HT32</b>		26/02/2015 Thursday
<b>HT33</b>		03/08/2014 Monday

*Table 14: Data collection date*

## 3.6 Ethical issues

Regarding access to participants, ethical guidance was useful to help participants feel secure. A written consent form was given to the headteachers, which included provision for participants' rights and dignity, privacy and confidentiality, and guaranteed anonymity. Data collection was arranged at the participants' convenience.

Apart from meeting the formal requirements of the ethical guidelines of the University of Warwick, the consent form itself seemed to make participants more comfortable and make them feel that they were taking part in some professional and global research; this made them more willing to open up about their work.

Research can be categorised as scholarly research or evaluative research depending on its main purpose. Scholarly research aims to achieve a better understanding of participants and learn their ways of thinking and life. Evaluative research is undertaken with personal or professional interest for decision makers and information users. This study comprised scholarly research, and did not involve any kind of official or bureaucratic evaluation of headteachers' capability, school evaluation, or governmental reporting. When headteachers understood this character of the research, they participated with more comfort and a feeling of security.

## 3.7 Shadowing

### 3.7.1 Features of shadowing

Shadowing is a form of observation. Shadowing allows close proximity and a more intimate involvement between researcher and participants. In the period of shadowing, the researcher follows the participant's movements and records what has happened to the participant during the period in question. For example, it may involve following the participant's movements

around their place of work. When the participant is running to attend a meeting, the researcher is running with them; when the participant is talking with colleagues, the researcher is there with the participant (Urban and Quinlan, 2014; McDonald and Simpson, 2014).

Shadowing is carried out in many types of research and seems to be particularly utilised for leaders in organisations, such as directors or managers of organisations. McDonald (2005) sees shadowing as one of the most useful methods to extend understanding about organisations and to investigate an individual's perspectives thereon. In shadowing, the researcher is accessing the event itself rather than the participant's interpretation of the event. Through first-hand observation, circumstances which may appear trivial and are not easy to describe will be revealed to the researcher. Shadowing provides rich data for analysis because the researcher can directly access a context which may be difficult to access usually or which may be taken for granted by the participant. During the shadowing, researchers are situated in the same organisational contexts and experience the participants' daily life in that context, so the researcher is able to develop an understanding about the organisation which is hard to achieve by other research methods (Czarniawska, 2014).

For the duration of the shadowing, the researcher can ask questions to clarify the situation. For example the researcher can ask about phone calls in which he/she will have only heard half of the conversation. In shadowing, the researcher can record verbal and non-verbal aspects and generate comprehensive data sets (McDonald, 2005).

Through holistic observation, participants' perspectives on the organisation are also revealed to the researcher. Shadowing may generate answers to the "why?" question because it brings contextual coherence (Noordegraaf, 2014; Koning and Can-Seng, 2013).

My research employed shadowing as a useful means of exploring headteachers' use of time, priorities in their various duties, their status in the school organisation, and relationships with other school members. The benefits of this approach were several. Understanding an individual within their actual context was essential to comprehending that individual's role. At the same time, shadowing led me to achieve deeper understanding and I was able to discover important but unexpected aspects of headteachers' experiences. Out of context some elements were ignored, but when through shadowing I came into those contexts, some important things were clearly revealed. For example, headteachers' relationships with deputy heads were varied and I could see how these relationships influenced headteachers' daily work.

### **3.7.2 Limitations of shadowing**

The primary barrier to shadowing tends to be access, because the participant needs to commit much more time to the research and be willing to open up their life and relationships (at least in an organisational context) more than for other research methods (Taylor and Land, 2014). Practically, there is an issue of confidentiality; for example, in the process of shadowing participants can attend meetings which deal with confidential issues (Johnson, 2014).

There is also the possibility of the participant's work being disturbed by shadowing because of the close proximity and continuous following of the researcher while participants are undertaking their daily duties (McDonald, 2005). Even though McCall et al. (1978) insisted that "[observation] does not interrupt the normal work activities of managers and take up their time:", the possibility of disruption is always there and it can obstruct collecting data.

I focused on creating a comfortable and natural atmosphere and tried to encourage headteachers to follow a normal working day (Cole, 2013). To avoid headteachers' concerns

about exposing confidential issues, there were three individual occurrences which I did not follow during the shadowing. One was a private conversation between the headteacher of school 2 and a member of staff who had recently lost her family; the headteacher asked me to wait outside her office while she was comforting her colleague. The second case was a meeting with external visitors in school 6. The head felt that as it was a meeting with external visitors who were asking for a favour, my attendance might make the visitors feel embarrassed. The third case was a meeting with heads of department in school 20; the headteacher did not feel comfortable to open this meeting to me. Even though I did not attend every occasion during the shadowing process, headteachers would afterwards inform me of what had happened in the conversation and meetings, and they were able to participate in this way with a feeling of security.

In the process of shadowing, I tried to reduce my sense of presence. I sat down in the corner outside of headteachers' eye sight, did not intentionally make eye contact, and kept calm, demanding less attention.

The enormous amount of data gathered in shadowing can be one of the method's difficulties. Shadowing data is generated quickly and immediately, but it is not easy to manage this data and make it usable. In my research, preparing a recording schedule was useful to collect and manage the large amount of data.

In shadowing, the researcher is shadowed in turn by the participant. Shadowing depends on the quality of the relationship between shadower and shadowees. The participants' work context is often unfamiliar to the researcher and researchers need to adjust themselves quickly to organisational expectations (Butcher, 2013; Cole, 2013). Understanding these aspects, I tried to be natural and to make notes unobtrusively.

The 'observer effect' is also considered a limitation of shadowing. Observer effect means participants showed different behaviour when they were taking part in observation, so observation itself can affect the outcome of participants work. Observer effect can be exaggerated, e.g. McCall et al. (1978), and in this case headteachers were in a proactive role and they did not work harder because they were observed. I believe they behaved on the whole as though this was a normal school day with the exception that the day included an interview with me.

In general, observation cannot be free from observer subjectivity. Even when observations are performed by trained or skilled researchers, it is clear that different people can observe or interpret different things in the same event. To overcome the limitations of observation, Patton (2015) emphasised 'disciplined training, systematic preparation, and readiness (330)' in order to make accurate, authentic, and reliable observations, rather than just relying on spontaneous note taking.

In spite of the limitations, direct observation enables researchers to recognise what is really going on in practice rather than just imagining or hearing from others. Being able to describe the setting in depth and detail constitutes the value of observation (McDonald, 2005).

Researcher subjectivity is widely counted as a limitation of qualitative study. Hence, Sergi and Hallin (2011) emphasised a researcher's subjectivity as an ingredient of processing qualitative research. They develop their understanding based on processional ontology. Processional ontology takes the world as a continually changing one and the doing of research as performing investigation.

Research may be described as a linear, step-by-step kind of process, but it can also be understood as a practice that is lived, since the researcher brings her whole self into it,

encountering a multitude of other experiences, which include emotions and feeling (Sergi and Hallin, 2011: 192).

From the stance of processional ontology, a researcher's personal, subjective, or intersubjective involvement can be seen as inherent in nature of research rather than a weakness.

### **3.7.3 Designing a shadowing schedule**

In carrying out shadowing I worked from a template which was designed in advance. This was taken from one designed for the research of new headteachers in England carried out by Bristow et al. (2007). However, the form was customised to my particular research questions and Korean school contexts.

The adaptation of the form lay in the categorisation of activities. When Bristow et al. (2007) designed their form, they categorised the contents of headteachers' daily activities in terms of time, who, subject matter, where, observation and reflections, clarifying highs and lows, and specific critical incidents. Here, however, the form was to be used to categorise headteachers' daily activities in terms of when, where, with whom, what, how and why and notes for explaining related education policies or education systems (Appendix A). In my shadowing report form, I changed 'Subject matter' in Bristow et al. was to 'What' in which I put headteachers' activities and the function of these activities. 'Observation and reflections' were changed to 'how and why' and included reflections and memos. Lastly, 'specific critical and incidents' was changed to 'notes'. This space was used for adding reflections on Korean education including policy and systems. Some focus on education policy was required because headteachers' responsibilities were closely linked to Korean education policies, and this focus would be useful in order to understand headteachers' behaviour and perspectives.

The shadowing schedule started with asking about headteachers' daily plans. There was a later programme of questions asking headteachers if they felt they got done everything that they planned for the day, and whether they had any plans for extra school-related work after they left school, as per the form by Bristow et al. (2007) .

Details of each category are as follows:

- **When:** the time was recorded. The time at which the headteacher started an activity was noted. This record allowed me to investigate how long headteachers spent on activities for what function. For example, headteachers started greeting student around 8:20 am before the school start and they spent around thirty minutes on greeting.
- **Where:** this was used for investigating where headteachers were placed and recording how long the headteachers stayed in their office and how long they spent in other places, say, outside of school; a public place in school such as canteen, school gate, corridor, or playground; in meeting rooms, the teachers' offices or classrooms; and other places such as a sports office, library, school gymnasium, multimedia room, and quiet study room.
- **With whom:** Headteachers sometimes worked alone in their offices or sometimes with the deputy head, heads of department, administration manager, teachers, students, or external visitors. This section showed how much headteachers interacted with their school and outside members.
- **What:** Headteachers' activities and functions were recorded here. Activity and function were detailed in separate sections (3.7.4 activity and 3.7.5 function).

- How and why: details and features of activities and functions were displayed. For example, types, themes and issues of meetings, atmospheres, engagement levels.

Earley et al. (2011) categorised the headteachers' activities they observed in their research in terms of Leadership, Management, Administration, Continuing Professional Development, Teaching, and Personal. Even though their research interests were similar to the research undertaken here, the categorisation needed to be modified in order to account for Korean headteachers' daily activities. Here, headteachers' everyday activities were categorised in terms of behaviour, function, with whom, and where (Appendix A). These categories are described in depth below.

### **3.7.4 Activity**

The behaviour category covered headteachers' behaviour from the start to the end of their working day. It was divided into eight categories: deskwork, showing presence, meetings, personal time, travelling, hosting assembly and some others.

#### **3.7.4.1 Desk work**

(Reading, writing, reviewing, skimming, working with documents, phone calls)

All headteachers had their own office with an administration office located next door.

Headteachers spent a great deal of time in their offices working at their desks. A recurring example of desk work was accessing the portal site of the Seoul Education Research and Information Institute Seoul Education. This portal provides education news, service for producing, transferring and authorising official documents, and has a messenger and email function which enables communication between the Office of Education and school members.

Headteachers skimmed education news every morning and afternoon. In school 6, the headteacher informed the researcher that he received 7,000 official documents (see Appendix A) and the school produced over 6,000 official memos and documents itself in a year. This meant the headteacher was dealing with 13,000 official documents, an average of 70 a day. This created a heavy administrative burden. However, most heads claimed they managed the process because they had become accustomed to the format of the documents and understood the context. In school 5, the headteacher said reading and authorising from 50 to 100 cases of official documents did not take too long; he could manage these things in '1 or 2' hours. Headteachers tried to quickly reply to teachers' messages or official documents, and in the morning they checked the official documents which had been produced after they went home the previous working day.

Many headteachers tried to have reading time or attend CPD (continuing professional development) programmes via distance learning. Headteachers also spent time reading and learning about new regulations, education policies and so on. In school 2, the headteacher read about new regulations regarding school budget and financial usage, and spent some time writing a report on how her school operated the new education system regarding the parents' education. In school 3, the headteacher placed books on the desk for her reading every morning.

There were some external or internal phone calls observed during the shadowing period. Headteachers arranged meetings with other headteachers and other educators, and some headteachers phoned or were phoned by the Office of Education. Headteachers were also asked over the phone for advice on the work of the Office of Education. No phone calls from parents were observed during any of the 20 shadowing sessions. Apart from phone calls, headteachers were able to communicate through email or online message, so these mean of communication were included in desk work.

### **3.7.4.2 Meetings**

Headteachers had official and unofficial meetings, one to one meetings, small and large group meetings, regular and planned meetings such as daily, weekly, and monthly meetings, or unplanned meetings, strategic meetings, management meetings, internal, external and visitors meetings, and so on. In the shadowing sessions, headteachers usually had several meetings in a day.

Most headteachers had daily leadership meetings with deputy heads and administration managers in the morning, in which current school issues were discussed. In school 3, the deputy head reported on a meeting which he had attended held by the Office of Education regarding “the 9 o’clock school start” (a new education policy), while in school 8, a leadership meeting was held daily with deputy heads. On the day of the shadowing, this covered students’ ski camp, next year’s schedule, selection of school training wear, the process of writing exam questions and operating exams, and the role of heads during exam period. Smoking areas for staff were discussed and the headteacher emphasised the importance of health and safety.

Some headteachers explained that they had tried to reduce the frequency of leadership meetings. In school 5, leadership meetings were weekly and in school 10, there were Monday and Thursday leadership meetings instead of daily meetings.

Another way of interacting with senior management was for headteachers, deputy heads and administration managers to eat lunch together, which was observed in all schools except in one case in which there seemed to be an uncomfortable relationship between the headteacher and deputy head. In all of the other schools and even when there was no daily meeting

scheduled the headteacher, deputy headteacher, and administration manager had the opportunity to communicate every day at lunch time.

There were regular meetings with heads of departments (HoDs); most schools had between 9 – 11 heads of academic and support departments. In schools 10, 14, 18, and 19, headteachers had a weekly meeting with these HoDs. In the meeting, various relevant school issues were discussed, such as school letters, the students' record, implementation processes for new education policy: the 9 o'clock school starts, the winter holiday school schedule, the social dinner for all teachers and staff, issuing students' records, school concerts, parents' meetings, and teacher transfer. The pattern of the meeting appeared very similar in the schools visited, reflecting topical concerns in the education system. Meeting durations varied. In school 14, the meeting took only 10 minutes – no more than announcements were covered. This was followed by a full staff meeting – again a short meeting. In some schools the meetings were longer and allowed time for feedback.

Sometimes headteachers had meetings with students. These tended to be focused on encouraging and comforting students rather than decision making. For example, in schools 2 and 6 the headteacher encouraged a group of students who were preparing for 'special purpose high schools' entrance exams, and in school 11 the headteacher comforted and encouraged a student who had failed the entrance exam of a special purpose high school.

Occasionally headteachers were invited to policy-making meetings held by the Seoul Metropolitan/Local Office of Education. In school 1, the headteacher went to a meeting to discuss how to improve the standards for the transfer of teachers. It was typical for the Seoul Metropolitan Office of Education to seek direct feedback on education policies by inviting headteachers or deputy heads, and the Office created meetings to explain the purpose of education policy and the method of implementation and assessment, as well as for sharing

information about progress and to get feedback. In school 9 for instance, the headteacher attended two meetings outside of school. One was held by Gu (name of a regional unit as like borough) Office to explain the Innovative Education project. The head of Gu invited headteachers to the meeting and explained what the project was and why they should join in. The other meeting was held by the Local Office of Education to share information about the model school's results from trialling the Free-Term System. Attendees included officers from the Metropolitan Office of Education and the Local Office of Education, headteachers, middle leaders, teachers who were involved in the Free-Term System, and parents in the local area.

Headteachers attended social meetings with other headteachers, educators, or teachers after school. New headteachers especially felt the need to participate in teachers' gatherings in order to get familiar with teachers. For example, in school 20 the headteacher joined an after-meeting dinner for a teachers' curriculum group.

As the representative of the school, headteachers hosted official visitors. In schools 5 and 16, external lecturers for teachers' CPD programmes visited headteachers' offices before their lectures and in schools 8 and 13, external lecturers for students' programmes visited the headteacher before the programmes.

In schools 13 and 16, staff from the Office of Education visited the headteachers. In school 14, six headteachers who were working in the same Gu visited the headteacher. Six headteachers shared their opinions about current education policies and school field issues related to working with the Local Office of Education and the Office of Gu. For example, the Gu selected some schools for the Prestigious Schools Project, and headteachers shared ideas about how to improve the selection process. When headteachers met, they also criticised the

low efficiency of the Local Office of Education. In the meeting, headteacher 14 introduced his school, and all heads of department came to the headteacher's office and offered their greetings to other headteachers. In school 6, the headteacher met guests from the Association of People with Disabilities to arrange an educational visit for the students.

### ***3.7.4.3 Showing Presence***

“Showing presence” was one of the most distinctive aspects of headteachers' behaviour. It was the one recurring instance in which the headteacher could monitor the school and interact with and support the pupils and teachers in a more natural setting.

Recurring examples of showing presence were greeting the students every morning, walkabout in the canteen at lunch time, and walkabout of whole classes in the morning and afternoon. All of the headteachers would greet the students at the start of the day. In this greeting, the headteachers showed their consideration for and interest in students' emotional and physical health and wellbeing. For example in school 2, the headteacher asked a young student who had a cast on her foot about her progress; in school 4, the headteacher took a student who was late and who wore a very short uniform skirt to her office for counselling. In schools 13 and 15, while headteachers were greeting students in the school gates, they recognised the danger of snow and icy roads, and spread salt to prevent slipperiness. At lunch time, headteachers patrolled the canteens and observed students' relationships and tried to make conversation with students who ate alone. They also observed students' nutrition and menu preferences and communicated with nutritionists and other staff.

All headteachers tried not to miss their daily walkabout in the morning and afternoon. Many headteachers described this walkabout time as a time when they could encourage teaching and learning. When headteachers walked around their school they were looking at school

facilities, studying mood, and spotting students who were out of the classroom. They would pick up any rubbish they saw. This seemed to be very symbolic and appeared to have an impact on both teachers and students. In school 3, the headteacher walked around the school in the morning, about 15 minutes before the start of the lessons. Even though she did not formally monitor teachers, she believed her walkabout encouraged teachers to arrive to class earlier, rather than arriving just on time. She believed that if teachers were in class earlier, it would be helpful in stimulating a learning atmosphere, and she encouraged the students to spend this time reading quietly in preparation for the day.

In shadowing, students usually responded to headteachers positively, displaying smiles and greetings. In the walkabout time, headteachers visited as much of the school as they could, including the school nurse's room, special education class, counselling centre, teachers' room and different departmental offices. Most teachers were accepting of these visits and many seemed to be pleased with them. They engaged in spontaneous communication and received encouragement and suggestions. However, headteachers never entered the classroom while teaching was in progress without previous arrangement.

Sometimes headteachers' showing presence seemed to provide powerful encouragement to teachers and students. For this reason, headteachers were strongly encouraged by teachers themselves to attend special lectures, teacher training courses, after school activities, and classroom camping etc.

#### ***3.7.4.4 Checking facilities***

Headteachers walked around inside and outside of school to check the school environment, facilities maintenance, and safety. This usually happened alongside or as part of showing presence. Headteachers, however, checked facilities independently. Throughout this study,

'checking facilities' is used to describe periods when headteachers walked around without the purpose of showing presence. In the case of showing presence, headteachers performed in front of others, but in the case of checking facilities they could be alone. In school 2, after the headteacher greeted students at the back gate in the morning but before she went into her office, she walked around the playground and basketball court to check safety without anyone else present. In school 3, the headteacher walked around the whole school in the morning showing presence, and at the same time she checked the whole school facilities. In this case, headteachers' behaviour was coded as showing presence because showing presence always includes facilities and safety checking, but when headteachers' only checked facilities and safety, headteachers' behaviour was coded as checking facilities.

On Monday mornings, headteachers usually had the intention of checking school facilities and safety because the public had used school facilities at the weekend. In school 9, the headteacher checked inside and outside of the school before greeting students, and afterwards he discussed noted problems with the maintenance technician. At this time he issued instructions for gardening and changing the location of banners. In school 14, even though it was Monday, the headteacher did not have time to check school facilities in the morning on account of having four meetings and visitors, so he checked school facilities in the afternoon. In school 19, after the headteacher checked school facilities he raised problems related to public use of school facilities at the weekend. Someone had broken the hydrant in the gym on Sunday and the lights had been continuously switched on during the whole weekend. The headteacher also talked about slippery road conditions on the way to school. Even though it was outside of school, the headteacher worried about it because of students' safety.

#### **3.7.4.5 *Personal time (eating, smoking, taking a walk, resting)***

There were some times in the day which were categorised as personal time such as eating, smoking, or taking a break with a cup of tea. However, most of these behaviours were not absolutely personal or private; headteachers' personal time still had an official aspect. As it has been mentioned under 'meetings', almost all the headteachers ate lunch with deputy heads and administration managers except on special occasions. There was only one case in which the headteacher did not eat lunch with others, which was in school 7 where the headteacher had a serious health condition, so he ate a packed lunch following his doctor's prescription. After lunch, headteachers usually had short personal times such as tea time, taking a walk, and some had a cigarette.

#### **3.7.4.6 *Hosting assembly and ceremony***

Hosting assemblies and ceremonies was one of the most typical headteachers' activities, and on these occasions, headteachers usually made a speech or awarded prizes. In school 4, the headteacher attended the ceremony and awarded internal prizes to students for outstanding performance in classes, good manners, service to others, and reading, and external prizes for an ice skating short track competition, a robot creation competition, and the international teenagers' art competition. After that the headteacher made a short speech of encouragement. The award ceremony was delivered by the broadcasting system to each class. The headteacher told me she did not want to speak for too long in front of the whole school, as students would lose interest. She tried to keep speeches to less than 10 minutes. In school 5, the headteacher said that speeches should be scripted closely and he always made very short speeches which were about 2-3 minutes in length. In school 8, the headteacher prepared a 5 minutes length speech for an assembly.

#### **3.7.4.7 Travelling**

Headteachers occasionally had the opportunity to visit other organisations. In school 1 and 20 headteachers visited the Seoul Metropolitan Office of Education. In school 9, the headteacher visited the Gu Office and the Local Office of Education by public transportation. In school 5, the headteacher went to the Local Art Centre by car to attend a student recital. In schools 11 and 14, the headteachers went out to a restaurant on foot to have lunch with a group of staff and a group of locals. Thus for some headteachers part of their day was spent travelling.

#### **3.7.4.8 Other behaviours**

Several unique behaviours were observed, such as practicing dance and teaching. In school 13, the headteacher practiced dance with teachers and students in preparation for a performance in the students' annual festival, and in school 17, the headteacher taught 1<sup>st</sup> year students about time management in the winter vacation. These behaviours were categorised as “other behaviours”.

### **3.7.5 Function**

The function code in this study is designed to capture purpose. Behaviour code is about what headteachers do; function code is about the purpose of headteachers' actions.

#### **3.7.5.1 Authorising**

As most of the school's work was processed through official documents in Korea, headteachers spent a significant amount of time dealing with official documents. In school 8, the headteacher explained that from 1st of March to 5th of December, 12,513 cases were authorised (this figure came from the portal system record). In the centralised education system, planning, communicating, decision making, and feedback reporting occurs through an

official document authorisation process. The content of official documents included various internal and external issues related to students' education and school management.

When headteachers received official documents from the Office of Education, they planned how to respond. If there were no problems of implementation, they authorised the document; but if there were some problems, headteachers communicated back to the person who produced the official document and often this was then refined accordingly.

### ***3.7.5.2 Interacting /communicating***

The majority of all kinds of headteachers' behaviour was related to interaction or communication. For example, while headteachers were showing presence they interacted and communicated by verbal or nonverbal language. Desk work was also a way of interacting and communicating through official documents, emails and social messaging. Headteachers interacted and communicated with all kinds of internal members such as deputy heads, administration managers, heads of departments, other teachers, other types of staff, students, and parents, as well as external members such as other schools' headteachers and educators, officers in the Seoul Metropolitan/Local Office of Education, and people who were working in external organisations. In detail, headteachers interacted and communicated directly with the deputy head, administration manager, and heads of departments by meeting. Headteachers interacted directly with teachers through social messaging and when showing presence.

### ***3.7.5.3 Planning***

During the shadowing, headteachers concentrated on preparing for the next school year. In school 3, the headteacher, deputy headteacher, and strategy teachers from 12 departments planned how to distribute duties in the following year. Heads of departments did not attend

this meeting. In school 17, the headteacher planned to reorganise school structure and to nominate heads of departments through teachers voting democratically. When he received the vote results, the headteacher further discussed the procedure and how to organise the new teams with the deputy head.

#### ***3.7.5.4 Getting and reporting information***

Headteachers dealt with information in various forms. Most of the headteachers started their day by reviewing global and national education news which was provided by the Office of Education through an online portal, and information was reported by document, messenger, and face-to-face. When school members attended training courses or outside meetings, they reported back. Sometimes headteachers looked carefully at a report if it related to budget or legal regulations. Headteachers also made an effort to generate reports themselves; in particular those whose schools were model schools for projects needed to report their progress to the Office of Education.

#### ***3.7.5.5 Monitoring***

In showing presence, headteachers monitored facilities from a management perspective or monitored teachers and students with teaching and learning in mind. In the monitoring, headteachers usually checked the whole school facilities both inside and outside of school. After headteachers greeted students in the morning, they usually walked around school in order to encourage teachers to come to the classroom on time and to monitor reading time.

#### ***3.7.5.6 Supporting/encouraging***

Headteachers supported teachers of all levels, as well as non-academic staff, parents and students. Their support was sometimes direct but most of the time was indirect. In school 2,

the headteacher had a confidential counselling session with a staff member who was struggling emotionally due to the recent loss of a family member; and in school 13, the head of the Academic Department came to the headteacher's office and talked about his wife's difficult situation in her school. His wife was also a teacher and worked in a secondary school that the headteacher knew. The headteacher sympathised with the teacher's situation and suggested some ways to overcome the situation while trying to avoid conflict with the headteacher who was in charge in the wife's school. The headteacher supported teachers and staff through being together after work. In school 16, the headteacher attended an after-work meeting of a teachers' association for curriculum, and in school 20, the headteacher attended a dinner after a meeting for the Human Resource Advisory Board. In school 11, the headteacher had lunch with the temporary catering staff, a nutritionist, a teacher, and the head of the department of culture and sports. The headteacher complimented them and encouraged their hard work for the year and took the time to listen to them.

Headteachers gave indirect support through conducting a teacher training course and via financial support for teachers' societies. In schools 5 and 15 the headteachers invited external lecturers to introduce new pedagogy and educational direction for teachers.

In many shadowing sessions, the headteachers met groups of students who were preparing for the high school entrance exam and attended the students' activities, because the headteacher's appearance was an encouragement. In school 2, a notice was posted everywhere in the school with the words 'Thank you, not for doing something excellent, but for being my student'.

This was an example of headteachers' indirect support for students.

### ***3.7.5.7 Instructing/directing***

In some circumstances, the headteachers' instruction was required. In school 2, while the headteacher and administration manager discussed making plaques for awards, the headteacher gave an instruction regarding the budget range and figures. In school 3, after the headteacher reviewed presentation materials for reporting the achievements of the Model School of Creativity and Personality in 2012-2014, she gave some instructions on how to improve the presentation. When the headteacher investigated health and safety matters for their hockey team residential facilities, she gave instructions on how to solve associated problems.

In school 19, while the headteacher walked around the classrooms, he found students making noise and playing in a classroom without the teacher during lesson time. The headteacher instructed the students and got them to quieten down and do self-study. Headteachers also gave instructions by writing messages or giving an assembly speech.

### ***3.7.5.8 Networking***

The headteachers belonged to headteachers' groups. For example, in school 14 the headteacher hosted a meeting with six other headteachers in the same Gu and had lunch together. There were 27 schools in the Gu and the Local Office of Education was divided into three groups. School headteachers had regular meetings to communicate and formulate practical opinions. Apart from these kinds of official networks, headteachers also had various networks in education. In school 5 the headteacher was involved with an educators' research group for Seoul Middle Education English Curriculum. There were 1,250 teachers' educational research groups in South Korea. Each group had different interests related to education and published their research results on [www.edunet.net](http://www.edunet.net) for common use.

### ***3.7.5.9 Policy making***

Before headteachers were appointed as headteachers, many of them had worked in the Office of Education and had themselves been policy makers and after becoming heads they continued to contribute to policy. In school 1, the headteacher attended a committee meeting of the Office of Education to design a policy for teacher transfer. In school 9, the headteacher was invited to a meeting to explain the new education policy and in school 15, the headteacher gave advice about policy making when she received a request by telephone.

### ***3.7.5.10 Continuing Professional Development***

Headteachers took time for CPD by reading or attending lectures. In school 3, the headteacher preferred to take online lessons. In school 4, the headteacher had regular reading time in the morning. In schools 5, 9, 13, and 16, headteachers attended special lectures and concentrated on lessons.

### ***3.7.5.11 Personal functions: eating, resting, smoking***

In headteachers daily activities, several personal functions were observed, such as eating, resting, smoking and travelling.

### ***3.7.5.12 Travelling***

Travelling behaviour is coded as travelling under function as well.

Categorisations	Codes	
With whom	Alone Deputy head Heads of departments Teachers	Administration manager Students Parents External visitors
Where	Headteachers' offices Outside of school A public place in school <ul style="list-style-type: none"> <li>• Canteen</li> <li>• School gate</li> <li>• Playground</li> </ul> Seoul Metropolitan Office of Education	Meeting room Teachers' offices Classroom Other places <ul style="list-style-type: none"> <li>• School gymnasium</li> <li>• Studying rooms</li> <li>• Library</li> </ul>
What/Behaviour	Deskwork (reading, writing, reviewing, skimming, working with documents, phone calls) Meeting (internal and external, visitors) Showing presence Checking facilities Personal behaviours (eating, smoking, resting) Hosting Assembly or Ceremonies Travelling Other behaviours (dancing, teaching)	
What/Function	Authorising Interacting and communicating Planning Getting and reporting information Monitoring Encouraging and supporting	Personal functions Networking Travelling Instructing and directing Policy making Continuing Professional Development

*Table 15: Categorisations and codes for headteachers' daily activities*

Referring and customising Bistow's template was helpful to develop my own template and preparing a shadowing template enabled to record headteachers' daily life, in all its variety.

## 3.8 Interviews

### 3.8.1 Features of interviews

An interview is a special type of conversation which aims to collect the primary data of research. An interview is a purposeful conversation and consists of questions and answers (Hammond and Wellington, 2013). Interviews can explore participants' inner world through the words and expression the interviewee uses (Geertz, 1986). Interview was a suitable method for my interpretive study as I sought to explore headteachers' perspectives.

Interviews can be categorised by flexibility, in that they can be structured, semi-structured and unstructured. In this research I employed semi-structured interviews (see Appendix C) because it was useful to collect responses to similar questions across the sample, but also to have the flexibility to explore new directions. Semi-structured interviews are defined as interviews with pre-determined questions, and with the potential to elicit rich amounts of data under flexible circumstances; they are commonly used to mix flexibility with structure (Thomas, 2009).

### 3.8.2 Designing the interview schedule

The quality of interview is influenced by the quality of questions. Regarding questions, Payne (1951) underlined the importance of using simple, clear, neutral wording in asking questions. Questions which invite thoughtful and in-depth responses are emphasised. To create simple and clear questions, each question targeted one issue. For example, when questions were asked about their first year experience, the question was divided into 'What are you most satisfied with?' and 'What do you find most difficult?', so participants could reply one by one. The research schedule was also designed with specific questions rather than ambiguous ones; for example, when a question was asked about the Headteacher

Qualification Training Programme, it was divided into three specific queries: 'What contents were useful for you?'; 'What types of approach were useful for you?'; and 'What would have been useful if you had learned it before you were appointed?'. My interview schedule asked about headteachers' personal experiences and perspectives using neutral wording, and to generate neutral and quality assured research questions I referred to questions from similar research which had been conducted in England. I used similar question patterns in my interview schedule to Stevens et al. (2005). Although the research schedule includes similar content, the question format was a bit different because different methods had been used. This research used interview with open-ended questions, but Stevens et al's research used a survey method.

In order to invite thoughtful and in-depth responses from my participants, the interview schedule followed the chronology of teachers' career. Questions started with asking the reason for becoming a teacher and about experiences as middle leader or education specialist, moving into questions on their decision to become a headteacher, preparation process, and their first year practice.

The contents of my interview questions were aligned with main research questions and my literature review. My schedule aimed to elicit headteachers' perspectives in terms of their motivation, preparation and leadership practice. For example, when I asked about their confidence in their 1<sup>st</sup> year leadership practice, I draw on Day et al. (2009), which examined headteachers' practice dealing with elements: setting direction, developing people, redesigning organisation, observation, and 'use of data'. I customised these elements and asked a question such as, 'In terms of leadership practice, in what areas are you confident, and/or what are the difficult factors?' and was then able to raise 'setting direction', 'guiding people', 're-designing the organisation', 'enhancing teaching and learning' as issues.

The interview schedule consisted of 31 questions in total. It started with five questions asking about participants' motivation to become a teacher and to become a headteacher. Here, participants were happy to share their memories. The second part covered the leadership preparation period and how they felt about this preparation and how it had worked in their first year of practice. I also looked at leadership development in the first year of practice. The third part covered four questions about practice: headteachers' daily schedule and wellbeing, understanding about policy changes, features of their current school, and leadership strategies, satisfaction and challenges.

### **3.8.3 Data collection**

Patton (2015) tackled ten principles and skills for producing a high quality of interview:

Ask open-ended questions, Be clear, Listen, Probe as appropriate, Observe, Be both empathic and neutral, Make transitions, Distinguish types of questions, Be prepared for the unexpected, and Be present throughout (428).

Here, Patton (2015) emphasised the importance of the interviewer's attitude during the data collection. A polite and humble attitude was important to establish a rapport.

During the interview, my non-judgemental and nonpartisan stance was important because Korean society experiences political polarisation which was reflected among headteachers. In this situation, keeping an open attitude was needed to avoid triggering discomfort or antagonism.

My interviewees were headteachers who had long teaching careers and a high social position; they usually received a good level of attention, even deference. I tried to show that I listened to their responses carefully and with my full attention.

My interview data was able to categorise three groups. The first group was twenty participants who were interviewed during the shadowing. Second group was six participants who were interviewed in person. I visited the schools for interview. The third group was eight participants who were interviewed by phone using telecommunications application which named skype. Before I collect data, I arranged participants' available time for interview time.

There was an obvious advantage when interviews took place during the period of shadowing. These interviews were conducted in a more flexible and familiar atmosphere and participants tended to share their perspectives as far as possible with an open mind. I also felt free to ask the questions which I needed to, and was able to take sufficient time for both asking and recording answers. Most of the participants in the first group took a longer time over their interviews than those in the other two groups, and their cooperative attitudes did not seem dependent on their character or style of speech. Whether they were active or calm in personality, particularly talkative or less so, most of them provided quality interviews. The second and third group participants also approached their interviews with a positive and kind attitude. However, the level of familiarity and length of interviews were not comparable to the first group. If the first group interviews were on an informal level, the second and third group interviews had a more official feel to them. The average interview time for the second and third group participants was around an hour, notably shorter than the first group interviews. There were no big differences between second and third group. In these two groups, interview quality and time taken were different depending on the participants' talking style or their character, not due to data collecting methods.

### **3.8.4 Piloting**

I piloted the interviews with four headteachers; three were new headteachers when the pilot interview was conducted, and the other had been three years in post. Through the pilot study, the initial interview schedule was amended and some research questions were removed or added. For example, since promotion was the main route of appointment in the Korean education system and the headteachers' answers were similar, I reduced questions about the appointment process. In contrast, a headteachers' life balance and time usage were prominent issues I noted in the pilot interview, so this part was extended. Three of the pilot interviews (those from first year headteachers) were included in the main study and one of these three pilots interviewees was later shadowed. I felt able to do this as there was not a big difference between pilot and later interviews.

Regarding methodology, pilot interviews were carried out using telecommunications application software (Skype) which had benefits and limitations. It was at this stage that I concluded that it would be useful to investigate the headteachers practice further through observation.

The pilot interviews were carried out between the 3<sup>rd</sup> and 21<sup>st</sup> August 2014 via Skype.

### **3.8.5 Data Analysis**

Bryman (2012) recommended a prompt start to coding in the period of data collection to promote the accuracy of analysis and reduce the pressure of large amounts of uncoded data. As a first step in data analysis, I started to get a sense of the themes by listening each day to the recorded interviews. When I was listening, I made records of shadowing as well. In this way I could get a sense of each headteacher's life history, their environment, and what they were trying to achieve. Each day I made notes about my first impressions of each participant.

For example, HT03 emphasised ‘an active leader’ in her whole interview and she asked herself continually, ‘what is the purpose of this work?’ and ‘what is the core value?’. In the case of HT12, the participant used the words ‘direction’ and ‘well organised activities’ frequently, and ‘gentle’ was a word which represented his attitude.

In carrying out the analysis I reflected that I needed to address several assumptions. First, I realized I had assumed that headteachers were struggling and had a high level of stress as this had been reported by headteachers in England. I thought Korean headteachers, who were working in the much more centralised education system, might experience more serious stress as they had less autonomy over, say, hiring staff and over their budgets. I also assumed Korean headteachers would probably have a negative view and experience of changing education policy. These assumptions were challenged once I started interviewing and more so when I started coding the data.

After data collection, several strong impressions emerged. My first insight was about democracy. I began with an idea that centralisation and democracy were poles at either ends of a spectrum, but I could see now that the other end of centralisation was decentralisation, and that democracy was a different thing altogether in this context. In the interviews and shadowing, these new headteachers showed confidence in their relationships with the officers of education, there was two way communication. They generally felt inclined to be cooperative toward the Office of Education. Evidence of this impression will be presented in the interview findings chapter.

The second insight was the importance of a holistic view of Korean education. Korean headteachers, especially when they were in public schools, tended to look at the system as a whole and the role of the school in a wider system. This was an unexpected benefit of the

Korean centralised education system. During the interviews, headteachers tended to see their school as a component of a bigger education system, one metaphor used was the school as a tree in the forest. In England, there are executive headteacher's who have a leadership role for multiple schools (House of Commons Education Committee, 2017) and this might again offer help in creating a more holistic perspective. In the Korean education system, the wider understanding of education seemed to be already in place in Korea.

Thirdly, I was not expecting headteachers to show so much confidence in their work as they were new. Headteachers' knowledge and experience, and confidence appeared throughout the interview and shadowing.

Fourth, headteachers worked closely with the deputy heads in the most cases. Before collecting data, I had never imagined such a close and cooperative partnership between headteacher and deputy head. This appeared in both shadowing and interviews. Many headteachers expressed appreciation of their deputy head's support.

Finally, many headteachers gave me similar answers. I interviewed 33 headteachers who had different genders, careers, and worked in different type of schools and different areas. However, for some questions, they provided almost the same answers.

After data collection, the full interviews were transcribed in Korean. I only had five weeks to interview face to face before term finished. Because of this time constraint, I had to carry out the interviews one after the other without transcribing or coding. Data analysis consumed a very long time for transcription and also translation from Korean into English. Word counts for my Korean transcription of the 33 interviews showed 131,067 words, excluding the word counts of questions. In the process of making the transcriptions, I was able to re-read

interviews more carefully sentence by sentence. This allowed me to get a deeper sense of each headteacher's work.

### ***3.8.5.1 Open coding***

After I finished transcription, I re-read the transcribed data carefully by question. For example, for the question 'How was your motivation to become a headteacher generated in the first place? (when, by whom, why)', there were 33 answers. I aggregated these answers and created a list of ideas associated with the combined text. Examples in this list included outstanding ability, excellent administrative work, spontaneous process, and recommendation from headteachers and senior colleagues, passive start, generation gap, struggling with teaching role, on the headteachers' track, applying to an education specialist exam, promotion, hardworking, pleasure in work, difficulties in teaching, and so on.

These lists were created as nodes in the QSR Nvivo Program and all related parts of the answers were collected under these nodes. These open codes were in English.

During the whole process, I compared my coding with Korean colleagues who understood the Korean education context and were doing PhD research in England; we tried to reach a consistency in how we applied code, and did so over a period of time. After I translated the transcripts, I re-compared them under moderation with my supervisor.

### ***3.8.5.2 Thematic Analysis***

Once I finished this process, I needed to reduce the lists to make them manageable. I looked for duplication and combined similar concepts into a shorter list.

For example, for the question “What was the reason you became a teacher?”, lists of codes (nodes in QSR Nvivo) were created as follows: limited choice; poor background; grew up in rural areas; admiring teacher(s); social respect; summer holidays; working with students; personal aptitude; memory of good teachers; influence of family and relatives; value of teaching profession; low popularity of teaching profession; high popularity of teaching profession for females; limited information for career developments and so on.

These codes then duplicated and combined into nine dimensions: different popularity across gender; limited information of alternative careers; a sense of aptitude; memory of good teachers; influence from family and relatives who were teachers; being a teacher seemed valuable to others; limited alternative options; conditions of work (school holidays); social respect. Each dimension was used from 2 to 27 times to tag units of meaning.

The above codes which were grouped into dimensions were placed within the themes of intrinsic or extrinsic motivation and social environment (see table 15). I began to use the language of themes, dimensions, sources and references.

Sometimes dimensions draw attention to differences. On the question of ‘Were you satisfied with your job as a teacher?’, the data were grouped into satisfaction (suitable aptitude for teaching, good relationship with students, pride in worthwhile work), and dissatisfaction (interpersonal difficulties, social and cultural reasons, such as generation gap, and impact of family life). This was not always the case; for example, for the question ‘How were motivations generated in the first place?’, answers were categorised into leadership capability; other people’s recommendation; expected process (education specialist track and head of education track); wanted changes (push rather than pull).

According to Miles et al. (2013), a matrix can be used for presenting data. This allows the researcher to see patterns including contrasts and comparison (e.g. Table 15).

Using the QSR Nvivo program enabled me to create tables for frequency of how many participants' responses were coded in particular ways; how many respondents were shown by source in the table; and how many tags were used in total by the reference in the tables.

The screenshot shows the NVivo Pro interface with a list of themes and their associated data. The table below represents the data shown in the screenshot.

Name	References	Created On	Created By	Modified On	Modified By
1 Motivation	33	470	20/12/2015 20:37	YLEE	20/12/2015 2 YLEE
1.1 Teaching Years	32	32	20/12/2015 20:38	YLEE	04/01/2016 2 YLEE
1.2 Motivation becoming a teacher	31	81	20/12/2015 20:38	YLEE	08/01/2017 2 YLEE
C-1 Low popularity of teaching profession	10	11	21/12/2015 12:57	YLEE	08/01/2017 2 YLEE
C-2 Limited information for alternative career	5	6	26/12/2015 01:21	YLEE	08/01/2017 2 YLEE
E-1 Limited alternative options	8	11	22/12/2015 12:17	YLEE	08/01/2017 2 YLEE
E-2 Social respect	2	2	04/01/2016 13:29	YLEE	21/01/2016 2 YLEE
E-3 Condition of work (School holidays)	2	2	26/12/2015 02:24	YLEE	08/01/2017 2 YLEE
I-1 Suitable aptitude	21	27	21/12/2015 15:35	YLEE	08/01/2017 2 YLEE
I-2 Influence from good teachers	8	8	21/12/2015 15:34	YLEE	08/01/2017 2 YLEE
I-3 Influence from family and relatives who were teachers	6	8	22/12/2015 12:14	YLEE	08/01/2017 2 YLEE
I-4 Being teacher seemed as valuable	6	6	22/01/2016 20:49	YLEE	08/01/2017 2 YLEE
1.3 Teaching Satisfaction	31	77	20/12/2015 20:39	YLEE	20/12/2015 2 YLEE
1.4 Headteacher First Motivation	28	80	20/12/2015 20:40	YLEE	20/12/2015 2 YLEE
1.5 Headteacher Status and Rewards	31	56	20/12/2015 20:41	YLEE	20/12/2015 2 YLEE
1.6 Headteacher Main Motivation	33	118	22/03/2016 13:44	YLEE	31/03/2016 1 YLEE
1.7 Educational Philosophy	20	26	07/01/2016 01:28	YLEE	17/10/2016 2 YLEE
1.7 What_What do you want to implement in schools	0	0	29/03/2016 00:52	YLEE	18/10/2016 2 YLEE
2 Preparation	28	114	20/12/2015 20:44	YLEE	20/12/2015 2 YLEE
3 First Year Support	0	0	20/12/2015 21:40	YLEE	20/12/2015 2 YLEE
4 Time Usage	27	95	20/12/2015 21:52	YLEE	08/07/2016 1 YLEE
5-1 Features of current school and leadership	0	0	24/07/2016 21:45	YLEE	01/08/2016 2 YLEE
5-1 Leadership Styles	0	0	09/10/2016 15:43	YLEE	09/10/2016 2 YLEE
5-2 Leadership Practice	25	35	18/07/2016 20:23	YLEE	01/08/2016 2 YLEE
5-3 Distributed Leadership	1	1	18/07/2016 20:35	YLEE	01/08/2016 2 YLEE
5-4 Building Trust	0	0	18/07/2016 20:35	YLEE	01/08/2016 2 YLEE
6-1 Satisfactions	30	72	20/12/2015 21:55	YLEE	26/07/2016 2 YLEE
6-2 Challenges	27	34	26/07/2016 14:45	YLEE	27/07/2016 0 YLEE
7 Centralised Education System	0	0	20/12/2015 21:59	YLEE	30/07/2016 2 YLEE
8 Next Year Plans	24	43	20/12/2015 22:04	YLEE	20/12/2015 2 YLEE
9 recommendation for aspiring headteachers	0	0	26/07/2016 21:53	YLEE	26/07/2016 2 YLEE
99 Educational Philosophy	0	0	23/09/2016 13:02	YLEE	23/09/2016 1 YLEE
Building trust by Mick	0	0	11/10/2016 14:34	YLEE	11/10/2016 1 YLEE

Figure 11: Screenshot of QSR NVivo

The Figure 11 I produced were similar in structure and consisted of theme, dimensions, sources, and references. At a higher level, of course, these themes were placed in the wider framework of motivation, preparation, and practice.

Themes	Dimensions	Sources	References
Social environment	Different popularity across gender	13	15
	Limited information for alternative career	5	6
Intrinsic motivation	Sense of aptitude	21	26
	Memory of good teachers	8	8
	Influence from family and relatives who were teachers	6	8
	Being a teacher seemed valuable to others	6	6
Extrinsic motivation	Limited alternative options	8	11
	Condition of work (School holidays)	2	2
	Social respect	2	2

*Table 16: An example of a table for thematic analysis: why did you become a teacher?*

After producing the tables and assessing the aggregated data, I was able to write an account of my findings about headteachers' motivation, preparation, and practice. However, the table was not used mechanistically, and what had not been mentioned was not considered unimportant. For example, there might be things that participants did not say because they were taken for granted. Only five mentioned limited information about other alternative careers, but it was likely that all participants faced a similar situation.

At this stage I faced the problem of translation. So far all the codes were in English but the data was largely in Korean. I had to translate the data from Korean into English, even if less important parts were left in Korean. The amount of translation was extensive (80,891 words). My own English language skills were limited. Korean participants' answers were not easily understood without an understanding of Korean culture and current social contexts. In the process, I found oblique translation was more useful than direct translation. Oblique translation delivers the meaning from the original to the target language. It is not just a translation of languages but also the translation of cultures (Fawcett, 1997). I had to work

with bilingual translators who were very familiar with English to produce a comprehensible English translation. I began by translating and then sharing my translation with bilingual colleagues whose English was better than Korean and better than my English. They were able to help me redraft the translation to make it accessible to an English speaking audience.

I could then discuss all the coding and draft of narratives with my supervisor. My initial drafts were realigned and many parts of drafts were deleted. A recurring problem was to reduce the thousands of words of interview data into the word length required, a process which took many months.

In this chapter, interpretivist study, qualitative research, main approaches take to the study, methodological triangulation, participants of shadowing and interview, ethical, details of designing shadowing and interviews were discussed. In the next chapter four, five, six, and seven, research findings of current study will be presented.

## 4 Shadowing report

### 4.1 Introduction

The peculiarities of new headteachers' schedules and perspectives on their school context were observed through shadowing new headteachers in Korea. The shadowing report starts with an overview of headteachers' activities and daily functions by time: pre-school, morning, lunch, afternoon, and after school. Following the overview, data is broken down by gender, career, appointment type, and school levels.

### 4.2 Headteachers' daily activities

Activities	Mean time spent
Meeting	02:32
Deskwork	02:21
Showing presence	01:30
Interviewing	01:27
Personal time	00:35
Travelling	00:20
Checking facilities	00:18
Other	00:05
Hosting assembly	00:01
Grand Total	09:13

*Table 17 Headteachers' daily activities with mean time spent*

The most frequent activity observed during the day was meetings, followed by deskwork and showing presence. Headteachers usually had some personal time in their lunch time. In the Table 16 and 17, 'interviewing' refers to the interviews for my research project.

Travelling is also shown on the table above as consuming on average 20 minutes in a day; this does not count the headteachers' daily commute, but only journeys made for work-related

reasons during the school day. When headteachers had on occasion to make an official visit outside of school, travelling could take more than two hours.

Contrary to perhaps traditional expectations, the least commonly observed activity was hosting assembly. Assemblies are held in Korean secondary schools. However, frequency and time consumption looked unexpectedly low. In twenty cases of shadowing, a headteacher hosting assembly was only observed in school 4, and a headteacher preparing her speech for assembly was observed solely in school 9.

### 4.3 Headteachers' daily functions

Functions	Mean time spent
Authorising	01:44
Interacting and communicating	01:43
Interviewing	01:27
Planning	00:51
Getting and reporting information	00:50
Monitoring	00:33
Supporting and encouraging	00:30
Personal functions	00:30
Networking	00:20
Travelling	00:20
Instructing and directing	00:06
Policy making	00:06
CPD	00:03
Grand Total	09:13

*Table 18: Headteachers' daily functions*

Headteachers spent an average of more than one hour a day on authorising, interacting and communicating; between thirty minutes and just under an hour planning, getting and reporting information and monitoring; and less than thirty minutes each for supporting and

encouraging, personal functions, networking, travelling, instructing and directing, policy making, and CPD.

#### 4.4 Headteachers' activities and functions by time

Breaking down the observed activities by time, I found that clear patterns emerged across the sample group in pre-school time, desk work and showing presence. In the morning more time was spent on meetings than in the afternoon, and personal time was usually taken during lunch time.

<b>Activities and functions in the pre-school</b>	<b>Mean time spent</b>
<b>Showing presence</b>	<b>00:24</b>
Interacting	00:21
Encouraging and supporting	00:02
Monitoring	00:01
<b>Deskwork</b>	<b>00:20</b>
Getting and reporting information	00:15
Authorising	00:04
<b>Checking facilities</b>	<b>00:11</b>
Monitoring	00:11
<b>Travelling</b>	<b>00:06</b>
Travelling	00:06
<b>Meeting</b>	<b>00:03</b>
Interacting and communicating	00:02
Getting and reporting information	00:01
<b>Personal activity</b>	<b>00:00</b>
Personal function - smoking	00:00

*Table 19: Headteachers' activities and functions in pre-school hours*

Headteachers arrived at school around an hour before the school day was due to start. When they arrived at school they turned on the computer and accessed the Office of Education portal site and skimmed education news, checked their daily schedule, and authorised official documents which had been produced after they had left the premises the previous day. If

there were official documents which required urgent authorisation, they dealt with them at this time to avoid delay in the authorisation procedure. This deskwork took on average 20 minutes.

At other times of the day deskwork was usually used for authorisation, but in pre-school time, deskwork was mainly used for gathering information and then authorising.

After the deskwork, if there was time remaining, headteachers commonly walked around inside and outside the school checking school facilities and safety. Otherwise, they went directly to the school gate to greet students. During this pre-school period, headteachers spent the majority of their time greeting students and focused on interaction with students rather than monitoring or instructing. On a snowy day, headteachers gave more attention to students' health and safety

<b>Activities and functions in the morning</b>	<b>Mean time spent</b>
<b>Meeting</b>	<b>01:06</b>
Planning	00:23
Interacting and communicating	00:19
Getting and reporting information	00:08
Policy making	00:06
Authorising	00:03
Instructing	00:02
Encouraging and supporting	00:02
Networking	00:01
<b>Deskwork</b>	<b>00:52</b>
Authorising	00:39
Getting and reporting information	00:10
Interacting and communicating	00:01
Instructing and directing	00:01
Networking	00:00
<b>Interviewing</b>	<b>00:23</b>
Interviewing	00:23
<b>Showing presence</b>	<b>00:19</b>
Interacting and communicating	00:08
Monitoring	00:07
Encouraging and supporting	00:03
<b>Checking facilities</b>	<b>00:03</b>
Monitoring	00:03
<b>Hosting assembly</b>	<b>00:01</b>
Encouraging	00:01
<b>Personal activities</b>	<b>00:00</b>
Personal function - smoking	00:00
<b>Travelling</b>	<b>00:00</b>
Travelling	00:00

*Table 20: Headteachers' activities and function during the morning*

In the mornings, headteachers spent most of their time in meetings. The varied functions of these meetings included planning, interacting, getting information, policy-making, communicating, authorising, instructing, encouraging, networking, and supporting.

The second most frequently observed activity in the morning was deskwork. Here, headteachers spent most of their time authorising. In the Korean educational administration system, authorising official documents is the most common form of administrative work. Headteachers read official documents and confirmed the contents of the documents or engaged in further interaction regarding decision making through the electronic authorising system.

A recurring activity in the morning was showing presence, which mostly entailed a walkabout for the purposes of monitoring students' learning. Headteachers walked around classrooms and watched students' attitude toward, and observed, the teaching and learning. This walkabout was mainly monitoring and indirect instruction for student learning; however, in some cases, the headteacher had some interaction and issued direct instructions. For example, in school 4, while the headteacher was walking around whole school, she found a group of students who were not attending class and hiding in the toilets. In this case, she instructed students to attend the class.

During walkabout time, headteachers also interacted with teachers and non-teaching staff. Headteachers visited different teachers' offices, the library, and classrooms for students with special needs, the Wee Centre which is the centre for student counselling, and so on, as well as interacting with teachers and staff.

Not every day, but occasionally for example on snow days, headteachers also made an extra check on facilities management during the morning.

<b>Activities and Functions at lunch</b>	<b>Mean time spent</b>
<b>Personal Activities</b>	<b>00:31</b>
Personal functions - eating, resting, smoking	00:28
Networking	00:03
<b>Interviewing</b>	<b>00:09</b>
Interviewing	00:09
<b>Showing presence</b>	<b>00:08</b>
Interacting and communicating	00:05
Monitoring	00:01
Instructing and directing	00:01
<b>Meeting</b>	<b>00:08</b>
Networking	00:03
Encouraging and supporting	00:03
Interacting and communicating	00:02
Getting and reporting information	00:00
<b>Deskwork</b>	<b>00:05</b>
Authorising	00:04
Getting and reporting information	00:00
<b>Travelling</b>	<b>00:04</b>
Travelling	00:04
<b>Checking facilities</b>	<b>00:02</b>
Monitoring	00:02

*Table 21: Headteachers' activities and functions during lunch time*

In lunch time, headteachers had personal time. They ate their lunch and then had time for a cup of tea or took a walk in the playground for their health, and they could also check school environments while they were walking. If and when they ate lunch with people external to the school, such as other headteachers or officers of the Office of Education, they used the lunch period for networking. After lunch, most of headteachers brushed their teeth in the basin

which was furnished in the headteachers' office. Headteachers normally then went to the students' canteen and watched students' lunch time, continuing with showing presence. They interacted with students in a friendly manner; observed who was eating alone, and monitored whether students ate well and were satisfied with the menu. Headteachers also had some informal meetings with teachers during lunch time.

<b>Activities and functions in the afternoon</b>	<b>Mean time spent</b>
<b>Deskwork</b>	<b>01:03</b>
Authorising	00:49
Interacting and communicating	00:10
Getting and reporting information	00:02
Planning	00:01
<b>Meeting</b>	<b>00:55</b>
Planning	00:26
Interacting and communicating	00:20
Encouraging and supporting	00:03
Authorising	00:02
Getting and reporting information	00:01
Instructing and directing	00:01
Networking	00:00
<b>Interviewing</b>	<b>00:54</b>
Interviewing	00:54
<b>Showing presence</b>	<b>00:27</b>
Encouraging and supporting	00:10
Interacting and communicating	00:08
Monitoring	00:05
CPD	00:03
Instructing and directing	00:00
<b>Travelling</b>	<b>00:09</b>
Travelling	00:09
<b>Other activities</b>	<b>00:05</b>
Interacting	00:05
<b>Personal activities</b>	<b>00:01</b>
Personal functions – eating, smoking	00:01
<b>Checking facilities</b>	<b>00:01</b>
Monitoring	00:01

*Table 22: Headteachers' activities and function in the afternoon*

When the features of activity and function in the morning and the afternoon were compared, it was clear that headteachers spent a little more time in meetings in the morning and spent a little more time on deskwork in the afternoon.

After lunch time, headteachers usually concentrated on their deskwork for authorising official documents. As mentioned before, in the Korean education system most educational and managerial school inquiries are dealt with via official documents through the authorisation process. Thus, to manage various and large numbers of official documents, headteachers needed to concentrate on reviewing, refining and confirming the official documents. During the process, headteachers also needed some time to think about the education policy implementation, review their school context, and plan the school leadership strategies.

In the afternoon, headteachers spent an average of 55 minutes in meetings, and planning and interacting were the main functions for those meetings.

Headteachers took part in interviews with me for almost an hour in the afternoon on average, and had spent on average 23 minutes on this interviewing in the morning. These were of course not routine events. Headteachers tended to participate in interviews during the shadowing, rather than finding separate time to be interviewed; this seemed to reflect the flexibility of their work.

As in the morning, walkabout was an activity which headteachers prioritised and tried not to skip in the afternoon. While headteachers were walking around the school, they monitored students' learning and interacted with teachers and non-teaching staff. Headteachers showed their presence and encouraged and supported students and teachers. In school 4 and 16, headteachers also attended continuing professional development programmes with teachers in the afternoon.

There were some special cases observed in the afternoons during the shadowing. In school 14, the headteacher spent most of the day with headteachers from other schools in the same local area, which was not a normal routine. After the headteachers left, the headteacher checked school facilities and visited teachers' offices before he finished his work. In school 13, the headteacher joined in with dance practice with teachers and students as they had arranged to dance on the stage in the annual school festival. In school 10, which was a high school, the headteacher had personal time in the afternoon. They then ate dinner with the students at 5.45pm and stayed at school until 7.30 pm.

<b>Activities and functions after school</b>	<b>Mean time spent</b>
<b>Meeting</b>	00:18
Networking	00:18
<b>Showing presence</b>	00:11
Interacting and communicating	00:06
Encouraging and supporting	00:05
<b>Personal activities</b>	00:02
Getting information	00:02

*Table 23: Headteachers' activities and function after school*

Korean secondary school commonly finishes around 4.30pm. After school, some headteachers went to their own meetings for networking with people who were in the education sector, attended students' after school activities to encourage them, or joined teachers' gatherings for interaction or support. In schools 16 and 20, the headteachers arranged to join their teachers for dinner, but had to wait for a teachers' society meeting to finish first.

#### 4.5 Comparing headteachers' activities and functions in different conditions

In the following tables, the mean time spent by new headteachers on a day to day basis is presented by their various activities and functions, and the data has been categorised by gender, career, appointment types, and level of school.

In the process of reporting and comparing the shadowing data, some aspects require emphasis. Firstly, in the Korean education system, most new headteachers are allocated to a middle school in their first four years after being appointed by promotion. Only when headteachers were appointed by open recruitment could they start at a high school. Secondly, in the process of reporting headteachers daily activity and functions, the level of school was an important differentiating factor. Thirdly, headteachers who were appointed by open-recruitment were usually male and had education specialist careers.

Activities	Total	Gender		Career		Appointment		Level	
		F	M	T	TE	O	P	H	M
<b>01 Pre-school</b>	<b>01:06</b>	<b>00:47</b>	<b>01:15</b>	<b>00:51</b>	<b>01:15</b>	<b>01:29</b>	<b>00:57</b>	<b>01:43</b>	<b>00:57</b>
showing presence	00:24	00:22	00:24	00:26	00:22	00:15	00:27	00:10	00:27
Deskwork	00:20	00:20	00:20	00:15	00:23	00:28	00:16	00:37	00:15
checking facilities	00:11	00:04	00:15	00:07	00:14	00:25	00:06	00:27	00:07
travelling	00:06	00:00	00:09	00:00	00:10	00:10	00:05	00:15	00:04
meeting	00:03	00:00	00:05	00:02	00:04	00:09	00:01	00:13	00:01
personal activities	00:00	00:00	00:00	00:00	00:00	00:01	00:00	00:00	00:00
<b>02 Morning</b>	<b>02:47</b>	<b>02:51</b>	<b>02:45</b>	<b>02:56</b>	<b>02:42</b>	<b>02:45</b>	<b>02:48</b>	<b>02:23</b>	<b>02:53</b>
meeting	01:06	01:20	01:00	01:12	01:03	01:00	01:09	00:56	01:09
deskwork	00:52	00:40	00:57	01:01	00:48	00:41	00:57	00:40	00:55
interviewing	00:23	00:05	00:31	00:20	00:25	00:49	00:12	00:38	00:19
showing presence	00:19	00:29	00:14	00:20	00:18	00:13	00:21	00:08	00:21
checking facilities	00:03	00:10	00:00	00:00	00:04	00:00	00:04	00:00	00:03
hosting assembly	00:01	00:05	00:00	00:00	00:02	00:00	00:02	00:00	00:02
personal activities	00:00	00:00	00:00	00:00	00:00	00:01	00:00	00:00	00:00
travelling	00:00	00:00	00:00	00:01	00:00	00:00	00:00	00:00	00:00
<b>03 Lunch</b>	<b>01:09</b>	<b>01:13</b>	<b>01:07</b>	<b>01:10</b>	<b>01:08</b>	<b>01:05</b>	<b>01:11</b>	<b>01:07</b>	<b>01:09</b>
personal activities	00:31	00:35	00:28	00:28	00:32	00:34	00:29	00:42	00:28
interviewing	00:09	00:15	00:07	00:04	00:12	00:04	00:12	00:00	00:12
showing presence	00:08	00:09	00:08	00:12	00:06	00:08	00:08	00:12	00:07
meeting	00:08	00:06	00:09	00:11	00:06	00:10	00:07	00:00	00:10
deskwork	00:05	00:01	00:06	00:08	00:03	00:05	00:05	00:07	00:04
travelling	00:04	00:00	00:05	00:01	00:05	00:00	00:05	00:00	00:05
checking facilities	00:02	00:05	00:01	00:04	00:01	00:03	00:02	00:05	00:01
<b>04 Afternoon</b>	<b>03:39</b>	<b>03:46</b>	<b>03:34</b>	<b>02:50</b>	<b>04:03</b>	<b>04:22</b>	<b>03:18</b>	<b>04:36</b>	<b>03:23</b>
deskwork	01:12	01:41	00:47	01:13	00:58	01:00	01:04	00:58	01:04
meeting	00:54	00:52	00:56	00:38	01:04	01:10	00:49	01:23	00:48
interviewing	00:46	00:48	00:57	00:35	01:04	01:00	00:51	01:10	00:50
showing presence	00:27	00:24	00:29	00:18	00:32	00:30	00:26	00:07	00:32
travelling	00:09	00:00	00:13	00:02	00:12	00:25	00:02	00:37	00:02
Other	00:05	00:00	00:07	00:00	00:08	00:10	00:03	00:15	00:02
personal activities	00:02	00:00	00:01	00:00	00:01	00:04	00:00	00:03	00:00
checking facilities	00:01	00:00	00:01	00:01	00:00	00:01	00:00	00:00	00:01
<b>05 After School</b>	<b>00:31</b>	<b>00:23</b>	<b>00:35</b>	<b>00:08</b>	<b>00:44</b>	<b>01:12</b>	<b>00:14</b>	<b>01:48</b>	<b>00:12</b>
meeting	00:18	00:00	00:25	00:00	00:27	01:00	00:00	01:30	00:00
showing presence	00:11	00:23	00:06	00:08	00:13	00:05	00:14	00:07	00:12
personal activities	00:02	00:00	00:03	00:00	00:03	00:07	00:00	00:11	00:00
<b>Grand Total</b>	<b>09:14</b>	<b>09:02</b>	<b>09:17</b>	<b>07:57</b>	<b>09:53</b>	<b>10:55</b>	<b>08:29</b>	<b>11:40</b>	<b>08:36</b>

Table 24: Headteachers' activities in different settings

(F: Female, M: Male, T: Teaching only career, TE: Teaching and education specialist, O: Open recruitment, P: Promotion, H: High School, M: Middle school)

These factors should be carefully considered in the process of interpreting the shadowing data. For example, in comparing the daily activity of female and male headteachers, male headteachers appeared to start work around one hour earlier than female headteachers; however, this difference was due to school level rather than gender. When high school headteachers data was excluded, the amount of pre-school time spent by each gender is almost equal.

In comparison by gender, male headteachers seemed to check facilities for more than twice the amount of time as female headteachers in the pre-school period, and female headteachers spent more time on deskwork and meetings than male teachers. Male headteachers spent more time on interviewing and travelling and had more opportunity to make visits outside of school, while female headteachers spent more time showing presence. Travelling was observed only with male headteachers during the shadowing periods. Male teachers also showed more varied activities, for example dancing and direct teaching were only observed with male headteachers.

When the data is broken down by career, headteachers whose career had been entirely in teaching spent around twenty minutes more on deskwork in a day, while headteachers who had experience in teaching plus educational specialist experience spent forty minutes more on average in meetings and interviews.

In relation to appointment types, headteachers who were appointed by open recruitment spent much more time on meetings, interviewing, and travelling across the board whether they worked in a high school or a middle school. They also came to school earlier than headteachers who were appointed by promotion, worked longer, and also had more meeting time.

In relation to school level, high school headteachers started their work around fifty minutes earlier than middle school headteachers and worked three hours more on average per day. They spent more time on meeting and travelling, while middle school headteachers spent more time showing presence than high school headteachers.

Functions	Total	Gender		Career		Appointment		Level	
		F	M	T	TE	O	P	H	M
authorising	01:44	02:00	01:37	02:21	01:24	01:50	01:41	01:37	01:45
interacting	01:43	01:00	02:01	01:27	01:51	02:35	01:20	01:46	01:42
interviewing	01:27	01:08	01:35	01:00	01:42	02:12	01:08	01:48	01:22
Planning	00:51	01:20	00:38	00:43	00:55	00:47	00:52	00:48	00:51
getting information	00:50	00:49	00:51	00:37	00:57	01:04	00:44	01:17	00:43
monitoring	00:33	00:50	00:26	00:28	00:36	00:38	00:31	00:35	00:33
encouraging	00:30	00:40	00:26	00:26	00:32	00:25	00:32	00:07	00:36
personal functions	00:30	00:35	00:27	00:28	00:31	00:35	00:28	00:31	00:30
networking	00:26	00:06	00:35	00:12	00:34	01:10	00:07	01:45	00:06
Travelling	00:20	00:00	00:28	00:05	00:28	00:58	00:03	00:52	00:12
instructing	00:06	00:19	00:01	00:05	00:06	00:00	00:09	00:00	00:08
policy making	00:06	00:00	00:08	00:00	00:09	00:20	00:00	00:30	00:00
CPD	00:03	00:10	00:00	00:00	00:04	00:00	00:04	00:00	00:03
<b>Grand Total</b>	09:13	09:02	09:17	07:57	09:53	12:36	07:46	11:40	08:36

Table 25: Headteachers' activities in function by different condition

(F: Female, M: Male, T: Teaching only career, TE: Teaching and education specialist, O: Open recruitment, P: Promotion, H: High School, M: Middle school)

Table 24 shows that female headteachers spent the bigger portion of time on authorising and planning whereas male headteachers spent more time interacting and networking.

Headteachers who only had teaching experience in their career spent longer on authorising, and headteachers who had education specialist experience spent more time interacting, interviewing, and planning, getting information and so on.

Headteachers who had been appointed by open recruitment spent almost twice as much time interacting, networking and interviewing than headteachers who were appointed by promotion. They also demonstrated more cases of travelling and involvement in policy making. High school headteachers spent more time getting information, networking, travelling and policy making than those in middle schools.

#### 4.6 Summary

The shadowing study revealed several significant features of new headteachers' daily routines in the Korean school system:

- In terms of activity, headteachers spent more time in meetings and undertaking deskwork than on anything else.
- In terms of function, headteachers spent more time authorising, interacting and communicating than on anything else.
- Headteachers made efforts to establish a good relationship with pupils and staff. This led them to show presence, set up meetings, attends social events and so on.
- The headteachers were working in a centralised system and had regular interaction with the Office of Education. They processed an enormous number of official documents and seemed to do so efficiently.

- Korean headteachers did not often conduct assembly, and when they did hold assembly, these were brief. Rather than holding assembly, headteachers had frequent conversations with staff and students.

- My overall impression was that headteachers showed a high level of confidence in their work. Their daily routines looked calm and routine.

In this chapter, the shadowing report was presented. The next chapter will present the first part of the interview findings, about motivation to become a headteacher.

## 5 Interview Findings: Motivation

### 5.1 Introduction

The motivation chapter covers participants' stories of their teaching careers and the triggers in deciding to become a headteacher. The investigation began with asking how long the participants had been teaching. The first section reflects the popularity and competitiveness of a headteacher's job in Korea. The second section is about the motivation to become a teacher, showing the starting point of their career development. The third section is about the participants' satisfaction as a teacher, which links to the responses regarding when the participants first started to think of becoming a headteacher. The fourth section asks about headteachers' perceptions of social status and the financial rewards associated with becoming a headteacher, which can influence their motivation to pursue the career. In the last section, the participants' major motivation to become a headteacher will be analysed.

### 5.2 Period of preparation

Gender and career	Number of people	Mean years of teaching experience
<b>Female</b>		31.6 years
Educational Specialist	7	31.2 years
Teaching only	5	32.1 years
<b>Male</b>		29.3 years
Educational Specialist	9	27.7 years
Teaching only	12	30.5 years
<b>Total</b>	<b>33</b>	<b>30.1 years</b>

*Table 26: Years in a teaching profession by gender and career*

This question was created just as an opener for the interview, but this simple question drew out some notable findings regarding the competitiveness of becoming a headteacher and the long period required for leadership preparation which can be linked with feeling of readiness

for the role. In the Korean education system, candidates needed a mean of 30 years' career experience in education to become a headteacher. There was no large difference between male and female; public school and private schools; teaching only career and teaching and educational specialist career; or promotion and open recruitment.

The group that waited the longest for headship was females with a teaching only career (31.2 years), and the group with the shortest route to headship was males with teaching and education specialist careers (27.7 years). Participants who had a teaching only career took more time than participants who had an education specialist career. Career experience in the Ministry of Education appeared to provide a faster route into headship. One male and one female headteacher who had worked at the Ministry of Education became headteachers after 26 years.

Many aspiring headteachers were frustrated by waiting so long. Some headteachers addressed this frustration by applying through Open Recruitment in the hopes of shortening their waiting time.

### 5.3 Motivation for becoming a teacher

This question investigates participants' motivation at the starting point of their careers. The motivational factors were mainly divided into intrinsic and extrinsic motivation, but there were some notable socio-environmental factors regarding their career choices.

Themes	Dimensions	Sources	References
Social structure	Gendered society	13	15
	Limited information about alternative careers	5	6
Intrinsic motivation	Sense of suitable aptitude	21	27
	Memory of good teachers	8	8
	Family socialisation	6	8
	Being a teacher seen as valuable	6	6
Extrinsic motivation	Unable to find any suitable alternative	8	11
	Conditions of work (e.g. school holidays)	2	2
	Social respect	2	2

*Table 27: Motivation to become a teacher*

### 5.3.1 Social structure

The teaching profession has long been a highly respected profession in Korean society. Even though teaching was less well rewarded financially than other professions, it was respected and teachers seen as well educated professionals.

It was, however, not an attractive profession for male university graduates. When my participants chose their profession, there had been massive industrial development in Korea after the Second World War and the Korean War. Young males had many career choices which appeared to pay much better. Ten male teachers out of twenty one said the teaching profession was not their first choice of career.

There was a clear salary gap between commercial and teaching professions. When HT22 transferred from a commercial company to school, his salary was halved. In his case, he had received around ₩480,000 (around £280) as a bonus on top of his salary but, after he became a teacher, he received ₩280,000 (around £164) for his whole monthly salary.

There were various work opportunities for male graduates. HT14 commented that,

At that period, the salary level of the teacher was low and a male graduating from university could be employed in a commercial company easily. People did not understand why a male university graduate did not try to get a job for more income or not want to take challenges in industrial worlds. A male teacher candidate was regarded as lacking imagination and ambition.

In contrast, the popularity of the teaching profession was high for female university graduates. For them, there were very limited opportunities to get a university graduate level job in commercial companies. Teaching was one of the rare professions in which females were able to get a job and could continue the job after marriage. Furthermore, the teaching profession conferred a good level of status. Four out of twelve female participants directly pointed out these aspects of the choice they made.

Female HT02 decided to go to the college of education at university following her parents' advice, even though she did not have any intention to become a teacher.

My family discussed my future career and my parents said that becoming a teacher would be good; at that period women did not and also could not have a (University graduate level) job. Even if they did have a job, they needed to quit their job when they got married. However, teachers did not have to quit their job after their marriage.

So my parents recommended that I chose the teaching profession.

As it turned out, HT02 found an aptitude for teaching and she became at home in the career. Finding intrinsic motivation was not guaranteed, however, for every female teacher. HT03 also became a teacher because she needed to earn money. In the interview, when asked about her decision to teach, she simply said, "make money" and elaborated, "because of eating and living."

Even though she chose the teaching profession for a living, she wanted to become a good teacher both in terms of academic knowledge and having a good character as a teacher. However, she was not satisfied in a personal sense, because she felt her natural aptitudes were not best suited to teaching.

When the participants of this study decided their careers, most of them were not aware of other career choices. During that period, schools and universities did not generally provide career guidance. Five participants mentioned that there was not even the concept of careers guidance or advice at that time. The teaching profession was, in contrast, relatively well known to students who had had outstanding achievements at school and university. Teaching was especially aspirational if participants had had deprived backgrounds.

### **5.3.2 Intrinsic motivation**

The biggest internal motivation to become a teacher was that teaching suited participants' character or natural aptitude. Some could explain that they were not able to remember when or why they started to want to become teachers, rather that they just knew it from an early age.

Female HT17 said,

The reason why I became a teacher is that it suited me. I was good at studying when I was a student and I thought my aptitude suited the teaching profession. As it is the same for everyone, education makes our hearts beat and education is the work for the future and it requires a 'service mentality' and enthusiasm. I liked these parts.

Male headteacher15 said,

Teaching was enjoyable for me. I study by myself, I knew how to teach learning skills and I knew what would be problematic for students and what they wanted to know so I was happy to teach students. I was a popular teacher among students.

Some participants were inspired by good teachers in their childhood. The participants recalled their own teachers' enthusiasm, devotion to their students' study, and concern for students' lives in deprived areas. They also shared how they were encouraged by their teachers and helped them improve. These positive experience inspired them to be a teacher.

Headteacher12 explained how his motivation had been formulated in childhood:

I grew up in the rural area. I thought teachers came to the deprived area and devoted their lives to us. At that time teaching was the best job in the view of a country boy. And teachers provided very good models. So I dreamed of becoming a teacher who helped children in difficult situations. It was the reason I chose a college of education, when I entered the university.

HT12's comment draws a connection between a deprived background in childhood and teachers as good role models.

While there was little career education and guidance available through schools and universities, having family members who were teachers affected the participants by making the choice seem natural and familiar.

HT05 said,

While I was growing up in the rural area, many people around me frequently talked about the Education College and teachers, because there were many teachers among

my relatives, so I spontaneously went to the Education College without thinking too deeply about it.

HT22 grew up as a son of headteacher in an official residence in the school. These circumstances led him to go into teaching at a later stage, even though he first started his career in an industrial company. He said:

Rather like the feeling of a mission or a dream... I felt that because I had lived in the school when I was in primary school, secondary school, and university, it was my destiny. And my father's suggestion, [if you go to school, it would be much more suited for you than the company], always remained in my head.

Being a teacher was seen as valuable. Implicit in what all headteachers said about teaching was the idea that they were making a difference. For them, teaching was one of the most powerful ways of making a difference, and in doing so, they noticed they were not only developing their students but also themselves.

Headteachers showed their passion and pride in bringing up the next generation.

HT22 said,

The meaning of entering the world of teaching is beyond the financial value ... Aside from the financial aspect, the teaching profession is a very important and worthy profession. Especially in terms of fostering students and continually developing the subject area in which teachers had chosen to work... I also agree with the grand value of education ...

### 5.3.3 Extrinsic motivation

There were some extrinsic motivation factors which led participants to become a teacher. For some teaching was not their first choice but, for different reasons, they chose teaching as their second choice. A small number of male participants said ‘school holidays’ were an attractive point. Another small number of participants discussed ‘social respect’. Salary was not mentioned as an extrinsic motivation.

As was explained earlier, the teaching profession was particularly attractive to female university graduates. For some female participants, education was not their first choice, but the only available second choice.

HT26 explained the limited options for female employment:

35 years ago, even if graduating from the universities, it was really hard to get a job in commercial companies as a woman. Even any opportunity for applying was not given to women. The only available opportunities were becoming a public officer or a teacher by examinations ... Even now, it is hard to get a job, as a woman; but when I was in my early 20s, it was ten times, twenty times harder.

In contrast, males had more career options and were more likely to have chosen teaching over other options. However, this was not always the case and for some, the teaching profession was a second choice.

HT15 said he wanted to go to Law School but it looked difficult to succeed in this field so he chose the teaching profession as his second choice.

I didn't go to the Education College. I studied English and took the teaching courses. The reason why I didn't go to the Education College was that I dreamed of going to the Law school. I considered taking an exam for becoming a lawyer. However, my

brother in law said that becoming a lawyer was not easy work and many people failed in the exam. So I decided to develop my career with English.

Two male participants became teachers because they thought they were able to enjoy school holidays. One liked travelling and the other wanted to enjoy his free time.

Perhaps surprising, particularly to English readers, was the fact that no females raised as a motivational factor the opportunities which teaching gave for the care of their own children during school holidays. One reason for this was their commitment to their job. Secondly, they could get help with caring for their children from their extended family. Many of the female participants said their mothers in law brought up their children at home while they were working at schools and their children grew up well. A third mitigating factor was that holidays were quite limited in secondary schools.

As was mentioned earlier, being a teacher has been respected in Korean society in accordance with the importance which is placed on education. This social environment of respect toward the profession affected participants' motivation. In my data two male teachers directly mentioned this.

#### 5.4 Satisfaction in teaching

Except for a small number of participants, many headteachers answered that they were satisfied with their career as a teacher. The reasons for their satisfaction were categorised across four dimensions: aptitude for teaching, good relationships with students, pride in worthwhile work, and opportunities for self-development

Themes	Dimensions	Sources	References
Satisfaction	Aptitude for teaching	12	13
	Good relationships with students	9	9
	Pride in worthwhile work	5	6
	Self-development	4	5
Dissatisfaction	The multi-faceted nature of teaching	3	3
	Social and cultural reasons	3	3
	Impact on family life	1	1

*Table 28: Satisfaction and dissatisfaction in teaching*

#### **5.4.1 Satisfaction**

Most headteachers described teaching with pleasure and mentioned how much they enjoyed teaching their subjects, developing pedagogies, and leading students' learning. Many of them said they had an aptitude for teaching in respect of both formal instruction and wider pastoral concerns. Some teachers said they were paid to do what they enjoyed. HT04 was an art teacher and she explained:

From my early age, I was always drawing pictures and manga. When I became a teacher I could continue my drawing as a profession and I received a salary for my enjoyable work and I also enjoyed students' reaction to my drawings.

Some participants enjoyed their role as a teacher from the outset, but some others only experienced satisfaction over time. HT09 only found satisfaction after she had children:

I was not satisfied with my job and experienced difficulties, but I was just working hard without particular motivation or emotional reward. After having my own

children and nurturing them, I started to love students more, recognised the value of my job more and made more commitments. I got more and more satisfaction in my job.

Several participants pointed out that they could continue their learning while they were working. HT05, HT08, and HT22 were actively involved in a nationwide teachers' association for their subjects and continued studying and developing pedagogies.

HT11 showed his satisfaction with his job and his enthusiasm for learning:

I have never regretted becoming a teacher and did my work with fun so I couldn't recognise how fast the days flew. Because I enjoyed my work, I studied as much as I could have chance and wrote a thesis.

Due to the nature of teachers' work, participants' satisfaction often came from students. Some teachers played a large role in their students' lives, and teachers found great personal satisfaction from developing productive and easy-going relationships with students. HT17 was pleased because she was able to work with young students rather than adults:

I liked the fact that I could meet students every day. When I compare the teaching profession and others, teachers' work is better than others because in other professions, people need to work with adults and the relationship between adults always includes some business relationship. Even though it is a specialist job, such as lawyer or medical doctors, they also have a sales relationship. However, teachers earn money without a sales relationship. Teachers are working with educational relationship. Students are definitely more innocent than adults. In our daily life, students sometimes make teachers' lives difficult but it is a great advantage to meet these innocent students in my daily life. When I meet people in other professions, I felt I have something as a teacher which they don't have ... I think this is a very good

advantage. It is blessing to meet this kind of group of people every day and be paid for it.

Some headteachers described their pride in teaching. They clearly recognised the importance of a teacher's role for students' personal and academic growth. Some were able to care for students who were in the difficult situations and to contribute students' development.

Headteacher10 shared an example,

From the first time and from now on this is right profession for me... I took a mentoring role for many students. For example, I took care of a student who needed to work for his family's living. For the student, it was hard to go to school at 7.30 am after delivering pizza until 1.00am in the morning. So he was absent a lot and was not able to achieve good grades ... After I looked after him with a morning call, texts, providing other support, he started to have hope and prepare his life properly. Also his academic achievement improved a lot.

#### **5.4.2 Dissatisfaction**

While most of my participants talked about their job satisfaction in teaching, seven participants raised issues which made them dissatisfied, and two in particular seemed dissatisfied overall with their decision to teach. The reasons for their dissatisfaction were interpersonal, social and cultural, and family reasons.

As many participants mentioned, a teacher's role was not limited to the delivering of knowledge. Teachers needed to be involved in other aspects of students' lives. Some participants liked this, but it could be too much of a burden for some others.

HT03 became a teacher because of her circumstances, but she had regrets.

I was not satisfied with my job from deep in my mind because the teaching profession did not allow me to concentrate. I have the kind of personal character which needs to immerse or to concentrate on something. But the teaching profession was too divergent. As a teacher I worked very hard; however, deep in my mind, I had sense of emptiness and feeling of doubt... I had an aptitude for administrative and strategic work but it was not the core of a teachers' role. Teachers' core work was teaching and interactions with students. Even though I was a teacher who was praised as an A-class teacher, my personal satisfaction was low.

HT32 was satisfied with the teaching profession because she had a good relationship with her students. However, she occasionally encountered family difficulties. For example, when her children were little, she had to go to school at 6.50 am because she was a home tutor of high school third year students. She was able to see her children's faces only three or four times in a week.

My participants were a group of people who worked very long hours. For example, some teachers, particularly male teachers, started their work at 6.30 am and did not get back home until night, but they rarely mentioned impact on their family life. This can be explained by historical and social factors. In Korean society, people are very work-oriented for cultural and interpersonal reasons. They can be seen as highly self-motivated, or more worryingly, as work addicted. In either case, family is treated as less important. This is especially relevant to those participants who were working as a head of education or education specialist.

Four teachers raised changes in social and cultural expectations as factors which decreased their satisfaction with teaching. Korean society has changed rapidly, and one participant felt teachers' authority had fallen and the work environment had changed for the worse. HT15 explained why he experienced high levels of dissatisfaction:

I was satisfied with my work in my starting period but as I got old, I felt decreased satisfaction. Before I became a deputy head, I was considering early retirement. When I was young, teachers had high levels of authority. When teachers thought it would be required, a student could be beaten as a punishment. However the situation has been changed dramatically and horribly so. I felt that I believed teachers who had enthusiasm for students' achievement could punish students. If teachers don't mind students' achievement or behaviour and just let them go without any concern or punishments, they cannot be a real teacher. Of course these are controversial words now, but this was partially right at that time. I had great enthusiasm. When I was teaching sometimes I severely told them off.

Other teachers talked about overly bureaucratic procedures. HT18 was happy in terms of teaching and life with students, but he was unhappy with respect to the bureaucratic and unreasonable school culture:

It has been improved a lot, but school administration is still strict and inflexible. Especially I am concerned about the human resource part in the Office of Education and school administration... There are some aspects which produce vicious circles or corruptions in education.

## 5.5 The moment of decision making

When participants were asked about when they first decided to become a headteacher, many of them replied that they did not think deeply about it as only three percent of teachers were able to become a headteacher. The most common story was that when they worked hard as a teacher, their ability and leadership was recognised by their senior colleagues and their headteacher, and they were recommended to apply to an education specialist role or were

appointed as a head of education in schools. Becoming an education specialist or appointed as head of an education and research department meant they had landed on the track to becoming a headteacher. In these roles, they started to get the motivation to become a headteacher. It was a gradual process, and they became more proactive in pursuit of headship over time. In some cases, headteachers' personal problems made them decide to find an alternative escape from teaching.

Themes	Dimensions	Sources	References
Leadership capability	Recommendations from others	16	20
	Sense of efficacy	5	5
Gradual process	Becoming an education specialist	11	17
	Becoming a head of education and research department	7	10
Promoting changes	Having a voice	11	14
	Making a difference	3	4
Push factors	Health, age, and relationship	4	8

*Table 29: The source of first motivational factors generated*

### **5.5.1 Leadership capability**

Participants had had to manage three kinds of duties. Their main duty was obviously teaching; another main duty was pastoral care; and besides these two central duties, teachers had administration duties. All the participating teachers had belonged to different departments in schools, such as departments by subject (Korean language and literature, maths, science and so on); departments by years (first year group, second year group, and third year group); and departments by function (education and research, creativity/personality, career education, students' behaviour guidance, and so on). When participants showed their ability in these roles, senior colleagues and headteachers recommended applying for a position as an education specialist.

For example, HT23 explained:

Actually I was not interested in the Education Specialist role. In the 1990s, one senior colleague saw my way of working. I joined a book project and I had some opportunity to join several education projects due to her suggestions. When I was working with her, she strongly recommended me to become an education specialist.

After becoming an education specialist, they found it natural to become a headteacher.

HT06's case was different as he was advised to become a head of education and research in schools.

Actually, I did not decide anything, but many people around me suggested a leadership role ... In the school, the head of education and research is a top role. When I took the role as a head of education, my deputy head gave me useful tips to become a headteacher.

In private foundation schools, recommendations from many colleagues were very important and the recommendation was made through building a good reputation over many years.

HT22 explained the recommendation process:

In private foundation schools, the appointment process is different from national or public schools. In national or public schools, there are fixed regulations for preparation. I don't know exact regulations about it, but I heard that to become a headteacher, aspiring headteachers need to get scores in different categories: CPD, research, taking middle leaders' role and so on. I can talk about the case of private foundation schools. Generally private foundation schools have their own fair system

for teachers' promotion. Of course, there are some private foundation schools which do not have a fair system and a founder of the school appoints headteachers by his/her own decision. In that case, relatives of the founders can be appointed as a headteacher. However it was not my school's case. This school was managed by Samsung Group and Samsung's unique human resources system was used for this school. I was promoted step by step within the multidimensional evaluation system ... In private foundation schools, in fact, evaluation is daily process. Teachers are working together continually. 365 days, day by day, teachers were evaluated by colleagues. If there was a day in which one made one crucial mistake, it would be hard to recover the reputation. In private foundation schools, there is this kind of difficulty.

Some participants recognised that they had the capacity of becoming a headteacher if they tried. One way of confirming this was the teachers' assessment system. In the Korean education system, teachers can access their assessment data and in some cases feel encouraged to go for a headteacher role. For example, two female headteachers recognised they had already collected sufficient scores. HT08 described her situation:

I had accumulated scores from the contribution of running trial schools, attendance of training courses, and so on. After my first child entered university, I had more space to think about myself and I recognised that I was able to become a headteacher if I got a little more score. Then I made efforts for getting some more points.

One finding is that female teachers seemed to be less frequently recommended than male teachers even when they showed similar abilities or had similar assessment score. In the case of HT03, even though she held a strategic role for a long time, she was not promoted but decided for herself to apply for the education specialist exam.

HT03 found a growing confidence in the work she carried out. She explained:

I took a strategy role in the school then I found my ability in the administrative sector... I was so excellent. If there were any confused matters, headteachers and deputy heads brought them to me. People called me a human scanner. All logical faults, typos, repeated sentences and so on, I pointed those things out precisely in official documents... In the school, because I am a woman, I had never been appointed as a head of department; I only took a strategy role continually without promotion. The strategy role was the supporting heads and required massive amount of work. So I decided to take exams to become an Education Specialist.

### **5.5.2 Gradual Process**

National and public school teachers are able to apply to become an education specialist through passing an exam. The education specialists are teachers who work at the Ministry of Education or the Office of Education and work in policy making and implementation, supporting school leadership, management, and administration.

HT01 explained his reasons for taking the exam as follow:

While I was teaching, I was interested in the role of the educational specialist who creates education policy and can reform educational problems rather than following the policy in school. So I applied for the exam to become an Education Specialist.

Ten more headteachers also explained their reason for applying the education specialist role in a similar way. Becoming an educational specialist is a reliable route to becoming a headteacher, usually after six years unless there is a serious problem. Some did not recognise this when they started as an educational specialist.

As HT12 explained:

Actually, when I was a teacher, I was not interested in a management role such as deputy head or headteacher. There was researcher recruitment from teachers at the Ministry of Education, and I applied it. At that time, I had no idea about further career process ... After I started work at the Ministry of Education, as time went by, I became a deputy head and headteacher.

One other route to headship was via a head of education and research position. If successful in that role, they can then be promoted to deputy head. After that, if successful and there is a vacancy, they can become a headteacher. These routes are applicable in national, public, and private foundation schools.

HT16 emphasised the gradual process of becoming a headteacher:

I became a head of education and research by election in a school. At that time, unlike in the past, the headteacher suggested an election and I was elected... After that I took the head of education and research role in different schools. The position of a head of education is the next position to deputy head. As an overarching head, it required leadership and a management mind. While I was working as a head of education and research, I became a deputy head and headteacher.

Becoming a head of education and research opened the possibility of promotion to deputy head and headteacher. Sometimes, waiting for a headteacher position was not easy for the participants. HT15 was waiting thirteen years; he became tired and thought about early-retirement before he was promoted.

### 5.5.3 Innovation

When participants looked back on their motivation to become a headteacher, they answered that they wanted to bring innovation into education. Some wanted to support education policy-making and implementation, and to make difference through a leadership role.

HT05 found that becoming a headteacher was a way of making his own voice heard.

Rather than to become a headteacher...I'm a critical person so I hated the feeling that teachers were not an active driver of education... one of the ways, which I found, to have a voice in education was to become an education specialist. By becoming an education specialist and by becoming a headteacher, I wanted to join in making education policy and its implementation. I wished to lead the school in the direction which is correct in my mind. Of course it shouldn't be based on only my mind, but should be based on the agreement of the community.

Sometimes, the trigger was seeing bad practice. As HT30 explains:

While I was working as a teacher or middle leader, I met a large number of headteachers. In my experience, some of them made unreasonable decisions for the future of school. I thought if I could have a chance to lead and manage the school, I would take the role and make things better.

After some period of time working in teaching, participants had their own special interests and areas of expertise, and they wanted to make changes using their experience in specific areas. For example, education for students from deprived backgrounds, education for personality development, and so on.

HT09 wanted to make a contribution to students from deprived backgrounds.

Rather than keep going with teaching itself, I wanted to stretch into leadership, management and administration. Because I started to teach in a school which was located in very deprived area, even with my small salary, I had to buy children's meals in the school. It was difficult to chase students for fees. I grew up in a poor family and I have the know-how to support students who have deprived backgrounds. So I wanted to help them through education and leadership.

#### **5.5.4 Push factors**

Year by year, participants had been able to get more experience and to develop their teaching skills, and felt pulled in the direction of headship. In contrast, they experienced some dissatisfaction in their teaching roles and felt pushed out of them. These factors led them out of the classroom and into management.

Some teachers felt they were being overtaken by their younger colleagues and this created the feeling of dissatisfaction for some people. HT03 explained:

One day I suddenly realised my junior teachers were doing too well. I became a senior teacher who was chased by junior teachers not to fall behind. I thought [oh... no. I'm going to be a 'B class' teacher], it was a very complicated feeling.

HT14 was satisfied with his job and very happy as a teacher for fifteen years. But when he turned 39 years old, suddenly he found it difficult to get changed for PE class and he started to realise that when he got older, he would be not able to continue teaching.

HT16 introduced a difficulty which led her want to leave the classroom.

I had great pride in my good relationship with students. I always liked children and children also liked me. However, once I experienced severe conflict with a class of students ... When I went to the class for a lesson, I found it difficult, so I lost my

flexibility, and behaved very strictly in the classroom. The relationship between students in the class and I was getting worse and worse ... To teach Korean literature especially, good harmony between a teacher and students is essential. When a teacher has cooperation in the classroom teaching, the teaching can feel easy-going, fun, and productive. I was shocked by the experience. After that I started to think if I am getting older and experience this problem again, could I survive or not? ... Just at that moment I took the Head of Education role; it seemed like a natural way to prepare for a leadership role.

## 5.6 Social status and financial rewards of Korean headteachers

This section covers headteachers' perspectives about the social status and financial rewards of headteachers. 'Social status' here is divided into social status in society, social status in education sector, and changing status. 'Financial rewards' is divided into subjective, self-satisfaction and objective, financial reward. Finally, there is discussion of autonomy.

Theme	Dimensions	Source	Reference
Social status in society	The highest position in the school	10	11
	Importance of education in society	5	6
	Traditional image of headteacher	4	4
Social status in education sector	Importance of headteacher role	9	9
	The most honoured position	5	6
Different Views	Changing cultural mood	7	7
	Changing paradigm of leadership	4	5
Identity	Social status is not important	3	3
Financial rewards	Single payment system: Limited differentials	17	19
	Teaching salaries are uncompetitive	13	17
	Rewards as not important	5	5

*Table 30: Social status and financial rewards of headteachers*

Most of the participants agreed that the social status of headteachers was high in Korean society. The importance of education was clear, as was the importance of the headteacher role.

Many participants said they felt that they were respected in society as people who were in the highest position.

As HT02 described.

In our society, all teachers are admired, but headteachers in particular are more admired. As you will be aware, there is a certain propriety in Korea, so despite their financial wages, headteachers are respected and looked up to. Whenever I introduce myself as a middle school headteacher, everyone is astonished because I seem relatively young and, more crucially, I am female. I think the status of a headteacher is ranked high in the Korean society.

The traditional image of a headteacher was someone experienced and mature. This traditional image is still applied to current headteachers.

### **5.6.1 Social status in the education sector**

Headteachers' status in schools and in the relationship with the Office of Education was similarly high.

Many participants described a headteacher's role as a Chief Executive Officer (CEO), emphasising their role as an organisational leader and ethos creator.

HT20 explained:

This is a legislative position. It provides a noticeable status and role. Because a headteacher represents a school and is regarded as a CEO nowadays, I am fully aware

of the importance of the position and the need to behave carefully ...Our society has changed but headteachers are still respected as a leader of society.

Most teachers want to become a headteacher if it is possible.

HT17 explained:

In my experience, when I started working at the Ministry of Education in March of 2000, there was a retired senior officer. Even though he had reached a very high position in the education system, he looked lonely. If he had had retired as a headteacher in school, he would have been able to celebrate his retirement being surrounded by the teachers and students, but he had to retire amongst officers. As an educator, this is a common consideration.

Status does not depend on financial reward in this system. HT31 explained:

Financial rewards do not matter. Headteachers do not receive a significant amount more salary than classroom teachers. They just receive their salary following their years of service. There is only a £150 bonus for undertaking the position. Becoming a headteacher does not mean getting more money. However, when I introduce myself as a headteacher, I realised people see me with much more respect than when I used to introduce myself as a teacher ... I think every teacher wants to finish their career as a headteacher if allowed. I'm not sure, but the high status and respect could be the reasons.

Even though a headteacher role is desirable in the education sector, the opportunity to become one was very limited, making the job even more appealing:

HT18 explained:

When we think about the number of schools including primary, secondary schools, there are only 120 public high schools in Korea. In 10-12 thousand teachers, only 120 people are able to become public high school headteachers. In this aspect, becoming a headteacher is a great success.

### **5.6.2 Different views**

Some participants thought that the social status of headteachers had fallen compared with the past. However, others disagreed with this and interpreted the phenomenon not as one of falling status, but as an indicator of changing paradigms of leadership from bureaucratic to democratic. A few of the participants answered that they were not interested in the status, whether it is high or low.

HT13 was doubtful about the supposedly high status of headteachers.

I'm not sure about the headteachers' status in society. Actually the media only broadcasts very bad examples of headteachers. There are many headteachers who are doing well and leading with educational philosophy and devotion, but the media always broadcast horrible cases and this makes the headteachers' status fall. In fact, I don't think headteachers are respected.

HT21 explained reasons why headteachers' status was falling.

The young generation have a tendency to think about a headteacher as just one job out of the many. In the past, if there were any complaints to the school, it was hard to approach the headteacher. However, young people express their opinion very strongly nowadays and do not hesitate to approach the headteacher when they are making a complaint.

Some other participants interpreted this phenomenon as being due to a changing paradigm of leadership.

HT25 said,

In the past, a headteacher's authority was powerful and teachers saw a headteacher and teacher's relationship as a very vertical one. Over the years, however, I think teachers think a headteacher and teacher's relationship is horizontal. Compared with the past, headteachers seem to have more autonomy; however, in this time this autonomy is not only delegated to headteachers but also teachers. Headteachers need to draw teachers' agreement to decide matters such as curriculum. Nowadays a headteacher's authority and power is very horizontal and democratic. Headteachers are not able to handle anything based on their own opinions.

In the past, headteachers were able to order teachers and students around but now it is not possible. Although the Office of Education delegates autonomy, a headteacher's role in school is drawing on democratic agreements through various discussions and processes.

### **5.6.3 Self-satisfaction**

Some participants answered that they were not interested in social status of headteacher.

HT15 explained the most important value in his job:

Rather than financial reward, the most important rewards is the pride of the position and honour.

Similarly, HT26 said:

It is fruitfulness. The fruitfulness from students' lives changing makes me feel alive. In our country, headteachers are in the position which receives respect because headteachers are taking a position which is in charge of schools. However, I personally do not mind about it. The most important thing is my own identity rather than others' view. My satisfaction and how I facilitate the happiness of teachers and students are the most important factors.

#### **5.6.4 Financial rewards**

This section covers financial rewards and looks at the single payment system, uncompetitive salaries, and headteachers' subjective satisfaction.

All headteachers who participated in this study felt that there were no particular financial rewards for being a headteacher. Many of the participants mentioned a single payment system in the school system, compares with different occupations. Fewer participants mentioned the comparatively lower salary level than other leaders who had different occupations. Some participants showed their subjective satisfaction about their financial rewards.

Headteachers receive their salary following the single payment system in the Korean education system. There is not a different scale for headteachers; the system rewards service rather than position.

As HT01 explained:

In financial terms, there is no difference between teachers, deputy headteachers and headteachers. There is no difference according to the position, so there are some

teachers who are paid more than me in my school. This single payment system only counts working years.

Other participants also noted there were some teachers in their schools who received a higher salary than them.

HT05 compared the government officers' salary system with the teachers':

The social status is fine but, the financial reward is problematic in my opinion ... It is very rare to have no salary differences between different positions. For example, when government officers are promoted to directors' position, a totally different salary system is applied to their new salary. However, in the education sector, there is no difference between a teacher, a deputy headteacher and a headteacher. There are some extra payments for different positions but it is not sufficient enough.

HT07 also explained how the single payment system was at variance with other occupations.

For example if someone is promoted from normal worker to a head of department or a director, their annual income is increased, but this is not the case in the education sector.

Many other participants also had similar perspectives to HT01, HT05 and 07.

HT20 explained that he earned the same as a deputy head.

There were no major differences in the salary after I was promoted from a deputy head to a headteacher. In terms of statistics, headteachers receive an extra payment of ₩700,000 (around £370) for position and management. However, headteachers do not receive any overtime payment in regulation. When I was a deputy head, I received a similar amount of salary, and due to the nature of the deputy head's position I also

always received salary and overtime payments. Therefore, although the salary was raised, there was no change in my actual income.

HT21 compared his income with other occupation, “It is not comparative with a typical CEO of a company.” Most participants thought that teachers’ salaries compared badly to other sectors. Participants gave examples of this.

HT06 compared their salaries to a person working in a bank.

If I only look at the financial aspects, my status is not very high. My cousin and I live in the same town and he is ten years younger than me. He is working at the bank.

After he graduated high school, he started work at the bank. Although his academic qualifications were lower than me, his income is much higher than me. It is a satisfactory level of income for me, but it still insufficient.

HT07 compared a teacher’s income to a commercial company worker’s.

Once people first start working in the company, their first incomes are similar to mine. However, the pay gap increases year by year; every year we feel that the incomes are insufficient.

HT09 added,

Financial rewards are really insufficient. It is more difficult in my case because we are not a double income family. My financial condition is much better than before.

However, I had never been unrestricted in terms of finance. Outside of Korea, the country can seem economically advanced and headteachers in Korea may seem affluent. In reality, headteachers don’t have any money for personal usage. In addition, I can only use ₩700,000 (£380) annually for teachers and official purposes.

This is fixed in the regulations. I cannot complain about this, however, because there are many other people who are in more difficult conditions than I am.

HT12 further added,

There are no problems for just our family. However, in the Korean society, we have responsibility for extended families as well. Therefore, there is a great deal of responsibility. It depends on the case. I, like many other families, live with my parents. In my case, I have no problems in terms of finance. My father, who passed away this year, used to always emphasise the importance of integrity.

In my opinion, headteachers who have been involved in financial corruption were mostly male headteachers than female. Female headteachers usually had husbands who also had incomes ... However, in the male headteachers' cases, many of them are the only person in their family who had an income. On average, headteachers are in their late fifties or sixties and their children are entering universities or getting married which means their financial expense is increasing. When put in these situations, male headteachers could be tempted to corruption.

Now all contracts beyond ₩500,000 (£270) are open to the public on the website. So this matter has already been systemically cleaned up.

Although HT12 said that male headteachers had more financial constraints, female headteachers also thought the financial rewards of their role were not competitive. HT24 said,

When I think about my forty years of working in one occupation, the financial reward is insufficient. I'm not sure how much teaching is thought of as a less intensive job, but I'm not satisfied with the overall income level of teachers.

In spite of these difficulties, as seen elsewhere headteachers had gained a great deal of satisfaction in teaching and in being a headteacher which compensated for financial rewards.

As HT10 said,

Satisfaction levels are different for different people. I think it is sufficient. Each person has different expectations and requirements but I'm satisfied.

HT20 shared his personal satisfaction with his situation.

We are a single income family. Most teachers and other headteachers have double income with their wives. Actually my payment is insufficient to take care of my family. However, we are familiar with living on limited finance, so it is not very inconvenient. I have one daughter and one son. They were born in a deprived area and I was not able to offer them supplementary education. I didn't spend any extra money for their education. They managed to do their own studying. They graduated university. My oldest child, she completed her Master's degree and now she is married and working in a university as administrative staff. My son graduated secondary school in Seoul and got a job in the LG group as a researcher for producing mobile phones. I'm not sure how much they were satisfied with my support but I have achieved my main responsibility for them until this spring.

Although it is not very abundant, my wife and I pay for our living cost with my salary and save money for after retirement.

Many were simply pragmatic, and what also came across was the widespread self-restraint of headteachers - if they wanted more money it was to support families, or to provide even better to other teachers and pupils. They were as eager to consider teachers' salaries as their own.

For example, HT05 said,

As a headteacher, even if it is not a large amount of money, I wish I had enough coming in to buy teachers simple things such as food or coffee. Before I became a headteacher I had never thought about financial affluence. However, I recently found there are so many visitors that I don't want to host them with the school budget, so my personal money has been spent so much. I think a correspondent amount of financial reward should be given to the headteachers. Although the headteacher has been assigned the big room which all external visitors are surprised to see, the financial rewards are much unlike the room size.

### 5.7 Main motivation to become a headteacher

When participants were asked about their main motivation to become a headteacher, their answers were categorised in two ways. Firstly, most said they wanted to become a headteacher to put their educational philosophy into the practice, and secondly, some said they became a headteacher only because they were on a track toward the role. Because educational philosophy was so important, it brought out further questions about their educational philosophies. Most of all, headteachers talked about happiness in school. Many of them talked about ways of bringing happiness through performing ideal leadership styles; many also talked about bringing happiness to students through citizenship, character education and career education. Supporting school staff ensured the happiness of teachers. Academic excellence, equality in education, reading education and women's education were also discussed.

Theme	Dimensions	Sources	References
Why become a headteacher	Active: Implementing educational philosophy	25	34
	Passive: It was a natural career path	7	8
To create a happy school	Having engaged teachers	18	22
	Students as citizens	18	27
To raise achievement levels	Academic excellence	7	8

*Table 31: Main motivation to become a headteacher*

### **5.7.1 Why become a headteacher**

Most headteachers were aware of the importance of the headteacher's role in school improvement and students' learning, and they perceived that depending on a headteacher, a school could be outstanding or failing. They also recognised that the headteacher role is influential in Korean schools.

HT18 explained,

I'd like to put these ideas into the practice. Actually, it is possible. We cannot change the big picture of education. However, we can make noticeable changes within the school ... If two outstanding headteachers work continuously in a school, schools change for the better in eight years' time. In contrast, with headteachers who have weird ideas or headteachers who are not really interested in leading schools, schools can be ruined. There are many cases of this. The influence of a headteacher is huge. If there are many outstanding schools and outstanding headteachers, it means the improvement of education, and hence the improvement of Korea.

In practice, there were clear boundaries on their work but headteachers felt able to decide on priorities in their schools.

HT05 explained,

I wanted to deepen my study and stretch out my capabilities. Because I wanted to stretch out my beliefs, I tried to extend my thoughts and experiences. Becoming an education specialist was one of the ways to extend my capabilities... I thought a headteacher's position was a place where I could apply these extended educational philosophies.

Although most headteachers were proactive in their journey to become heads and saw that journey as one of personal and professional development, some described their promotion in a more passive way. They said they did not have a particular motivation to become a headteacher, but that it was the natural consequence of their working lives. These participants tended to find it difficult to articulate their own motivation to become a headteacher, because it simply fell into place.

HT17 explained her motivation as follows:

I was appointed just because the allocated time had passed. After ten years of working in the ministry of education, I became a deputy head without striving to be one and after four years of working as a senior officer, I became a headteacher without longing to becoming a headteacher. I was appointed just following the order. I was a bit afraid because being a headteacher means I needed to decide for everyone in the organisation. I felt uncomfortable taking on this responsibility ... I have never longed to become a headteacher.

### **5.7.2 To create a happy school**

Most of the participant headteachers talked about implementing their educational philosophy. This led naturally to further questions about what specific educational philosophy they

wanted to implement. Many headteachers spoke about promoting happiness in school and had a focus on citizenship and character education, career education, and having engagement with teachers. 'Happiness' is perhaps an odd term in this context to the English reader, but it tied in with the vision of the Seoul Metropolitan Office of Education to promote a 'happy education nurturing each student's dream and potential'. The Seoul Metropolitan Office of Education had identified happiness as important and included happiness as a part of its policy documents and CPD programmes.

HT02 explained:

When I was a student, I was always afraid of teachers. School instructions were very strict. School uniform, short hair styles, and punishment... I was so scared because school was very strict. So my heart raced when teachers shouted loudly ... when I became a teacher, I wanted to make students happy.

When I became a deputy head and a headteacher, I dreamed of a happy school, a place where everyone recovers their self-esteem. I wanted to make that kind of school. Even though the school does not force students to study, if students are healthy, have their own dream, and if they regard themselves as precious, students are going to study hard.

If students feel timid, they don't study because they are daunted. I always wondered if I can create a happy school. Once I became an educator, I have always wanted to make this kind of school in practice.

The most frequently mentioned goal in a happy school was to gain the support of the teachers. As HT12 put it:

I wanted to have the skill and mindset to create good cooperation with teachers, students and parents a priority. I'm still making this effort.

HT19 also added:

School is not an organisation where everything moves by a headteacher's word.

Headteachers need to take account of people's opinion continuously and approach them with strategies.

Headteachers were aware that teachers needed support. As HT06 expressed:

I feel especially happy when I'm able to support teachers and keep them focused on teaching with pleasure.

In terms of school students, participants talked about a happy school as one in which students are better citizens and more cooperative, and where study was more purposeful.

Many headteachers emphasised the importance of citizenship and character education, career education, and supporting staff when they talked about the contents of happy schools.

As HT20 said,

In the 2030's, our students will lead society. Academic skills without good personality will be worth nothing. Personality means being able to cooperate with friends; finding agreement when you disagree; collaborating with others; helping others who are behind; and thoughtfulness. These kinds of goals in education are essential.

HT25 said,

Classroom teachers may have various thoughts, but the thing in my mind is to produce upright citizens. Even though they are middle school students, they can learn

PSHE, friendship, and manners. I'm determined to produce future citizens who are well equipped with a positive identity, the right career, and so on.

HT28 said,

My school is a general high school so students' academic achievements are varied... Some students love sports, some others love music. Different students have different dreams. However, every student's aptitude should be respected and school needs to help them so that they can find their own talent, and help them to plan their own future.

To raise achievement levels

Of course, all headteachers wanted to promote learning outcomes in their schools. This was assumed throughout which is why academic excellence was not coded as frequently as the reader might expect. Happiness was in any case seen as a way of improving outcomes.

However, some headteachers had made academic excellence a priority. HT15 stated the main purpose of school:

Anyway, the reason why parents send their children to school is studying. Academic improvement is the most key thing which gives satisfaction to educational customers.

For academic excellence, headteachers highlighted the importance of self-motivated education and reading education and they wanted to enact these things when they became a headteacher. This will be discussed more in the chapter on Practice.

## 5.8 Summary

- Participants only became headteachers after a long career.

- As teachers they had enjoyed their role and enjoyed good relationship with students and opportunities for self-development. There were some points of dissatisfaction but these were not widely held.

- The decision to seek headship was often triggered by a recommendation from others. The intrinsic motivation was to have a voice and make a difference. Becoming a head was a gradual process.

- Headteachers felt that heads had a high social status in society and in school. Headship was not greatly financially rewarded.

- The main motivation to become a headteacher was to implement education policy and change their schools. For some it was a natural career path.

- Enacting in practice the educational philosophy is an available opportunity for headteachers and this was the main motivation among participants to become a headteacher.

In this chapter, the motivation for becoming a teacher, satisfaction in teaching, the moment of decision making, social status and financial rewards of Korean headteachers, were all discussed. In the next chapter, preparation for becoming a headteacher will be presented.

## **6 Interview Findings: Preparation**

### **6.1 Introduction**

This section covers participants' perspectives on leadership preparation. It starts by looking at what is considered to be the most useful preparation for headship, covering both experiential learning and Continuing Professional Development (CPD). The second section looks at the Headteacher Qualification Training (HQT) programme, which is a mandatory programme for all Korean headteachers. The section will deal with the contents of the programme, approaches taken in the programme, and criticism of the programme. The third section looks at work-life balance for prospective headteachers in their preparation period, including consideration of work load, personal acceptance of long working hours, and awareness of the importance of work-life balance. The fourth and the fifth sections detail the outcome of all this preparation. Specifically, the fourth section is about headteachers' changes in perspective during their first year of headship and the fifth is about the impact of confidence and performance. The final section details the headteachers' first year of CPD.

### **6.2 The most useful preparation for headship**

The Korean educational system has a very complex system for promotion, including years of working, trajectory research projects, running trial schools, university postgraduate courses, formal CPD programmes, and qualification training programmes. This system has been developed over a long time, and all participants are assessed using a points-based system.

Having undertaken all these processes, headteachers shared with me what preparation was the most useful, why it was useful, and to what extent. Experiential learning and CPD were both counted as important preparation for headship.

Categories	Themes	Source	Reference
Experiential Learning	Middle leader	11	12
	Education specialist	10	12
	The importance of reflection	7	7
	Early leadership experience	4	4
CPD	Short training courses	10	12
	University Postgraduate Qualifications	7	8
	Research group activities	3	3
	Reading	3	3

*Table 32: The most useful preparation for taking up a headteacher role*

### **6.2.1 Experiential learning**

Through a long time of teaching career and taking responsibilities in school, these participants gained a wide knowledge of schools and departments through professional experience, and became interested in the becoming a headteacher. In discussing their preparation for headship, the group broadly spoke about two very particular experiences: being a deputy head, and being an education specialist.

Many headteachers pointed out the importance of deputy headship in preparing to be a headteacher. The important aspects of the middle leader experience were inner rehearsal, role models, and field experiences.

As deputy heads, they were able to observe headteachers' decision making and performance closely and talk to the heads themselves. This allowed the deputy to see themselves in the role of head.

HT05 explained:

Especially while I was working as a deputy head, I imagined various scenarios in my mind regarding school leadership. All these perspectives helped me undertake my current role.

In watching their heads, they were able to decide how to follow or not these models.

HT08 valued the deputy head experience:

I worked with five headteachers as a deputy head. The first headteacher had primary school teaching experience and he was very kind; the second headteacher had a big picture for education; the third teacher taught me the importance of keeping regulations; the fourth teacher was enthusiastic and had plenty of ideas but he didn't have a good relationship with teachers. All these observations and experiences helped my preparation.

Through undertaking a middle management role, for example as a head of department or a deputy head, participants were able to gain in depth understanding of whole school structures and procedures. Furthermore, they were able to tackle real life problems.

HT19 emphasised the importance of work experience:

Aspiring headteachers need to experience all these. Sometimes, aspiring headteachers need to tell off other staff or they face challenges. Who can take a headteacher's role without preparation? The capability to manage unexpected situations is important, so training is essential. When I was a deputy head, it was hard to manage many things: complaints, school violence, human relationships and so on. However, all these experiences are important. Headteachers need to show their ability to sort out problems to teachers.

The second major source of experiential preparation was in being an education specialist. The education specialist path offered a relatively short and reliable route to become a headteacher. While participants undertook the role as an education specialist, they were usually able to gain two main benefits. One was experience of the wider education system; the second was the chance to meet various leaders and learn from them.

As an education specialist, they were able to extend their view from one school to many, both middle schools and high schools. They learnt to work with internal and external departments and organisations, and extend their professional knowledge and skills through roles such as policy making, planning and running CPD courses, doing research, supporting various teachers' societies, and so on.

HT01 elaborated on this:

Six and a half years of experience working in the Office of Education widened my thoughts... If teachers just stayed at schools, they feel they are very capable within their small boundaries. But when teachers work at the Office of Education, they are able to widen their views and boundary of thoughts. When they work in the Office of Education, they usually meet leaders; senior colleagues are leaders and municipal assembly members who are also leaders. I have learnt from their way of thinking and behaviours.

Along with the importance of a career in teaching, there are other experiences going back even further in the lives of some of these new headteachers that in some ways were preparations for headship. Several headteachers shared how their leadership experience in their school days was useful for building their leadership skills.

For example, HT06 pointed out his leadership experience when he was growing up:

From an early age I took part in religious activities. I was able to learn leadership through teenagers' group leadership experience in the church. Because of these opportunities, I felt easy to stand up in front of many people.

HT31 had a similar perspective:

From the primary school to high school, I was always in a student leadership group as a class president or a deputy class president. So I think I believed in myself because I was born with leadership. I have never hesitated to stand up in front of public and I tried to lead people in the direction which I want to lead. It can be natural born or accumulated leadership from an early age.

It was observed that experiential learning was only useful if it led to reflection. The kind of reflection the subjects of this study engaged in was reflection on developing the 'right' attitudes, more so than reflection of knowledge and skills. For example, headteachers pointed out that as much as knowledge and skills are important in the leadership preparation, developing the right attitudes is another crucial aspect. Headteachers emphasised a positive way of thinking, a proactive mind, and persistence as helpful qualities for leadership. In addition, knowing one's own strengths and weaknesses was also counted as an important preparation for taking on the role of headteacher. For example, HT02 recognised that she needed to draw on her inner drive to seek headship in the first place:

I'm a naturally introverted person. I was not able to do this (profession) by myself but people encouraged me and I was able to feel a mood of support ... My capacity was getting stronger; at one moment, I started to think, 'I'd like to do this! I'd like to complete this dream!'

HT16 also emphasised the need to reflect on what she needed to apply in her work:

It is the matter of the identity. How I identify my role is important ... I learn what I'm going to copy or avoid. Also when I think about myself, there are some things I can do better. After I meditate on all these things, I try to make my own way ... While I'm studying these things, I'm trying to internalise them.

HT30 said,

I experienced many headteachers and leaders in my career. Each of them had typical good or bad points. Through observing all their good or bad points, I decided what to do or not do.

## **6.2.2 Continuing Professional Development (CPD)**

Many headteachers counted more formal CPD as useful leadership preparation. Short courses were provided by the Ministry of Education, the Office of Education, Korean Education Development Institute and other professional training providers. University postgraduate courses were taken by most of the headteachers. Headteachers joined several teachers' research groups depends on their subject or their interests. These research group undertook various activities such as holding conferences and publishing their research. Some teachers pointed out the importance of personal reading.

### **6.2.2.1 Short training courses**

There are various CPD programmes for different level of teachers, such as classroom teachers, middle leaders, aspiring headteachers and headteachers, covering various themes across the academic and non-academic sectors. Sometimes, the Ministry of Education and the Office of Education advertise their new education policy through these short courses.

Aspiring headteachers can get one credit for 15 hours of attendance of CPD programmes,

with four credits being the maximum they can achieve in a year. This rule aims to encourage teachers' continuing attendance of courses. Headteachers said they willingly had attended these short courses to develop skills and to improve their self-confidence.

The headteachers interviewed showed satisfaction with the quality and choices on offer. Training for interpersonal skills, career education, guiding North Korean refugee students, special education, and Information and Communications Technology (ICT) were listed as useful. As headteachers they wanted to be ready with sufficient knowledge to support their schools. They reported that attending courses was especially helpful for extending their view of their work, changing their mindset and sharing with other attendees.

HT09 said:

Foreign people only notice the result of PISA or International Maths Olympiad, but they should have paid more attention to teachers' efforts which sustain many part of Korean education ... All Korean teachers in public schools should take at least 60 hours of CPD every year. I think this is very strong aspect of Korean education. The CPD programmes were well-developed and provide specialised training courses for various themes. Teachers get training in the holidays as well. Some teachers take 300 hours CPD. I also took CPD programmes from 60 to 120 hours each year for ten years.

All headteachers take the Deputy Head Qualification Training and the Headteacher Qualification Training (HQT).

HT25 pointed out HQT as the most important leadership preparation:

In my case, headteacher qualification training was the best leadership preparation. I undertook 360 hours of training. Now the requirement is 180 hours. In the training, I met outstanding headteachers and learned how to support through administration. Mentoring and school visits were also helpful.

The HQT will be discussed in the next section.

In some cases, teachers were led to attend courses simply to gain their credit. In these cases, they attended the 'easiest' courses (e.g. computing and technology). However, they admitted they did not get any benefit from this as far as leadership preparation was concerned. In private foundation schools, they were less able to attend these training courses and much depended on management.

#### ***6.2.2.2 University Postgraduate Qualifications***

Taking postgraduate courses were regarded as useful for leadership preparation. Headteachers said they were able to deepen their knowledge, and they found academic writing useful to establish their educational views. Gaining a qualification opened many opportunities to join projects in the Office of Education such as evaluation and task force teams. It is usual for headteachers to have an MA and a few have PhDs.

HT26 looked back at her leadership preparation:

I believed teachers always need to be up to date, especially headteachers and deputy heads ... Because of this belief, I have read books a lot and I started my PhD when I was a deputy head in my fifties. The PhD course supported my theoretical knowledge.

Not all headteacher took a PhD, but this passion for academic learning was widespread.

### **6.2.2.3 Research group activities**

In South Korea, it is common for teachers to set up local level or national level groups, usually based on their subject areas. These groups can get support from the government. For example, teachers can claim credits for taking part, and get financial help for holding conferences, carrying out projects, and so on. In the same way, teachers set up national research groups and use online services for communication and also publication.

At the time of writing, there were 1,250 teachers' educational research groups. Each group had different interests and published their findings on [www.edunet.net](http://www.edunet.net). Some found participations in these groups a valuable experience for leadership and later headship.

For example, HT05 was involved in a national research group for the English curriculum, and HT09 and HT22 actively worked for a national research group for Geography studies. Of particular value was the ability to network nationwide with teachers and government officers.

HT22 described how his experience of a teachers' research group helped his leadership preparation:

I think teacher's research group activities worked for me. While I joined the research group for my subject, geography, I became a chair of the national teachers' research group for geography. In this role, I had a chance to understand teachers in depth. In our research group, there were teachers from both public schools and private foundation schools, and teachers came from across the nation. I had communication with a wide range of teachers and I was able to see current challenges and directions. Joining the research group was the most useful part of my leadership preparation.

In addition to bottom up initiatives, there were some more top down approaches to encourage teachers' research. For example, the Ministry of Education supported the Research-Teacher

System to encourage educational research by teachers and to hold research awards. Through these activities, teachers were able to get research credits for promotion.

Some headteachers felt that carrying out educational research was one of the most important preparations for headship.

#### **6.2.2.4 Reading**

Going beyond academic study, some headteachers emphasised the importance of reading for their leadership preparation. They had a reading habit and tried to extend their views and education by reading.

HT12 explained:

I try to read books a lot. ... I think reading is the most important element to support my evidence based thinking. I read about future teaching and leadership. While I am reading I make my own memos and meditate on what I have read. Every morning, I think about current issues and future possibilities and imagine how to react in various scenarios.

### **6.3 The Headteacher Qualification Training programme**

The Headteacher Qualification Training (HQT) is one of the mandatory programmes in the Korean education system for those seeking to become a headteacher. In the public school sector, only invited candidates are able to attend HQT. In the private foundation school sector, it is more common for already appointed headteachers to attend HQT. Three headteachers from private foundation schools had not attended the programme yet when I interviewed them. After completing the HQT successfully, participants are able to achieve the Headteacher Qualification Certificate.

In this section, headteachers' perspectives about the content and approaches of the programme and some criticism and suggestions for its improvement of are presented.

Categories	Theme	Sources	References
Useful contents	Leadership	11	11
	Everyday practice	10	10
	Finance, Law and Human Resource	10	10
Useful pedagogical approaches	Group discussions as useful	12	14
	School visit and mentoring as useful	12	14
	Group Lectures as useful	6	7
	Networking	4	4
	Distance learning as flexible	1	2
Criticisms of the HQT	Time gap	6	6
	Syllabus is stale	4	6
	Other complains	3	4

*Table 33: The HQT programme in headteachers' perception*

### **6.3.1 Contents of the Headteacher Qualification Training**

The topic of leadership was considered useful in the HQT. Through professors and CEOs from outside of education, the headteachers were able to access leadership theories and practical know-how for leading and managing. The HQT opened up new views by giving headteachers the opportunity to look at foreign education systems and discuss various cutting edge issues.

On this, HT12 said:

There was a set of lectures which was led by the Korea Productivity Centre. I liked it, because it dealt with leadership beyond the boundary of education ... All these

theoretical lectures and field visits were helpful ... Headteachers need to make decisions and to take responsibilities for many things. Thus the headteacher needs to know about direction and predict future circumstances. If headteachers do not have proper understanding of the times and society, it can bring chaos.

One third of headteachers reported that input from experienced headteacher was very useful. My participants had experienced leadership roles as a teacher and middle leader and had also joined policy making teams. However, they were still unsure about practical matters such as relationships with school members and managing possible accidents within school or out-of-school activities. As much as the headteachers had to cover wide theoretical issues, they felt that hearing about practical cases from experienced headteachers was useful and enabled them to rehearse how to solve the problems they would face after their appointment. As HT18 said, 'Through sharing and group discussion, I was able to get many practical tips.'

Aspiring headteachers were usually not familiar with administration areas, such as financial management, building maintenance, law and human resource management. Deputy Heads took charge in education related matters as a whole, but until they became headteachers, they did not need to care about these areas. The HQT provided intensive training to fill these gaps. One third of headteachers said that they found management related contents were very helpful. As HT12 pointed out:

Normally teaching is not particularly related to law, so I didn't take any interest in this area ... but to know the law and regulations well is essential to undertake the headteacher's role.

### **6.3.2 Approaches of the Headteacher Qualification Training**

Various pedagogical approaches were used in the Headteacher Qualification Training:

lectures by senior headteachers, government officers and policy makers; input by academic staff and expert practitioners in and outside of education; team teaching, group discussion and group based research; mentoring and school visits; distant learning, visits abroad and so on.

When I asked about the most effective pedagogy, some headteachers pointed out that there was no pedagogy perfect for every lecture; pedagogy should be used in a flexible way, adjusting to the content, audience, and environment.

This point notwithstanding, 12 out of 27 headteachers saw ‘group discussion and activities’ as particularly useful for them and another 12 saw ‘mentoring and school visits’ as useful.

Headteachers definitely preferred to learn from practitioners such as senior headteachers and from colleagues through group activities, school visits or group activities, rather than listening to theoretical lectures.

HT20 said:

The most effective approach was discussion. We talked about the given issue. In the process of discussion, we found we developed our problem solving and we were learning from each other. In my age group, over fifties, I could be falling to sleep if lecturers teach in a boring way in the traditional style of lecturing.

HT18 found research projects particularly useful:

Group research was good... in a group, we decided a theme and discussed how to approach and design the research for this theme. In my case, our group discussed the school gardening project ... The group discussion influenced me and after I became a

headteacher I made an effort to develop gardens in our school. There is an empty space in my school; my dream is to make a beautiful garden in the grounds.

One mentor headteacher was responsible for a group of aspiring headteachers and invited them to visit the school several times. Through this process, participants were able to see practical details of headteachers' work. Many headteachers expressed their satisfaction with this face to face learning, though its value depended on the mentor.

HT05 said:

People usually want to show off, but this mentor headteacher shared his failures. If he only boasted about his success I would get less insight from the school visit, but he shared negative aspects of his performance as well.

As mentioned earlier, lectures were not universally popular, but were seen as useful to access specialised knowledge, such as account and finance management, law and regulations, and so on. Another benefit of group lectures was that they were given by the experts. The effectiveness of lectures increased when the lecturer had a good understanding about the subject and teaching.

HT03 said:

I like the traditional style of lecture by a specialist. In the classroom, I was able to ask a question and I was able to get an answer from the experts. I was pleased to get new information and trends.

Some participants answered that networking was the most helpful part of the HQT.

Networking with headteachers who were at the same stage enabled them to share suggestions and worries. Many headteachers continued peer networking with those they met on the HQT

after they became a headteacher; some also continued to network with lecturers or visitors to the programme.

Finally, one headteacher found distance learning useful for its flexibility.

### **6.3.3 Criticisms of the Headteacher Qualification Training**

Headteachers had some criticism regarding the HQT. Firstly, the most often expressed problem was that there was a time gap ranging from two to seven years between attending the HQT and becoming a public school headteacher. When some of my participants were appointed as a headteacher, they were not always able to remember what they had been taught. HT05 said ‘2 years passed since I attended the HQT. This is severely unacceptable.’

This was not the case in private foundation schools because headteachers attended the HQT after they were appointed.

Secondly, some headteachers pointed out the ‘staleness’ in the syllabus. When they compared the Deputy Head Qualification Training and the HQT, they were unable to find big differences; the HQT did not always extend them. HT01 suggested that the HQT should be open to a competitive selection process to improve content and quality.

HT15 said,

I was disappointed with the HQT. Many other attendees also said this. They should have dealt with more content on practical issues. They only prepared a kind of textbook content.

Lastly, some of them were disappointed with the HQT because they were not able to get all they needed to learn about new topics, particularly accounting, finance, and law.

## 6.4 Work-life balance in the preparation period

In general, most aspiring headteachers worked long hours; this applied to all roles but was more pronounced in public schools and less so in private schools. Overall, the role of education specialist, especially when they were working in the Office of Education as an officer, appeared the most time intensive.

They were all conscious of working long hours and explained this in terms of the nature of the work and their own commitment. Many saw this as inevitable, but a few were markedly distressed by the personal cost of their careers.

Themes	Dimensions	Source	Reference
Lack of balance; working long hours	The workload demands	13	20
	Personal acceptance of long hours	7	9
Relatively balanced life	Distinctive circumstances	4	4
A better balance	Strategies to get away from work	3	4

*Table 34: work-life balance in the preparation period*

### 6.4.1 Lack of balance; working long hours

There were severe workloads demands in the education specialist and deputy head roles.

According to headteachers, education specialists often work into the late hours. They have a particular work pattern. For example, if the Minister of Education gets instructions from the Ministry of Education or the President's office in the morning, each Local Office of Education receives the instructions and orders in the late afternoon. So officers who are working in the Local Office of Education can start their project late afternoon and it therefore goes on into the night.

HT18 described his experience as an education specialist:

When I was an officer in the Office of Education, I did not have a personal life. I left home at 6 am and arrived at home at 11 pm or 12 am every day. It was common. Usually I didn't work on Saturday and Sunday, but if there was work, I went to the office on the weekend ... I don't think there was any work-life balance. Working in the Seoul Metropolitan Office of Education is really hard. For example, when there was a problem in students' assessment system, I had to find answers for the National Assembly and a provincial assembly, and the Education Committee in the Office of Education. I needed answers to their questions all day, and I also had to find solutions. There were 16 main Offices of Education in cities and provinces; however, they expected solutions from the Seoul Metropolitan Office of Education, meaning they expected the solution from me ... When some problems occurred, I had to work overnight. There were a lot of inspections and audits as well: the parliamentary inspection of the administration, provincial assembly inspection, education committee inspection, etc.

There was a famous funny story of my senior colleague regarding our hard work. He was working in the Seoul Metropolitan Office of Education and his wife was asked about her husband's job by her neighbours. She answered; her husband was an officer of the Office of Education and was very busy so left home at 6am and arrived home at 12am. Her neighbours didn't believe it and they went to the Office of Education with his wife. At 10pm, they found all the officers were working in the office and suspected the education specialist's wife had informed her husband. They went to the Office of Education again secretly and found the officers working at 10pm again. They never imagined how busy the education specialists were.

HT07 explained these periods as follows:

We comforted each other saying, ‘be a bit more patient; after becoming a deputy head and a headteacher, we can have more personal time.’

The deputy head role was similarly intensive. There is a tradition of ‘evening self-studying’ in Korean high schools. Students eat their dinner in their schools and stay in the school until 10pm or 11pm. Teachers and parents look after these students by turns. Usually deputy heads also stay at the school as the responsible person who is also a leader.

HT09 said:

A Korean deputy heads’ role is not easy. Middle leaders especially do not even have the time to go to the toilet. When I was a deputy head, I did not have time to read newspapers for 7 years ... Deputy heads need to be an expert in all 11 departments in the school. Teachers only need to teach and take care of their students’ lives, but deputy heads need to take care of the students’ lives, curriculums for all subjects, training programmes, facilities maintenances, and students’ achievements. Deputy heads need to be an expert in all these areas ... When I was a deputy head, I arrived at school at 7.20am and worked for around 10 hours. I went back home at 8 o’clock, 9 o’clock. Deputy heads work 2 to 3 hours more than classroom teachers. In Korean schools deputy heads need to greet students in the morning every day.

Because of this workload, aspiring headteachers were not able to have sufficient time not just for themselves but for family.

Even though aspiring headteachers’ work hours were extremely long, they seemed to enjoy their work and took on a work-oriented life because they fully understood the worth of their activity; they wanted to do their best, and felt fulfilled from doing the job well.

HT08 said,

I worked hard. Sometimes I worked throughout the entire night with teachers.

Actually it was my pleasure to work until a late time and discuss opinions together.

Aspiring headteachers willingly came to work early and they waited until junior colleagues finished their work; even on holidays, they went into school. After school they went out with teachers to build relationship. One headteacher even tried to take more complicated roles intentionally.

HT12 said,

I had a fruitful feeling about my work. I was satisfied establishing a system within the workplace. Even though the work was hard, I worked with pleasure and a feeling of worth. I didn't think it was hard.

#### **6.4.2 Relatively balanced life**

One headteacher in a private foundation school said he had better work-life balance when he was an aspiring headteacher than once he became a headteacher. After he became a headteacher his work-life balance got worse. However, this was not a normal case, especially in public schools. Two more headteachers from private foundation schools also said they were able to have a good work-life balance.

There was no one who said they had had a work-life balance in public schools. Only some participants promoted to a senior officer role in the Office of Education said they were able to have a relatively good life-work balance, after they finished very busy officers' role and deputy heads' role.

### **6.4.3 For a better balance**

Some participants were fully aware that they should have a work-life balance while they were in the preparation process. They intentionally found a way to escape from their work. They tried to find outlets, as in these three cases below.

HT04 said,

When I immersed myself in drawing which is my most talented area, I felt happiness.

HT13 said,

In 1991, one day, I climbed a mountain with other teachers and I found that I was weaker than female teachers. At that time, I utterly recognised my lack of strength and thought, 'to work better, I should take care of my health.' After then I always went to the mountain at weekends and I became healthier.

HT11 simply said,

When I don't have any work, I go back home.

## **6.5 New role experiences**

The headteachers who participated in this study had been in the teaching profession for a long time, and had had various leadership experiences before they were appointed. Here, the new headteachers' perspectives on their new roles are discussed.

Headteachers felt a strong sense of ultimate responsibility in their new roles, as well as a feeling of release with the freedom of decision making. They tried to adapt themselves to the new position, environment, and people. Some headteachers advised of changed and unchanged things in their minds following their appointment.

Category	Theme	Source	References
Feelings regarding decision making	Having ultimate responsibility	12	13
	Enjoying decision making	3	4
Adapting to the new role	Taking time	10	11
	Dependency on others	9	10
Focus of attention	Changed perspective	4	5
	Continuity of perspective	2	2

*Table 35: Perspectives on being a new headteacher*

### **6.5.1 Feelings regarding decision making**

Many felt a strong sense of responsibility, as headteachers had to take the final decisions which affected the entire school. When they made these decisions, they tried to listen to other people, and use their experience and knowledge. They believed they were making the right decisions, but they were aware that their decisions had consequences for everyone in school. To reduce this burden, headteachers tried to communicate and consider different views and to prepare themselves as fully as possible. However, there was no way to keep everyone happy and no single right solution. They just had to live with the consequences.

HT11 said:

Approaching the school trip season, I felt more and more stress. However, there was no way to avoid all dangers. Man proposes, God disposes, I provided education for health and safety and prevention of sexual violence before students went on the school trip, and then all I could was trust in Divine Providence. On the school trip day, I visited 12 trip sites excluding Jeju Island. I left my home at 7.00am and returned home at 1 am.

While responsibility was a source of worry for some, and something inevitable for others, it was positively enjoyed by some.

HT06 said,

The joy and sense of achievement that I gain in doing this job is greater than the weight of responsibility. So I am, in fact, very happy because I can work more proactively ... When you are deputy head, you do not play a leading role and all the school's decisions are made by the headteacher.

### **6.5.2 Adapting to new environments**

There is a famous saying for new headteachers: 'for the first 6 months, you ought to shut your mouth and just watch.' This means that the headteacher should not intervene rashly without sufficient understanding about their school. Important here is that even though headteachers knew about their education system and the nature of schools in general, public school headteachers did not know where they were going to work and did not know the new school's condition, contexts, and environment. Private foundation school headteachers were familiar with their schools but they still needed time to adjust themselves to their new position.

Headteachers explained they were cautious at first in putting plans into practice, and they tried to grasp the reality of their school including distinctive student, teachers, and parents, atmosphere, weaknesses and strengths.

HT19 said:

If someone goes to a new organisation, an adjustment period is required. If a new teacher announces something in a new school before 6 months passed, other teachers will see the teacher as a weird person.

In the first year, headteachers had new and different experiences. Some headteachers had met difficult parents; one headteacher found most of the middle leaders were older than him; and one headteacher was placed in a school where many students did not graduate.

Headteachers had to find a lot out for themselves. They had to learn how their school was structured, which people were cooperative or otherwise, what needed to be done in the short and long term.

The striking point in the interviews was that headteachers knew others saw them as powerful and having full responsibility, but they themselves could feel a sense of powerlessness.

They had confidence in their own experience and knowledge to sort out their work, but they did not always have confidence that others would carry out what they wanted.

HT01 said,

Because I was appointed through open-recruitment, I made pledges on how to improve this school in four years which were made in front of committee members. Already one year has passed and there are three years left. There is direction for changing, but it cannot happen in a day. Especially people's minds need to be changed but it is not easy. So, I'm trying to make changes, but the speed of change is not as I wish... I cannot provide detailed instruction and I cannot force teachers to work. I'm in the position working through teachers rather than working by myself. Even though I'm not satisfied with a teacher's classroom teaching, I cannot teach the class by myself. If I worked directly it would be easier, but I need to work through others.

Headteachers had to draw on their staff's engagement and encourage them to improve in teaching. In this process, they had to deal with teachers' peculiar traits including arrogance, selfishness, and lack of cooperation.

15KS Lee observed:

It is not easy because Korean teachers have very high academic qualifications. So they never imagine anything is their own fault. Even if most of the others found him or her problematic in teaching or life, he or she never accepts their fault. It is hard to manage this kind of situation.

Other teachers drew attention to a range of issues such as the difficulty of communicating at times, their frustration in trying to promote democratic methods, working with teachers who had been at the school for a long time, and the fact that they themselves were new to the school, whereas the teachers had been there long before they had. Good cooperation with deputy heads was important in this new role.

HT16 talked about the difference between when she was a middle leader and headteacher.

When I was a deputy head, I was able to see the situation accurately and immediately at close distance, so I was able to react straight away. However, when I became a headteacher, I could only hear through report not first-hand so sometime it makes it difficult for me to make a right response in time.

### **6.5.3 Focus of attention**

After becoming a headteacher, many headteachers changed their perspectives on their work. They saw problems in terms of systems and some started to think more deeply about schooling.

HT17 explained:

One thing that strikes me as different is that my viewpoint has shifted from being teacher-orientated to being student-orientated. I am the ultimate administrator that bears the responsibility and so I need to look at the school in its entirety. The students are at the centre of the school, and so my standard of judgement has become whether or not change is useful and educational for the students. ... It is complicated but it all boils down to one thing, the students' learning. When I could finally see this, I changed. I didn't change because I wanted to change, but sitting down to work I found myself changing. I imagine that a lot of senior headteachers also changed in this way.

In contrast, a couple of headteachers said nothing significant had changed after they became a headteacher. It was one more step in their career and built easily on their past experience.

## 6.6 Confidence of new headteachers

This part investigates how much headteachers felt confidence to take their headteachers' role after they finished the period of leadership preparation.

Confidence is a very subjective matter. Depending on school condition, headteachers' confidence can vary; depending on headteachers' character they can feel confidence readily or hardly at all. Even though there are such controversial points, confidence is still important to take the role and it reflects the efficiency of headteacher preparation.

In general orientation, some headteachers talked about their positive outlook and a similar number mentioned their feeling of unpreparedness. Knowledge and experience are significant aspects affecting confidence. For areas in which they were well-prepared they had

confidence, but for the unfamiliar aspects of the headteacher role, such as account, finance, building maintenance, and labour management, they did not. The support and encouragement of other people was also an important source of confidence. Some headteachers lose their confidence little by little in practice, while some others gain confidence more and more.

Categories	Theme	Source	Reference
Orientation	Positive outlook	7	7
	Feeling of unpreparedness	7	8
Relationship between confidence and preparation	Well prepared knowledge and experience	15	19
	Lack of knowledge and experience in some areas	2	2
Impact of Practice	Feedback	9	9
	Losing confidence in practice	5	6
	Gaining confidence in practice	3	3

*Table 36: Confidence-related perspectives*

### **6.6.1 Orientation**

Headteachers highlighted the importance of the ‘right’ mindset to feel confident in taking on their role. They listed optimism, proactive attitudes, positivity, and self-esteem as helpful mindset. For example, HT06 saw it was important to maintain self-esteem in the face of possible errors, and HT19 shared his optimism:

When I look at myself, I feel that whenever and wherever I am placed, I am confident that I will adapt and move forward.

However, the participants not surprisingly also reported feeling unprepared. As a result it was important for them to accept that there are limitations to the possible preparation to be made for the role.

HT01 said,

I could not wait until I was perfectly prepared because I was approaching my retirement. So I decided to at least make a start, because it is impossible to prepare perfectly.

In many cases, even though in shadowing headteachers I had felt that they were very confident in undertaking their role, some explained this was not always the case. For example, HT17 said:

I was flustered when I became headteacher because although officially my name was on the promotion list, I personally had no plans to become headteacher, so when the promotion came, I did not feel ready.

### **6.6.2 Relationship between confidence and preparation**

Headteachers had plenty of reasons to be confident, best explained by HT09:

Headteachers in Korea are 100 percent prepared. The reason I dare to say this is because we have 25 years of being in the teaching profession, 20 years of being a form teacher, 7 years of being deputy head. To be honest, the deputy head does all of the actual work in the school. After being deputy head for 7 years and now as headteacher, there is not much that has changed. When you have spent 7 years as the manager of the school, what headteacher would not be prepared? I have been walking in a single path as an educator for 33 years now. I'm not sure what the case is abroad, but in our country it is those who have been 100 percent engaged in education who become headteachers. There may be one or two cases where this is not the case, but almost 99 percent of headteachers have spent much time in the education sector, with 6 or 7 years' experience as deputy head, so I do not think there are many headteachers

who are unprepared. I have spent about 20 years supporting headteachers and deputy heads, taking note of the strengths of respectable people.

When headteachers talked about their confidence, they showed it strongly in enhancing teaching and learning. All headteachers had a long period of teaching experience, so they understood about teachers, students, the nature of classroom teaching, and changes of national curriculum. For example, headteachers understood the importance of good relationship between teachers and students in classroom teaching, and teachers' difficulties.

As HT04 said:

I am always considering how I can provide systemic support to heal teachers' difficulties... The main reason that teachers are trying to leave is because they are finding it hard to get used to the children. There has to be harmony in the relationship with the students in order to teach well.

Many headteachers who had an education specialist career also pointed to their experience as the source of their confidence. These who worked in the Office of Education felt especially confident.

HT25 explained:

I have confidence in my work, and I believe that I am able to take on whatever work is required. When you are in the Education Office, you know the direction in which education is going. And you know all the programmes. There are programmes that I have made and programmes that colleagues have designed, and because I know the essential direction of these programmes, I have confidence.

Even though headteachers were not able to know everything, when they knew where they could get support their confidence increased.

HT02 said:

There is nothing that I can do on my own. Even now, there are lots of places from which I can receive help, such as the school, the community, the Education Office etc. So my role is to grasp where I can receive help.

There were of course areas in which headteachers felt particularly unprepared. Common amongst these were gaps in understanding accountancy, finance, building maintenance, human resources, and labour law.

### **6.6.3 Impact of practice**

Headteachers drew on advice and prior CPD; however, particularly important in gaining confidence was the support and encouragement provided by others.

HT20 said:

It may be flattery, but our staff are always saying things like ‘I really like our headteacher’; ‘thank you for making such a decision’; ‘we will try harder’ and so on, so I realise that I have had a soft landing and I feel that I am being drawn ... Our teachers conducted a headteacher assessment and graded me extremely high in teacher’s competency: 4.89! Although teachers normally assess other colleagues liberally, they are cool-headed when assessing the headteacher. I am so pleased that they are happy to have met me.

In practice, headteachers’ confidence could vary over time. Some experienced a loss of confidence and some gained it after a shaky start. Some headteachers lost confidence when

they discovered unexpected weaknesses in themselves or when they met teachers whom they found difficult to handle. They also faced an unpredictable education policy.

HT05 said:

I always felt that I was prepared. I continued like that, but now I think that I am unprepared ethically... The teachers at this school complain readily. My predecessor in fact went into early retirement because of this. Therefore, there are a lot of problems that are unresolved and I am worried about how I will resolve this situation.

In contrast, some headteachers seemed to gain in confidence.

HT13 said:

Before I became headteacher my confidence level was 7 out of 10 points. Three months into my role, it was around 6. Now, having spent around eleven months in my position, my confidence level is nine. I feel that what I am doing is very worthwhile and my relationships with the teachers are improving continually.

## 6.7 Start of Educational Leadership Development

This section outlines 1) the availability of induction programs, 2) new headteachers' satisfaction in the quality of induction programs, 3) gaps and further requirements, and 4) headteachers' willingness to potential continuous attendance of further CPD.

Categories	Themes	Sources	References
Availability of CPD	Priority programs for the 1 <sup>st</sup> year	23	28
	CPD for all Headteachers	13	15
	Networking	2	2
Value of CPD	Differentiated experiences	11	12
	Useful and timely	6	7
	Various choices following needs	6	6
Gaps and areas for development	Leadership and administration	10	12
	Mentoring and peer support	10	12
	Practical tips for the field	9	9
	More various and customised CPD	9	10

*Table 37: Headteachers' perspectives about the 1st year support*

### **6.7.1 Availability of CPD**

From the interviews, three kinds of CPD were identified. There were priority programmes for the first year headteacher provided by the Office of Education for new headteachers, CPD for all headteachers, and networking.

There were various institutes which provide CPD programmes not just for first year headteachers but for all teachers. Most of the CPD programmes participants attended were taught programmes which were designed and led by the Office of Education, the Ministry of Education and the Seoul Education Training Institute. There were also networking events which were useful for the first year, and these were also led by the Office of Education.

In Korea there are prioritised training programmes for first year headteachers. New headteachers were given priority and could attend whichever other programmes they wanted. They prioritised financial management, labour management, and facilities management.

HT02 explained about a priority programme on finance:

When I became headteacher, I received training on things like facilities and finance management, and because there are various occupational categories, I received labour management training hosted by the Labour Training Institute on how accounting works... the Labour Standard Act is different, you know? It is different depending on whether you are a civil servant, a general worker... it differs according to the type. So I received training in these separately. The Ministry of Education and the Seoul Education Training Institute have made many programmes and direct you to the necessary information that you need. I was educated in these areas through finding and attending these training programmes.

Headteachers described training courses that were open to all headteachers too. The contents were usually related to education policy including the free term system (see Shadowing Report), youth education training, happiness, refugee, career education, and so on. I did not ask participants directly about attendance, because I did not know about these programmes in advance. However, given that headteachers talked about them, my impression is that headteachers prioritised the training that they needed.

For example, HT06 attended a training course on the free term system because his school was one of the model schools. HT13 attended a training programme on educating North Korean defectors, as he was aware that some refugee students were in his school.

HT14 attended a leadership course which attracted him because he was able to hear from outstanding leaders outside of education area:

You have to pay ₩ 70,000 (around £46) of your own money but it seemed good so I applied for it. There are CEOs coming from general companies ... The education for a

communicating secondary school culture training course is 15 hours, so it is for 3 days from 9am to 3:30pm.

An important part of headteachers' CPD was networking. Headteachers had supported networking opportunities through the local Office of Education. In the Seoul Metropolitan Office of Education there were also 11 local Offices of Education. They organised regular meetings, but there were also unofficial meetings which were set up by headteachers themselves.

HT05 explained:

There are meetings between headteachers within a certain region every month, and I go there and hear a lot of things. Last time, the superintendent of education gathered all the secondary school headteachers and had a debating session. I wish we did that more.

### **6.7.2 Value of CPD attended**

An interesting finding was that even though the same information and programmes were provided to new headteachers under the centralised education system, participants had different experiences, needs, and attitudes toward CPD. Some participants attended CPD programmes more frequently than usual while some others attended less frequently. This was a result of the school situation or it may have been due to headteachers' personal attitude toward CPD.

For example, one headteacher attended enormous numbers of CPD programmes because he found it was the best way to use his time.

HT20 said

300 hours this year: ten 30 hour courses over the year. I went in person to five, and the rest I took as online courses. I am a bit of an oddity. If the training institute is doing something a little differently, I want to take the course. I thought about how I should spend my time when I'm not taking the courses, and I felt that there is not much worth in just surfing the internet. If I apply to take these courses I can concentrate my time, so I use the training courses as a way of time management. In order not to be distracted by my work, I listen to the courses at home, making it the first page I go on my home computer.

However, many other participants said they were not able to find time to attend programmes so they postponed taking the course to the following year.

For example, HT18 said,

I have not been to a single one because I have had no time.

Many headteachers showed their satisfaction with all the CPD events finding them timely and well presented.

HT29 showed his satisfaction for training courses:

The lecturers are excellent. Continuous training is needed. It is easy for those with a lot of experience to have prejudices. One can fall into routines, but receiving lots of training can prevent this.

HT29 found that the content of training course so useful that he recreated for his school:

Because they helped me a lot, I invited the instructors to our school and got them to hold training courses for the teachers and parents. They all enjoyed it so I am planning on doing it again this year.

Many also commented that there were a large number of programmes from which to choose.

### **6.7.3 Gaps and areas for development**

Although CPD programmes were often well considered, headteachers drew attention to gaps. For example some wanted a wider variety of programmes and more choice.

Some participants said that they wanted more on leadership and promoting cooperative schools.

HT13 said:

Most importantly, I think it would be good if there was a programme on leadership. It is important to have good harmony with the school staff. For this, it is important to make it so that the teachers are actively moving rather than being dragged along unwillingly.

Some participants wanted to develop their ability to see the big picture and promote a vision.

Even though there were programmes to teach practical management skills such as finance and labour managements as seen earlier, many participants still felt lack of confidence.

HT20 shared his low confidence and fear for taking responsibility:

They have an accounting training course for newly appointed headteachers around April. The training course lasts 15 hours, but it is weak in explaining the specifics. The world nowadays is very transparent, is it not? But it is impossible not to check where money goes out. Even though it has been through the right processes, if there is a problem the responsibility falls on me. As soon as a headteacher is appointed, they need to make decisions for making transactions. And it is difficult get someone to

explain everything from the beginning, so you end up clicking without knowing the content.

Many participants wanted mentoring opportunities.

HT05 saw mentoring as the most essential support:

A kind of mentoring system rather than anything theoretical... we need competent headteachers with experience to take a few newly appointed headteachers under their wing. The biggest problem in schools is that when you graduate from a college of education you take the teacher certification examination without having any experience of teaching. But from the moment you are appointed you have to take responsibility for everything in the classroom ... I wish there was some sort of system where when we are faced with difficulties we can go to a mentor headteacher for consultation, rather than having to rely on networking. If not, I have to do everything on my own. Thankfully in my case, our meetings with education specialists and fellow trainees work, and so we ask each other and develop our know-how. I think there needs to be a mentor system for newly appointed teachers.

Some headteachers wanted headteacher communities where they could get help and support.

HT03 suggested a learning community with headteachers:

I wish there was a system that would foster a learning community amongst headteachers. There are headteacher conferences for each branch, but it is not very advanced so it is just mainly having dinner together or holding a reception. It would be good if such space was used a bit more professionally. I think that it is necessary

for the Education Office to intervene to make the headteachers' meetings more professional in content.

Many participants wanted support when dealing with predictable new challenges. On a practical note some felt a manual for new starters would be excellent.

HT01 shared his experience:

If you consider the situation that faces newly appointed headteachers, on the first day I had come to this school I had to hold an entrance ceremony that same afternoon. So you need to know immediately what to say at the entrance ceremony. You need to know what to say to the children and to the parents ... there was no one who told me how, and I had no experience in this.

HT26 mentioned risk management in the first year performance:

People ask a lot what competence is most needed as headteacher. I say without second thought that risk management ability is the most important. Every person faces risks, and whether those risks are well overcome, or whether they are not overcome and so everyone is stressed and unhappy... this depends on the headteacher. It is this that newly appointed headteachers find difficult and unconfident.

Many participants were satisfied with the quality of the training programmes and they showed their trust in programmes by attending. However, they wanted more tailored approaches. Some headteachers pointed out the need for an induction programme, and one participant shared a cynical perspective on CPD.

HT09 said:

Rather than a designed compulsory training course, I think that it would be good if there was a customised training course where we can choose according to the needs of the school.

HT31 said:

There is a training course run by the Education Office at the beginning and end of each year, but it is a course to tell us how to deliver their policies.

## 6.8 Summary

From the data on preparation for headship we can see:

- New headteachers thought both experiential learning and more formal CPD were useful.
- The experience of having been deputy head and/or an education specialist was particularly useful preparation for taking on the role of headteacher.
- Short training courses and postgraduate study were helpful preparation for headship.
- The HQT sought to provide a comprehensive preparation for headship. It covered useful content for extending aspiring headteachers' knowledge and perspectives on leadership. It allowed aspiring headteachers to access the everyday practices of a head. The biggest shortcoming in the programme was the time gap between study and promotion, as well as there being some criticisms of the staleness of the syllabus.
- Many aspiring headteachers were not able to maintain a reasonable work-life balance.
- Having ultimate responsibility was a challenge shared by all new headteachers and they developed the strategies to deal with it.

- New headteachers' confidence ultimately rested on feeling secure in their practice.

However, preparation for headship provided a level of confidence before taking a new role.

- There was not a consolidated induction programme but there were priority programmes for the first year of headship.

- Headteachers recommend more personalised induction programme providing mentoring and peer support, and practical tips for the field.

In the next chapter, interview findings regarding practice will be presented.

## **7 Interview Findings: Practice**

### **7.1 Introduction**

This chapter will illustrate new headteachers' perspectives on their leadership practice. It covers the features of their daily schedule; understanding and the frequently-changing education policy; features of their current school; leading strategies and leadership styles; confidence and challenges in teaching and learning, guiding people, re-designing schools and setting direction; reasons and strategies to develop distribute approaches; strategies for building trust; and satisfaction and challenges as a new headteacher.

### **7.2 Work-life balance**

This part investigates the work-life balance of headteachers by drawing on responses to two questions: 'what is the breakdown for you between work and free time?' and 'how do you keep your work-life balance?'. Work-life balance is linked to wellbeing and job satisfaction; it can also explain the popularity of the role of the headteacher.

Headteachers described their work-life balance by comparing their workloads before and after taking the role of head. Many headteachers said they had a better work-life balance now having taken the headship role, although a few felt their work-life balance was worse.

Whatever the case, headteachers usually spent considerable time in social meetings, building trust in their school and networking with people outside of it.

Themes	Dimensions	Sources	References
Having more time for personal life	Reduced working hours	8	12
	Cultural expectations	4	4
	Using free time	14	19
	Reduced family responsibilities	4	4
Long days	Sense of responsibility	4	5
	Insecurity	4	5
	Personal orientation to work	2	4
	Frequent social meetings	5	5
Useful advice for better balance	To be committed to different roles	12	15
	Take an objective view of professionalism	11	17

*Table 38: Features of headteachers' lifestyle patterns*

## **7.2.1 Having more time for personal life**

### ***7.2.1.1 Nature of the work***

Many headteachers said that after taking the role their working hours were reduced. They worked shorter hours than during the period in which they were aspiring to become headteacher, and had some time for themselves and family. They were able to eat dinner at home with family rather than eat dinner at school or in the Office of Education. As was explained in the previous chapter, as an education specialist and/or a deputy head, they had to stay at their work after official working hours. These long hours are expected in Korean culture.

HT24 said:

When I shared an office with teachers, if the teachers worked past the closing time, it was difficult for the deputy head to leave first. So unless I had an appointment, whether it was until 6pm or 9pm, if the teachers had something to report or they were writing up a plan, I could not leave. I could not leave even if I finished all my work. There are some deputy

heads that leave on time, and who don't come into work on Saturdays. But in my case, I had an after-school programme, so I would go to school in the morning and come back home around lunch time ... But now, because I am using my own office, separated from the teachers, they are not affected by who is or is not in school. So my working hours have decreased, even though I am unable to completely switch off work in my brain.

In contrast to the role of the teachers, the headteachers' role was to set a direction and make decisions but it involved a lot less hands-on work. Headteachers could stay at school longer, but it was not necessary to do so.

HT16 explained:

Honestly, because the work does not involve completing documents myself, it is not particularly tiring or too demanding. Also, the amount of work I have to do is not always equal. Sometimes I have a lot of work piled up, and sometimes I am pretty free. There are some days when guests come continually. However, because I don't have to do paperwork, my personal life is enriched ....Our deputy head sums up the problems and reports them to me. I think it is because the deputy head is so competent that I am able to maintain my balance. Also, I am quite an understanding person, and I tend to brush off people's faults without getting frustrated or angry.

In Korean culture, it is hard for teachers to leave school earlier than the headteacher. When headteachers understand this, they try to leave school on time so that other teachers can follow suit.

HT07 said:

There's a joke that the teachers hate it when the headteacher remains in school for a long time.

Many headteachers sought out ways to have a work-life balance. Rather than remain inactive in their free time, they tried to find something to do which helped them to escape from their work. Some volunteered for social projects; some had hobbies such as sports, mountain climbing, music, arts, calligraphy, gardening and so on; and some tried to learn new things by reading and taking classes.

HT04 said:

When I was immersed in school work, I was stressed, and when there was a problem, I would be completely absorbed in it, so I became depressed. It helped to get away from such a work-oriented life. There is an artists' society that is very dynamic. It means that I have another community that I belong to. My husband says that the work I do best is drawing.

HT29 said:

I go volunteering after work with the parents and students. There is a meeting tonight, and I've been participating for 15 years. The volunteering has nothing to do with the school, so it is not uncomfortable. It is good because these activities widen my perspective. I have met a lot of good people. Our school does a lot of volunteering.

As they had become headteachers toward the end of their careers, many were at an age at which their children had grown up, and they had fewer family responsibilities. This gave them more free time than before.

### 7.2.2 Long days

Even though the majority of view was that headteachers had more time and a better work-life balance, as many as nine of the participant headteachers continued to worry about the work-life balance they were experiencing. This was because of increased responsibility, insecurity, and personal orientation to work. Whether headteachers finished their work at school on time or late, they had frequent social meetings with their school members and external members.

These headteachers said they were not able to stop thinking about school after they had left because their work was emotionally taxing and this, they felt, enhanced their sense of responsibility.

HT05 said:

I'm trying to forget about the school when I'm at home. Until I was a deputy head, it was possible. After I became a headteacher, I continued thinking of school. When my senior headteachers talked about this symptom, I did not believe it.

Feelings of insecurity further tipped their work-life balance. For example, HT19 explained, there were so many new things he did not know, and he concluded:

I am not able to maintain a good balance just yet. I am stressed and quite sensitive. I go home and talk things over with my wife to relieve my stress... There are a lot of conflicts because it is my first year... I don't have the balance just yet.

For some of the headteachers, these work-life difficulties seemed to be the product of personal orientation to work. For example, HT17 came across as someone who found it difficult to leave work problems behind:

I work until late even these days. I also work overtime. We do not get paid for overtime, but if there are still things like clearances, phone calls and meetings that I need to finish for the day, I remain behind until I have finished it all. So I tend to leave late, and so obviously I do less housework ...I tend to immerse myself in my work, and even yesterday, I kept thinking about personnel problems and the curriculum, and ideas kept popping into my head, so I stayed up to 2-3am jotting them down. I don't know if it is because it is a time for a change or because I am new and have no experience, but when these ideas pop up, I wake up from my sleep.

Many headteachers' working hours were extended by official and unofficial meetings after school. As HT18 said,

From August up until now, there have been many meetings congratulating me on becoming a headteacher. There were evening meetings that I had to attend as a headteacher in the community, and also official and unofficial meetings with fellow headteachers. Seoul National University alumni headteachers' meeting, hometown headteachers meeting and so on... I had meetings 2 to 3 times a week, and also unexpected meetings... after becoming headteacher, I have had meetings almost every evening. I leave work not too late, but there are many meetings that I have to attend after leaving work.

### **7.2.3 Useful advice for better balance**

Many headteachers shared tips and advice for getting a work-life balance. First, they suggested being aware that they had important roles outside of being a headteacher. One of the most important roles they had was within their families. As HT09 said:

When I am at school, I only think about school. You are in front of a computer all day, and because there is a firewall the teachers cannot do other things whilst they are at school. So at school, I only work, and when I leave, I try to forget school work and concentrate on my family in order to maintain a balance. The secret to maintaining a balance is to concentrate on the environment you are in.

HT20 also said:

The first trick is to try to stop thinking about school work when I have left the school. This helps with family life. There is no improvement when you drag out and hold onto your worries. So you need to separate family and school.

Headteachers had to recognise physical limitations. Some headteacher admitted that it was normally not easy to forget school work when they left school. Unlike matters of public order or national defence, education should be dealt with over time and with reflection, rather than in a fast-paced manner.

Headteachers found it very difficult to argue for work-life balance on the basis of their own family or other responsibilities. Instead, what worked for them was to take a more objective view of professionalism, and this enabled them to realise if they worked without taking a break, they were actually less efficient as a head and setting a bad example to staff. For example, by overworking, they might be trying to take control of too many things and taking away responsibilities from colleagues. Others were aware that if they became absorbed in their work, they could become unhappy, they could set bad examples, or they would end up making bad decisions.

HT23 said:

If I become too obsessed with my work without some time for healing, I find that my viewpoint becomes very narrow. So in that respect, I think that I need to spend more time for myself. Recently I have come to think that being absorbed in my role as headteacher is not necessarily helpful for the school ....It may be a female characteristic, but I keep trying to analyse everything... a headteacher needs to look at the entire forest. It is the role of the teachers to work in the forest. When I keep taking away the work of teachers, I am taking away their opportunity to demonstrate their creativity, so I have come to think that I should not be so obsessed with everything that goes on in the school.

One aspect of being professional was planning sensibly and preparing in advance.

To illustrate some of the issues raised about work-life balance, we conclude this section with one headteacher talking about the process of being a teacher, through to the middle leader, to the headteacher. This illustrates how long hours were expected in the culture but were something a lot of teachers could adapt to and to some extent accept. However, it also illustrates a realisation of what they would miss out on in life as a result.

HT06 said:

When I was first at a private school, I was the form tutor of final year students preparing for university 7 times within 13 years. As the form teacher of final year students, I would leave home around half 6 in the morning, and come home around 11pm. We have rotations for watching over night time self-study, but because I was young, I thought that because I was their form teacher, my presence would be a tower of strength for them. So I lived in a state of exhaustion. I had 39 hours of lessons per week. In 1989 I even bought my first second-hand car, so that I could go home quickly to eat dinner and come back to school so guide the students. It was fun, and

because the students were desperate, you find yourself doing that in those circumstances. The school had 8 floors, and I loved the school so much that I knew each stair of the school with my eyes closed. I had tears in my eyes as I said farewell to the students when I retired.

I think that it is because I lived like that that I was able to come to this place. And so when my children were young, I wasn't really there to look after my family. That always bothers me, and I am sorry, so after moving to a public school, I tend to do a lot of the housework. Thankfully, my children were still in their early years of primary school around the time I moved to a public school. It really is by the grace of God. So I was able to be with my children in the midst of their growing period, so they grew up without going too astray. So now, I am good to my children, and my children are good to me. I am making up for what I could not do then.

### 7.3 Understanding and interacting with education policy

This section was created because in the course of study I found that the frequently changing education policy was one of the greatest challenges discussed in the literature related to the English system. I wondered what the case was for Korean headteachers, assuming it could in fact be a more serious issue because Korean education has a very centralised education system.

When I asked the participants about the ever-changing education policy, headteachers talked about general features of Korean education and their personal understanding of and ways of interacting with education policies.

Headteachers expressed their concern regarding over-politicisation of Korean education.

They counted the centralised IT system and the school assessment system as typical features of this.

Headteachers understood that they had practical autonomy to effect change in schools, even though their official autonomy was very restricted. In terms of curriculum, recruiting new members and using finance, the level of education policy implementation differed depending on headteachers' decisions. In the process of implementing education policy, two-way communication was available. There were pragmatic reasons that headteachers and the Office of Education respected each other. Even though there were many democratic relations between the office of education and headteachers, headteachers pointed out some bureaucratic aspects of the relationship as well.

Themes	Dimensions	Sources	References
Perspectives on education policy	Over politicisation of the system	12	19
	Centralised IT systems (helpful but overwhelming)	2	6
	The School Assessment System	2	5
Responses to education policy	Practical autonomy	14	21
	Two-way communication	13	18
	Pragmatic relationships with the Office of Education	11	16
	Uncomfortable relationships with the Office of Education	8	12

*Table 39: Understanding and interacting with education policy*

### 7.3.1 Perspectives on education policy

Although in many systems the continuing changes in education policy is a key concern for many headteachers, it was not raised as an overwhelming constraint on heads, and they explained ways in which they were able to mitigate the more severe problems arising from the policy. There was an acceptance that education policies needed to change to reflect the changing world.

HT12 said:

I think it is right that education policies need to constantly change. But the schools have their educational activities that they always do, so that needs to be respected... if you are trying to change something, you need to recognise what used to be done, convince people on areas that need to be improved and present the vision.

Many headteachers were not resistant to change itself. Instead, they were worried about political influence on education policy, and the impact of such influence. Rather than worrying about policy changes, they were more concerned over the quality of decision making and over-politicisation of the education system. Headteachers had different political stances. Some supported more conservative parties, others more left wing ones. However, regardless of politics, headteachers shared concerns over political influence, as HT05 demonstrated:

But regardless of whether the conservative or liberal camp wins, education should not become spoils.

HT10 further explained the changes:

As the government's regime changes, the policies also change, and even if a leader comes out of the same party, the policies change according to the leader. I wish that there was consistency... the Superintendent of Seoul has changed so many times in a short period.

HT15 worried about the relationship between education and politics:

I think that the education in our country is subordinate to politics. If it were not subordinate, it would not change so drastically. But because it is subordinate, those who are in power tear it apart and change it. A 100-year plan becomes not even a 5-year plan. The biggest reason is because education is subordinate to politics. Only when education is separated from politics will our country's education work properly.

One means by which policy makers exerted influence over schools was through a centralised IT system. Participants pointed out the increased amount of work this created. They explained that there was a portal for statistics, for accounting, and the electronic administration system. Every administration was computerised, and all educational data and resources are centrally shared through the IT system. It was very easy to access official documents.

HT12 explained the advantages and disadvantages of such a system:

An advantage is that it is good to share the resource and to advertise new programmes. But there are too many documents ... If you see this, in 2010, there were so many documents to sort out. Even today, it is only 10:20am, but there are about 30 received documents. The annual total is 13,938 documents that our school has produced or received. So numbers of documents become an excessive problem. The current Superintendent is trying to cut down official documents by 5% each year.

A more tried and tested method for control was an inspection. The traditional inspection had changed to a two-fold structure. One was a consultative framework, in which the school itself invited consultants into this school to help them with problems or new challenges. The other one was the school evaluation system. The Office of Education collected its own data on how well the school was doing, but this was based purely on administrative data, e.g. data about attendance, school innovation, results, CPD, etc.

In fact, this was raised by only a small number of participants, but it was implicit in the comments by many others. Very largely, headteachers had accepted this evaluation system as it had moved to a more consultative framework.

HT07 explained consultative inspection:

In the past, there used to be a school inspection. Now there is something called consultative inspection, and this happens when schools request it. Consultative inspection does not have a fixed remit. My school made an application for a consultative inspection, and we set the agendas. Through the consulting inspection, school members talk over matters with consultants. This was very useful.

HT07 also explained the school evaluation system:

Rather, we have our own school evaluation system. There is also an official evaluation index which includes how many times the teachers went on training courses, what the school did to make improvements, how the finance is done, what the local community did... we need to fill it out, and they do satisfaction surveys. The system evaluates the satisfaction of the teachers, students and even the parents. So we are evaluated two or three times. It is not the concept of an inspection, but we just have a basic scheme of evaluation.

For the school evaluation, each school filled in the provided evaluation forms and then people can see the objective statuses of the schools. The evaluation forms were created by the Office of Education in each school's district and usually included content about students' outcomes, preventing school violence, personality education, students' health, and so on.

Schools were expected to carry out their own evaluation, and the process could be stressful. However, participant heads explained that the school evaluation system provided the guidelines for how well the school was doing. They understood the system was a useful method for quality management and they saw the standard as appropriate and not constraining.

### **7.3.2 Responses to education policy**

Officially, Korean headteachers have a relatively low level of autonomy. For example, they cannot decide school curriculum or the employment of staff. However, many participants believed that they had practical autonomy to accept or delay implementation of education policies.

Some participants who had worked in the Office of Education thought that one of the most important headteachers' roles was filtering the directives which came down from the Office of Education.

HT17 said:

It is a problem that I worry about a lot. When I was at the Seoul Metropolitan Office of Education and the Ministry of Education, I sent down countless official documents. But now seeing it at school, if you look at it, the majority of the official documents are useless. So when asked about the role of a headteacher in a centralised system,

one of the core headteacher roles should be filtering these things ... I think the role of the headteacher is that they should make sure that the teachers can focus on the essential work of education, ensuring that it doesn't become all about showing efficiency or being performance-oriented. So in the process of doing that, I take responsibility for the things that come down from above that are not inherently educational. The teachers have a lot of concerns about those areas, so I persuade them and form a consensus and if possible, filter it. I divide in into things that we should pass, things that we should reflect on, and things that we should reflect on a lot. Things to do with the children are important, so I actively respond to and participate, but things that are just official or have nothing to do with the essence of education, things like external evaluation, I am trying to drastically reduce the weight of these. I think it is these things that the headteacher needs to do in the current situation of our country.

Headteachers like HT17 believed they should reflect their own school contexts rather than automatically following orders of the Office of Education. They expressed the view that they should focus on educational core values, such as supporting teaching and learning, encouraging teachers and caring for students, and they believed their authority and power came from their staff, to whom they were answerable.

HT08 said,

The support of students, teachers and parents becomes the headteacher's strength. I believe so. My strength does not come from above, but because the teachers support me, the students support the teachers, and the parents' support... this is my strength, and I don't believe my strength comes from above.

As a general rule, headteachers wanted to focus on students and teachers in the process of implementing education policy. Private foundation school headteachers in particular felt they had more flexibility.

Many headteachers highlighted unchanged elements in the policy changes. This meant that the educational core value never changed following changes of superintendent. In spite of the continuous changes of the slogan in the manifesto, some saw the system as unchanging in terms of school practice.

For example, HT14 complimented the new education policy:

If you look at things like the Free Term system, there have been shown some flexible ideas that have tried to change the ways of school's education within the centralised system.

New headteachers believed that education policy could be changed following feedback. In particular, new headteachers who had held education specialist roles were comfortable in giving feedback because they had a good understanding of education policy and the officers were their former and junior colleagues. In the shadowing part of this research, it was observed that the officers asked the new headteachers for advice.

HT02 explained the opportunities to express the school's opinions:

Although there aren't a lot of opportunities, when the officers come to school we say what the school's opinion is, and last time, the Superintendent held a workshop for all middle school headteachers. All wrote freely and submitted, and this was reported to the Superintendent. If the Superintendent understands what the school site is like, I believe it will be reflected to some degree. I don't think 100% of the headteachers'

thoughts are reflected, but compared with in the past, the Office of Education has changed a lot. I believe they take into account the school's opinion.

HT26 said,

I probably speak a lot more proactively than the other headteachers. I am very clear when I talk to the Office of Education about things that are wrong. I have even been to the top to make a complaint. I tend to speak plainly, 'This is wrong, and this is a problem, and this isn't right for the school, it makes the school more difficult...' I say this to the Ministry of Education and the Office of Education directly.

This statement served to further demonstrate the high status of headteachers in the education system.

As well as teachers who had education specialist experience, public school teachers who had had a teaching-only career demonstrated their confidence in making their voice heard in the Office of Education. They might do this, for example, through the headteachers' meetings or as an individual in contacting the Office of Education. Private foundation school headteachers also were confident in making themselves heard.

Two main factors enable two-way communication between headteachers and the Office of Education. One is headteachers' high status in the education system, and the other is the service-oriented mindset of the Office of Education.

Some headteachers personally contributed a lot to the Office of Education, and not just due to their position. When they took the headteacher role they no longer required a good appraisal for promotion from the Office of Education, so were able to make their voice without hesitating.

Whether they were male or female, had an outgoing character or not; and whether they were working in public schools or private foundation schools, headteachers had the confidence to express their views clearly for various reasons.

HT26 explained her stance:

I am the headteacher, am I not? Once you started your job as a teacher, if you become a headteacher, aren't you at the top? I'm not going to get promoted more, and I have no reason for flattering for anyone.

In addition to the status of the headteacher in the education system, the service-oriented mindset of the Office of Education was a factor in clarity of communication between the Office and headteachers. The Office of Education was not only there to make life difficult; people working there had been teachers, and they wanted to help. Within such a system, it was possible for a meaningful two-way communication process to exist.

In fact, headteachers reported that the Office of Education did try to be supportive wherever possible. Some participants had evidence of this; for example, HT06 explained:

The Office of Education has been improved when you compare it to how it was in the past. To be honest, when you say audit, you feel repulsion... but, when I went to the audit department to ask for help, they said the essence of their work is not pointing out faults or punishing, and they provided me with professional advice on how to solve the problem in a legal process. I worried over it a lot but it was resolved well in the end.

Reflecting this service orientation, the name was changed from the Office of Education to the Office of Education Support from 1<sup>st</sup> of January 2015.

HT14 emphasised the school-centred way of working:

The education system in our country is centralised, but if you look inside, the Ministry of Education itself promotes field-centred education activities ... So realistically, calling our education centralised is not exactly correct.

HT19 also said of the Office, 'They have become a lot friendlier.'

Many headteachers said they sought to cooperate with the Office of Education. They believed that there was no reason for them to stand against it as a point of principle.

HT04 seemed to speak for many in saying:

I think it is reasonable to go with the flow to some extent, so I cooperate with them if possible, and doing so brings benefits to the school. There is no need to have a submissive attitude, but even though policies change frequently, if that's what they say we have to do, what can we do? So I follow the opinions I've collected, and I have no reason to deliberately go against them.

While headteachers discussed the positive aspects of working with the Office of Education, some headteachers emphasised their discomfort with a centralised education system.

HT10 explained why he wanted more autonomy:

In practice, I wish the headteachers' autonomy was ensured. We became a headteacher through professional training (the Headteacher Qualification Training) and had been given license of the headteacher. We should be given more autonomy to take into account the circumstances of the school, and we need to decide school matters with the teachers, students and parents. Headteacher should have had more authority to

plan and organise educational work in school. Now there are a lot of limitations on what we can and cannot do and how we use the budget.

HT15 added,

We have to follow the Office of Education because they are the ones who support us with money. When we apply for a project, if they don't select us we can't do it. Even if we have a good idea for a project, if they use a different school instead of ours, there is nothing we can do.

#### 7.4 Headteachers' understanding of the characteristics of their schools

This section discusses new headteachers' understanding of their current schools. In looking at leadership practice, it is clear that there is no single perfect leadership which works for every context, and so understanding of schools was important. When participants were asked, they described their schools mainly by talking about students, teachers, and parents.

There were general characteristics that applied to all schools, but there were some characteristics peculiar to the schools in more affluent areas, and to schools which were nominated as Education Welfare Priority Support schools. However, as a new headteacher, all experienced the influence of the previous headteacher. Some issues had a distinctively Korean context, for example supplementary private education and the Korean Teachers and Education Workers Union (KTEWU).

Headteachers also mentioned the relative size of schools and school traditions; however, these were less influential.

Themes	Dimensions	Sources	References
General characteristics of all schools	Awareness of outstanding and hardworking teachers	7	11
	Frustration with some teachers	2	2
	Negative impact of supplementary education	7	15
	Difficulties in leading students' learning	4	7
	Need to understand students' emotional difficulties	4	5
	Appreciation of parental support	3	4
Schools in more affluent areas	Parental pressure and expectations on students	8	10
	Students' stress associated with achievement	7	10
	Teachers under pressure	4	4
The Education Welfare Priority Support school	Students' positive attitudes	6	6
	Concerns over parental care	5	5
	Providing after school support	2	2
Previous headteacher influence	Positive influence	5	5
	Negative influence	4	4
The Korean Teachers and Education Workers Union	Concerns	6	8
	Neutral or positive experience	5	5

*Table 40: Headteachers' understanding of the characteristics of their schools*

#### **7.4.1 General characteristics of all schools**

When headteachers described their schools they talked about outstanding and hardworking teachers. A few also raised cases that caused them frustration, including negative impacts of private supplementary education and difficulties in leading student learning. They also spoke about their understanding of students' emotional development, and their appreciation of parental support.

Many participants were proud of their teachers' outstanding capability in teaching and appreciative of their passions and dedication towards the students' education. They recognised that the teaching profession was popular and this allowed recruitment of well-

qualified teachers. For example, HT30 shared his pride in his private foundation school in teacher recruitment:

The strength of our school is outstanding teachers. Nowadays, when we recruit one teacher, 70-100 candidates apply for the role. ... We have 38 teachers who are all individually very competent ... The teachers who belong to our foundation have a lot of strengths. In that respect, our school has good education performance... These days, almost all new teachers have been to graduate school. There are even some doctors ... If you just create the right environment, they will do fine on their own.

HT15 shared how teachers brought exceptional improvement in students' outcome, saying, 'the children changed because the teachers changed.'

Many headteachers were appreciative of their outstanding and hardworking teachers; others recognised how demanding the job of a teacher was and were sympathetic. However, some felt their teachers showed an unexpectedly uncooperative attitude and lack of care for their students.

For example, one headteacher compared his own time in teaching with present-day teachers and said that teachers' level of dedication was not the same as in his day. Another headteacher wanted their teachers to show a more positive, active and cooperative attitude to carry out school improvement. HT18 noted:

When I try to suggest something, the teachers say that it cannot happen in this school. So I say 'If it cannot happen, shall we just not do anything then? Shall we just leave it like this forever?'

Private supplementary education was wide spread in Seoul and had considerable influence on school education. This additional private education was only focused on learning outcomes, not on life or character, and created achievement gaps between those receiving it and those who were not.

HT14 was concerned about achievement gaps in different socio-economic backgrounds in his school:

If you look at my school, there are three groups. About 50-60 percent come from deprived backgrounds, 20 percent are economically well-off whose parents take great interest in education and send them to private tuition to learn things beyond the school curriculum, and the middle 20 percent rely on school education. In Gangnam, there are no categories, so it is okay, but in most schools like ours there are huge gaps between the low, middle, and high levels. Because the top 20 percent who come from well-off backgrounds go to Hagwon [private supplementary education centre], they have already learned everything so they do not really listen in class. The middle 20 percent concentrate in class, and those from deprived backgrounds do not understand so they do not listen. Because the gap is so great, it is difficult for the teacher to teach. In some ways, they are only teaching the middle 20 percent. This means that in our school between 50 and 60 percent of the students come into school to play.

HT08 added that some 'students are very selfish. They look down on teachers in the school and only concentrate in their private supplementary education.'

Headteachers found their students sometimes appeared stressed, tired, and lacking in motivation because of excessive study hours. HT06 was a headteacher who highlighted this amongst students even in middle school:

So even when the students are only in middle school, they are stressed out because of their studies and are exhausted from studying until late after school. So this is why we need to educate the parents also. I think that the parents must change their mind first, but this is a fundamental problem that our society has.

These comments about stress showed headteachers' concern for students' emotional difficulties. Students were struggling with 'broken hearts' because of family reasons; some students were confused about developing their identity; some students experienced problems because of general depression; some students were spoiled by parents' over protectiveness.

HT04 said:

The gap between the rich and poor is large, and there are a lot of divorced parents among the children. Many families have been broken after Korean society experienced rapid growth. There have been symptoms of depression amongst the children.

Some headteachers expressed concerns over parental support; however, some headteachers expressed appreciation for parental support. They saw it as having two useful functions; one was helping the school, and the other was monitoring how the school was performing.

Parents did not let the school fall below a certain standard, and they played a significant function in allowing the school to grow healthily.

HT20 explained:

Parents are enthusiastic. They have a high level of enthusiasm but they do not interfere in school work. For example, there was no parent who tackled teachers over the English exam because he or she is a professor who teaches English in the

university... I think that parental monitoring is very important for school improvement.

#### **7.4.2 Schools in more affluent areas**

There were six schools in my data that were situated in better-off areas (see methodology chapter).

Headteachers who were working in these areas more frequently mentioned parents because they were involved in the students' life much more than parents of students from other areas. These parents had very marked ambitions for their children and a continuing focus on their academic achievement.

HT24 explained their students' socio-economic background and its influence:

The children's lives are tied to private supplementary education ... I think that the grandparents have a lot of influence with these students. So the children are polite on the outside, but they have a lot of inward stress due to their studies. They live here because their parents are well-off. The parents are in the top percentage in South Korea. And so the children feel stressed when they cannot follow in their parents footsteps. So outwardly, they are all bright and polite, but inwardly, I pity them honestly.

Parents in the relatively disadvantaged areas may also show high expectations to their children; however, they were not seen as so 'pushy'.

As headteachers in the better off areas stated, most of their students excelled academically but a consequence was, as stated by HT08, 'high anxiety levels and rates of suicide.'

Headteachers showed sympathy toward their teachers who were under heavy pressure. This pressure was twofold: the pressure to accelerate students' academic ability in the advantaged areas, and the pressure to provide extra care for students.

HT08 explained:

There is a lot of interest in education and the academic atmosphere is very good. So the teachers here cannot help but to withstand those stresses and teach the children.

The trend these days is for cooperative lessons with discussion, but it does not happen here. Here, parents want teachers to teach like private supplementary classes.

#### **7.4.3 The Education Welfare Priority Support School**

There is an Education Welfare Priority Support (EWPS) project for supporting students in disadvantaged areas. Schools can be nominated as an EWPS school by the local Office of Education on the basis of the numbers of parents who are unemployed or on a low income. There are 383 middle schools in Seoul, of which 136 are EWPS schools (35.5%). Of the 318 high schools in the city, 61 schools were EWPS schools (19.2%). 23 out of the 26 middle schools whose headteachers were interviewed for this study were EWPS schools, as were 2 out of the 7 high schools involved (The Seoul Metropolitan Office of Education, 2015).

Headteachers saw positive aspects of leading a EWPS school. Students were generally polite to teachers and relied a lot on the school for their study, whilst in other places the students relied on private supplementary education. Many headteachers felt that students had good attitudes toward teachers even though their socio-economic background was difficult.

HT13 described students' behaviours in EWPS schools:

This school has 1,149 students, and it is located in a deprived area. There are many students from difficult backgrounds. Many of the children are latchkey kids, and the education level of the parents is low compared to other areas. But despite this, the students' character is good, they are polite, and 12 students were admitted to specialised high schools ... This place is a landing area for Gimpo Airport so the noise is severe. Those who are well-off would not want to live here. Although the children are suffering from the noise, they are growing up optimistically. They run around a lot during physical education. When they come into school I greet them at the school gate. Yesterday, there was a civil defence drill and so the children evacuated to the 1<sup>st</sup> floor, and as I passed, the children try to greet me and make eye contact, and that moved me a lot.

On the other hand, students may need more pastoral care in EWPS schools. They needed to have more ambition and better learning outcomes. Some headteachers were concerned over their students' lack of motivation. In disadvantaged areas, extra work was required because students might not be properly cared for at home. High school headteachers in particular expressed their worries about students' achievement.

Schools provided study spaces for their students until late night.

HT07 said:

I think our school may be a good model for getting rid of private supplementary education. The teachers' ability is better in public education than private supplementary education. But in public education, teachers cannot provide individual care for each student, and so it is not a matter of quality of education, but that after

4pm, teachers leave work. In private supplementary education, the teachers stay until 11pm helping the students, because it is a matter of their money and survival.

#### **7.4.4 Previous headteachers' influence**

The participants described both positive and negative influences from previous headteachers.

Five headteachers appreciated the previous head's contribution to the school's improvement.

For example, when the previous headteacher had planned what things should be carried out in terms of bedding in changes and setting up school system and structures, the next headteacher's work was made easier. HT 02 said, 'the previous headteacher went through lots of hardships, but made the foundations of the school strong.' HT17 appreciated the previous headteacher's work on the school curriculum:

Because the previous headteacher was very competent, the curriculum is well divided into culture, arts and physical education. The school has not just focused on grades but on the emotional and active side of the children. It is very much alive in this area.

However, there were some negative cases as well. For example, HT04, HT06, and HT26 said that their previous headteachers had a very instructional approach to pedagogy which was difficult to address.

#### **7.4.5 The Korean Teachers and Education Workers Union**

The Korean Teachers and Education Workers Union (KTEWU) was one of the frequently mentioned topics in headteachers' interviews. The Union was more often mentioned in a negative way. In some cases, its members were seen as aggressive and promoting conflict against headteachers; Union members insisted on their rights and tended to teach students as

they wanted. Most headteachers were concerned that the Union was sectional and overly political.

HT20 said,

The Union members insisted on getting rid of the syllabus in teachers' work and it was accepted in the committee meeting with the Office of Education, so now teachers make only one page length teaching plan for their lesson instead of a syllabus. It means, headteacher cannot see what teachers teach in the classes. Actually a syllabus is essential to lead classes not for others but for themselves... But it was denied. This is our school situation.

Some headteacher viewed the KTEWU more positively and as more co-operative. For example, HT12 tried to understand the aggressive relationship between headteachers and the Union members in terms of historical background. HT12 explained that in the period of military regime government, many headteachers and deputy heads usually stood by government rather than school teachers, and this could cause an aggressive attitude on the part of teachers towards heads.

HT19 worked in a school where most of the teachers were Union members. He said:

Generally, teachers who are members of the KTEWU do not try to take the lead and do something. In most cases, they hold back leaders' new directions. But here, they take a leading role. So I think that it is a positive thing. It is easy to criticise what others do, but it is not easy to do something yourself. But they do have their own ways, and they are quite stubborn about it.

## 7.5 Leading strategies and leadership styles

After asking headteachers' for their perspectives on their current schools, I asked about their leadership strategies to lead their schools and categorised the data by leadership style.

The most frequently mentioned was servant leadership. Democratic decision making, transformational leadership, leadership from the middle, resonant leadership, system leadership, learning centred leadership were also discussed. In the Korean context, distributed leadership was not frequently mentioned but it was in their practice.

Themes	Dimensions	Sources	References
Servant Leadership	Respecting and being respectful	20	40
	Communication and openness	18	22
	Inspiring others	18	29
	Gentle power	13	20
	Setting an example	14	16
	Cultivating leaders	23	25
	Enhancing teaching and learning	14	15
System Leadership	Working in a wider system	4	6

*Table 41: Leading strategies and leadership styles*

### 7.5.1 Servant leadership

Many headteachers spoke explicitly about servant leadership, perhaps because this was the term that was used quite widely in their preparation for headteachers. However, the concept of servant leadership was not clearly defined. Headteachers explained the characteristics of servant leadership in similar ways, but they also had some different ideas. The key elements of servant leadership in the participants' view were respecting and being respectful, gentle power, communicating, set an example, cultivating leaders, and a focus on students' needs.

### ***7.5.1.1 Respecting and being respectful***

Headteachers tried to lead their schools by understanding and supporting both teachers and students by being respectful rather than directing and controlling. Headteachers understood the workload and stress of being a teacher; they wanted to be supportive and approachable rather than bureaucratic.

HT02 said:

I'm trying to hear teachers' opinions to make them feel respected and recover their pride and self-esteem. They can come to my office whenever they have anything to say. As you have seen this morning, staff comes to me and gets some advice or some help and are able to share their problems with me... I always wanted to be a headteacher who helped teachers develop their potential as much as they could in order to provide a good quality of education to their students.

HT26 also shared how she made efforts to support teachers:

I created an atmosphere that the teachers could be happy in. When the teachers are happy, of course the kids will be happy, and if the kids are happy the parents are also happy. So I focused on getting rid of things that needed to be gotten rid of, so that we can work efficiently.

HT08 shared her case:

When the teachers come into my office, I don't keep them standing up, but talk to them after sitting them down. It's a small thing, but the teachers are always standing when they are teaching. Break time is their small time of rest, so I shouldn't keep

them standing when they come into my office when I am sitting down. If the teacher is standing, I stand up too, and if it seems that it will go on, I tell them to take a seat.

Headteachers tried to reduce distance both emotionally and physically to make themselves approachable. As HT13 explained:

It is about being humble. In the morning I stand at the school gate. When the leaves fall in the autumn I rake them with the chauffeurs. No one can say anything when I have done it personally. When it snows, I shovel it away. I do things together, whatever it may be.

When the children and chauffeurs are shovelling, they see me and greet me. They recognise me. Some of the children look surprised to see me shovelling.

One aspect of being respectful was the demand that this was reciprocated. It was clear that the teachers also had to respect their profession.

HT10 explained his prior instructions:

There are two aspects: one is the teachers' professionalism and the other is the students' right to learn ... So first, I tell them through the deputy head to always be in time for lessons. Secondly, as they are civil servants, I tell them they should do their job well. This is related to the students' right to learn so it is important that they be on time for lessons, the teachers should be in the classroom beforehand, before the bell rings and the children come in. Teachers who are unprepared rarely go into class early. Prepared teachers go in on time because they are confident and they are ready to face the children. There is a myth that the kids love it when the teacher turns up late and finishes early, but this is not necessarily true. It is because the kids find it difficult to study. I want the teachers to fill the 50 mins completely.

HT32 added:

First, I think that teachers should talk with their ability not just words. One of the things that I always emphasise is that they should thoroughly prepare for their lessons, so they can create their own brand of lessons. I told them that I am willing to support them as much as they want in this area, so that they create their own brand of lessons and work with a sense of pride and dignity. I want to emphasise that part.

HT08 said:

When I see something wrong from a teacher, I try to wait and see. But if I think that something is really wrong, I talk to them strictly. In fact, if there is something bad in relation to the children's lessons, I tell them directly and immediately. I don't beat about the bush but tell them directly.

#### ***7.5.1.2 Communication and openness***

Many headteachers highlighted the democratic element in their decision making. This was characterised as firstly communicating and reflecting followers' opinions, and secondly by openness and acceptance of diversity.

HT04 shared her efforts to provide timely responds when teachers had any inquiry: "For example, when a message comes from a teacher, I try to respond immediately."

HT10 explained communicating with parents and students:

Through a meeting with the students and parents, I listen to their stories and try to do everything that the students want. When I say everything, I mean things like changing footwear in school from shoes to slippers, but in order to do that, when the request is

made by the children, I need to ask the opinions of the teachers and heads of department and seek their approval.

HT29 stated:

This is a democratic country. Democratic citizenship is very important. In my inaugural assembly, I talked about communication and respect. A democratic relationship means to communicate and give to each other.

Regarding communication, there were official systems such as committees and meetings with parents' representatives and students' representatives which enabled communication in school.

HT02 said,

I respect the parents' opinions, and when there is a student representatives meeting, they share what was spoken with me. In the headteacher's office I talk with the students about their opinions, explaining why we can do this and cannot do that. Rather than simply saying no, I suggest other options, so the children can feel that their suggestions are reflected.

HT19 said,

We held an information session on whether we ought to continue the innovation [of the] school next year or not, and we ran a TFT (Task Force Team) that reflected the views of the parents. Around twenty parents attended, and I greeted them and proposed to them naturally the things that they should consider. And so the comments that were made by the parents are reflected in the operating plan for next year.

Commitment to democracy was interpreted as acceptance of diversity and openness. For example, HT03 aimed to get consensus from teachers though sometimes she struggled when she was not able to accept teachers' differences. HT11 explained his way of gaining consensus in his school:

My first management policy was communication based on listening and empathy. In the end, it is about letting go of my greed. If there is a clash in opinion between the teachers or deputy head, I hold a meeting immediately. So I think to myself what the core values are and hold onto just that, whilst letting go of everything else. It is a win-win situation if I yield to the other person's opinion whilst maintaining my core values.

Headteachers tried to take opportunities to meet staff informally, and wanted to listen to their opinions in out of school settings. Sometimes they ate dinner with a group of teachers, held social events, and played football together.

HT23 shared her experience:

When a school event is over, I try to eat together with teachers if possible, and give opportunities for providing feedback. If you talk with them in the headteacher's office they become very rigid, but when you go to an informal place, they talk a lot more freely and give me lots of new ideas.

### ***7.5.1.3 Inspiring others***

Many headteachers were aware of the importance of encouraging voluntary involvement by understanding the stance of others, emotional appeal and empathy, and stimulating a collaborative culture. Headteachers made efforts to win people's hearts.

In the long period of leadership preparation, headteachers had discussed and practiced changing minds. Some headteachers expressed their confidence in knowing how to do this. They knew how they could persuade and also understand and respond to others because they had practical knowledges and skills.

Headteachers understood they were not able to change teachers' perspectives in a mechanical way, so they wanted to cultivate a cooperative atmosphere in their schools.

HT16 said:

A real change should come out smoothly like melting snow. That is my style, and that is real transformation.

Headteachers tried to encourage staff by showing their supportive attitudes and positive comments.

HT10 said:

Even if there are things that teachers are not doing well, I focus on what they do well, telling them 'well done, thank you'... and I believe that if I encourage them like this, they will do better in the future.

Korean headteachers made efforts to develop rapport and concrete relationships with staff.

HT10 explained

When there is an event held by a certain department, if it is in the school, I attend and show interest and encourage them when it is over... When the teachers go to the badminton competition as representatives of the school, I go with them and cheer the children and the teachers. I think it will happen in time.

Attending colleagues' family events is very typical in Korean culture. People usually invite colleagues to weddings, children's first birthdays, children's weddings, and parents' sixtieth or seventieth birthdays, funerals and so on.

HT14 shared his experience:

I think relationships are important, so I go to every funeral event (family members) or weddings of the staff members. Last time, in Daegu, one teacher's father died on a Saturday, and I was in Jeonju at the time. So the teacher phoned me, knowing I was in Jeonju, telling me not to come to the funeral because it was too far. I said okay, and told the deputy head to find out the funeral place, and went the next day. It takes an hour to get to Seoul Station, even on the KTX, so it is complicated, time-wise. Also I had to drive all the way to Daegu. How do you think the teacher felt? The teacher used to be quite negative about the school, but after I came to the funeral, he was completely won over by me. He never thought that I would come all the way to Daegu. And because all the teachers came as well he was able to be presented in a good light to his family.

#### ***7.5.1.4 Gentle power***

“Gentle power changes the world” is a famous slogan in Korea, after Sookmyung Women's University used it. ‘Gentle power’ means making progress not by forcing followers, but by reasonable persuasion and agreement. In this process, headteachers emphasised the need for humility and time. Headteachers waited until rapport was created between them and their followers rather than rushing to get something done.

HT21 said:

If the headteacher gives a rational reason, everyone is convinced. Parents and teachers show their agreement when they are able to get a rational explanation. First of all, I need to be a role model. I need to listen to a lot of opinions and have a leadership that persuades others. A servant-leadership... It is a leadership that does not put forward one's authority but collects the opinions from the bottom – this kind of leadership is needed.

HT11 explained his own case:

When I brought in a new annual plan, I met all the teachers and explained what I was doing. I met with all 70 members of staff and got their agreement.

Headteachers talked about innovation in relation to adjusting pace and expectations, so they were waiting on their followers to dictate the speed of changes.

In drawing attention to the importance of timing, HT05 said:

I have some complaints about lessons; however, I am not mentioning anything yet, because there is not enough rapport between the teachers and myself.

In this study, the importance of the formation of sympathy and social consensus was demonstrated in many areas, just as much as relationship was highlighted in Korean contexts. For these reasons, the professional and personal boundaries are less clear cut in a Korean cultural context and headteachers therefore tried to show interest in teachers' personal life such as weddings, various events of children, and funerals. In terms of moving people's hearts, transformational leadership goes hand in hand with resonant leadership and authentic leadership; all related matters are discussed in the transformational leadership section.

### *7.5.1.5 Setting an example*

Headteachers talked about setting an example for their teachers.

HT13 said:

I think that the important thing for a leader is not speaking well but to lower yourself and show by your actions what you want to achieve.

HT14 shared two cases of setting examples:

The best thing I can do is give the children love and passion. There is nothing that cannot be done when I have this, [and] the teachers followed me. So my strength is my enthusiasm.

HT14 added one more case:

The students' club is on the weekend. Teachers said it was difficult for them to do it. So on the first day, I took the kids and then the next time a few of the teachers joined in.

Headteachers emphasised the importance of personal integrity and transparency for building trust; they considered that this transparency in particular was a fundamental source of their power and influence.

HT12 explained what he saw as the three main areas in which an error can ruin a headteacher's career:

I think there are 3 things that Korean society looks at: money, women, and abuse of official authority. If a head makes a mistake in any of these three, it brings about failure of leadership. There have been many cases of resignation in disgrace due to

money issues, and it is the biggest cause of ostracization of headteachers. So you have to be transparent, and take responsibility.

HT17 added a practical example of how she led by example as a headteacher:

I take the initiative and set an example with things that have not been verified, or tedious, or not delegated, or extra things. When I do that, I think it builds trust. The crucial point is authenticity, and I think that actions speak louder than words. If I empty the mind, there isn't anything that is difficult.

#### ***7.5.1.6 Cultivating leaders***

In efforts to cultivate leaders, headteachers tried to develop teachers' leadership and delegated their authority to deputy heads and other middle leaders. In this process they strongly demonstrated their strong trust in deputy heads and also their teachers.

HT06 recognised one of a headteacher's most important roles is to act as a facilitator to boost teachers' capabilities:

The first thing I did when I was appointed at the beginning of term was to meet with the teachers one to one ... Amongst the teachers, there are those who excel in administrative work, and those who excel in teaching. They have different capacities. My job is to help them do their best and to support them so that the school can be developed.

Headteachers developed teachers as leaders for the future, so teachers experienced leadership thorough taking on head of department roles.

HT09 explained:

There are twelve departments in our school. I emphasise that the expert is the head of department. I cannot be an expert of the science department. Although I make the final decisions, the person in the department is the expert. When I look at an official document, they would have looked at it several more times than I have, and they understand the data better than I do because it is their area of expertise. I think that we should leave it to the professional heads of department and only make the final decisions.

HT15 shared how he delegated to his staff:

I share out the tasks that need to be done on the head of department level, and tasks that need to be done on the deputy head level. So when I give the heads of department or deputy head authority, I also give them power. Although I take final responsibility, I tell them to take responsibility. If I hold onto my authority and just instruct them, it won't happen. So I give them authority as well. For example, deciding on the scholarship students and commendation given at graduation is normally done by the headteacher, but I don't. I tell the head of department to decide, and if there are no problems I agree to it ... It makes no sense to say that teachers can or cannot do it because they lack competence, and it is up to the headteacher whether they work with enthusiasm or not, depending on whether the headteacher delegates authority to them.

Headteachers identified that the key person they needed to trust was their deputy head, and they explained the advantage of delegating roles to the deputy head.

HT07 explained the reason that he was able to trust his deputy head and why this is important:

Apart from the big things, I tell the deputy head to make decisions on her level and just report it to me later ... There are some deputy heads who become lazy if they feel that they have no hope of becoming headteacher. But our deputy head is not like that. She wants to become headteacher in 2-3 years, so she needs to be acknowledged for her trustworthiness ... Also, in my opinion, if the headteacher tries to hold onto everything, they will find it difficult to see the wider context. You need to leave it to someone else and take a step back in order to see the picture. I think that when I hold onto things, I cannot see objectively.

All spoke about importance trusting a deputy head and delegating to their deputy heads.

HT13 said:

Even when having a meeting, I always meet the deputy head first and mediate with him beforehand, and if the deputy head gives an opinion in the meeting, unless it is wrong, I usually agree with them. It is never the headteacher that directly does the work. The headteacher only creates the overall framework and an environment in which people can work, and it is all school members who do the work, not the headteacher. And the strength of that is always in the deputy head. Headteachers should never betray the deputy head. When I was deputy head, there were times when my pride was hurt. My strength would be gone when the headteacher would listen to someone else's opinion over mine. So I made up my mind never to do that when I am headteacher.

In servant leadership, trust was central to the process of delegation. Most thought their teachers were trustworthy and professional and showed their trust in their teachers and deputy heads.

HT11 said:

Not all people are trustworthy, right? But at the least, the teachers are trustworthy. If you cannot trust teachers, who can you trust? ...I am confident in that I am able to leave it to them a lot of time. They have not abandoned their trust in me, and we have done well so far.

In the process of performing servant leadership, headteachers delegated their authority and power to deputy heads and heads of department. However, they believed that they had to provide support when teachers needed it.

HT02 shared how she facilitated her teachers:

Teachers are very competent and equipped with the skills [they need]; I guide them in areas that they are lacking in. and they are very responsive to my guidance. When they come to me with a plan, there are parts that the teachers can see and other parts that I can see, right? So when I skim through it, it is educational for me. Not overworking the teachers but still having a large enough effect... and the important thing is that it must fit the guidelines. Every task requires a budget. I need to see if the budget is being used according to this school's fiscal law. The teachers only know how to work hard; they don't know about things such as budget. Also, our country is an IT superpower - all the school's accounts are managed on the software called Edu-fine. You have to display on the website all school expenses over a certain amount, and the Office of Education can see how all the schools use their budget. If the teachers don't know this, the administration office needs to do all these things, so I tell the heads of department to let them know, and I also do a lot of screening myself... I've worked at the Office of Education so I know a lot compared to those

who haven't done that kind of work, and so when I guide the teachers they like it a lot. When I coach and guide them on specific things, they do the task well.

HT18 also said he was going to take responsibility even though he delegates authorities to middle leaders:

I delegate authority to the heads of department, and they don't just do as they think, but listen to the teachers' opinions and make plans in a developmental direction, and I look over it and if there are no problems, we go ahead with it... if there is anything wrong, I take responsibility. Do the heads of department take responsibility? The teachers don't take responsibility. It all comes down on the headteacher ... when it comes to that stage, my burdens are lessened and the school runs smoothly

#### ***7.5.1.7 Enhancing teaching and learning***

Headteachers focused on enhancing teaching and learning in leading their schools. They made efforts to develop their teachers' abilities through supporting and encouraging CPD, peer consulting, group research activities, and providing various opportunities to learn cutting-edge pedagogical methods.

HT03 said:

Group research is better than personal research, so I want to do that next year. And I want to support individual teachers so that they are not satisfied with the reality of today but are able to shape the future.

HT26 also shared her experience:

I tried to get the teachers to develop their expertise, by sending them to various teaching method training courses and creating an environment where they can form a professional learning community and have discussions together and do research.

Sometimes, headteachers invited speakers and held teachers' CPD courses in their school. They were concerned for the school to focus on students and respond to their requests, to their opinions and needs. Some headteachers emphasised the importance of a regular time for reading in the morning and encouraged teachers to introduce this into the school.

## **7.5.2 System leadership**

### ***7.5.2.1 Working in a wider system***

In the shadowing and interviewing process for this study, many headteachers showed their engagement within the wider Korean education system. Headteachers did not only think of their own school; they also had perspective on other schools in the local areas and saw themselves as a whole education system. For example, HT01 attended a meeting for developing a new policy regarding teacher transfer as a committee member in the morning on which I shadowed him; HT03 arranged a local female headteachers' meeting; and HT15 hosted local heads' meeting, where they shared information and expressed opinions about the school competition process to make a fairer evaluation.

Headteachers worked together by sharing information and challenges, and getting through their problems together. For example, the Free Term System was one of the programmes many headteachers believed was necessary for innovation in Korean education; however, parents worried in case their students' academic achievement deteriorated. In this wider

context, several headteachers introduced the system to their schools at the same time to reduce resistance.

## 7.6 Satisfaction and challenges

The heads had been in post for various lengths of time. Overall the group was satisfied with the cooperative relationship between staff, students, and parents, and with students' progress, and innovation and decision making. Some of them had identified their challenges, for example dealing with complaints from overwhelmed parents, working with the Office of Education, and encountering teacher resistance. They had dealt with students in difficult situations and under stress. The balance was strongly towards satisfaction with their early years of headship.

Themes	Dimensions	Sources	References
Areas of satisfaction	Cooperative relationships	16	30
	Students' progress	10	16
	Innovation and decision making	8	15
	Satisfaction from what they have achieved	5	11
Challenges	Complaints from overwhelmed parents	6	7
	Handling different and difficult teachers	5	7
	Experiencing stress	4	6
	Acceptance	3	5
	Difficulties in working with the Office of Education	3	3

*Table 42: Areas of satisfaction and challenges*

### 7.6.1 Areas of satisfaction

In this study, atmosphere and relationships were continually mentioned because headteachers were interested in creating a cooperative atmosphere. Headteachers expressed their satisfaction when they felt that the atmosphere of the school was right.

Many headteachers said the most satisfying moments were their interaction with students. Headteachers felt a sense of belonging and love from their students when they were greeted with students' smiling faces.

HT14 shared an experience:

Yesterday I received a thank you card from a student. The student who made this cup comes from a difficult background ... she made it for me, and if you see, it says "Love and Thanks" ... It feels so worthwhile then.



Many headteachers also spoke about cooperation and support from teachers.

As HT02 said,

I am grateful that the teachers participate so enthusiastically ... They don't get anything extra but they work so hard, and so it feels so good to support them as a headteacher.

HT06 said,

It is difficult to pick one rewarding thing ... this year, the Sewol ferry disaster happened, so we could not go on the camping and field trip ... There were a lot of

complaints and the children wanted to go camping, so I suggested school camping to the 2nd year teachers, and they agreed to try it. So one day, after the lessons were over, students went home and got ready, and cooked together here, and had performances in the audio-visual room and slept in the same room together. The teachers and I were there as well.

As with teaching in general, these headteachers continued to take satisfaction from seeing students' progress in their character and attitudes, and their academic achievement.

Headteachers shared small experiences of this. HT09 said,

Yesterday, someone was kicking a ball in the corridor so I told them it is dangerous but they said that they didn't do it. So I sat them down and then they said they were sorry. It's a small thing but I do feel satisfaction from it, educating students in their character and watching them change one by one.

HT22 also said, "The most rewarding thing is to be able to work with the students."

Often this satisfaction was directed towards academic achievement. HT11 said,

This school is an academic school so the most rewarding thing is sending the children on to university. It has gotten better and better. One student went to the medical school at Seoul National University this year, and the number of students who are behind has been reduced.

HT15 emphasised reputation as important to his satisfaction:

It is rewarding when the ratings are good. The mayor, the superintendent, and the heads of each agency say how proud they are of this middle school. The superintendent boasted that he provided the money for the children's education in his

election campaign. This middle school used to be at the bottom but now it has become a school that people want their children to come to.

When headteachers saw the changes they had introduced, they felt a great deal of satisfaction. As HT17 said, “this satisfaction is something that only headteachers can feel.”

HT31 was happy because she was able to help others in unplanned ways:

We have a nutritionist who has a bad wrist. The nutritionist also distributes the food, so we wanted a part-time employer to do the work. It uses school money, but I felt for the nutritionist so I told her to get it treated. It feels good to help someone. Also, there was a mandate from the private schools organisation to build a school in Nepal. I could not have done it if I was not a headteacher, but the purpose was good. A few of the teachers opposed, but we went ahead ... I would not have been able to do this if I wasn't head. So I feel that it is good to have such decision-making power.

HT32 was satisfied when she was able to see a physical change in the school:

Our school was built in the '80s so it is old, but last October we handpicked a few willing students to design a mural. And the mural was so beautiful. So the school environment is changing bit by bit, and through various programmes the children are adapting more to school life.

### **7.6.2 Challenges**

A surprisingly large number of headteachers did not express particular grounds for dissatisfaction; however, they did talk about some challenges.

Headteachers who were working in affluent areas pointed out pressures from parents as the biggest challenge in their work. HT08, who worked in the school which ranked highest in

academic achievement, shared her difficulties with parents, who had high socio-economic status:

Dealing with complaints and communication was difficult. The headteacher's main customers are the teachers, next students, and parents, but in the case of this school, it seems that I had to deal with the parents the most ... Recently we experienced a big complaint; the cause of distrust is with the teachers.

HT07 felt pressure from parents in a less well-off school:

Parents have high expectations, but they were not able to help their children, so they think the school has to do everything for their children. However, the school has its limits so it is not possible. It is not easy to meet the expectation of the parents. They want their sons and daughters to go from rags to riches.

Some headteachers were struggling with individual teachers who were different, difficult, or misunderstood them. As HT18 said, "it is easy for the headteacher to become a subject of complaints."

Some felt the early stirrings of acceptance for the way things were.

HT03 said:

The most difficult thing is moving the teachers' hearts. It is difficult to unite the teachers' hearts in order to create a new and collaborative culture in the school. I don't know whether I should give up or accept it.

Headteachers pointed out teachers' lack of readiness and unwillingness to take tasks with responsibilities. HT04 found her school members relied on the headteacher too much:

After I experienced a year in this school, I found that the teachers often asked permission for little things, things that they can solve on their own, so I tell them to check with the deputy head for those kinds of things. My role is giving them authority and making sure they do well. But I think the atmosphere is very reliant on the headteacher. I think that if I show more leniency it can be solved.

HT26 added:

Last year I was so much busier. The teachers would come into my office continually asking me things, and I told them to please stop coming to me and do it themselves, so this year they come in less. It is because they lack confidence. That is the most difficult thing. Also, I think they have been influenced by the previous headteacher. If the previous headteacher had all the authority, the atmosphere remains when someone else comes along. It is not easily changed. I need to keep trying though.

HT18 pointed out the challenge of distinction between headteacher and deputy head:

Even if it is the same task, if the deputy head asks them they don't do it, and if I tell them they do... I tell them that they should listen to the deputy head because everything the deputy head says has gone through the headteacher.

HT06 showed how staff changes can disrupt practice:

The difficulty with public schools is that there are a lot of temporary staff. We also have a lot of fixed-term teachers. There are those who are not consistently reinstated next year, those who are moving and those who are retiring. In Year 2, there are only 2 teachers who are remaining next year. So it becomes new work. It's frustrating for sure. I teach them so that they become competent, and I want them to remain and work together, but they

disappear. But if I think about it, that person is still a teacher if they go elsewhere, so I think they will do well wherever they go.

Not surprisingly, several headteachers talked about experiencing stress in their new role. There was a more positive stress which led to stimulus and improvement, but a negative stress which led to worry and depression.

HT17 said,

Making changes requires going down a path that you have never gone down before, so there is a possibility of danger.

HT16 said,

I am not a very stern person so it is difficult for me to point out obvious wrongs. Nevertheless, if I have to speak out in order to make improvements, I must do so. That is not an easy thing... I try not to hurt staff and don't speak emotionally... In some sense, being liked is not important, and I need to be brave not to just laugh things off because I want to be popular, but it is difficult as headteacher to preach that I am right without hesitation. Finding such points of agreement will be easier after I get more experience.

Headteachers found that sometimes they could not change things. HT02 said, "Even though I make the effort, sometimes something unexpected things happen to children. It is the most difficult moment." HT11 added:

It hurts me to see girls suffering from depression. The hardest thing is that the parents of the students with depression refuse to accept the situation. If I tell them to go in for counselling, the parents are outraged and so the teachers can't do anything.

There were some complaints about working with the Office of Education. As this was mentioned in the education policy section, autonomy, continuity of policy and curriculum were discussed in this chapter.

HT32 said:

There is nothing that the school does autonomously. And because I have to take responsibility for all affairs, sometimes it is very burdensome. Also, there is not a lot of staff, and our school needs to be refurbished in many areas, but because of the free meal plan these things are forbidden, so in that respect it is a shame.

## 7.7 Summary

- Headteachers broadly have a better work-life balance than before. They tried to commit to the different roles of headteacher and being at home in order to maintain balance, and having work life balance is seen as useful to take an objective view of professionalism.
- The Korean education system is centralised. Headteachers expressed strong concerns about over-politicisation in the system; however, they felt that they have practical autonomy to bring about changes in school and that two-way communication was available.
- New headteachers valued their teachers' qualities and understood their schools' current context: teachers' difficulties, parents' pressure and students' stress, and the impact of private supplementary education.
- Servant leadership best represents Korean headteachers' leadership strategies and styles. Servant leadership meant respecting, communicating, inspiring, performing 'gentle power', setting an example, cultivating leaders, and enhancing teaching and learning.
- System leadership was another distinctive leadership style in Korean education.

- Cooperative relationship, students' progress, and the opportunity for innovation were the main reasons for new headteachers' satisfaction. There were some challenges but they looked to be able to manage them.

In this chapter, interview findings regarding work-life balance of headteacher, understanding and interacting with education policy, headteachers' understanding of the characteristics of their schools, leading strategies and leadership styles, satisfaction and challenges were discussed. Next chapter, discussion will be made with all these findings from chapter four shadowing report to findings from interview about headteachers' motivation, preparation, and practice.

## **8 Discussion**

### **8.1 Introduction**

The main research question that has been driving this study is the question of what is distinctive about becoming a new headteacher in Korean secondary schools in Seoul. Sub questions are “what is the motivation for becoming a headteacher?”, “how and to what extent are headteachers prepared?”, and “what do headteachers seek to achieve in their practice?”

The approach taken has been an interpretive one, trying to understand the motivations and actions of new headteachers from their own perspectives. Here I look at the three themes in the study: motivation, preparation, and practice. These three themes were of course connected, and the relationships between each will be explored in this chapter.

In my discussion, I recap what was said in the literature about new headship both in general and in the Korean education system and compare this with the findings of this study.

### **8.2 Motivation**

#### **8.2.1 Making the decision to seek headship**

In the general literature, most headteachers were not able to explain the exact reason and time that they decided to seek headship, and only a few headteachers did so in the early stages of their teaching career. The majority became a headteacher as a result of taking CPD, and having responsibility which they had ‘grown into’ in schools (Cowie and Crawford, 2009). In contrast, in the limited Korean literature, aspiring headteachers were described as teachers who had purposefully sought headship. They were sometimes described as not being interested in teaching students but interested in the instrumental goal of promotion and personal success (Ra, 1999; Hwang, 2002; Lee, 2007; Park, 2003; Oh, 2012).

In my own research data, new Korean headteachers had similar stories as in the general literature. Headship was not purposefully planned. Headteachers often started their leadership preparation following the recommendation of their seniors who had recognised their talent. This recommendation could be to take an exam for education specialists or a promotion to become a head of department. When they started their education specialist role, many of them did not recognise it was one of the pathways to become a headteacher. Once they were on this track, they embarked on a gradual process of becoming a headteacher. However, a distinctive element in the Korean case is that becoming a headteacher is highly competitive (see the introduction chapter), so although many begin the process, this do not mean all aspiring headteachers were able to become a headteacher. Another distinctive feature of the Korean system is that teachers seek headship towards the end of their careers.

Many headteachers, both male and female, answered that they started their profession in teaching because it was suited for their own aptitudes. However, there was a significant gender-based point of differentiation. For male candidates, the teaching profession was not a very attractive role and did not offer a good level of financial reward, whereas for female candidates, a teaching profession was one of the rare opportunities that gave them an appropriate job as a university graduate and allowed them to continue working after marriage. Whether they became a teacher for intrinsic reasons or extrinsic reasons, most of them were satisfied with their teaching profession once they were teachers. However, for a variety of reasons some participants were dissatisfied with classroom teaching and this triggered their decision to become a headteacher.

According to Cowie and Crawford (2009), headteachers take different pathways to become a headteacher and many female headteachers experienced a pause in their work due to

pregnancy and child-rearing. In contrast, all Korean headteachers in this study had a more or less uninterrupted career regardless of gender.

### **8.2.2 Reasons for becoming a headteacher**

In the literature, headteachers describe points of intrinsic motivation for seeking headship, such as ‘role is dynamic and varied/is not routine’, ‘building shared values’, ‘collegiality/team work’, ‘job satisfaction of personal achievement’, ‘changing social culture’, ‘maintaining high standards’, ‘sense of vocation’, ‘professional autonomy/implementing own vision’, ‘passionate belief in the role’, and ‘people management’ (Stevens et al., 2005).

In this study, motivation was broken down by extrinsic and intrinsic factors. Extrinsic reasons covered social status and financial rewards. Headteachers felt that they had high status in society, even if the financial rewards were limited. However, in the process of the interviews and shadowing, it emerged that headteachers had higher status inside their own schools, even if wider cultural moods had shifted and the leadership paradigm had been changed to a more horizontal way of relating. Headteachers were still in an important position which enabled them to lead a school, and an intrinsic reason to seek headship was that they were able to make important decisions which affected the whole school’s improvement. Even in their relationship with the Office of Education, they held a high position. This explained the most commonly mentioned main motivation to become a headteacher: most headteachers pursued the role because they wanted to implement their educational philosophy.

When asked for details of their educational philosophy, headteachers answered in two ways; one aspect was what they wanted to implement and the other was related to how they performed. Regarding what they desired to implement, most headteachers wanted to create a

‘happy school’, though some prioritised raising academic achievement. These answers reflected the direction of Korean education, which has focused on academic achievement so far, but has left many students under the severe stress. Korean educational leaders wanted to refocus education on ‘happiness’ and ‘character education’. Even though headteachers shared these two goals, they absolutely aligned to the direction of the Seoul Metropolitan Office of Education. This phenomenon can be interpreted two ways. One is headteachers are tending to follow the ideas of the Office of Education. The other is The Office of Education makes their direction based on headteacher agreements. This could be an influence of Confucian culture.

As mentioned in the introduction, servant leadership could be easily accepted because it was familiar to both Confucianism and Christianity. Headteachers said their intention was to work for teachers and students rather than the government or their career and all headteachers emphasised appropriate communication with school members as a part of leading. Even though the Korean education system has a strongly centralised form, it has democratic characteristics in operation. These characteristics appeared in the relationship between headteachers and the Office of Education and headteachers’ efforts to lead schools by supporting their school members. Their intentions might not always be realized but at least we can recognise this intention as genuine.

One question arises: why did headteachers have to become headteachers to enact their educational philosophy. Their motivation was the desire have a voice and make a difference. Once they became a headteacher, they could enact their version of ideal leadership and cultivate a more democratic culture.

### **8.2.3 Hindrances of motivation**

Some demotivating factors were identified in the literature. Earley and Weindling (2004) found that headteachers lost their motivation when they felt they were not able to make any more impact, especially when they were in post for too long. This is not a common case in Korea, where headteachers are generally appointed when they approached their retirement. Their headship was normally not longer than eight years; a headteacher's term of office is fixed at four years and can be extended for four more years, so eight years is the maximum term of office in a public school (Lee, 2011; Kim et al., 2007). Some public school headteachers and headteachers who were appointed by open recruitment may be an exceptional case.

The literature showed that the three main reasons for headteachers to be stressed, and the major demotivators for becoming head, were headteachers' wellbeing, welfare and workload (Earley et al., 2009). As seen in the figure 5, the average working hours of headteachers per week from 2000 to 2010, they had always worked longer than any other level of teachers (Deakin et al., 2010) and this pattern was still the case in 2014 (Department for Education, 2014). A headteacher's workload is high and, at least in England, headteachers were struggling with a long list of tasks that required responsibility.

Korean education shows a very different case from the literature. After becoming a headteacher, the new heads' working hours were reduced. Some new heads were at home in time to eat dinner with their family for the first time. As participants in this study said, theirs is more managerial role rather than hands-on work; it carries responsibility, setting direction, guiding people, redesigning organisation, and enhancing teaching and learning. They do not need to stay at school until late at night. There was also a cultural consideration. For Korean headteachers to stay too late at school might make other teachers feel uncomfortable and not

free to leave school. Headteachers might carry their work with them once they had left school, but they tried to leave school earlier for the sake of their staff.

Many new headteachers believed that a work-life balance was helpful to increase their work efficiency, and tried to incorporate the balance into their lives using various strategies. In Korea, a more problematic career period was that of the aspiring headteacher, who tended to suffer from a very poor work-life balance. An external reason for this imbalance was the work pattern and the sheer amount of work required. These were compounded by the internal factors of an aspiring headteacher's personal acceptance of long hours of work, and a strong sense of responsibility. Some aspiring headteachers said they had had a work-life balance, but this was not common. Without self-awareness and intentional efforts, aspiring headteachers were not able to have a good work-life balance. Aspiring headteachers had to be patient during the period of preparation, with hopes for a better work-life balance after becoming a headteacher.

Research by Bristow et al. (2007: 72, 74) found five hindrances and six supports for work-life balance in headteachers' perception. 'Pressure of work demands', 'paperwork', 'lack of opportunities for delegation', 'need for control' and 'staff issues including unionisation' were suggested as a hindrance, and 'administrative support', 'delegation', 'reduced dependency on the head', 'improved professional development', 'reduced working hours' and 'dedicated leadership time' were suggested as supportive of a good work-life balance. Some of these were also found in my study, but others did not apply to Korean headteachers. 'Pressure of work demands', 'paperwork', and 'need for control' existed in Korean headteachers' daily lives; however, they demonstrated confidence in managing their work demands and paperwork even if the amount of desk work was enormous. 'Lack of opportunities for delegation' differed depending on the school and particularly the ability and position of the

deputy head. The norm was to take advantage of ‘opportunities for delegation’, and most headteachers trusted their deputy head and teachers. ‘Administrative support’, ‘delegation’, ‘reduced dependency on the head’, ‘improved professional development’, ‘reduced working hours’ and ‘dedicated leadership time’ were all useful for maintaining a headteacher’s work-life balance in Korea as well.

Korean headteachers also suggested two additional things for creating a better work-life balance. They highlighted that they did their best for school matters while at school and did their best for family matters while at home, separating the two roles and environments. The second was ‘taking an objective view of professionalism’. Headteachers realised that having proper rest enabled them to work more efficiently, plan sensibly, and prepare in advance.

### 8.3 Preparation

#### 8.3.1 Long period of preparation

There has not been a lot of focus in the general literature on how long it takes to become a headteachers, and if anything, the focus has been on the fast-tracking of teachers into headship. In contrast, the extended length of preparation and waiting time for aspiring headteachers in Korea has been noted in Korean literature (Cho, 2006; Kim et al., 2006; Lee, 2011). A distinctive feature of my study is discussion of this length of time and its consequences in terms of preparation. In the data for this study, participants became a headteacher on average thirty years after they had first started their teaching career. This long length of time meant that headteachers felt able to understand the ‘realities’ of teaching and learning; they had negotiated relationships with parents and had observed the ways of the Korean education system. The study did not explicitly explore personality types, but the headteachers showed characteristics of positivity and cooperation, innovation and pro-

activeness, and a work-oriented tendency. Not least, they showed persistence and patience. These characteristics enabled them to persist through the competitive preparation process.

### **8.3.2 Education Specialist Role**

As discussed, there are two routes to becoming a headteacher in Korea: a teaching only career, and an education specialist career. The second route seems to be a distinctive pathway in Korea and brought particular advantages. First, education specialists were able to work with professionals from different schools and organisations. This gave them opportunities for collaboration and for developing a holistic view of the system. Second, education specialists had more opportunities to meet outstanding headteachers and to learn from them. Third, educational specialists were trained in administration and were able to extend their skills in terms of leading, managing and administration. Fourth, in the process of making and implementing education policy, education specialists were able to develop their understanding of both the policy and its priorities. Fifth, while working in the Office of Education they were able to develop broad networks with other officers and with teachers.

These experiences gave them a confidence to face new education policy, to implement it in their school, and to make their voice heard in the Office of Education. This provides a distinctive perspective on Korean headship.

### **8.3.3 Deputy Head apprenticeship**

One of the most striking things observed through the shadowing was the work of deputy heads, who worked very closely with headteachers. Every morning they met their headteacher and shared their daily schedule while having a cup of tea; they attended most of the meetings the headteacher attended, and ate every lunch with headteacher. Most deputy heads supported headteacher 'hand in glove'.

The deputy head provided not just emotional support but practical support to headteachers. Deputy heads took charge of many issues regarding teaching and learning; they covered administration issues and were involved in final decision making. Deputy heads also stayed at school until very late in order to look after students who were studying. The deputy head shared their office with teachers, and were able to have a close relationship with teachers and mediate between them and the headteacher.

The period of being deputy head was a very tough one. Through this process, deputy heads experienced an 'apprenticeship' in leading schools. This has been under-discussed in the literature, but was one factor in making the Korean context distinctive and helped to explain new heads' confidence in the role.

#### **8.3.4 CPD: Short courses, graduate school, teachers' group research activity, and reading**

In the literature the importance of teacher training is widely accepted, and leadership preparation is emphasised across the world. Many countries have established specialised education training organisations for teaching and learning, and provide leadership training courses (Bush and Jackson, 2002; Cowie and Crawford, 2007; Bush et al., 2008; Bush and Glover, 2012). While evaluating leadership preparation programmes is difficult because of the complexity of conceptualising and measuring outcomes, Crawford and Earley (2011) and others argue that these programmes are essential (Crawford and Earley, 2011; Bush, 2009; Leithwood and Levin, 2005; Bubb and Earley, 2010).

In Korean literature there is a little research on the preparations of headteachers. To become a headteacher, aspiring candidates had to take CPD programmes of more than 60 hours every year. Many new headteachers expressed positive views of CPD and counted it as useful

leadership preparation rather than a duty or burden. Many personally enjoyed attending lectures and short courses and used their free time for taking distant learning and reading. Most aspiring headteachers also achieved a Master's degree from graduate school studies.

New headteachers emphasised the importance of their previous engagement in teachers' group research activities. Through these activities they were able to develop their knowledge and pedagogies, and had opportunities for collaborating with other teachers and the Office of Education. These reported experiences back up the claims in the literature that formal headship preparation is important and that a varied practical programme is well received.

### **8.3.5 The Headteacher Qualification Training (HQT)**

An important feature of the Korean education system is its formal HQT programme, led by officers from the Office of Education and Ministry of Education, university lecturers, experienced headteachers, and successful leaders from outside of education.

The programme deals with practical matters of headship, management skills, and provides school visit and mentoring from experienced headteachers. The opportunities for group discussion and school visits and mentoring were considered the most useful, confirming the importance of apprenticeship and community of practice.

Participants identified some problems with the HQT programme; most notably, the time gap between undertaking the qualification programme and becoming a head, which is a longstanding feature of the Korean system. Some found the syllabus stale and wanted a more creative approach. There were also information gaps in topics such as finance, law, and human resource management. These confirm the varied nature of headship as described in the literature.

In some countries fast track leadership programmes are in place, but in Korea there was no requirement for this. Another feature of some programmes is a personalised approach differentiated to individual needs. This approach does not feature in the HQT, and headteachers expressed a desire for a more personalised approach for their first year support.

### **8.3.6 The first year programme and confidence**

The general literature found that preparation for headship and the confidence to carry out headship was a major issue. Literature on the confidence of first year heads in Korea is under-developed. It was striking in my study that participants spoke about their enjoyment of headship because they were able to make decisions for the direction of the school. In talking about headship, they seemed confident and well prepared. Reasons for confidence appeared under-researched in the literature, but these were explained in my data. One factor expressed by participant headteachers was a positive mind-set and the personal qualities of self-esteem and being proactive. The other was very long period of preparation and apprenticeship described earlier.

These prior experiences were particularly important, as the induction programmes for newly appointed headteachers were uneven in different countries. There are priority programmes for the first year headteacher, but these are optional. In the literature, new headteachers seem to want informal, personalised, timely and practical support (Bush and Glover, 2005; Earley et al., 2011; Ng and Szeto, 2016). Korean headteachers are no different. What is distinctive about Korean headteachers is their positive orientation, sense of confidence and degree of preparation.

## 8.4 Practice

### 8.4.1 Leadership and context

In my data new headteachers were aware of their school contexts, showing an appreciation for the distinctive nature of their schools and education systems in the way that was seen as so important to successful leadership in the literature.

They seemed to be aware of their teachers' potential and trusted in teachers' capability for leadership. They also understood the difficulties teachers faced in different circumstances. Even though they were newly appointed headteachers, they were very familiar with common characteristics of teaching due to their years of experience, and they had strategies to help their teachers develop. These strategies included encouraging CPD and group research activities. Sometimes, strategies were more directives, and included distributing the leadership role and facilitating cooperative culture through teachers' group activities and school events. Headteachers' efforts to establish rapport with teachers were observed during the shadowing.

### 8.4.2 The source of power and authority

Headteachers were clearly aware of their limited autonomy. They also believed that they did not have the strong authority and power which had been traditionally given to headteachers merely by holding the position. The social paradigm for leadership has changed in Korea; position no longer guarantees their authority and power. Some were directly aware of the power of the Korean Teachers and Education Workers Union (KTEWU) to resist change in education.

An important strategy for headteachers was to work with power based on knowledge, and to build trustful relationships with others. In the interviews, many headteachers shared how their

knowledge, which was gained from their leadership preparation period, supported their authority and power in the practice of leading. Headteachers' knowledge from their education specialist experience was especially counted as useful. The power sources of leadership have been discussed with relation to the concepts of physical source, economic source, and knowledge source. Knowledge source indicates administrative knowledge about how an institution works and technical knowledge related to how tasks are performed (Coleman and Earley, 2005). The headteachers affirmed how the power from the knowledge source was working in Korean school practice.

In shadowing it was observed that headteachers spent a great deal of time on deskwork, meetings, and showing presence. In terms of function, their work consisted of authorising, interacting and communicating, and planning. These were all about communication and building relationships. Participants explained how they made efforts to build up rapport and trustful relationships with teachers, for example, by often attending after-school events. As they had relationship-oriented perspectives on headship, they got more satisfaction when they had a cooperative relationship with teachers. In much of the literature, building trust is highlighted as one of the key processes for leading school improvement (Leithwood and Beatty, 2008; Day et al., 2011; Li et al., 2016). Headteachers' efforts to build trust have been demonstrated in Korean practice to some extent by this study. It might come as a surprise to see these 'gentle power' patterns in a top down structure. However, the distinctive nature of headship is that it is authority and power based on building trust.

### **8.4.3 Approachable headteachers**

Korean headteachers tried not to hide in their offices. They wanted to be around students and to observe and monitor students' learning and life. All headteachers greeted students every morning at the school gate, came to see students in the canteen at lunch time, and walked

about their schools twice a day, morning and afternoon. Occasionally they met a group of students for sharing opinions or encouragement on some particular issues.

While they were showing their presence, they were able to see students' physical and emotional status and the relationships they had with other students, and headteachers resolved the problems in a natural ways. This shows how understanding context was important in leading the school, rather than relying on a fixed idea of leadership styles.

When headteachers talked about their satisfaction in the role, 'students' smiley greeting' was a key reason they cited. They felt challenged when they were not able to help their students with more resources and when they had to just accept the situation as it was. Again, this shows the distinctive nature of Korean headship to be that they valued the idea of leadership based on trustful relationship.

#### **8.4.4 'Overwarming' fever on education and new direction of school education**

The strong desire of parents to educate their children is commonly called overheated or overwarming education fever in Korea and is usually connected with promoting academic results through private supplementary education (Kim, 2016). Overwarming fever is a direct translation of Korean word, 과열 which is pronounced Gwa-Yeol and consisted of two characters 'over' and 'fever'.

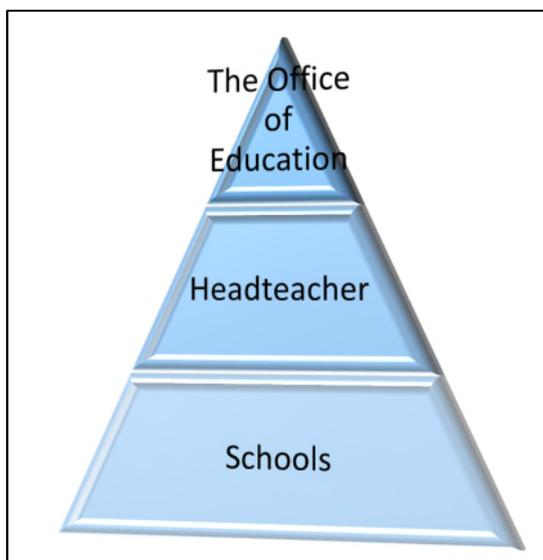
As seen in this study and the literature, two distinctive aspects of Korean education are the supplementary education support, and pressure on parents and students to achieve. When it came to looking at plans for change, Korean headteachers were distinctive. They wanted to focus on developing new pedagogies, students' career education and student happiness rather than just focusing on academic achievement. This is in contrast with Canada, the UK, the USA and many Western countries, wherein educators appear worried about their students'

achievement and frequently raise PISA result outcomes. Korean educators were less focused on PISA.

Of course, priorities played out differently in different areas. For example, heads in the Education Welfare Priority Support school areas had particular concerns over students' family lives and prospects. In contrast, 'happiness' was the most common goal when headteachers' talked about their aims for schools in more affluent areas.

#### 8.4.5 Rethinking the centralised education system

Korean education has a centralised system. Teacher recruitment and promotion are decided by legislation; teachers' payment and financial support for school facilities are provided by government; education policy and programmes and national curriculum are set by the government; and the standardised evaluation system assesses the students' outcomes and teachers' working process. The literature suggested that Korean headteachers' autonomy level was low (Kim et al., 2006).



*Figure 12: Simple structure of the centralised education system*

In the literature, decentralisation was discussed as a natural consequence of a democratic culture while centralisation was described as a system of bureaucratic society (Hanson, 1998). Centralised systems can usually be imagined as a system with a hierarchical structure as in Figure 12.

However, after analysing the Korean headteachers' interviews, I was able to recognise that this is only a generalised assumption and a

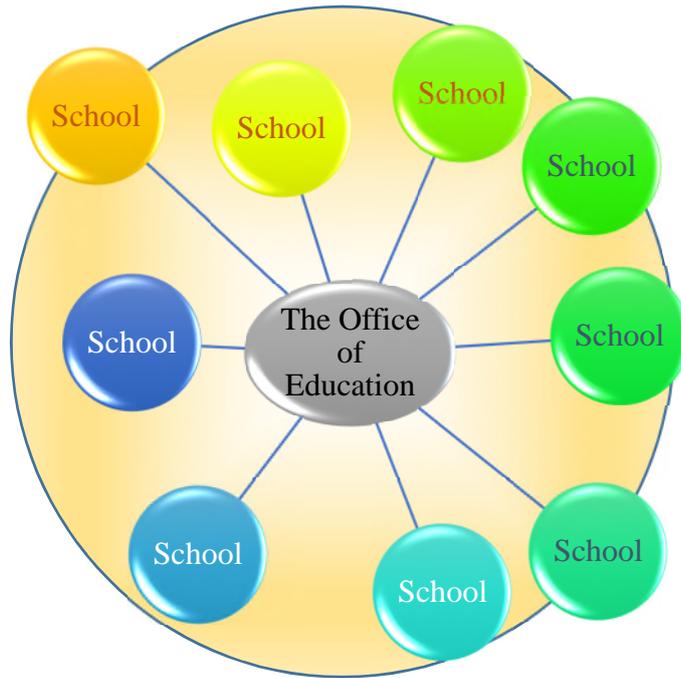
bureaucratic education system is not synonymous with a centralised education system. So, the

antonym of a centralised education system is a decentralised education system rather than a democratic one.

Decentralised education is described as school-based management. The strength of decentralised education is prompt and suitable decision making, enabled by proper understanding about school context due to familiarity. Even though Korean education has a centralised structure, headteachers recognised the efforts of the Office of Education to make education policy based on schools' needs with an understanding of their school contexts. The Office of Education did not work in a bureaucratic way, but tried to work in a democratic way. When the Office of Education made a decision or new policies, they gathered opinions from schools and created a committee which consisted of officers (education specialists), outside experts, and various levels of teachers including headteachers. Although the Office of Education was located at a distance from the schools, they maintained close contact via an IT-based communication system.

Officially Korean headteachers had limited autonomy; however, this study's participants felt they had a kind of practical autonomy. They had a good understanding of both education policy and their school contexts, so they were able to control the level of policy implementation depending on their school contexts. Headteachers also had a relationship with the officers in the Office of Education, and headteachers were sometimes former senior colleagues of the officers or had worked together with them in the past. Although headteachers usually had a collaborative and positive relationship with the Office of Education, they did not hesitate to be critical when they found problems.

The Korean centralised education seems to have been a flatter model of centralised education as in Figure 13, and two-way communication was available in this system.



*Figure 13: Education System from headteachers' perspectives*

Korean headteachers agreed there were some benefits of a centralised education, such as ‘the ability to see the whole picture’, and disadvantages such as ‘lack of access to the top’ or ‘lack of confidence’. The flat centralised system seemed appropriate and distinctive to heads, although political interference was strongly resented.

The other distinctive aspect of Korean headship was the enormous amount of documents which went back and forth between the Office of Education and schools. This workload was problematic for both parties.

#### **8.4.6 Servant Leadership**

In the literature review, various kinds of leadership models were discussed. Each model focuses on different dimensions of leadership and carries its own strengths and weaknesses.

The Korean literature was largely descriptive and based on evaluation reports. What emerged in the finding was that Anglo-Saxon notions of leadership did not cross over into the Korean

context. Some aspects of the leadership models in the literature could be forced into describing Korean headteachers' practices; for example, Korean headteachers were not familiar with the term, 'distributed leadership'. However, headteachers fully understood why they needed to distribute their work and leadership. They shared roles with deputy heads and heads of departments, and many headteachers tended to delegate their power and authority as well. This aspect of Korean headteachers' ways of working shared similarities with the concept of distributed leadership (Harris, 2014; Spillane and Diamond, 2007).

Some aspects of the headteachers' performances also reflected some ideas of a learning-centred leadership; the core of learning-centred leadership or instructional leadership is learning. In the concept of learning-centred leadership, learning does not mean only learning of students it includes all learning of leaders, learning of teachers (Southworth, 2004). Also learning centred leadership focuses on student outcome and learning-centred leadership was revealed as the most effective leadership style to improve students' attainment (Robinson et al., 2008). In the Korean context, learning-centred leadership was present. However, headteachers did not use this term even if ideas of such leadership was part of their philosophy. For example, Korean headteachers tried to encourage a learning culture among staff by encouraging them to attend external CPD and by holding CPD programmes in their own school. Headteachers themselves also attended learning and training events on their own. As word, learning-centred leadership was unfamiliar but not its spirit, it was a core part of servant leadership.

Some Korean headteachers also carried an idea of transformational leadership in their practice whether they used the word or not. For example as with transformational leadership, in Korean servant leadership headteachers tried not to force teachers to adopt innovations but

instead tailored innovations to what would engage teachers, they also tried to energise teachers to innovate rather than force them to.

When headteachers talked about their leadership, the most frequently mentioned term was 'servant leadership'. This was the core distinctive feature of the study and gave rise to a particularly Korean notion of servant leadership.

Korean-style servant leadership (hereafter KSL) had seven main characteristics: respecting and being respectful; decision making through communication and openness; working through inspiring others; using 'gentle power'; setting an example; cultivating leaders; and enhancing teaching and learning. This can be compared to Greenleaf's earlier-discussed concepts of servant leadership (hereafter GSL) which covered listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people, and building community (Greenleaf and Spears, 2002).

Sphere	KSL	GSL
Motivation/goals	Respecting and being respectful	To serve first
Decision making	Communication and openness	Listening, empathy, persuasion, conceptualisation, foresight
A way of working	Inspiring others	Empathy, conceptualisation, persuasion, building community
A way of working	Gentle power (agreement and waiting)	Persuasion, building community
A way of working	Setting an example	
Delegating leadership	Cultivating leaders	Commitment to the growth of people, building community
Continuing Professional Development	Enhancing teaching and learning	Commitment to the growth of people

*Table 43: Comparing KSL and GSL*

Korean headteachers expressed their main motivation as supporting teachers and students. Headteachers understood and sympathised with the stress and workload of teachers and students. They especially highlighted ‘how to serve’, and their main way of serving teachers and students was by ‘respecting and being respectful’. This matched with the GSL emphasis on ‘to serve first’ as a leader’s natural motivation (Greenleaf, 1991). Listening, empathy, healing, and stewardship can be useful characters for helping people in GSL.

Communication can be a most important skill for leadership in establishing vision, sharing value, and making influence (Spears, 1995). Korean headteachers particularly emphasised a democratic approach to decision making. They emphasised timely communication with all school members and acceptance of school members' diversity. These matches closely with GSL in that communication and openness are treated as important. Decision making through communication, bringing understanding about the vision and encouraging members to support and commit themselves to the agreed decision is also present in ideas of transformational leadership.

Considering the Korean context, working through inspiring may be an obvious rather than optional choice in Korean schools. The importance of preparation is highlighted for 'inspiring others'. In Earley et al. (2011)'s study, new headteachers directly pointed out the importance of preparation in order to get the skills to lead voluntary involvement in their role. One distinctive aspect which was showed only in KSL was the more personal approach of caring, such as attending family events: wedding, children's first birthday celebration, and parents' funerals. Working through inspiring is one of the most apparent characteristics of transformational leadership. Transformational leadership is about a leader's ability to inspire staff to work with more energy, commitment, and purpose (Leithwood et al., 1999; Burns, 1978).

Gentle power is another very typical characteristic of KSL, and consists of two aspects. One is making progress not by forcing followers, but by reasonable persuasion and agreement. The other is about time. Headteachers did not try to work in rush. They tried to wait until their followers reached an understanding of an agreement with the reason for their current tasks, and also gained the ability to undertake the tasks. In GSL, persuasion is one of the enabling characteristics. In the process of persuasion, leaders' humble and authentic attitudes

were emphasised both in KSL and GSL. However, waiting for their followers was more emphasised in KSL.

The concept of waiting in relation to gentle power can be a result of regretting the ‘pali, pali’ culture. Korean society made rapid development efforts over the last 60 years during the reconstruction of the country after Japanese colonisation and the Korean War. ‘Pali, pali (quickly, quickly)!’ has been a phrase rooted in Koreans’ daily lives, and this attitude may contribute to rapid development. However, its negative effect was recognised, and the importance of waiting was emphasised in leading people in schools. ‘Happiness’ has become an important goal in Korean schools, and waiting was one of the essential strategies to bring about that happiness.

Setting an example is a very typical and influential way of working in Confucian-based Korean society. There is a famous saying from the Great Learning, one of the writings of Confucius: ‘cultivate one’s morals; then manage the family; then ruling a nation and governing a country; then reign over the whole country peacefully’ (Zengzi et al., Song Dynasty: Eight Regulations). This saying emphasises the importance of setting a good example for performing leadership.

In KSL, headteachers emphasised walking the talk as one of the important aspect of setting an example. Setting an example was more about moral attitudes than achievement. Personal integrity and transparency were highlighted as influential in building trust. Headteachers believed that this transparency in particular was a fundamental source of their power and influence. Once they had got trust from their teachers, they believed that their teachers had potential to bring about changes for school improvement. So they tried to set a good example in terms of attitude. This is similar in the ethical leadership model. Even though ‘modelling’ is one of the important strategies for performing learning-centred leadership, the modelling is

more related to demonstrating the learning engagement of the headteacher, rather than showing a moral example.

Cultivating leaders was one of the typical features both in KSL and GSL (Spears, 1995). Most Korean headteachers had a strong degree of confidence in teachers' quality and their availability for taking the leadership role. They did not just try to share the role, working with deputy heads and heads of department, but they also tried to delegate their power and authority as much as they could. Korean headteachers' way of working was also a good example of distributed leadership.

One of the fundamental tasks of a school is teaching and learning. Korean headteachers showed strong confidence in enhancing teaching and learning, and they believed Continuing Professional Development was an essential part of the teaching profession: "the quality of an education system cannot exceed the quality of its teachers (Barber and Mourshed, 2007: 16)." One distinctive trigger in boosting the flourishing culture of teachers' CPD in Korean education system is the popularity of the headteacher role and its competitiveness, which help to motivate teachers to attend CPD. This kind of commitment to CPD is, as seen earlier, present too in ideas of instructional leadership.

In general, there is a good match between the two concepts of servant leadership; For example, communication and openness were shown both KSL and GSL (Greenleaf, 1991; Spears, 1995; Lundy, 2002). However, there are subtle differences. Setting an example was only explicit in the KSL model; conceptualisation and foresight were not mentioned in KSL, and KSL was constructed from practical examples while GSL started from theoretical considerations.

There were several explanations as to why KSL was so marked. First, Korean headteachers had limited official power over teachers. Second, parents' and students' concern with excellent achievement was extremely high, and in this atmosphere heads were trying to show that a more cooperative and gentle way of working was not only possible but more effective. Lastly, a good leader in Confucian culture is expected to set a moral example and to create followers through the heart rather than ruling over people.

KSL is mediated in a context in which headteachers are experienced and well-prepared, and exercise leadership through showing presence and attending meetings. From observation at least, there are three advantages of KSL. The first is that it is a good form of leadership for extending followers by supporting their development. Secondly, it is useful for encouraging proactive engagement. Lastly, it is sensitive to context, and servant leaders will be better aware of what is possible as well as what is desirable.

In contrast, KSL does have some weaknesses. The process required to become a leader in servant leadership seems to be extensive. Secondly, setting vision and foresight can be the weakest aspect of KSL. Korean headteachers are of course setting vision; however, their vision is more about implementing education direction and policies which are established by the Office of Education.

#### **8.4.7 System leadership**

System leadership is a recently developed leadership model in which the headteacher's role does not remain only at their own school level but extends to the local level and beyond (Hopkins, 2009; Collarbone and West-Burnham, 2008).

In Korea, even if there was not a fully extended system leadership model; new headteachers understood themselves as a component of a whole education system. They took on various

roles within the system. For example, headteachers contributed to education policy; they set up committees, consulted with other schools, and some headteachers joined the HQT as a mentor. All headteachers networked with others outside of their schools. The system leadership model was theorised in Canada and England (Robinson, 2012; Hopkins, 2009), but it looked more settled as a practice in Korea.

#### **8.4.8 Satisfaction and challenges**

In the literature, most of the studies were about challenges rather than satisfaction. In my study, more headteachers talked about their satisfaction than challenges. As already discussed, Korean new headteachers focused on building trust and working in collaborative relationships with school members, and they found satisfaction in this. Their motivation was connected to satisfaction. Most Korean headteachers said they wanted to become a headteacher to enact their educational philosophy; they therefore got satisfaction from their decision making.

The literature shows headteachers as struggling with frequently changing education policies, new initiatives, and new inspection frameworks. In contrast, Korean headteachers had more positive attitudes toward policy changes although they were concerned about politicised education policy. Their good level of understanding for new policies reduced their feeling of distance from the process. Headteachers who had education specialist career especially had the confidence to deal with new education policies. Even though Korean headteachers had a low level of autonomy and accountability, they felt less constrained.

The literature studies showed that headteachers felt pressure to maintain and raise students' outcome. Korean headteachers were also interested in students' outcome and had to deal with

parental demands. However, more headteachers were satisfied with students' progress and had confidence in their ability to contribute to enhancing teaching and learning.

In the literature, headteachers were seen as burdened by finance and budget issues. In Korea, headteachers were concerned about managing money and wanted better preparation for this part of the role.

The most difficult challenge for new heads in the literature concerned 'feelings of professional isolation and loneliness' (Hobson et al., 2003: 24), and Korean new headteachers also felt the weight of ultimate responsibility. However, the situation for Korean headteachers can be relatively less stressful. Firstly, they have strong job security (Kim et al., 2007) as they are employed as civil servants. Secondly, under the centralised education system, headteachers' accountability is to a wider system, reducing levels of personal accountability. Thirdly, almost all Korean headteacher receive strong support from their deputy heads.

In Korean literature, Kim and Parkay (2004) noted two main challenges. One was generational conflict, highlighting a tension between teachers' horizontal democratic values and headteachers' traditionally vertical Confucian values. The other main challenge was the relationship with teachers who were members of the Korean Teachers and Educational Workers' Union (KTEWU), a union with a tradition of progressive politics, though one that is protective of teachers' rights and can be a constraining influence on heads' actions. Concerns over KTEWU issues was also shown in my data, however, most headteachers had workable strategies for dealing with it.

One interesting point was revealed comparing this study to that of Earley et al. (2011). When newly appointed headteachers were asked 'what they should do and have in their leadership practice?', they answered 'demonstrations of many qualities, skills and traits including

resilience, persistence and emotional and contextual intelligence' (Earley et al., 2011: 22)

Korean headteachers also mentioned these factors when they explained how they established their authority.

#### **8.4.9 Summary**

In this chapter, I have looked at some points of comparison between both general and Korean literature and my findings. The key distinctive feature of early Korean headship lies in its social status, competitive, long and intensive preparation, and the push for more democratic approaches leading to servant leadership.

- New headteachers demonstrated along with other headteachers a desire to implement their educational philosophy; they were frequently recommended to apply for headship, and this has not hitherto been discussed in Korean literature. Headship is an attractive prospect in Korea.

- Systems and culture for teachers' CPD and group research activities were well established in Korean education. New headteachers wanted personalised induction programmes, enabling them to access practical advice through mentoring and coaching alongside the standard specialised course.

- The position of head is an interesting one in Seoul. On the one hand this is a centralised system; on the other, there is two-way communication. Headteachers had practical autonomy and could make their voice heard in the Office of Education.

- The significant finding has been the presence of servant leadership, adapted to context and its relationship to a wider culture.

- A system leadership model was theorised in Canada and England, but it looked more settled as a practice in Korea.

- In the literature, most of the studies were about challenges rather than satisfaction. In my study, more headteachers talked about their satisfaction than challenges.

In the final chapter I present a summary of the thesis alongside and an evaluation of its contribution to literature.

## 9 Conclusion

### 9.1 Introduction

In this concluding chapter, I will summarise the study and the main findings. An outline of the strengths of the study and its contribution to literature will follow, along with a discussion of the limitations of the study and recommendations. Finally, I will round off with the personal significance of this study.

### 9.2 Summary of the thesis and main findings

At the beginning of this study, the importance of educational leadership and preparation and the context of Korean secondary education were introduced. It was explained that the study aimed to explore the perspectives of early career headteachers in secondary education in Seoul, South Korea, addressing questions regarding motivation, preparation, and practice.

Korean education has received a significant level of attention because it shows high achievement in learning outcomes but also high level of stress on students. However, Korean education is demonstrably under-researched, and as a result has been over praised or unfairly ignored. The main research question driving the study was to ask what is distinctive about becoming a new headteacher in Korean secondary schools in Seoul. The major sub questions were “what is the motivation for becoming a headteacher?”, “how and to what extent are headteachers prepared?”, and “what do headteachers seek to achieve in their practice?”

The literature review for this study covered motivation, leadership preparation, being a new headteacher, and leadership practice. The motivation section raised work-life balance and use of time as key issues. The preparation section considered some concepts of leadership preparation and the importance of this preparation, as well as pedagogical approaches toward it. Dimensions of leadership were discussed in relation to leadership practice, specifically

influence, vision, and value; the importance of context in leading school; centralised and decentralised systems; and leadership models. The practice and challenges of being a headteacher were reviewed.

The next chapter discussed methodology. It was explained that this was an interpretive piece of research which investigated new headteachers' perspectives through shadowing and interview. Shadowing was a valuable approach because it allowed understanding of context and explanations of what new headteacher actually did. Interviews were carried out addressing motivation, preparation, and practice.

The findings were presented in four chapters. The shadowing findings showed that headteachers spent a lot of time in meetings and undertaking deskwork, and in terms of function they spent much time authorising, interacting and communicating. Headteachers made strong efforts to establish good relationships with pupils and staff. This led them to show presence, set up meetings, attend social events and so on. In shadowing it was observed that the Korean centralised education system was based on regular and frequent interaction between schools and the Office of Education. In this process, an enormous number of official documents were exchanged. Headteachers were concerned to show presence by greeting students in the morning, walking about the school and taking meals in the canteen. My overall impression was that headteachers showed a high level of confidence in their work. Their daily work looked calm and routine.

In the first chapter of the interview findings, answers were provided for the first study question, 'what is the motivation for becoming a headteacher?'. Participants only became headteachers after a long career. On the whole, they had enjoyed teaching and had good relationships with students, as well as opportunities for self-development. There were some points of dissatisfaction, but these were not widely held. The decision to seek headship was

often triggered by a recommendation from others, but the intrinsic motivation for headship was also a significant factor. Becoming a head was a gradual process, and for some it was a natural career path.

The second chapter of my interview findings explored how and to what extent headteachers were prepared for their new role. It found that new headteachers felt prepared through both experiential learning and more formal CPD. The experience of having been deputy head and/or an education specialist was particularly useful, as were short training courses and postgraduate study. The HQT sought to provide a comprehensive preparation for headship, and the biggest shortcoming in the programme was the time gap between study and promotion. In the extensive preparation period, many aspiring headteachers were not able to maintain a reasonable work-life balance.

In their first year of headship, new headteachers felt the weight of ultimate responsibility and developed strategies to deal with it. New headteachers' confidence ultimately rested on feeling secure in their practice. However, their preparation for headship provided them with a good level of confidence. There was not a consolidated induction programme, but there were priority programmes for the first year of headship. As improvements on this, headteachers recommended more personalised approaches, providing mentoring and peer support, and practical tips for the field.

The third chapter of interview findings addressed what headteachers sought to achieve in their practice. Broadly, headteachers had a better work-life balance than before. Participants expressed strong concerns about over-politicisation in the system; however, they felt that they had practical autonomy to bring about changes in school and that two-way communication was available. New headteachers valued their teachers' qualities and understood their

schools' current context, including teachers' difficulties, parents' pressure and students' stress, and the impact of private supplementary education.

Servant leadership best represented the leadership strategies and styles of Korean headteachers. Servant leadership meant respecting, communicating, inspiring, performing 'gentle power', setting an example, cultivating leaders, and enhancing teaching and learning. This was exercised within a system leadership structure.

In the discussion chapter, the distinctive features of becoming and being a new headteacher in Korean secondary schools in Seoul were discussed. This compared the literature about new headship both in general and in Korea with the findings of this study. The key distinctive features of early Korean headship lie in its high social status, competitive, long and intensive preparation, and the push toward more democratic approaches leading to servant leadership.

New headteachers showed along with other headteachers a desire to implement their educational philosophy. They were frequently recommended to apply for headship, and this has not hitherto been discussed in Korean literature; nor had the fact that headship is an attractive position in Korea.

Systems and culture for teachers' CPD and group research activities were well established in Korean education. New headteachers wanted personalised induction programmes which provided them with practical advice through mentoring and coaching, alongside specialised courses. The position of head is an interesting one in Seoul, given that there is a centralised education system but clear evidence of effective two-way communication between heads and the Office and Departments of Education. Headteachers had practical autonomy and could make their voice heard in the Office of Education. The most significant finding was the presence of servant leadership, adapted to context, and its relationship to a wider culture. A

system leadership model was theorised in Canada and England, but it was a working practice in Korea. Interestingly, in the literature most of the studies were about challenges rather than satisfaction, whereas in my study more headteachers talked about their satisfaction than challenges.

### 9.3 Strengths of the study / contribution to literature

Korean education has received enormous interest; however, it is an under-researched area. There was very little research published in global academia about Korean headteachers' leadership preparation and practice. As a result people outside of Korea who wanted to know about the country's education saw only part of the picture instead of having a wider, more holistic understanding. Conversely, Korean educators were not able to appraise their performance in comparison with other countries in identifying both their strengths and weaknesses.

This study is organised around interlocking themes which show the full story of headship from starting teaching to finally becoming a head. The linear story follows becoming a teacher, satisfaction and dissatisfaction as a teacher, the moment of decision making to become a headteacher, leadership preparation in their career path, work-life balance at different stages, and their first year of practice. These interlocking narratives provide a more holistic understanding of headteachers' perspectives and the education system in which they function. This research exemplified the importance of leadership preparation in the literature, and provides guidance toward effective preparation for aspiring headteachers' progression.

This study has identified a new concept of leadership in Korean servant leadership (KSL) and identifies the reasons why this evolved from Greenleaf's original servant leadership concept. Many Korean headteachers talked about servant leadership; however, it only existed as a

concept, and this study provides an exemplification. KSL has been put forward as a characteristic leadership model in Korea.

This study has also shown that a centralised system does not have to mean a bureaucratic one. Indeed, the study has illustrated a kind of hybrid form of centralisation wherein there is a close relationship between the centre and the school. When the centralised system employs a democratic approach, it can support schools more effectively. This may be a valuable point of consideration for those countries that have bureaucratic centralised education systems.

#### 9.4 Limitations of the study

This is an interpretive study which shows perspectives on leadership. Its shadowing and interview methods have unearthed many unexpected but important findings and ways of working, the elucidation of which is heavy on description. There were two reasons for this need to describe: first, the context of the study needed to be described to the reader unfamiliar with context; and second, this study was dealing with an under-researched area. However, new researchers might be able to build on the study and provide more theoretically rich interpretations.

In this study, headteachers' perspectives were investigated through shadowing and interview. Using mixed methods was useful to understand headteachers' perspectives, but given more time I would have added more methods, such as asking headteachers to keep diaries, or analysis of events such as annual school planning which would have shown headteachers' educational philosophy in practice. I also wanted to analyse the syllabus of the HQT, but this was not readily accessible.

This study covers wide themes from motivation, preparation, and practice and provides the big picture. This was very useful in understanding the distinctive features of Korean

education; however, the breadth of the study prevented me from digging deeper at times. New studies dedicated to issues such as preparation or the specific question of showing presence are needed.

## 9.5 Recommendations

### 9.5.1 For new headteachers

According to my data, aspiring headteachers' experiential learning, including the educational specialist role, was useful preparation for their new role as head. I would recommend prospective headteachers take advantage of all the opportunities to develop their understanding of the role of head, and that they consider applying for an educationalist role or other roles which extended their understanding of education policy and lead them to work with people from different backgrounds. They should also proactively participate in CPD and teachers' group research activities. When new headteachers are confident as teachers and feel prepared for headship, they can make a greater impact. New headteachers should understand the context of their schools and work with colleagues to build trusting and empathetic relationships, not least as this will give them greater satisfaction in their new role.

### 9.5.2 For the Korean education system

The democratic approach within the centralised education system seems to be particularly useful. It is vital that the centre communicates closely with heads. Policy makers should recognise the problems caused by political interference, and should be aware of the importance of work-life balance for aspiring headteachers, including deputy heads and educational specialists. In the process of doing research, I found the role of headteacher remained popular. Those supporting new heads should know that there are systems which

work and which enable heads to feel confident. New headteachers asked for personalised induction programmes, and designing such a programme is a key recommendation.

### **9.5.3 For researchers**

On the basis of this research, I would recommend that researchers involve the subjects of their research in the study. For example, by shadowing I was able to achieve a much better understanding of the head's role prior to interviews. Each part of this study can be extended and deepened. Future researchers may wish to theorise more deeply about KSL; they may also wish to look on a wider level at the particular relationship between centre and school in Korea, and whether this represents a desirable approach.

I would also recommend some finer analysis of my data. For example, I am very aware that I have neglected gender as a focus for comparison and that there were interesting threads on this front throughout. Finally, researchers might consider further how much difference headship makes: are Korean outcomes so high because of the education system, or is it more simply a product of the culture?

## **9.6 Personal significance**

I am very grateful to have been able to carry out this study in pursuit of finding out what was distinctive about Korean education. As much as I recognised the importance of educational leadership and leadership preparation, I wanted to know about strengths and weaknesses of Korean education. I personally experienced doubts about the system which were triggered by awareness of inequity in education in Korean society and the obvious stress experienced by pupils. In the process of research I was able to learn about many aspects of leadership from my participants. For example, I was able to realise the importance of building trust in Korean school, and the time needed to create cooperative relationships. All this learning was

enjoyable, but the study has stretched me in every aspect even while I feel ready to contribute to my field with more confidence. I hope this research and my further research can contribute to the development of educational leadership in Korea, United Korea in the future, and global society. I hope, finally, that I have dispelled a few myths, not least ones held by policy makers in England, about Korean education.

## References

- Anderson L. (2005) Decentralization, autonomy and school improvement. In: Coleman M and Earley P (eds) *Leadership and Management in Education: Cultures, Change and Context*. Oxford: Oxford University Press.
- Ashkanasy NM, Wilderom C and Peterson MF. (2011) *Handbook of Organizational Culture and Climate*, Thousand Oaks: SAGE Publications.
- Avramidou E. (2012) Sage-King and Philosopher-King: A Political and Moral Approach to Confucius' and Plato's Leadership. In: Prastacos GP, Wang F and Soderquist KE (eds) *Leadership through the classics : learning management and leadership from ancient East and West philosophy*. Heidelberg: Springer, xxvii, 569 pages.
- Bae C. (2010) Public educational system and the status of private education in Korea. *Journal of Education Research* 18: 105-127.
- Baek S. (2003) A Study on an exploratory model of teacher development process. *The Korean Journal of Educational Administration* 21: 29-51.
- Ball S. (2008) *The education debate*, Bristol: Policy Press.
- Ball SJ. (2011) A new research agenda for educational leadership and policy. *Management in Education* 25: 50-52.
- Barber M and Mourshed M. (2007) *How the World's Best-performing School Systems Come Out on Top*, New York: McKinsey and Company.
- Bass B and Avolio B. (1994) *Improving Organisational Effectiveness through Transformational Leadership*, Thousand Oaks London: SAGE Publications.
- Begley PT. (2008) The nature and specialized purposes of educational leadership. In: Lumby J, Crow G and Pashiardis P (eds) *International Handbook on the Preparation and Development of School Leaders*. New York: Taylor & Francis, 21-42.
- Block P. (2013) *Stewardship: Choosing Service over Self-interest*, San Francisco, California: Berrett-Koehler.
- Bottery M. (2006) Eastern v. Western perspectives on morality, power and leadership/or the lack of them. In: *An independent of study of school leadership* (ed) Belmas/Screlm/Bera seminar. Nottingham: DfES.
- Bradford DL and Cohen AR. (1998) *Power Up: Transforming Organizations through Shared Leadership*, New York ; Chichester: J. Wiley.
- Bristow M, Ireson G and Coleman A. (2007) *A Life in the Day of a Headteacher a Study of Practice and Well-being*. Nottingham: National College for School Leadership.
- Brooke MZ. (1984) *Centralization and Autonomy: A Study in Organization Behaviour*, London: Holt, Rinehart and Winston.

- Bryman A. (2012) *Social Research Methods*, Oxford: Oxford University Press.
- Bubb S and Earley P. (2010) *Helping Staff Develop in Schools*, London: SAGE.
- Burns JM. (1978) *Leadership*, New York ; London: Harper & Row.
- Bush T. (1986) *Theories of Educational Management*, London: Harper and Row.
- Bush T. (2008a) Editorial: Educational leadership and management-broadening the base. *Educational management administration & leadership* 36: 5.
- Bush T. (2008b) *Leadership and Management Development in Education*, London: SAGE.
- Bush T. (2009) Leadership development and school improvement: Contemporary issues in leadership development. *Educational Review* 61: 375-389.
- Bush T. (2011a) Becoming a school principal: exciting opportunity or daunting challenge? . *Educational management administration & leadership* 39: 514-515.
- Bush T. (2011b) *Theories of Educational Leadership and Management*, London: SAGE.
- Bush T. (2014a) Applying distributed leadership across contexts. *Educational management administration & leadership* 42: 601-602.
- Bush T. (2014b) Instructional leadership in centralized contexts: Rhetoric or reality? *Educational Management Administration and Leadership* 42: 3-5.
- Bush T, Bell L and Middlewood D. (2010) *The Principles of Educational Leadership and Management*, Los Angeles, Calif. ; London: SAGE.
- Bush T and Glover D. (2003) *School Leadership: Concepts and Evidence*. Nottingham: National College for School Leadership, 16.
- Bush T and Glover D. (2005) Leadership development for early headship: The new visions experience. *School Leadership and Management* 25: 217-239.
- Bush T and Glover D. (2012) Leadership development and learner outcomes: Evidence from South Africa. *Journal of Educational Leadership, Policy and Practice* 27: [3]-15.
- Bush T and Jackson D. (2002) A preparation for school leadership: International perspectives. *Educational Administration Management & Leadership* 30: 417-429.
- Bush T, Purvis M-T and Barallon L. (2008) Leadership development in small island states. In: Lumby J, Crow G and Pashiardis P (eds) *International Handbook on the Preparation and Development of School Leaders*. New York: Routledge, xvii, 491 p.
- Butcher T. (2013) Longing to belong. *Qualitative Research in Organizations and Management* 8: 242-257.
- Caldwell B. (2002) Autonomy and self-management: Concepts and evidence'. In: Bush T, Bell L, Coleman M, et al. (eds) *The Principles and Practice of Educational Management*. London: Paul Chapman Publishing, xx, 332.

- Campbell C. (2016) Systems for a learning profession: Supporting teachers as educators, learners, and leaders for educational improvement. *International Congress for School Effectiveness and Improvement* Glasgow: ICSEI, 74.
- Campbell DT and Russo MJ. (1999) *Social Experimentation*, Thousand Oaks ; London: Sage.
- Chang H-G. (2008) Nepotism Discourse in Korean Society: It has nothing to do with Original Confucian Values. *Asian-Pacific Research* 15: 105-204.
- Chapman J and Mann P. (2008) Leadership presence: Character development as the choreography of body-mind. In: James K and Collins J (eds) *Leadership Learning: Knowledge into Action*. Basingstoke: Palgrave Macmillan, xv, 223 p.
- Cho J. (2006) Study of the headteacher employment system improvement. *Jinri Nondan* 13: 717-728.
- Choi SK. (2008) A comparative study of core value in the religious education: In the basis of Confucianism and Christianity. *Religious Education*. Seoul: Yonsei University, 98.
- Chong KC, Stott K and Low GT. (2003) Developing Singapore school leaders for a learning nation. In: Hallinger P (ed) *Reshaping the landscape of school leadership development: A global perspective*. Lisse, The Netherlands: Swets and Zeitlinger.
- Clarke S. (2015) School leadership in turbulent times and the value of negative capability. *Professional Development in Education* 42: 5-18.
- Cole CE. (2013) Stories from the lived and living fieldwork process. *Qualitative Research in Organizations and Management* 8: 50-69.
- Coleman M and Earley P. (2005) *Leadership and Management in Education: Cultures, Change and Context*, Oxford: Oxford UP.
- Coleman M, Earley P, Brighouse T, et al. (2005) *Leadership and management in education : cultures, change and context*, Oxford: Oxford UP.
- Collarbone P and West-Burnham J. (2008) *Understanding Systems Leadership: Securing Excellence and Equity in Education*, London ; New York, NY: Network Continuum/Continuum International Pub. Group.
- Cowie M and Crawford M. (2007) Principal preparation – still an act of faith? *School Leadership & Management* 27: 129-146.
- Cowie M and Crawford M. (2009) Headteacher preparation programmes in England and Scotland: Do they make a difference for the first-year head? 29: 5-21.
- Crawford M and Earley P. (2011) Personalised leadership development? Lessons from the pilot NPQH in England. *Educational Review* 63: 105-118.
- Crippen C. (2005) The democratic school: First to serve, then to lead. *Canadian Journal of Educational Administration and Policy*.

- Czarniawska B. (2014) Why I think shadowing is the best field technique in management and organization studies. *Qualitative Research in Organizations and Management* 9: 90-93.
- Darling-Hammond L, Burns D, Campbell C, et al. (2017) The teaching career and leadership for the profession. *Stanford Center for Opportunity Policy in Education*. Jossey-Bass.
- Davis DN. (2005) *Visions of Mind: Architectures for Cognition and Affect*, Hershey, Pa. ; London: Information Science Publishing.
- Day C, Harris A and Hadfield M. (2001) Challenging the orthodoxy of effective school leadership. *International Journal of Leadership in Education* 4: 39-56.
- Day C, Sammons P, Hopkins D, et al. (2011) 10 Strong claims about successful leadership. National College for Leadership of Schools and Childre's Service.
- Day C, Sammons P, Hopkins D, et al. (2009) *The Impact of School Leadership on Pupil Outcomes; Final Report*, Nottingham: Department for Children Schools and Families.
- Day DV. (2001) Leadership development: A review in context. *The Leadership Quarterly* 11: 581-613.
- Deakin G, James N, Tickner M, et al. (2010) Teachers' Workload Diary Survey 2010. In: Education Do (ed). London.
- Denzin NK. (1978) *The Research Act in Sociology: A Theoretical Introduction to Sociological Methods*, New York, NY: McGraw-Hill.
- Department for Education. (2010a) The importance of teaching. In: Education Df (ed). London, 91 p.
- Department for Education. (2010b) The Importance of Teaching-The Schools White Paper 2010. In: Education Df (ed). The United Kingdom.
- Department for Education. (2014) Teachers' workload diary survey 2013. In: BMRB T (ed).
- Dimmock CAJ and Walker A. (2005) *Educational Leadership: Culture and Diversity*, London: SAGE.
- Dunford J. (2007) School leadership: A case for sustainability. *Infrom*. RM education.
- Earley P. (2013) *Exploring the School Leadership Landscape: Changing Demands, Changing Realities*, London: Bloomsbury.
- Earley P, Evance J, Collarbone P, et al. (2002) Establishing the current state of school leadership in England. London: HMSO.
- Earley P, Higham R, Allen R, et al. (2012) Review of the school leadership landscape. Nottingham: NCSL: National College for School Leadership.

- Earley P and Jones J. (2009) Approaches to leadership development. *School Leadership & Management* 29: 221-223.
- Earley P and Jones J. (2010) *Accelerated Leadership Development: Fast Tracking School Leaders*, London: Institute of Education, University of London.
- Earley P, Nelson R, Highham R, et al. (2011) *Experiences of New Headteachers in Cities*, Nottingham: NCSL.
- Earley P and Weindling D. (2004) *Understanding School Leadership* London: Paul Chapman
- Earley P and Weindling D. (2007) Do school leaders have a shelf life?: Career stages and headteacher performance. *Educational management administration & leadership* 35: 73-88.
- Earley P, Weindling D, Bubb S, et al. (2009) Future leaders: The way forward? *School Leadership and Management* 29: pp.295-306.
- Edmonds R. (1979) Effective schools for the urban poor. *Educational Leadership* 37: 15.
- Elliot R and Timulak L. (2005) Descriptive and interpretive approaches to qualitative research. In: Miles J and Gilbert P (eds) *A Handbook of Research Methods for Clinical and Health Psychology*. Oxford: Oxford University Press, P147-159.
- Fawcett P. (1997) *Translation and language : linguistic theories explained*, Manchester: St. Jerome.
- Fernet C. (2011) Development and validation of the work role motivation scale for school principals (WRMS-SP). *Educational Administration Quarterly* 47: 307-331.
- Flick U. (2009) *An Introduction to Qualitative Research*, Los Angeles :: Sage Publications.
- Fullan M. (1992) Visions that blind. *Educational Leadership* 49: 19-20.
- Fullan M. (2014) *The Principal: Three Keys to Maximizing Impact*, San Francisco: Jossey-Bass Publishers.
- Geertz C. (1986) Making experiences, authoring selves. In: Turner VW and Bruner EM (eds) *The anthropology of experience*  
Urbana: University of Illinois Press, 373-380.
- Glatter R. (2009) Wisdom and bus schedules: developing school leadership. *School Leadership & Management* 29: 225-237.
- Glatter R. (2012) Persistent preoccupations: The rise and rise of school autonomy and accountability In England. *Educational management administration & leadership* 40: 559-575.
- Green A. (1999) Education and globalisation in Europe and East Asia: Convergent and divergent trends. *Journal of Educational Policy* 14: 55-72.

- Greenfield T. (1991) Reforming and revaluing educational administration: Whence and when cometh the phoenix. *Educational Management and Administration* 19: 200-217.
- Greenleaf R. (1970) *The servant as leader*, Cambridge, Mass: Center for Applied Studies.
- Greenleaf RK. (1991) *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*, New York: Paulist Press.
- Greenleaf RK and Spears LC. (2002) *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*, New York: Paulist Press.
- Gronn P. (2010) Where to Next for Educational Leadership? In: Bush T, Bell L and Middlewood D (eds) *The Principles of Educational Leadership and Management*. London: SAGE.
- Gronn P and Ribbins P. (1996) Leaders in context: Postpositivist approaches to understanding school leadership. *Educational Administration Quarterly* 32: 452-473.
- Guskey TR. (2000) *Evaluating Professional Development*, Thousand Oaks ; London: Corwin Press.
- Hacker S and Roberts T. (2004) *Transformational Leadership: Creating Organizations of Meaning*, Milwaukee: ASQ.
- Hales C. (1997) Power, authority and influence. In: Harris A, Bennett, N. and Preedy, M. (ed) *Organizational Effectiveness and Improvement in Education*. Buckingham: Open University Press.
- Hallinger P. (2005) Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools* 4: 221-239.
- Hallinger P. (2011) Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration* 49: 125-142.
- Hallinger P and Heck RH. (1998) Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement* 95: 157-191.
- Hallinger P and Heck RH. (2010) Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management* 30: 95-110.
- Hallinger P and Lee M. (2014) Mapping instructional leadership in Thailand: Has education reform impacted principal practice? *Educational management administration & leadership* 42: 6-29.
- Hallinger P and Murphy J. (1985) Assessing the instructional management behavior of principals. *The Elementary School Journal* 86: 217-247.
- Hammond M and Wellington JJ. (2013) *Research Methods: The Key Concepts*, London: Routledge.

- Han M. (2004) The scheme for diverse ways of headteacher employment. *KEDI Position Paper*. Seoul: Korean Educational Development Institute.
- Hanson EM. (1998) Strategies of educational decentralization: Key questions and core issues. *Journal of Educational Administration* 36: 111-128.
- Hargreaves A and Fink D. (2009) Distributed Leadership: Democracy or Delivery? In: Harris A (ed) *Distributed Leadership: Different Perspectives*. Netherlands: Springer Press.
- Harris A. (2008) Distributed leadership: According to the evidence. *Journal of Educational Administration* 46: 172-188.
- Harris A. (2013) Distributed leadership: Friend or foe? *Educational management administration & leadership* 41: 545-554.
- Harris A. (2014) *Distributed Leadership Matters: Perspectives, Practicalities, and Potential*, Thousand Oaks, London, New Delhi, Singapore: Corwin A SAGE Company.
- Hartley D. (2010) Paradigms: How far does research in distributed leadership 'stretch'? *Educational Management Administration and Leadership* 38: 271-285.
- Hesse H. (1932) *Journey to the East*, Berlin,: Samuel. Fischer.
- Hinton D. (2014) *Analects*, Berkeley, UNITED STATES: Counterpoint.
- Hobson A, Brown E, Ashby P, et al. (2003) Issues for early headship- problems and support strategies: a review of the literature. London: NFER.
- Holligan C, Menter I, Hutchings M, et al. (2006) Becoming a head teacher: the perspectives of new head teachers in twenty-first-century England. *Journal of In-Service Education* 32: 103-122.
- Hopkins D. (2009) *The emergence of system leadership*, Nottingham: National College for School Leadership.
- Hopkins D. (2013) *Exploding the myths of school reform*, Camberwell, Victoria: ACER Press.
- House of Commons Education Committee. (2017) Multi-academy trust. *Seventh Committee Report of Session 2016–17*. [www.parliament.uk/education-committee](http://www.parliament.uk/education-committee): House of Commons Education Committee.
- Hoyle E. (1986) *The Politics of School Management*, London: Hodder and Stoughton.
- Huber SG. (2004) *Preparing school leaders for the 21st century: An International Comparison of Development Programs in 15 Countries*, London and New York: RoutledgeFalmer.
- Hwang S. (2002) A qualitative research of high school teachers' culture on the basis of educational activities. *Education Sociology*. Kyeongsangnam-Do: Gyeongsang Namtional University.

- Hyewon Y. (2017) Interpreting the life between Feminism and Christianity. In: Kang D (ed) *NewsnJoy: Authors' journey of reading*. Seoul: Newsnjoy Internet Press.
- Institute for Social Development Studies Younsei University. (2011) Structuring the Happiness Measurement for Korean Children and Adolescent and result of the International Comparison Seoul: Institute\_for\_Social\_Development\_Studies\_Younsei\_University.
- Johnson B. (2014) Ethical issues in shadowing research. *Qualitative Research in Organizations and Management* 9: 21-40.
- Johnson S, Cooper C, Cartwright S, et al. (2005) The experience of work-related stress across occupations. *Journal of Managerial Psychology* 20: 178-187.
- Jung O. (2009) The way of Learning from Old and Creating New: Knowledge based Cultural Nation, Joseon. In: Service KERI (ed) *Erudite scholar's Humanities Lecture Series*. Seoul, Korea: Korea National Open University.
- Jung O. (2011) *Discussing the Korean Leadership, Sunbi* Seoul, Korea: Munidang.
- Kang C. (2008) A Social Historical Study on the Korean Paranoid Education Fervor and Status Desire. *The Korean Educational Review* 14: 28.
- Kang J-M. (1999) *The Nation of Seoul University*, Seoul: Kaemakowon Publishing.
- Kim AE and Park G-s. (2003) Nationalism, Confucianism, work ethic and industrialization in South Korea. *Journal of Contemporary Asia* 33: 37-49.
- Kim D-H. (2002) *Better Korea without the Hegemony of the National University*, Seoul: The Book Company.
- Kim E-g, Han Y-K, Park S-w, et al. (2007) OECD School Leadership Innovation International Comparative study (II). Seoul: Korean Education Development Institute.
- Kim E, Kim K, Kim D, et al. (2006) Improving School Leadership Country Background Report For Korea.
- Kim H. (2009) Ethnological Study on the Enthusiasm for Education in Korean Society *Journal of Kookmin Social Science* 22: 183-230.
- Kim H, Shin M and Kwon D. (2009) A Comparative Study on School Principal's Training Programs in Developed Countries. *Korean Journal of Comparative Education* 19: 159-178.
- Kim K-E and Lee I-Y. (2010) A Comparative study of the principal's qualification training system between Korea and England. *The Journal of Lifelong Education and HRD* 6: 109-130.
- Kim M and Parkay F. (2004) Beginning Principals in the Republic of Korea: The Challenges of New Leadership. *KEDI Journal of Educational Policy* 1: 85-97.

- Kim Y. (1994) *Koreans' Perception of Education*, Seoul, Korea: Korean Education Development Research Institute.
- Kim Y. (2016) *Routledge Handbook of Korean Culture and Society*. Routledge, 1 online resource (326 pages).
- Kirkpatrick D. (1994) *Evaluating training programs: The four levels*, San Francisco, CA: Berret Koehler.
- Koning J and Can-Seng O. (2013) Awkward encounters and ethnography. *Qualitative Research in Organizations and Management* 8: 16-32.
- Korean Education Development Institute. (2012) *Korean Education Annual Statistics*. In: Technology MoESa (ed).
- Kwon S. (2012) *Korean Relation Psychology*, Seoul: Salrim.
- Lee C and Jang H. (2008) An analysis of the Patterns of Government Policy to Shadow Education. *Asian Journal of Education* 9: 173-200.
- Lee D-H. (2005) Today's problem of Confucianism in Korea. *The Study of Confucianism* 24: 153-178.
- Lee K. (2003) The analysis of the contribution of educational investment to economic growth in Korean 1993-2001. *Dongguk University* Seoul, Korea: Graduate school of Dongguk University, 113p.
- Lee M. (2007) A cultural and technical study of secondary school experienced male teachers' culture regarding to promotion. *Educational Administration and Higher Education*. Seoul: Korea University.
- Lee Y. (2011) Pathways to becoming state school headteachers in Korea and England: a comparison with reference to equity in education. *London Centre for Leadership for Learning*. London: Institute of Education, University of London.
- Leithwood K and Jantzi D. (1999) *Changing Leadership for Changing Times*, Buckingham: Open University Press.
- Leithwood K and Jantzi D. (2000) Principal and Teacher Leadership Effects: A replication. *School Leadership & Management* 20: 415-434.
- Leithwood K, Mascall B, Strauss T, et al. (2009a) *Distributed leadership according to the evidence*.
- Leithwood K, Mascall B, Strauss T, et al. (2009b) Distributing Leadership to Make Schools Smarter: Taking Ego out of the System. In: Leithwood K, Mascall B and Strauss T (eds) *Distributed Leadership According to the Evidence*. London: Routledge.
- Leithwood KA and Beatty B. (2008) *Leading with teacher emotions in mind*, Thousand Oaks, CA: Corwin.

- Leithwood KA, Harris A and Strauss T. (2010) *Leading School Turnaround: How Successful Leaders Transform Low-performing Schools*, San Francisco, Calif, Chichester: Jossey-Bass; John Wiley distributor.
- Leithwood KA, Jantzi D and Steinbach R. (1999) *Changing leadership for changing times*, Buckingham: Open University Press.
- Leithwood KA and Levin B. (2005) *Assessing school leader and leadership programme effects on pupil learning*, Annesley: DfES Publications.
- Leithwood KA, Mascall B and Strauss T. (2009c) *Distributed leadership according to the evidence*, New York, NY: Routledge.
- Lewis P and Murphy R. (2008a) New directions in school leadership. *School Leadership & Management* 28: 127-146.
- Lewis P and Murphy R. (2008b) Review of the landscape: leadership and leadership development 2008: a review of what is known about effective leadership and leadership development. 27.
- Li L, Hallinger P and Walker A. (2016) Exploring the mediating effects of trust on principal leadership and teacher professional learning in Hong Kong primary schools. *Educational management administration & leadership* 44: 20-42.
- Libermann A and Friedrich L. (2007) *Changing Teaching from Within: Teachers as Leaders. The American Educational Research Association Annual Meeting*. Chicago, IL.
- Lieberman A, Campbell C and Yashkina A. (2017) *Teacher Learning and Leadership: Of, By, and For Teachers (Teacher Quality and School Development)*, Oxen New York: Routledge.
- Lovett S, Dempster N and Flückiger B. (2015) Personal agency in leadership learning using an Australian heuristic. *Professional Development in Education* 41: 127-143.
- Lumby J. (2012) Leading Organizational Culture: Issues of Power and Equity. *Educational management administration & leadership* 40: 576-591.
- Lundy JD. (2002) *Servant leadership for slow learners*, Carlisle: Authentic Lifestyle.
- MacBeath J. (2011) No lack of principles: leadership development in England and Scotland. *School Leadership & Management* 31: 105-121.
- Marks H and Printy S. (2003) Principal Leadership and School Performance: An Intergration of Transformational and Instructional Leadership. *Educational Administration Quarterly* 39: 370-397.
- Martin AJ and Dowson M. (2009) Interpersonal Relationships, Motivation, Engagement, and Achievement: Yields for Theory, Current Issues, and Educational Practice. *Review of Educational Research* 79: 327-365.

- Mayrowetz D. (2008) Making Sense of Distributed Leadership: Exploring the Multiple Usages of the Concept in the Field. *Educational Administration Quarterly* 44: 424-435.
- McCall MW, Jr., Morrison AM and Hannan RL. (1978) *Studies of managerial work: Results and methods (Technical Report No. 9)*: Centre for Creative Leadership, U.S.
- McCauley CD, Ruderman MN and Van Velsor E. (2010) *The Center for Creative Leadership Handbook of Leadership Development*, San Francisco, CA: John Wiley & Sons.
- McDonald S. (2005) Studying actions in context: a qualitative shadowing method for organizational research. *Qualitative Research* 5: 455-473.
- McDonald S and Simpson B. (2014) Shadowing research in organizations: the methodological debates. *Qualitative Research in Organizations and Management* 9: 3-20.
- Mead GH and Morris CW. (1967) *Mind, self, and society : from the standpoint of a social behaviorist*, Chicago ; London: University of Chicago Press.
- Mele D. (2012) The Christian Notion of ἀγάπη (agape): Towards a More Complete View of Business Ethics. In: Prastacos GP, Wang F and Soderquist KE (eds) *Leadership through the classics : learning management and leadership from ancient East and West philosophy*. Heidelberg: Springer, xxvii, 569 pages.
- Mertens DM and Hesse-Biber SN. (2013) Mixed methods and credibility of evidence in evaluation. *New Directions for Evaluation* Summer 2013: 5-13.
- Min H, Baek S, Kim T, et al. (2008) *A Series of Studies for Reconstruction of Public Education* Seoul: Korea Institute for Curriculum and Evaluation, 278.
- Ministry of Education Science and Technology. (2009) The countermeasure for reducing private tuition through strengthening public education. In: Ministry of Education SaT (ed). Seoul: The republic of Korea, Ministry of Education, Science and Technology.
- Ministry of Education Science and Technology. (2011) The pilot of establishing the virtuous circle for Strengthening Public Education -Reducing Private Education In: The Republic of Korea MoE, Science and Technology (ed). Seoul: The Republic of Korea, Ministry of Education, Science and Technology.
- Mok Y. (2009) *Flirtatious Korean Education*, Seoul: Muneum-Sa.
- National College for School Leadership. (2007) *What we know about school leadership*, Nottingham: National College for School Leadership.
- National College for School Leadership. (2009) *Developing Outstanding Leaders: Professional Life Histories of Outstanding Headteachers*. Nottingham: National College for School Leadership.
- National College for School Leadership (Great Britain). (2006) School leaders leading the system. In: Carter K and Sharpe T (eds) *NCSL's leadership network in conference*.

- New Leaders for New Schools. (2009) *A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds with Key Insights from the Urban Excellence Framework. Principal Effectiveness*. New York, NY: New Leaders for New Schools.
- Ng S-w and Szeto S-yE. (2016) Preparing school leaders. *Educational management administration & leadership* 44: 540-557.
- Noordegraaf M. (2014) Shadowing managerial action instead of recording managerial text. *Qualitative Research in Organizations and Management: An International Journal* 9: 41-46.
- Northouse PG. (2013) *Leadership : theory and practice*, Thousand Oaks: SAGE.
- O'Donoghue T and Clarke S. (2015) *School Leadership in Diverse Contexts*. Routledge, -1.
- OECD. (2001) Knowledge and skills for life: first result from Programme for International Student Assessment. Paris: OECD.
- OECD. (2010) *PISA 2009 results*, Paris: OECD Publishing.
- OECD. (2011) *Education at a Glance 2011*: OECD Publishing.
- OECD. (2014) Lessons from PISA for Korea, Strong Performers and Successful Reformers in Education. In: Publishing O (ed) *Strong Performers and Successful Reformers in Education*. <http://dx.doi.org/10.1787/9789264190672-en>.
- Oh Y-J. (2004) School Conditions Preferred by Elementary School Teachers and Their Reasons. *Korean Journal of Educational Research* 42: 349-374.
- Oh Y-J. (2006) A Case Study on The Changing Aspects of Teaching Profession Developmental Style of Secondary Experienced Teacher. *Korean Journal of Educational Research* 44: 143-169.
- Oh Y-J. (2012) A Life-History Case Study on The Professional Developmental Process of a Secondary School Principal *The Korea Educational Review* 18: 295-318.
- Oyserman D and Destin M. (2010) Identity-Based Motivation: Implications for Intervention. *The Counseling Psychologist* 38: 1001-1043.
- Park C and Shim C. (2002) A case study of primary and secondary school teacher development process. *Korean Journal of Educational Research* 40: 197-218.
- Park M. (2003) A Study on the Female Teachers' Life and Culture in Secondary Schools. *Educational Administration*. Seosan-si: Hanseo University.
- Park S-w. (2011) Autonomy and control in schooling: Who and what controls principals's work? *Journal of Korean Education* 38: P. 27-53.
- Patterson K. (2003) Servant Leadership: A Theoretical Model. *Servant Leadership Research Roundtable*. Virginia Beach, VA: Regent Universty.

- Patton MQ. (2015) *Qualitative research & evaluation methods : integrating theory and practice*, London: SAGE Publication Ltd.
- Payne SLB. (1951) *The art of asking questions*, Princeton: Princeton University Press.
- PriceWaterhouseCoopers. (2007) *Independent Study into School Leadership*. London: Department for Children, Schools and Families Publications.
- Ra J. (1999) A Study on teachers' worldlife and teachers' culture. *Education Sociology*. Cheongju-Si: Graduate School of Korean National University of Education.
- Rhee C. (2015) Announcement of the result of the National Assessment of Middle School Academic Achievement. In: administration report (ed). Seoul: The Office of MP. Rhee, Chonghoon.
- Rhodes C and Brundrett M. (2009) Leadership development and school improvement. *Educational Review* 61: 361-374.
- Rhoten D. (2000) Education decentralization in Argentina: a 'global-local conditions of possibility' approach to state, market, and society change. *Journal of Education Policy* 15: 593-619.
- Robinson S. (2012) *School and system leadership : changing roles for primary headteachers*, London ; New York: Continuum.
- Robinson V, Lloyd C and Rowe K. (2008) The impact of leadership on student outcomes: an analysis of the differential effects of leadership types. *Educational Administration Quarterly* 44: 635-674.
- Sergi V and Hallin A. (2011) Thick performances, not just thick descriptions: the processual nature of doing qualitative research. *Qualitative Research in Organizations and Management* 6: 191-208.
- Sergiovanni TJ. (2001) *Leadership : what's in it for schools?*, London: RoutledgeFalmer.
- Shein EH. (2011) preface. In: Ashkanasy N, C. W and M. P (eds) *Handbook of Organizational Culture and Climate*. 2nd ed. Thousand Oaks, CA: SAGE, xi.
- Shepherd J. (2010) Sacking of school headteachers 'rises by 75%'. *The Guardian*. London: The Guardian.
- Simkins T, Close P and Smith R. (2009) Work-shadowing as a process for facilitating leadership succession in primary schools. *School Leadership & Management* 29: 239-251.
- Son M, Kwon S, Hong S, et al. (2006) *Korean Economy 20years Recount*, Seoul: Samsung Economy Resesarch Institute.
- Southworth G. (2004) Learning-centred Leadership. In: Davis B (ed) *The essentials of school leadership*. London: Paul Chapman Publishing

- Southworth G. (2005) Learning-centred Leadership. In: Davis B (ed) *The essentials of school leadership*. London: Paul Chapman Publishing
- Southworth G. (2009) Learning-Centred Leadership. In: Davies B (ed) *The essentials of school leadership*. 2nd ed. London: SAGE, xv, 208 p.
- Spears LC. (1995) *Reflections on leadership : how Robert K. Greenleaf's theory of Servant leadership influenced today's top management thinkers*, New York ; Chichester: Wiley.
- Spears LC. (2010) Practicing Servant-Leadership. In: Perry JL (ed) *The Jossey-Bass reader on nonprofit and public leadership*. San Francisco, Calif.: Jossey-Bass, xxviii, 658 p.
- Spillane JP. (2006) *Distributed leadership*, San Francisco, CA: Jossey-Bass.
- Spillane JP and Diamond JB. (2007) *Distributed leadership in practice*, New York: Teachers College, Columbia University.
- Starratt RJ. (2004) *Ethical leadership*, San Francisco, CA: Jossey-Bass.
- Statistics Korea. (2015) Religion organisations' statistics. In: Korea S (ed) *19th Population and Housing Census*. Daejeon: Statistics Korea.
- Stevens J, Brwon J, Knibbs S, et al. (2005) *Follow Up Research in to the State of School Leadership in England*. London: DfEs.
- Sun J and Leithwood K. (2012) Transformational School Leadership Effects on Student Achievement. *Leadership and Policy in Schools* 11: 418-451.
- Sung BC and Lee YT. (2012) Analysis on the In-service Training System of Principal Leadership: Focused on Needs of Principal of School. *Journal of Korean Academy of Human Resource Management* 19: 151-175.
- Tamkin P, Pearson G, Hirsh W, et al. (2010) *Exceeding Expectation: the principles of outstanding leadership*. London: The Work Foundation.
- Taylor S and Land C. (2014) Organizational anonymity and the negotiation of research access. *Qualitative Research in Organizations and Management* 9: 98-109.
- The Seoul Metropolitan Office of Education. (2015) 2015 Education Walware Priority Support Project Master Plan. In: The Seoul Metropolitan Office of Education (ed).
- Thomas G. (2009) *How to do Your Research Project : A Guide for Students in Education and Applied Social Sciences*, Los Angeles ; London: SAGE.
- Urban A-M and Quinlan E. (2014) Not for the faint of heart. *Qualitative Research in Organizations and Management* 9: 47-65.
- West-Burnham J. (1998) Identifying and diagnosing needs. In: West-Burnham J and O'Sullivan F (eds) *Leadership and Professional Development in Schools : How to*

*Promote Techniques for Effective Professional Learning*. London: Financial Times: Pitman Publishing.

West-Burnham J and Ireson J. (2006) *Leadership Development and Personal Effectiveness*. Nottingham: National College for School Leadership (Great Britain).

Yang B. (2008) *Lee, Kyungsook's Servant Leadership*, Paju: 21st Century Books.

Yi CS. (2000) Christian Family Education in the light of Korean Traditional Culture. *Korean Journal of Religious Education* 10: 87-103.

Yukl GA. (1989) *Leadership in Organizations*, Englewood Cliffs: Prentice-Hall.

Zengzi, Yi, Hao, et al. (Song Dynasty) *The Great Learning*.

## Appendices

### *Appendix A: Shadowing Reports*

#### *School 1*

Case Name	HT01	Type & level of school	Autonomous Public High School
Gender	Male	Type of appointment	Open-Recruitment
Career	Teaching and governing	Date	25/Nov/2014

#### *Introductions*

HT1's school was located in a remote and deprived area at the east-north edge of Seoul under the mountain. When I contacted him for the first time he did not want to participate, but when I contacted him through his acquaintance, he agreed to participate. Just the day before HT1 had asked to reschedule his participation in the shadowing and interview because he was unexpectedly invited to a committee of Seoul Metropolitan office of education. However, we decided to proceed shadowing and interviewing. When I arrived at the school, admin staff did not greet me and did not allow me to wait in the office even though I told them that I had an appointment with the headteacher. I left my mobile number and asked them to contact me when headteacher returns and I waited for the headteacher outside of school. Around one and a half hours later I revisited the school because I felt that the headteachers' return was delayed too much and I found that the staff of the school had not contacted me after the headteacher had returned. When I revisited the school the headteacher was talking with the manager of the office and deputy head. The staff informed me that he had just come back and had started the meeting, so I was waited in the office. While I was waiting in the office, there were three staffs. They did not concentrate on their own work and they were continually talking about the other members of the school. I thought they did not work in an efficient way. When the headteacher's meeting had finished, one officer introduced me to the headteacher. Until I met the headteacher I had felt uncomfortable due to the unfriendly and bureaucratic atmosphere. However, when I met the headteacher, he was friendly and he apologized for the sudden change in his schedule and introduced the deputy head to me. His attitude was very different from the existing members of the school and I immediately worried how difficult it would be for him to try to re-design the school culture.

#### *What things are you hoping to get done today?*

When I asked above question, the headteacher started to explain his routine. Especially he enthusiastically introduced to me the portal system of Seoul Metropolitan Office of Education and its useful functions. First, the portal site provides daily national and also international news, which is related to

education, twice a day at 7.00am and 2.00pm. Second, the portal is useful in creating and authorising official documents. Third, school members can communicate immediately and conveniently via the portal messenger, so teachers are always talking to the headteacher and the headteacher can easily make conversation with teachers.

*Pre-school*

Time	Who	Where	What	How and Why	High/Low
7.30	Headteacher	Office		Arrived at school The headteacher comes to school one hour before the official school time.	
			Reviewing Information	Reading educational news from the Oof E portal site Every morning he accesses the news clips which are provided by Office of Education portal system and he told me it is very useful. The headteacher did not read one by one, but skimming and catching latest issues.	Low
			Authorising	Making autorisations for official document which were created after he went home The headteacher tried to make quick responses for official documents which required his confirmation.	
			Travelling	Headed off to Seoul Metropolitan Office of Education	
notes		<p>Advanced IT service system implied in headteachers' school practice. I thought it could be the unique case of Korea or only passible in a country which has an advanced IT environments. Most of headteachers were very familiar and frequently use IT services, even though most of them were aged around 60 they used the system without restrictions. IT system/ portal system were practically used in school. IT system contributed to create a transparent culture. Many information including financial and human resource management were opened to public.</p>			

Morning

Time	Who	Where	What	How and Why	High/Low
10.00	With committee members: 3 headteachers, 3 deputy heads, and 2 inspectors	Seoul Metropolitan Office of Education	Meeting Policy Making	<p>Attending the committee meeting which was held by Seoul Metropolitan Office of Education. The meeting was for making standards for the transfer of teachers</p> <p>It is required to make reasonable standards for operating teacher transfer system, because there are preferred schools and not preferred schools. Therefore, Officers (inspectors) who are working in Seoul Metropolitan Office of Education have created a committee and tried to get committee members' suggestions for setting up the fair principles. There previously nominated twenty-three preferred schools and needed to now nominate some not preferred schools.. The committee suggested that giving priority to teachers who had already taught in a not- preferred school and not-preferred schools nominated by proportion of free lunch and proportion of transfer application.</p>	High
Note		<ol style="list-style-type: none"> <li>1. Differences from decentralised countries: 'Teacher transfer system in public school' would not be a familiar system in a decentralised education system.</li> <li>2. Differences from other centralised countries: The Office of Education makes education policy based on school leaders suggestions. This was not just a single case; the Office of Education has a system to collect opinions from the school field. This is similar with the idea of system leadership in terms of the headteacher doing the mediator's role between education policy and school practice.</li> <li>3. The Office of Education has a very close relationship with school practice because most of the officers, who are called inspectors, were teachers so they know about the school practice very well and also they would go back to school so they cannot be bureaucratic.</li> </ol>			

Lunch

Time	Who	Where	Subject matter	How & Why	High/Low
12.00	With committee members: 3 headteachers, 3 deputy heads, and 2 officers	A restaurant near the Office of Seoul Metropolitan Education	Lunch	<p>Had a lunch together and had an unofficial communication.</p> <ul style="list-style-type: none"> <li>• Committee members can build up relationship with other school members and inspectors.</li> <li>• Committee members can make more suggestions during the lunch time.</li> <li>• Budget for the lunch was provided by the Office of Education.</li> </ul>	
Notes					

*Afternoon*

Time	Who	Where	What	How & Why	High/Low
13:00	Headteacher	Traveling	Traveling	Headed to the school	
14.00	Headteacher, Deputy head, and Administration manager	Headteacher's office	Meeting	Had a meeting for students' overseas trip during the winter holidays. Talked about the guide of the trip. They talked about travel guide because it had been requested from the local office of education. After the ferry disaster, safety issue has become very important in Korean society.	High
14.30	Headteacher	Headteacher's office	Authorising	Making authorisations for official documents by portal system.	High
14.55	Headteacher	Whole school	Showing Presence Walkabout with management centred	That day, the headteacher had a very tight schedule, however, he didn't skip looking around the school, checking safety and overlooking students' mood that day.	Low
15.05	A teacher who is a middle leader	Headteacher's office	Interacting with staff	Discussed school work by phone A teacher talked with the headteacher about their work, and this reflected some change in culture. Traditionally, teachers talked with the headteacher in person, because discussion by phone was regarded as a bit rude.	Low
15.10	Headteacher	Headteacher's office	Interviewing	He participated in the interview.	

Time	Who	Where	What	How & Why	High/Low
15:20	Headteacher & Deputy head	Headteacher's office		Deputy head reported the contents of the training he recently participated in. The training was operated by the local office of education Headteacher and deputy head discussed about the direction of the office of education and talked about how and with what level, they would apply those things to their school. The issues were changing school time from 8.30am to 9.00am, teacher training, school budget, curriculum and cooperation with other schools.	High
15:40		Headteacher's office		Participating in the interview	
16:20	Headteacher	Headteacher's office		Checking latest official documents which need to be authorised by the headteacher and finished his work	
Notes		<ul style="list-style-type: none"> <li>The education policy about Starting school 9.00am has been issued since the superintendent of Seoul Metropolitan Education pledged it. However, it is not forced and the government suggested a process of getting opinions. (Student opinion 50%, Parents and school members opinion 50%) Headteacher and deputy head expected that the starting time would not be changed because students would not be happy with delaying the finish time.</li> <li>In the interview, the headteacher tended to explain details of education system including types of recruitments, recent education policies</li> <li>Headteacher had enthusiasm to create an ideal organisational culture for students i.g Enhancing citizenship in terms of intelligence and personality.</li> </ul>			

*After school*

Time	Who	Where	What	How & Why	High/Low
16:30	Headteacher	By Seoul Metropolitan Subway	Travelling	Moved to the gathering	
18:00	Some headteachers, deputy heads, and inspectors	Southern Part of Seoul	Meeting	Dinner together Because the headteacher had experienced inspectors work, he had colleagues who are headteachers, deputy heads and inspectors. They continued their relationship through these kinds of meetings	
Notes	When he went to the dinner meeting I accompanied him and he told me how making innovations is easy in Korea and showed me practical examples in the subway information. He said if someone suggest or ask for their needs, the government reacts quickly. Because he had experience working in government , he understands the puposes of th education policies.				

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
Not official work but there is an unoffical meeting with other people in education. It is helpful for sharing information and building relationships.
- Represatative words  
Experienced person, Innovation

**School 2**

Case Name	HT2	Type & level of school	Public Middle School
Gender	Female	Type of appointment	Promotion
Career	Teaching & Governing	Date	26/Nov/2014

*Introductions*

This school was located in a remote area of Seoul under the mountain, but this school was popular in the area. The school was located in the middle of the newly established town. The headteacher explained that parents were not very rich and not very poor and she felt they had an appreciated level of interest for their children's education. For example, they encourage their children to be punctual, to study and were generally well looked after but they did not interfere or question her decisions and those of her teachers. The school was established in 2009, and the building was clean and presentable. The school was a model school for parents' education. The school holds some parents' programs such as coaching for emotion and the Father School. The headteacher was female, she had inspector and senior inspector experience. She appeared very calm and collected during the day spent with her.

*What things are you hoping to get done today?*

The headteacher didn't have special things to do except participate in this research and she was going to do documentary works.

**Pre-school**

Time	Who	Where	What	How & Why	High/Low
7.50	Headteacher	Office	Reviewing information	Came to school, prepared daily work. Breifly reviewed official documents and the Seoul Educational News. The headteacher was familiar with dealing with official documents.	
8.00	Headteacher	At the back gate	Interacting with students	Headteacher greeted students one by one and talked to them with short comments. She recognised many of the students. When she saw a student with cruster she asked about the recovering period and when she saw a late student she suggested coming 3 minutes earlier	
Notes	<ul style="list-style-type: none"> <li>Greeting students was strongly recommended by one of the previous superintendent of education, even though his tenure has finished, most of head teacher continued this duty. They seemed to be enjoyed the time of greeting students, because they do not have enough chance to see students face to face.</li> <li>In every school, there is a school guard in Seoul Metropolitan. It is a school police system, and it was launched to protect students from kidnapping and also from school violence. The welfare of students became a important issue after an incident in South Korea relating to safety. It became known that pedophiles would come inside of the school grounds to kidnap children, and so school guards are stationed in order to prevent outside people coming into the school grounds. Retired teachers, retired policemen, retired soldiers, social workers etc were employed as school guards taking on the role of caretaker and implementing safety rules.</li> <li>The headteacher greeted students at the back gate because it was the gate through which more students came to the school.</li> </ul>				

## Morning

Time	Who	Where	What	How & Why	High/ Low
8.30	Headteacher	Play ground	Showing Presence Interacting with students Checking Safty	Walked around play ground and showed me the newly constructed base ball court which was made after she took the post. Headteacher checked for safety and told me how playgrounds and basket ball court are important students' health and education.	
8.40	Headteacher	Office	Reviewing information Budget and finance management	Reviewed official documents regarding to school budget and financial usage Worked through the portal site	
9.30	Headteacher, Deputy Head	Office	Strategic planning Staff development	Discussed with deputy head about teachers' workshop and CPD training and result of students' career education The school had a plan to hold a teachers' workshop and the headteacher and deputy head discussed how to improve the quality of the workshop and increase the participation rate	
9.40	Home tutors for 3 <sup>rd</sup> year students	Office	Reviewing information  Planing  Meeting	<ul style="list-style-type: none"> <li>• Reviewed official documents regarding financial usage</li> <li>• Confirmed high school entrance applications (9 cases)</li> <li>• Arranged meeting for encouraging students who made applications: Entering selective highschoools is important for students' future and also school reputation. On the other hand, headteacher concerned about students' confidence and regilience in case of fail,so she suggested a meeting with students who made applications</li> <li>• Discussed about 3rd year students schedule and instructions: 3<sup>rd</sup> year students finished their whole course already, so school needs to run some useful schedule.</li> </ul>	

Time	Who	Where	What	How & Why	High/ Low
10.00	Headteacher	Whole school	Showing presence Rounding the whole school and visit several offices	<ul style="list-style-type: none"> <li>• Headteacher walked around whole school, including the Exhibition Room, the Wee Centre, and the Career Counseling Centre.</li> <li>• When the headteacher went around the school, she put disposable gloves on her one hand and she picked rubbish up while she was walking around the school Headteacher showed me students' exhibition and career counselling centre.</li> <li>• The headteacher introduced me to a teacher who helps student application for selective high schools. The teacher explained how she made the best effort for successful applications.</li> </ul>	
10.45	Headteacher, Admin staffs and manager, 3 <sup>rd</sup> year home tutors and head of 3 <sup>rd</sup> year	Office	Authorising	<ul style="list-style-type: none"> <li>• Made authorisation for official documents.</li> <li>• Discussed about making plaques for award</li> <li>• Received reports about students' application and results</li> <li>• The headteacher was very quiet and calm but very clear and accurate in her works. When she found an unclear part while she was reviewing official documents by portal site, she communicated with the person who created it and made things clear.</li> <li>• Teachers and admin staffs seemed to highly respect her suggestions for practical works.</li> </ul>	
11.30	Headteacher	Office	Reporting	<ul style="list-style-type: none"> <li>• Headteacher created a report about parents' education for the Office of Education with various sources of reference. The school was a model school for parents' education.</li> </ul>	
Notes	<ul style="list-style-type: none"> <li>• In many places in the school, a short notice were posted which said, 'We are pleased to being with you not because you are doing something'</li> <li>• At the exhibition, students' various activities were shown and also cooperation of teacher and student were reflected. Especially inclusive education was presented with outstanding work of students in special needs.</li> <li>• When she created a report she was concentrated and used many references.</li> <li>• Comparing with other schools, this school members have exceptionally peaceful face and show me their enthusiasm for their work.</li> </ul>				

## Lunch

Time	Who	Where	What	How & Why	High/Low
12.00	Headteacher, Deputy head, Administration manager	Canteen	Interacting with middle leaders	Ate lunch with fixed members Free meals were provided to all students and this budget was provided by the Office of Education. Lunch menu were various and hygenic, ingredient and taste of food were also good.	
12.30	Headteacher, Deputy head, Administration manager	Headteacher's office	Interacting with middle leaders	Teatime after lunch : Headteacher, deputy head, and administration manager seemed to have a good relationship in their natural conversation. Headteacher showed her very positive mind in the conversation.	
12.45	Headteacher	Playgrounds	Showing presence Interacting with students	The headteacher walked around the play grounds and watched students.	
Notes	<ul style="list-style-type: none"> <li>• I heard from many schools that the Office of Education is struggling to provide free meals for all students. They reduced other budgets due to this budget.</li> <li>• Around £3.00 for each student is fixed for lunch at the time.</li> </ul>				

*Afternoon*

Time	Who	Where	What	How & Why	High/Low
13.00	Headteacher	Headteacher's office	Reporting	Headteacher continued writing a report and she explained about parents' education which had been performed at the school and plan for the future.	
14.00	Admin Staff	Headteacher's office	Supporting staff	Counselling: Headteacher had a confidential meeting with a staff who is struggling with her emotions due to recent loss of her family member.	
14.45	Headteacher	Whole school	Showing presence Walkabouts, with management-centred interactions	Headteacher walked about the whole school checking the whole environment and safety	
14.55	Headteacher A student	Headteacher's office	Reviwing information Authorising. Interacting with students	Headteacher did her work and a student visited the headteacher's office shortly and headteacher gave him a drink and snack which were always prepared for student visitors in her small refrigerator.	
15.30	Headteacher Deputy Head	Headteacher's office	Interacting with a staff	Deputy Head reported her leaving to attend a training course	
15.40	Headteacher	Headteacher's office	Authorising and reporting	Made authorisation for official documents and made a report: Headteacher concentrated on her work in a very quiet environment.	
16.00	Interviewer	Headteacher's office	Interview	Headteacher participated the interview. Interview proceeding was very calm and peaceful	
Notes	Headteacher was very active and positive but also very calm and peaceful. I thought she had a very good balance in her personality and relationship as well. She was very careful and prepared in advance. I saw she was respected by teachers, admin staffs and students.				

### After school

Time	Who	Where	What	How & Why	High/ Low
18.00	teachers and students	Group Room	Showing presence, Supporting	Participated in the reading group and encouraged students and teachers who are the member of the group : Headteacher informed me that the reading group is really very useful for students' education in many ways and she wanted to encourage them. Students and teachers were also wanted to invite the headteacher to their group.	
18.20			Finished her work at school		
Notes	When the headteacher went to the reading group, she explained to me how important the group is and what the effect of her visiting the group is. When she looked around the whole school and school environment, she was thankful for the peaceful mood of school and its environment.				

### Additional questions

- Did you get everything done that you planned today?

Yes, I think so. I planned a quiet day and there was no particular incident today.

- Will you be doing any more work when you leave school? (If yes, what and for how long?)

No, I'm going to meet a friend and have a dinner together and we are going to Church for the Wednesday Service.

- Representative words

*Diligent, preparation in advance, thoughtful, calm and collect, peaceful and perfect*

### *School 3*

Case Name	HT3	Type & level of school	Public Middle School
Gender	Female	Type of appointment	Promotion
Career	Teaching & Governing	Date	27/Nov/2014

#### *Introductions*

This headteacher was introduced by three routes which I contact for shadowing and interview. The school was a public school and located in relatively deprived area in east part of Seoul. There are 850 students studying in 30 classes including 1 special class and 71 staffs. The headteacher expressed aim of the school as 'happy school with full of dream and love'.

#### *What things are you hoping to get done today?*

There was an important meeting today, it is meeting for discussing that how to distribute school works in 2015.

*Pre-school*

Time	Who	Where	What	How & Why	High/Low
8.00-8.20		Headteacher's office	Came to school Checked dairly work report		
8.20-8.40	Headteacher, teachers in duty, school guard	At the front gate	Greeting students' coming to school	Greeting time is chance to meet student directly and the headteacher use this time to encourage students.	
Specific critic indidents					

*Morning*

Time	Who	Where	What	How &Why	High/Low
8.40-9.00	Headteacher, Teacher and students	Whole school	Showing Presence Instructing	In this time the headteacher check safety of whole school facilities and showing her presence. This rounding can give a tension to teachers to enter the class in time.	High
09.00-09.20	Deputy Head and Administration manager	Headteacher's Office	Meeting Planning	Discussing about the result of the meeting in the Office of Education. They discussed in what direction and how to imply results of the meeting to the school practice.	High
09.20-9.40	Deputy Head	Headteacher's Office	Meeting Planning	Discussing about important issues of the day, teacher transfer for the next year, and teachers' career development.	High
9.40-09.55	Head of the Department of Humanity and Society	Headteacher's Office	Meeting Directing	Discussing about the role of the department and future direction of the department. The headteacher talked about a big picture of whole departments and expressed her understanding and what should be the main function of each department. The headteacher mentioned about the Happy Camp, basic students' life guidance, basic studying ability guidance, after school for functions of department of year. The headteacher emphasised the importance of the department of information and why and how the understanding about the department should be changed. Regarding to the department of humanity and society, the headteacher talked about work for reading education and afternoon school.	

Time	Who	Where	What	How & Why	High/Low
09.55-10.00	Head of the Research Department.	Headteacher's Office	Meeting Encouraging	Encouraging head of the Research Department for an attendance of the training course by call	
10.00-10.15	Head of the Creativity and Personality Department	Headteacher's Office	Meeting Instructing	Reviewing a presentation source for reporting the achievements of the Model School of Creativity and Personality in 2012-2014 School The head prepared presentation source but, headteacher was not satisfied with her preparation and gave some instruction for correction.	
10.15-10.20		Headteacher's office	Deskwork Authorising	Headteacher told she had to make authorisations it can be 100 cases a day.	
10.20-10.30	Head of the Research Department	Headteacher Office	Meeting Instructing	Reviewing a report of the Outstanding Cases of School Management. These reports are published regularly through the Office of Education.	
10.30-10.35	3rd year class home tutor	Headteacher Office	Deskwork Authorising	The headteacher made authorisation for students' applications. In Korea, students usually make an application through school and 3 <sup>rd</sup> year home tutors and experienced teachers provide related information to students.	
10.35-10.40	Other school headteacher	Headteacher Office	Deskwork Networking	The headteacher talked with other school headteacher by phone Headteacher talked about headteachers' meeting. Headteacher had several headteacher groups who can communicate about their school practice.	

Time	Who	Where	What	How & Why	High/Low
10.40-10.50	A student	Office	Meeting Encouraging	A student who applied special highschool came to headteacher's office and headteacher encouraged the student.	
10.50-10.55	A strategy teacher	Office	Deskwork Instructing	Strategy teachers (기획) are teachers who support heads in each department. She reported a meeting material for strategy teachers meeting which has been planned to hold in the afternoon. The meeting was the planning meeting for the next year.	
10.50-11.00	Other school headteacher	Office	Deskwork Networking	The headteacher talked with other school headteacher by phone about the female headteachers' meeting. Headteachers had different groups of meetings with other headteachers, they meet officially or semi-officially.	
11.00-11.10	Manager of Admin Office	Office	Deskwork Getting information	The manager reported whole building structure and discussed about facilities of the hockey team and safety issues	
11.10-12.00	Hockey team coach, an electrician, Administration manager, an admin staff	The room and office of the Hockey Team	Checking facilities, Monitoring	The headteacher checked the facilities of the hockey team referring to the safety guidance of the Office of Education The building was consisted of two rooms and big shower place and toilet. There were serious problems in electronics and safety issues. Headteacher had never been to the building and never expected that the place was used in such a not proper condition.	High
Notes	<p>The headteacher had clear and advanced understanding about the role of each department but when she talked about these ideas she looked teach to heads rather than communicate with other heads. The headteacher may have instructive way of communication or she felt some limitation in communication with heads who already had some fixed thoughts or attigued.</p> <p>Headteacher meet many middle leaders and managed many things in the morning and she was very active.</p>				

## Lunch

Time	Who	Where	What	How & Why	High/Low
12.00-12.30	Hockey Coach	Headteacher Office	Meeting Interacting/Communicating	Hockey coach told headteacher how he appealed about his situation and the building condition to the admin office previously and how it has been ignored. Hockey coach looked very stressful. Because he had reported problems many times earlier to admin staffs and manager, however, it had been ignored until headteacher checked it due to the Guidance of the Office of Education. Headteacher showed her sympathy and suggested practical solutions for the future.	High
12.30-12.50	Deputy head, Administration manager, Elder teacher	Canteen	Personal time Having lunch	There was fixed members to eat lunch with headteacher. In lunch time, current social affairs were talked and how other schools reacted to canteen staffs' strikes and different results were discussed.	
12.50-13.00	Students	Canteen	Showing presence	Headteacher tried to talk with students as much as she can. In the lunch time, headteacher also saw their conditions as well.	
Notes		<p>Headteacher showed her experience and capability to manage the unexpected situation and suggested clear instructions for the solutions.</p> <p>Also she showed sympathy to the Hockey coach and comforted him effectively when he came to headteacher and talked his difficulties.</p> <p>To eat with headteacher looked an honour in some circumstance. In this school elder teacher who are close to her retire regularly eat lunch with headteacher.</p>			

Afternoon

Time	Who	Where	What	How & Why	High/Low
13.00-13.05	Administration manager	Office	Meeting Directing	The headteacher give instructions for the safty check and using budget for Hockey team	
13.05-13.15		Office	Getting information, authorising	Skimming the News by portal site and Making some authorisations	
13.15-13.25	Head of Creativity and Personality Department	Office	Meeting Instructing	The headteacher reviewed presentation matirial for a case of the Creativity Model School Headteacher recommanded to include reforming the class room teaching, developing teaching and learning, and career education	
13.25-13.40		Whole School	Showing presence Instructing	Headteacher walked around whole classes and monitoring teachers and students	High
13.40-13.50	A home tutor	Office	Meeting, Instructing	Discussing how to support student who is in difficult situation in the level of school and the office of education. Headteacher recommanded to work with local social worker and experties and give some instruction how to appeal to the Office of Education regarding to students' welfare. Headteacher emphasised the blind spot of the welfare and advised teacher how to approach this metter with the nature of education and the bline spot of welfare issues.	
13.50-13.55		Office	Deskwork Authorising	While the headteacher review the official documents, she asked the progress of the budget request for the shool for genius to admin staff by phone.	

Time	Who	Where	What	How & Why	High/Low
13.55-14.10	Head of Career and Application department	Headteacher Office	Meeting Planning	Headteacher and the head discussed various issues. They discussed about the budget for the special lecture for career education, Happiness Camp, Middle leaders' social event etc.	
14.10-14.20		Headteacher Office	Deskwork Authorising	Through the Office of Education portal site she made authorisations for official documents. The headteacher made around 20 cases of authorisations	
14.20-15.30		Headteacher Office	Interviewing	The headteacher have some experience for research so she made right answers for questions.	
15.30-17.30	Deputy head, 12 strategy teachers	A room for discussion and study	Meeting Planning	The headteacher held the meeting for planning work distribution in 2015. This was the most important meeting for the day in headteacher's mind. Headteacher, deputy headteacher, and strategy teachers from 12 departments planned how to distribute duties in 2015. In this meeting, heads did not attend and headteacher was heard important and useful suggestions.	High
17.30-18.30		Headteacher Office	Deskwork Authorising	Making an autorisation (20cases)	
Notes		The headteacher worked very active way. She met many teachers and admin staffs in face or by phone. In her conversation, she continually said 'what is the purpose of this work?, what is the fundamental value of this?'			

*After school*

Time	Who	Where	What	How & Why	High/Low
		Home	Planning	The headteacher told that the next year school direction would be considered after she went back home.	
Specific critic incidents	Usually, there are many private meetings after school, but the next day, her moving was arranged so she went back home directly to prepare her moving.				

*Additional questions*

- Did you get everything done that you planned today?  
Yes, I did.
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
I will think about the direction of our school education in 2015 (the next year).
- Representative words  
An active leader, "What is the purpose of this work? Think about the fundamental value."

## *School 4*

Case Name	HT4	Type & level of school	Public Middle School
Gender	Female	Type of appointment	Promotion
Career	Teaching & Governing	Date	28/NOV/2014

### *Introductions*

The school is located in a remote part of east Seoul. The school has 749 students and 45 teachers and 11 admin staffs. The school consists of 26 classes including 1 class for special education. The headteacher emphasised 'happiness through proper communication' on the website message. In the process of shadowing she especially accentuated the happiness and importance of communication especially happiness in the present time, not just happiness in the future.

When headteacher was told she was recommended to participate in this study by the other headteacher in the same area, she asked for a brief introduction about the study. After she reviewed the introduction of the study by herself, she accepted. The headteacher's subject was art. Her own drawing was on the wall in the Office.

### *What things are you hoping to get done today?*

I don't have any particular schedule except attending this research. I will have a peaceful and regular day.

*Pre-school*

Time	Who	Where	What	How & Why	High/Low
7.40		Headteacher Office	Deskwork Getting information	Headteacher started her day with accessing the educational news and having a cup of tea.	
8:20	School safety guardian, students and teachers	School gate	Showing presence Interacting Monitoring Instructing	Greeting students with a school safety guard The headteacher stood outside the school gate and looked after students' way of coming because there was a small crossway and it threatened students' safety. When she came into the school gate, she greeted students and made some interactions with students. At the gate, there were some teachers and senior students who made a list for students' uniform faults and a list of late students. The headteacher worried about students' short length of skirts and found a girl who wore an especially short skirt and heavy make-up. She brought the students to her office.	
Notes	The headteacher showed two aspect: one is very warm and thoughtful, and the other is very accurate and reasonable. She showed confidence in her way of acting and making decisions.				

*Morning*

When	Who	Where	What	How and Why	High/Low
8:35	2 <sup>nd</sup> year student	Office	Meeting Instructing	<p>Behavioural issues regarding to student's uniform and school life.</p> <ul style="list-style-type: none"> <li>• The headteacher brought the students who had on a short skirt and heavy make-up and briefly asked about what would be the expected uniform for middle school students. Because headteacher had to attend an award ceremony, she did not have time to talk with the student. The student left her name and class and made an appointment for the next week.</li> <li>• After the student left the Office, headteacher said these kinds of students could have more fundamental problems in their life so she would ask the home tutor about her.</li> </ul>	
8:40	3 teachers, 24 awarding students, and 4 broadcasting students	Multi Media Room	Hosting Assembly Encouraging	<p>The headteacher attended on the award ceremony.</p> <ul style="list-style-type: none"> <li>• There were 24 students inner awarding for outstanding class, Good manner, service, and reading, and external awarding for the 3<sup>rd</sup> in Ice skating Short Track competition, the Robot Creation competition, and the World Teenagers Art Competition.</li> <li>• After headteacher gave awards and then made a short speech for encouragement.</li> <li>• The award ceremony was delivered by broadcasting system to each class.</li> </ul>	
9:15	A teacher	Office	Meeting Interacting	<ul style="list-style-type: none"> <li>• A male teacher shortly visited and announcing his marriage by giving an invitation card.</li> </ul>	
9:20	3 <sup>rd</sup> year home tutor	Office	Deskwork Authorising Getting information	<ul style="list-style-type: none"> <li>• Headteacher made authorisations for electronic documents.</li> <li>• 3<sup>rd</sup> year home tutors visited headteacher to get authorisations for students' applications for special high school entrance</li> <li>• Headteacher made some phone calls regarding to special high school entrance</li> </ul>	
11:00	Whole students, teachers, and facilities	Whole School	Showing presence Monitoring	<ul style="list-style-type: none"> <li>• When headteacher walk around inside of the building, she met a group of students who did not attended their class. The headteacher asked them for the reason and made them hurry to their classroom.</li> <li>• Headteacher explained to me that when she walks about during studying time, she always checks the toilets, because of the possibility of hiding students.</li> <li>• Headteacher checked the conditions and safety of school facilities.</li> </ul>	

Notes	Headteacher emphasised the importance of observation saying that ‘interest makes observation’
-------	---

*Lunch*

Time	Who	Where	What	How & Why	High/Low
11.30		Teachers' canteen	Personal time Lunch	The headteacher had lunch with Administration manager. Deputy head went to the training	
11.50		Office	Personal time Resting	<ul style="list-style-type: none"> <li>• The headteacher had tea time after her lunch.</li> </ul>	
12.00		Office	Interviewing	<ul style="list-style-type: none"> <li>• Did some part of the interview</li> </ul>	
Notes	The headteacher thanked her office environment which has big round meeting table and their administration members who provide good service to her.				

*Afternoon*

Time	Who	Where	What	How & Why	High/Low
13:00	3 <sup>rd</sup> year home tutors	Office	Desk work Authorising	Some 3 <sup>rd</sup> year home tutors came for authorisations for students' applications for various special high school entrance	
13:30		Office	Interviewing		
15:20		Office	Desk work Authorising	The headteacher made authorisations for electronic documents	
15.30	A head of research department	Office	Meeting Planning	A head of research department who was nominated as a consultant member for other school came to headteacher and discussed about his role and headteacher suggested some guideline for consulting	
15.40	The administration manager	Office	Meeting Communicating	The headteacher and administration manager discussed about managing facilities in school gymnasium and headteacher received a text a message about unpaid work from a previous temporary worker and checked about delayed process of payment.	
16.00		Office	Desk work Authorising	The headteacher checked official documents before she left school so that there would not be delays in processing documents.	
16:30				The headteacher left for the day	
Notes	<p>In the process of authorisation, headteacher pointed out the problem of working process of the office of education in terms of time limitation. The Office of Metropolitan Education Office asked for recommendation of candidate for the Minister of Education awards with one day notice. To make the recommendation, hours of work is required with documents, within one day notice; this can produce extra hard work for the candidate teacher. She asked the teacher if they could be a candidate and the teacher's answer was no. the teacher would have some rest after school rather than making a documents for recommendation.</p> <p>In Korean Education, consultant system is used for school improvement, instead of inspection. Schools can request consultant services for the improvement of a specific area to the Office of Education. In this case the Office of Education creates a committee for the specific consultant and this kind of consultant usually provides useful guidance and the school can get positive points to boost their reputation, as it shows they are committed to self-improvement.</p>				

**After school**

Time	Who	Where	What	How & Why	High/Low
Notes	No particular plan for after school It was Friday, headteacher was ready to have her own refreshment time with drawing.				

*Additional questions*

- Did you get everything done that you planned today?  
Yes, I did.
- Will you be doing any more work when you leave school? **(If yes, what and for how long?)**  
No. This is Friday so I'm going to take a break from my work.
- Representative words  
Effort

## *School 5*

Case Name	HT05	Type & level of school	Public Middle School
Gender	Male	Type of appointment	Promotion
Career	Teaching & Governing	Date	1/Dec/2014

### *Introductions*

This school is located in the east remote area of Seoul. The school has 594 students, 22 classes including a special education class, and 39 teachers and 9 non-academic staffs. The headteacher described the features of students' socio-economic background as relatively deprived, he is quite satisfied with their teachers' quality and support, and most of their parents are supportive when he compared with parents who live in Gangnam area which he worked before he promoted. Through interview and observation, the headteacher emphasised importance of pleasure. He taught teacher's pleasure is first and this pleasure influence on students' pleasure. Ability to enjoy productive pleasure is his strongest part. In headteacher's conversation, teaching and learning and communication with individuals were revealed as main interests in his leadership performance. He shared his understanding about vision, in his thoughts, vision is the thing make together. He also revealed his strong ambition for performing servant leadership by getting close to teachers and students.

### *What things are you hoping to get done today?*

This is Monday, I need to check this week important works.

Teacher training is planned for today. It is about Havruta learning, after then there is a local school student's recital today.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
08:00	Alone	Office	Reviewing information	Arrived at school and access the office of education portal site and review the educational news and official documents	
08:20	Whole students and teachers	School gate	Showing presence Interacting	Greeted students at the school gate.	
Notes	Headteacher showed me educational portal website and introduced me how he reviewed edcational news and authorised official documents with provided IT system.				

*Morning*

When	Who	Where	What	How & Why	High/Low
08:40	Alone	Public place in school	Checking Facilities Monitoring	Walkabout outsides of school checking whole environment and safety.	
09:00	Deputy head, Administration manager	Office	Strategic Planning Leadership Meeting	<p>The headteacher checked important things in the week in a meeting with deputy head and administration manager.</p> <p>Meeting agendas:</p> <p>Cooperation with local council office (동사무소) regarding to green environment, Heating system for classrooms,</p> <p>Issues of the head of department meeting on Thursday.</p> <p>A committee of the heads of departments,</p> <p>Reporting textbook providing,</p> <p>Winter school holiday schedule,</p> <p>School Festival poster,</p> <p>Teachers social meeting,</p> <p>Relationship between some teachers,</p> <p>Examination questions,</p> <p>After school operation,</p> <p>Teacher invitations and transfer</p> <p>A meeting schedule for school improvement.</p> <p>Work division ideas and consultation</p> <p>In an hour, headteacher discussed various issues.</p>	high
10:00		Office	Reviewing information, interacting with staffs Authorising Research	<p>Checked daily work on online notice and made communications with teachers by cool messenger</p> <p>Made authorisation for overtime work in face,</p> <p>Worked for The Research Group of Seoul Middle Education English Curriculum.</p>	

When	Who	Where	What	How & Why	High/Low
10:40	Whole members  A school nurse  A teacher for Special education	whole school  Nurse's Office  Special Education Classroom	Interacting with a students and staffs	Walkabouts learning-centred Headteacher emphasised this activity as a simple type of classroom inspection.  Headteacher visited nurse office and checked his high pressure and shortly talked about students visiting  Visited special education classroom and have a short chat about students' activity and care with teacher.	High
11:40	Deputy head	Office	Authorising	Headteacher made authorisation for the official documents which were brought by deputy head.	
Notes	<p>Headteacher involved with a educator's research group for Seoul Middle Education English Curriculum. There are 1250 teachers' educational research groups in South Korea. Each group has different interests related to education and publishing their research result on <a href="http://www.edunet.net">www.edunet.net</a> for common use.</p>				

*Lunch*

When	Who	Where	What	How & Why	High/Low
12:00	Headteacher, deputy headteacher, administration manager	Teachers' canteen	Lunch	Headteacher ate lunch with deputy head and administration manager	
12.20		Office	Reviewing information Authorising	Headteacher made authorisation for official documents. At that day, he made 30 authorisations.	
12.30				Interview	
Notes	Headteacher review and authorise very quickly. He is used to work with many number of official documents. He explained way of his working. He distinguished important work and less important work. Generally he believes teacher's ideas and ability, but he makes some accuracy if official documents is related to outside of organisation.				

*Afternoon*

When	Who	Where	What	How & Why	High/Low
13.20	Deputy Head	Office	Deskwork Authorisation	Headteacher made an authorisation for teachers' transfer.	
13.30		Office	Interviewing	Interview	
14:50	Deputy Head, Invited lecturer	Office	Meeting Networking	A lecturer of Jewish Havruta learning for teachers training visited headteacher's room before the training.	
15.00	All teachers	Science room	Encouraging	Headteacher attended teacher training which is about Jewish Havruta learning.	high
15:30	Headteacher	Outside of school	Travelling	Headteacher was travelling to the Local Art Centre	
15:45	Headteachers from local area and students	Local Art Centre	Encouraging	Headteacher attended Local students' recital. In local area, groups of students from different school performed music and dances related to their after school activities.	
17:00		Leave		Headteacher went to home.	
Notes	Headteacher usually have an hour of time for reading or continuing professional development for his continuing improvement.				

*After school*

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes. I did.
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No. I will have a time with family.
- Represatative words  
Pleasure, Learning-centred Leadership, Servant Leadership

## *School 6*

Case Name	HT06	Type & level of school	Public Middle School
Gender	Male	Type of appointment	Promotion
Career	Teaching	Date	2/Dec/2014

### *Introduction*

The school was established in 1955 and located in a relatively deprived area. The headteacher looked as though he had good relationships with teachers, students and staff. In shadowing, headteacher observed students' friend groups and knew who ate their lunch alone. The staff wanted to show how good the headteacher was. The headteacher showed confidence about the quality of the teachers.

### *What things are you hoping to get done today?*

Authorisation for applications of Special Purpose High Schools, full awareness of the guide line for compilation of the next year budget (more than 100 pages), and discussion with teachers about the students' schedule after exam.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
07.40		Office	Arrive at school	Arrive at the school and prepared today's work	
08:00	Students	School gate Public space in school	Showing presence  Interacting with students	Headteacher greeted students one by one.	
Notes	After the greeting, he talked about the greeting, 'Greeting is not a simple instructing activity dealing with how students wear uniforms. It is a precious opportunity to meet students and to observe students, I think of myself as a father in this school and I hope students feel that school is a warm and happy place.'				

*Morning*

When	Who	Where	What	How & Why	High/Low
08.30		Office	Reviewing information Authorising	Headteacher reviewed internal and external official documents and made authorisation. Headteacher checked numbers of official documents. There were 7000 received and 6000 produced official document in a year. It meant headteacher was dealing with an average of 70 official documents a day.	High
09.00	Teachers and students	Whole school	Showing Presence Walkabout learning-centred	When the headteacher walked around, he saw teachers in third year classroom were struggling with managing the class because their exam and official curriculum had been finished. The headteacher's showing presence made some influence on students' attitude in a class.	
10.10	Technician	Office	Interacting with a staff	Headteacher met a recently employed technician who just finished his overnight duty and encouraged him.	
10.30	Deputy head	Office	Planning Meeting	Headteacher discussed about school leading with deputy head. Especially they talked about budget guideline, third year students schedule until winter holiday, and teachers' voluntary retirement.	High
11.10	3 <sup>rd</sup> year teachers		Authorising	Headteacher made authorisation for 3 <sup>rd</sup> year students' application for special purpose high schools.	High
Notes					

## Lunch

When	Who	Where	What	How & Why	High/Low
12:00	Deputy head and administration manager	Public place in school Teachers' canteen	Interaction with staffs Eat lunch	Had lunch with deputy head and administration manager	
12:20	students	Students' canteen	Showing presence, interaction with students	Headteacher had lots of interaction with students, he especially talked with students who were eating alone and he explained to me how a student who had usually eaten alone met a friend who transferred from other school. He also observed students' groups who eat together in lunch time. He told me that the headteacher had few chances to meet students directly, so he considered important the morning greeting and lunch time walkabouts.	
12:35	school dietitian	Students' canteen	Meeting interacting with a staff	Headteacher discussed about lunch menu with school dietician Headteacher understood the final responsibility of school lunch is with the headteacher. Headteacher intended to reduce the waste foods from students dishes and to increase students nutritive conditions by choosing ingredients which was favoured in tastes of students.	
Notes					

*Afternoon*

When	Who	Where	What	How & Why	High/Low
12:45	Three guests from outside of school	Office	Meeting School trips	Headteacher met guests from the Association of People with Disabilities for students' educational visiting.	
13:05	Teacher and 7 students	Office	Meeting Encouraging	Headteacher met students who are applying for special purpose high schools which are very competitive to comfort and encourage them.	High
13:20	Teachers and students	Public place in school	Showing presence	Walkabout whole school.	
13:40	Head of 2 <sup>nd</sup> year	Office	Meeting	Headteacher had a meeting with the head of 2 <sup>nd</sup> year	High
14:10		Office	Authorising	Reviewed the information and authorised official documents	High
14:40		Office	Interview	Interview	
16:00	Admin Staff, Head of Language department	Office	Meeting Authorising Planning	Authorised official documents in face and discussed about the leader of students' overseas visiting during the winter holidays.	High
17:30	Deputy head, teachers	Teachers' office	Showing presence interacting	Visited teachers' office	
17:40				Headteacher left for the day	
Notes	Headteacher was kind and thoughtful but did not open most of meetings because he thought it was confidential. I could not observe how he interacted with staffs and decision making process. However, while I was waiting for his meeting outside of office, I saw experienced staffs working hard with an active and voluntary mind. In the conversation with them, they talked about an outstanding headteacher who was in the near school, but they said they preferred to be with their headteacher. They respect the headteacher's personality.				

*After school*

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes, I did.
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words  
Faithfulness, fathership, Responsibility

## *School 7*

Case Name	HT07	Type & level of school	Public High School
Gender	Male	Type of appointment	Open-recruitment
Career	Teaching and Governing	Date	3/Dec/2014

### *Introduction*

This school is located in the middle of industrial area which is also deprived area. The school was established not more than 10 year ago (2007). The school has 932 students in 30 classes and various supportive places and special classes were equipped for students' education. There were 79 teachers and staffs in the school. Headteacher and teachers described the school as a popular one in the area. In the school homepage, the school showed their various activities for students' career education, education for talented students, parents' education. In this school, headteachers were appointed by open-recruitment, so the headteacher had some burdens to make visible improvement.

### *What things are you hoping to get done today?*

Planned teatime, the day was releasing day of the result of the National Entrance exam.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.20	All teachers and students	School gate	Showing Presence Interacting	The headteacher arrived at school and walked around school for greeting students. Students arrived at school until 7.30am and prepare their lesson from 8.10am.	L
7.40		Public space in school	Checking facilities Monitoring	The headteacher walked around for checking safety of the school.	
8.10	Deputy Head, 4 heads of departments	Office	Leadership meeting, interaction with staffs	Headteacher regularly have planned teatime in the morning. In this time the headteacher hear from heads and planning for cooperation among departments. In every tea time, planned 4 members are invited according to monthly schedule and teachers' lesson schedule. In this morning tea time, the headteacher and heads of departments discussed how to use spaces.	H
Notes	Headteacher ate medicine and some dietary food because of his bad health condition. Before he became a headteacher, he over worked and got illness which need dietary therapy.				

Morning

When	Who	Where	What	How & Why	High/Low
9.05		Office	Deskwork Authorising	The headteacher were authorising electronic official documents using <a href="http://www.sen.go.kr">www.sen.go.kr</a> (the Office of Seoul Metropolitan Education portal website) When headteacher made authorisation, he referred several guidance books.	H
9.55	Whole students and teachers	Public place in school	Showing Presence Monitoring Interacting	When the Headteacher walked around he explained about the features of school location and school building. The school was located in the middle of industrial complex and the school building has central home base and all the classroom and special activity rooms were connected to the central base. Because the school established recent year (2007), the school building was designed in modern way. Headteacher visited several teachers' offices. Traditionally Korean schools have a big size teachers' office, but the school had many small size teachers' office depends on its different role.	L
10.30	Head of Education for talented students  Other school headteacher	Office	Deskwork Reviewing information Communicating with other headteachers	Head of education visited headteacher's office and reported about the education for talented students. The head especially focused on humanity studies in education for talented students and his project was supported by the Seoul Metropolitan Office of Education. The project had integrating features with music, art, and literature. Headteacher communicate with other school headteacher regarding to teacher transfer by phone.	H
11.05		Office	Interviewing		
Notes	The head said the head teacher placed times for hearing teachers' opinion in his daily life.				

## Lunch

When	Who	Where	What	How & Why	High/Low
11:40		Office	Personal time Lunch	The headteacher ate lunch alone because he had to eat his packed lunch according to dietary therapy menu.	L
12:00	Whole students and teachers	Students' canteen	Showing presence Interacting	The headteacher went to the students' canteen and checked students' satisfaction for the lunch menu. .	L
12:20	Whole students and teachers	Public space in school	Showing presence Monitoring	Headteacher walked around whole school inside and outside of building	L
Notes					

*Afternoon*

When	Who	Where	What	How & Why	High/Low
12:40		Office	Interviewing	Interviewing	
13:30	Head of 3 <sup>rd</sup> year students	Office	Meeting Planning	Headteacher discussed about retiring teacher's retiring ceremony.	L
13:45	Deputy head	Office	Meeting Authorising, communicating	Headteacher made authorisations for official documents and discussed with deputy head how to arbitrate a dispute among a student, teacher, and parent. Headteacher and deputy head also discussed about teacher transfers.	H
15:10	Deputy head, administration manager, technician from outside	Office	Meeting Communicating	They discussed about replacing school blinds and also talked about continuing facility maintenance and improvement.	H
15:30		Office	Deskwork Authorising	Headteacher made around 50 authorisations including 10 official documents for academic affairs, 40 official documents for administrative affairs.	H
15:50		Office	Deskwork communicating	Headteacher talked with an officer in the Seoul Metropolitan office of Education regarding to school violence committee by phone and forward information to deputy head.	H
16:30			Left school	The headteacher left school.	
Notes	Headteacher talked about assembly, nowadays, assembly is not common in Korean schools but the school has assembly for each year and speaker is not fixed to headteacher. Student leader, teachers and headteacher can make a 5 minutes speech.				

*After school*

When	Who	Where	What	How & Why	High/Low
17.30	People in education area	A public middle school	Meeting	Headteacher was going to meet people in education.	
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No, but I'm going to have not official meeting with people in educational area. This is essential for doing headteachers' role.
- Represatative words  
Sharing opinions

## *School 8*

Case Name	HT08	Type & level of school	Public Middle School
Gender	Female	Type of appointment	Promotion
Career	Teaching	Date	4/Dec/2014

### *Introduction*

This school is located in one of the most favourable three places of Seoul. The school has 752 students in 26 classes, and 59 teachers and staffs. The headteacher described the features of students' socio-economic background as abundant, she also thought teachers were supportive but teachers were a bit tired of parents' frequent interference. Because of parents' request, it is hard to employ various pedagogies such as discussion and team projects and so on, teachers usually make very instructional and knowledge focused lesson. Most of parents were providing private lessons to their children with high expectations and tended to engage with their children's school education. The headteacher informed me their students' academic achievement level is higher than other areas in Seoul but their suicidal impulse and stress levels are also higher.

### *What things are you hoping to get done today?*

Special lecture for 3<sup>rd</sup> year students and discussion for '9am school start' were planned in the school. This discussion was compulsory meeting which was recommended by the Seoul Metropolitan superintendent of education to decide school start time. Students, teachers, and parents will make their opinion and students' opinion will be reflected with more portion than others.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.40am		Office	Deskwork Reviewing information	Headteacher arrived at school by walking. She lived in 40 minutes distance from school, she used walking time for thinking and exercising.	
8.10am	Whole students	Public place in School	Showing presence Interacting with students	Headteacher greeted students at the school gate. She said she used this time to make communication with students.	
Notes					

## Morning

When	Who	Where	What	How & Why	High/Low
8.40am	Whole students	Public space in school	Showing presence monitoring	She looked around students' morning reading time.	
9.00am	Deputy head, Administration manager	Office	Leadership Meeting Planning Communicating Instructing	Leadership team checked daily works: Preparation of students' ski camp, next year planning, deliberation of selecting school training wear, making exam questions and operating exams, the role of heads during exam period, non-smoking area, etc. In the meeting, headteacher emphasised the importance of work-process and safety and they prepared the end of the year.	High
9.30am	Deputy head, a lecturer, a teacher	Office	Meeting Visitor Networking	A lecturer visited the headteacher before the special lecture for 3 <sup>rd</sup> year students. The headteacher, deputy head, a teacher who take charge in special lectures met together. The visiting was short, but they had a good conversation, because the headteacher's subject was also science.	
9.55am	Head of Academic Department	Office	Meeting Instructing	The headteacher and the head of academic department discussed about the process of making exam questions and confidentiality of exams.	High
10.00am	3rd year students, Deputy head, and three teachers	Media Centre	Showing presence Supporting	Headteacher attended on the special lecture for 3 <sup>rd</sup> year students. Showing presence gave more weight for the lecture. She enjoyed lecture and also watched students' attitude and condition of broadcasting system.	
11.00am		Office	Interviewing	Normally it is the time for walkabouts with learning-centred. She walked around each year classes.	
Notes	There was a special science lecture for 3rd year students. The lecturer who was a member of the retired scientists' volunteering association. The association members were especially retired from the Ministry of Science, the Republic of Korea. The special science lecture was about mutation.				

## Lunch

When	Who	Where	What	How & Why	High/Low
11:30	Deputy head, Administration manager, Counselling department teacher	Teachers' canteen	Personal time Lunch	The headteacher ate lunch with deputy head, administration manager, and a teacher in counselling department. They talked about a school maladjustment student.	High
12:10	A teacher	Office	Meeting Getting information	There were some problems in the special lecture between students and a teacher who took charge in the special lectures, the teacher reported about the troubles.	High
12:20		Office	Interview	Headteacher took part in my interview. In this time the headteacher normally go walkabouts in this time.	
Notes	<p>Eating lunch with headteacher seemed a power or honour in some cases. In this school, the counselling department (WEE Class) teacher intended to eat lunch with headteacher regularly as like deputy head and administration manager, after she was demoted from team manager of the local WEE Centre.</p> <p>WEE is a word which is constituted from we, education, and emotion and starts from 2008. WEE recives multiple and integrated supporting from school, local office of education, and local society for students' healthy and enjoyable school life and WEE service is for every students not just for underachieved students or maladjusted students. WEE Class is for schools, WEE Centre is for the local office of education, WEE School is for the metropolitan/city/provans office of education.</p>				

*Afternoon*

When	Who	Where	What	How & Why	High/Low
12.50		Office	Deskwork Authorising	The headteacher told she normally had walkabouts to the library in the lunch time. But at that day, she reviewed information and made authorisation for electronic official documents.	
13.00	teachers	Office	Deskwork Authorising	The headteacher made authorisation in face with teachers who are involved in different cases, such as a student camp, music performance programme, and so on.	
13.20		Public place in School	Showing presence Supporting	The headteacher walked around corridors and shortly visited music and PE classrooms. Headteacher explained about traditional instrument classes when we visited music room and showed me inside of WEE class. There were a common place and confidential counselling room.	
13.30		Office	Interviewing	The headteacher participated in the interview.	
14.20		Office	Deskwork Authorising	The headteacher continued electronic authorisations. It is normally around 50 cases a day.	High
16.30		Office	Deskwork Planning	Headteacher wrote a 5minutes speech for assembly. The assembly is held once in a month and headteacher make short speech.	High
17.00	Deputy head	Office	Deskwork Authorising	Headteacher made one more authorisation in face.	
17.10				Headteacher leaves for the day with deputy head	
Notes					

*After school*

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words  
quiet but active, careness for teachers, caring for teachers

## *School 9*

Case Name	HT09	Type & level of school	Public Middle School
Gender	Male	Type of appointment	Promotion
Career	Teaching	Date	5/Dec/2014

### *Introduction*

This school is located in the west part of Seoul. The school has 20 classes including 2 special education class, and 52 teachers and staffs. The number of graduate students was gradually decreased. The headteacher described the features of students' socio-economic background as deprived, their teachers are supportive. Through homepage message, the headteacher emphasised importance of communication in his/her leadership performance.

### *What things are you hoping to get done today?*

Attending a meeting for Seoul Style Innovation Gu (Borough) in the Local Gu Office and a conference for Seoul Style Free-Term System in the Local Office of Education

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.40		Office	Arrive at school <b>Deskwork</b> <b>Reviewing information</b>	The headteacher arrived at school and prepared daily work with reviewing information and	
7.50		Public place in school	<b>Checking Facilities</b> <b>Monitoring</b>	The headteacher walked around outside of school and school building to check security and maintenance.	
8.00	Whole students and teachers	School gate	<b>Showing presence</b> <b>Interacting</b> (with students)	The headteacher greeted students. The headteacher understood this time as an interacting time with students rather than instructing time. The headteacher was proud of students' attitude regarding to greeting. He told 100% students greet him when they saw him. When I saw, most of cases, headteacher greeted students first and they greeted to headteacher as a reaction.	
Notes					

Morning

When	Who	Where	What	How & Why	High/Low
8.45	Whole teachers and students	Public place in school	<b>Showing presence Interacting</b> (with students and teachers)	The headteacher walked around school and he prepared a plastic bag, stick and glove for picking up rubbish. He tried to greet students with loud and light voice and tidied up messy area. He visited each of teachers' room and made conversations with teachers when he has some inquiries. When he visited a room for maintenance he talked about gardening and banners with technician. Headteacher explained home base system and subject-classroom-system.	
9.10		Office	<b>Deskwork Authorising</b>	The headteacher made authorisations in face and also on portal system.	
9.30		Office	<b>Interviewing</b>		
10.20		Outside of school	<b>Travelling</b>	The headteacher moved from school to Gu office by walk.	
10.30	Headteachers, Head of the Gu (borough), officers of the Local Office of Education	Outside of school Gu (Borough) Office	<b>Meeting Getting information</b>	There was a meeting for explaining a Gu project. The Gu planned to join the Innovative Education project. Before they propel the project, the head of Gu invited headteachers in the Gu and explained what the project is and why they wanted to join and asked cooperation. The headteacher met other headteachers from primary schools and secondary schools. The headteacher made active con	
Notes	<p>There is a saying, 'sol-sun-su-bum' which means making followers through taking good actions ahead and creating a good model. The headteacher made efforts for making followers through taking good action ahead and creating a good model.</p> <p>Home base and subject-classroom system: In a traditional classroom system, students stay in their classroom and different subject teachers go to the classrom and teach their subjects. In a subject-classrom system, students move to classrooms according to subject and each classrom were desined for each subjects. This system planned to improve qualityo of teaching and learning in public education and students can take lessons in their level. In this system, students need home base to carry their stuffs (<a href="http://scmc.kedi.re.kr/">http://scmc.kedi.re.kr/</a>).</p>				

## Lunch

When	Who	Where	What	How & Why	High/Low
11.30		Outside of School	Travelling	The headteacher moved from the Gu office to the school by walk.	
11.40	Deputy head, Administration manager	Public place in school Canteen	Personal time Lunch	Headteacher, deputy head, and administration manager ate lunch together.	
12.10		Office	<b>Deskwork</b> <b>Authorising</b>	Headteacher made authorisations and he informed the amount of authorisation cases. In the period, from 1 <sup>st</sup> of March to 5 <sup>th</sup> of December, total 12,513 cases were authorised. The headteacher found this specific number through portal record.	
Notes	Because there were two schedules outside of school, headteacher didn't have enough time for basical school works. So he started to authorisation in the lunch time.				

fternoon

When	Who	Where	What	How & Why	High/ Low
13.00	A teacher	Office	<b>Deskwork Authorising</b>	A teacher who took charge of The Sea Explorers of Korea asked some budget for buying teachers' jumper for school trip. Headteacher didn't agree with her request. Even though headteacher had to leave the office and head to the Local Office of Education, but the headteacher and teacher continued their conversation for a long time. Finally headteacher postponed the decision and left the office.	
13.30	Deputy head	Travelling	<b>Travelling</b>	The headteacher moved from the school to the local office of education by taxi	
13.50	officers, headteachers, middle leaders, teachers, and parents	Outside of School The Local Office of Education	<b>Meeting Interaction</b> (with the Office of Education and other schools)	The headteacher and deputy head attended on the conference which shows the model school's results of the Free-Term System. Attendances were officers from the Metropolitan Office of Education and the Local Office of Education, headteachers, middle leaders, teachers who are involved in the Free-Term System, and parents in the local area.	
16.30			Left for the day	The headteacher left for the day directly from the conference.	
Notes	<p>Free-Term System is running without traditional examinations. In this term, students experience various trials in learning and also career education. In a classroom, more discussions and students activities are employed rather than teachers' one direction teaching or memorising focused education. Students can access various experiences to find their own aptitude, interests, and motivations for study. The Free-Term System was in the process of implementation of new education system.</p>  <pre> graph LR     A["2013 •1%, •42 schools"] --&gt; B["2014 •25%, •800 schools"]     B --&gt; C["2015 •50%, •1,500 schools"]     C --&gt; D["2016 •100%, •Whole schools"]     </pre> <p>In Korean Education, Most of new education system or policy have some process to implementation. (<a href="https://freesem.moe.go.kr/freesem/homepage/infomation/homepage_infomation_informInfomation.do">https://freesem.moe.go.kr/freesem/homepage/infomation/homepage_infomation_informInfomation.do</a>)</p>				

**After school**

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Representative words  
Active

## *School 10*

Case Name	HT10	Type & level of school	Public High School
Gender	Male	Type of appointment	Open Recruitment
Career	Teaching & Governing	Date	8/Dec/2014

### *Introduction*

This school is located in the remote area of Seoul, and when I contacted the headteacher, the headteacher kindly explained how to get to the school by subway because there were two kinds of subways, one was express and the other was normal. As he showed his caring characteristic in the explanation, on the shadowing day, he arrived at school earlier than other days and turned on heating for shadower. He was also supportive to teachers and students with his thoughtful character. The school was established in 2003 and the headteacher was the 5<sup>th</sup> headteacher appointed by open recruitment. The school has 831 students in 33 classes including 3 special education class, and 86 teachers and staff. The headteacher described the features of students' socio-economic background as deprived.

### *What things are you hoping to get done today?*

Tea time with the deputy head and administration manager (Every Monday and Thursday), a meeting with heads of departments, a meeting regarding the school committee, and teachers' safety education were planned for the day.

*Pre-school*

When	Who	Where	what	How & Why	High/Low
6.40		Office	<b>Deskwork Getting information</b>	The headteacher arrived at school and prepared for the day. He turned on the heating for the shadower. He said he usually did not turn on the heating but he prepared the room temperature for shadower.	
7.00		Public place in school	<b>Checking Facilities Monitoring</b>	In weekends, the school opened the place for the local people, so the headteacher looked around inside and outside of school on the Monday morning.	
8.10		School gate	<b>Showing Presence Interacting</b>	Head teacher talked about showing presence in the greeting time and lunch and dinner time. "Headteachers do not teach students directly, so these times are good opportunities to meet students. However, if headteachers walkabouts are too frequent, it can make teachers feel uncomfortable, so I take this into account. I am aware of the walkabouts by the deputy head. If I do the walkabouts at the same time as deputy head, it can make deputy head feel uncomfortable, so I try to no to do it at the same time with the deputy head."	
Notes					

*Morning*

When	Who	Where	What	How & Why	High/Low
8.30	Deputy head, Administration manager	Office	Meeting Getting information Communicating Planning	The headteacher had weekly meetings regarding various issues: <ul style="list-style-type: none"> <li>• subject qualification training (8 teachers need to attend)</li> <li>• teacher invitation for next year;</li> <li>• agendas of school committee consideration; loading internet;</li> <li>• students' achievement</li> <li>• deputy head's consulting for local school regarding to students' violence</li> <li>• a staff's budget training attendance</li> <li>• a teacher who had a medical operation;</li> <li>• a staff who had broken his rib</li> <li>• usage of budget surplus,</li> <li>• students' programmes for logical dialogue,</li> <li>• a process for waste disposal, human resource and so on.</li> <li>• dinner menu for students who are attending after school studying</li> <li>• management for examination</li> <li>• Relationship about a head of department</li> </ul>	
9.15		Office	Desk work Authorising	The headteacher authorised official documents.	
9.30		Office	Interviewing	The headteacher participated in interview.	
Notes	There were various continuing professional development courses, such as integrity, human rights, safety, employment and labour, and so on. Some courses were developed for different attendance, for example, for headteachers, middle leaders, teachers and admin staffs.				

*Lunch*

When	Who	Where	What	How & Why	High/Low
11.30	Deputy head, Administration manager	Teachers' canteen	Personal time Lunch <b>Interacting with teachers</b>	Headteacher ate lunch with the deputy head and administration manager. Besides the headteacher there were some other teachers and the headteacher talked with them as well.	
12.00	Deputy head, Administration manager	Office	Personal time Resting	The headteacher had a cup of tea with deputy head and administration manager	
12.30	Students	Students' canteen	<b>Showing presence Interacting with students</b>	Headteacher stood up near the entrance of canteen and greeted or talked with students.	
Notes					

*Afternoon*

When	Who	Where	What	How & Why	High/Low
13.00		Office	<b>Deskwork Authorising</b>	The headteacher made authorisations in face and also through portal site	
14.10	Deputy head teachers	Teachers' Office	<b>Showing presence Interacting</b>	The headteacher gave an authorised official document for the original draft of exam questions	
14.15		Office	<b>Reviewing information</b>	The headteacher reviewed the meeting materials and issues of the School Committee meeting.	
15.10	Deputy head, Administration manager, Heads of departments (11 heads)	Office	<b>Meeting</b>	<p>There was a meeting with leadership group and the following issues were discussed.</p> <ul style="list-style-type: none"> <li>• Operating Examination and the process for the acceptance of opinions regarding the 9 o'clock School start</li> <li>• Reorganising the department for the next year: the school wanted to change the number of department from 11 to 12, and this required the permission of the Ministry of Education.</li> <li>• Implementing the Year Department system</li> <li>• Workshop Material preparation</li> <li>• Security for personal information</li> <li>• Education for the Reunification of North and South Korea</li> <li>• Students' university entrance states</li> <li>• School Committee Meeting material, Uniform company selection, Schedule for the compilation for 2015 budget</li> <li>• Teachers' transfer and Human Resource committee,</li> <li>• How to guide students' studying in the winter holiday. Etc.</li> </ul>	

When	Who	Where	What	How & Why	High/Low
16:00	Committee members	Parents' Meeting room	<b>Meeting planning</b>	<p>School Committee Meeting:            Chair of the committee (1), Parents members (5), A local member (1), Headteacher (1), deputy head (1), Heads (3), Administration manager (1), Admin staffs (2), teachers (2)</p> <ul style="list-style-type: none"> <li>• Teacher invitation process and standard</li> <li>• Making re-contract with a temporary English teacher</li> <li>• 3<sup>rd</sup> year students' activities after the National Learning Ability Exam (for university entrance)</li> <li>• 2nd time revised supplementary budget</li> <li>• The process of discussion for the 9 o'clock school start</li> </ul>	
17:30		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents	
17:45	Teachers	Students' Canteen	Personal time Eating	The headteacher had dinner with other teachers	
18:00	students	Canteen	Showing presence interacting	The headteacher asked some questions to the students about the menu and how they were.	
Notes					

*After school*

When	Who	Where	What	How & Why	High/Low
18:15		Office	Personal time Getting information	The headteacher spent his time for internet searching	
19:00	students	Studying room	<b>Showing presence</b> <b>Encouraging</b>	The headteacher walked around two self-study rooms in fourth floor and one self-study room in second floor for encouraging students.	
19:30			Left for the day		
Notes					

**Additional Questions**

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No, I will take a rest for tomorrow.
- Represatative words  
Consideration, thoughtful, devoting himself to others

## *School 11*

Case Name	HT12	Type & level of school	Public Middle School
Gender	Male	Type of appointment	Open Recruitment
Career	Teaching and Inspecting	Date	10/Dec/2014

### *Introduction*

This school is located in the remote and deprived area of Seoul. The school was small size, it has 9 classes and there were 40 teachers. The headteacher described the features of the students' socio-economic background as deprived. The headteacher said that he was satisfied with the teachers' quality and most of the parents are supportive. The headteacher was relatively young and appointed by Open recruitment. Even though the headteacher was relatively young, he led school with confidence and formulated good relationship with teachers, admin staff, parents, and students. He also operated students' programmes with well-organised plan, while some other headteacher didn't have plan for 3<sup>rd</sup> year students who finished their all curriculums.

### *What things are you hoping to get done today?*

1. The day was the examination day at the end of the term.
2. Attending the 3<sup>rd</sup> year students' special activity.
3. A meeting with temporary workers at lunch time.
4. Checking the completion ceremony of the Program for North Korean Refugee students.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.40		Whole school Outside of school	<b>Checking Facilities</b> Monitoring	Headteacher arrived at school and walked around outside the school and visited the breakfast room. He checked heating system, because he wanted to provide ideal environments while students were taking exam.	
8.20		School gate	<b>Showing presence</b> Interacting (with teachers and students)	The headteacher stood up at the school gate and greeted students' coming into school. Then he walked around school.	
Notes					

*Morning*

When	Who	Where	What	How & Why	High/Low
8.40	Deputy Head	Office	<b>Meeting Communicating</b>	The headteacher and deputy head had a meeting for the inspection of the students' year advancement.	
8.50	Parents (9) Deputy head Head of research department	Parents' room	<b>Meeting Interacting</b> (with parents)	The headteacher thanked the parents who were going to join invigilator's role in the morning (3 hours). In this school, 3 <sup>rd</sup> year students' achieved 5 offers from Special Purpose High schools of science (1), foreign language (3), and international (1) and 2 offers from Specialised High school.	
8.55		Teachers' office	<b>Showing presence Interacting</b> (with teachers)	The headteacher visited the teachers' room. When the headteacher entered the teacher's office, a teacher expressed his unpleasant emotion, but headteacher seemed didn't notice it and talked with deputy head and some other teachers.	
9.00	Deputy head, Administration manager	Office	<b>Meeting Communicating</b>	The headteacher had a meeting with the deputy head and administration manager. The issues of the meeting were the work condition of a temporary English teacher, students' missing money, and examination. In Korean society, age order is very important. However, the deputy head who was older than the headteacher was supportive and showed the respect when he was talking with the headteacher.	
9.20		Year 1 and 2 student's classroom	<b>Showing presence Monitoring</b>	The headteacher walked around corridors of 2 <sup>nd</sup> year and 3 <sup>rd</sup> year classrooms where students took exams.	

When	Who	Where	What	How & Why	High/Low
9.30		Office	<b>Deskwork</b> <b>Authorising</b> <b>Interacting</b> (with the Office of Education)	The Headteacher authorised official documents and when he had some questions about an official document he was calling to the Office of Education and asked about specific guideline of the official document.	
11.00	3 <sup>rd</sup> year students and their home tutors	School Gymnasium	<b>Showing presence</b> <b>Interacting</b> (with teachers and students)	The headteacher visited the school gymnasium and watched the students' activities and encouraged teachers and students.	
11.30		Office	Interviewing		
12.10	A student	Office	<b>Meeting</b> <b>Encouraging</b> <b>(with a student)</b>	The headteacher met a student who failed the entrance exam of a Special Purpose High School. The headteacher comforted the student and encouraged him to find a new direction with sharing his personal experience.	
12.30		Parents' room	<b>Meeting</b> <b>Interacting</b> (with parents)	The headteacher visited the parents' room and met parents who had just finished their invigilator's role and had a cup of tea together.	
Notes					

*Lunch*

When	Who	Where	What	How & Why	High/Low
13.00	nutritionist, assistants (3), a teacher and head of department of culture and sports	Outside of school Restaurant	<b>Lunch Meeting Interacting</b> with staffs	The headteacher bought lunch for the assistant staff and teachers. At lunch time headteacher complimented and encouraged their hard work and took time to hear from them.	
Notes					

Afternoon

When	Who	Where	What	How & Why	High/Low
14.00		Office	<b>Meeting Interacting</b> With teachers	The headteacher had tea time with a head and a teacher who belonged to the department of the culture and sports. They looked back on their year and talked about the overnight reading programme, circulated diary, classroom camp and so on. The headteacher asked if there were any suggestion or inquiries for improvement of the department.	
14.30		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents.	
14.40	Head of the department of Studnts' Life, a teacher, librarian, students	Whole school	<b>Showing presence Interacting</b> With staffs and students Walkabouts <b>with management centred</b>	The head teacher walked around the school and visited the department of Students' life and library. The head talked about students' behaviours and his students' instructing direction. He emphasised building trust and a faithful relationship with students. When headteacher visited the library, he returned some books and borrowed new books. The headteacher also visited students' self-study room and encouraged students.	
15.50		Office	Interview		
16.10		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents.	
16.25	Deputy head A teacher and head of department of academic affairs	Office	<b>Meeting Interaction</b> with staffs	The headteacher had a meeting with the department of academic affairs and discussed about classroom management in the end of the term: students' learning, academic results, and exam questions.	

When	Who	Where	What	How & Why	High/Low
17.15	Head of counselling and welfare	Office	<b>Meeting Getting information</b>	The school was nominated as a research school for the North Korean Refugee students. The head of Counselling and Welfare reported the results of the research.	
17.20		Office	<b>Deskwork Authorising</b>	The headteacher checked final official documents which required authorisation	
17.30		Whole school	<b>Showing presence Encouraging</b>	The headteacher walked around whole school one more time and encouraged the night-duty staff.	
18.00				Left for the day	
Notes	<p>When the headteacher walked around school, he showed me a particular painting on the wall and explained me how a student who drew the picture made a new friend through drawing the picture together and overcome her lonely and difficult situation after he was appointed.</p> <p>The school had some special programmes, such as classroom camping or overnight reading programme.</p> <p>Classroom camping. Students sleep over in school with their classmates, supervised by their classroom tutor. After the school day, home tutor and students came back to school and made and ate dinner together. They slept over in the school, in the tents provided.</p> <p>Overnight reading was a programme for reading books in the school library all night. All year group students join together and they had some competition with other classes.</p>				

After school

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes.
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words  
Direction, well organised activities, gentle

## *School 12*

Case Name	HT13	Type & level of school	Public Middle School
Gender	Male	Type of appointment	Promotion
Career	Teaching	Date	11/Dec/2014

### *Introduction*

This school is located in the remote area of Seoul. The school has 1,149 students in 33 classes, and 82 teachers and staff. The headteacher described the features of the students' socio-economic background as deprived, their teachers as supportive and most of their parents as also supportive.

### *What things are you hoping to get done today?*

The end of year exams had finished, and the headteacher didn't have any particular schedule for the day. Because the end of year exams had finished, the students did not focus on their studies. However, the headteacher wished that teacher could manage lessons in a productive way. The Headteacher also described the time as an important time for 3<sup>rd</sup> year students to plan their future.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.50		Office	<b>Deskwork Authorising</b>	The headteacher arrived at school and checked official documents which were produced after he had left school in the previous day.	
8.00		Public place in school	<b>Checking Facilities Monitoring</b>	The headteacher walked around inside and outside of the school, checking the environment.	
8.20	School Guard, A Student and teacher from Student life instruction department	Public place in school School gate	<b>Showing presence Supporting Interacting</b>	The headteacher spread packs of sand to prevent slipperiness. While the headteacher greeted students at the gate, there were students and teacher who belonged to the students' life instruction department and they gave instructs to students who did not wear their uniform properly.	
Notes	<p>The headteacher also emphasised modeling with the saying, 'sol-sun-su-bum' which means making followers through taking good actions ahead and creating a good model.</p> <p>The headteacher also highlighted 'happiness in school'. He said in the greeting time he only tried to greet students, not to give any instruction.</p>				

*Morning*

When	Who	Where	What	How & Why	High/Low
9.00		Office	<b>Authorising</b>	The headteacher made some authorisation for official documents through the portal site.	
10.20	Administration manager	Office	<b>Reporting</b>	The administration manager reported results of the school committee meeting and how he had explained the Local Office of Education related work in the meeting.	
10.30		Office	<b>Interview</b>		
Notes					

*Lunch*

When	Who	Where	What	How & Why	High/Low
11.30	Deputy Head, Administration manager, Head of Academic department	Teachers' canteen	Lunch	<p>The headteacher ate lunch with deputy head, administration manager, and a head of academic department.</p> <p>In the conversation, the head of academic department stopped his speaking when he had different opinion with the headteacher. At that time, I wondered if the headteacher really had flexible and comfortable relationship with other teachers.</p> <p>The Deputy head used the same office with other teachers so it seemed that the deputy head had a closer relationship with other teachers than the headteacher.</p>	
11.50		Students' canteen	<p><b>Showing presence</b></p> <p><b>Interacting</b></p>	The headteacher watched the students lunch time	
12.00		Public Place in School	<p><b>Showing presence</b></p> <p><b>Monitoring</b></p>	The headteacher walked around the school.	
Notes					

*Afternoon*

When	Who	Where	What	How & Why	High/Low
12.10		Office	<b>Authorising</b>	The headteacher had some authorisations.	
16.30			Left	The headteacher left for the day.	
Notes	Around 13.00 o'clock, the headteacher recomanded I finish my shadowing for afternoon time, because he didn't have any particular schedule for the afternoon and he was going to finish his work around 4.30pm.				

*After school*

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words  
Gentle

### *School 13*

Case Name	HT14	Type & level of school	Public Middle School
Gender	Male	Type of appointment	Promotion
Career	Teaching and policy making	Date	12/Dec/2014

#### *Introduction*

The school was located one of the most abundant Gues (councils) in Seoul but its actual environment was relatively deprived in the area and also the school had not been popular before the headteacher was appointed. The school was established 2009 and there are 770 students in 26 classes, and 59 teachers and staff. When I met the headteacher, he focused on producing the self-evaluation form for the Physical Education. After the headteacher was appointed, he made an effort to make the school an energy leading school (through changing LED lights and placing a solar energy generator). The school planned to create some classrooms which embraced alternative education and tried to be nominated as the education welfare special school. The headteacher said he focused on the students' character in the school education.

*What things are you hoping to get done today?*

I have no particular plans.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.45		Office	<b>Deskwork Authorising, Reviewing the information</b>	The headteacher arrived at school and checked the official documents which were produced after he had left school and the day's work schedule.	
8.00		Public place in school, School gate	<b>Showing presence Interacting</b>	The headteacher greeted the students at the school gate. When headteacher stood up in the gate he worried about snow and icy road and he spreaded calcium chloride with shovel by himself to prevent slipperiness.	
8.30		Public place in school Whole classrooms	<b>Shwoing presence monitoring</b>	There is reading time from 8.25am to 9.00am. The headteacher walked around school.	
Notes	Morning Reading Time: many headteachers' believed that morning reading time makes students' mind calm down and help their study effectiveness.				

*Morning*

When	Who	Where	What	How & Why	High/Low
8.50		Office	<b>Deskwork</b> <b>Authorising</b>	The headteacher made authorisations by portal site.	
9.10	Deputy Head	Office	<b>Deskwork</b> <b>Authorising</b>	The headteacher made authorisations in face with the deputy head. They discussed students' absences, exams, classroom tutors.	
9.20	Head of Academic department	Office	<b>Meeting</b> <b>Supporting</b> staffs	The head of the Academic Department came to the headteacher's room and talked about his wife's difficult situation in her school. His wife was also a teacher and worked in a secondary school that the headteacher knew. The headteacher sympathised with the teacher's situation and suggested some ways to overcome the situation without conflict with the headteacher who was in charge of her school.	
9.30		Office	<b>Deskwork</b> <b>Authorising</b> <b>Reviewing</b> <b>information</b>	The headteacher made authorisations by portal and communications by phone. within 40 minutes, he authorised 35 cases of official documents and reviewed 15 cases of circulating information.	
10.10	Deputy head, Head of Research Department	Office	<b>Meeting</b> <b>Interacting</b> with staffs	In the meeting, the headteacher, deputy head, and head of the research department had official and unofficial conversations regarding the school management, teacher transfer, students' internal recital, teacher's retirements, and their personal schedules for the end of year.	

When	Who	Where	What	How & Why	High/Low
10.40	Head of Career counselling Department	Office	Meeting Getting information	The head of Career counselling Department reported what had happened in his visit to the Office of Education	
10.50	Deputy Head, A teacher	Office	<b>Meeting</b> <b>Interacting</b> with staff	The Deputy head brought a teacher who was going to restart her work in the next term after her maternity leave. The headteacher recommended that she have some more time for the maternity leave but the teacher preferred to start her work as soon as possible.	
11.00		Office	Interviewing	Interviewing	
Notes	In the interview, the headteacher said the students' socio-economic background was divided into three groups: 50-60 % of students lived in public rental apartments which meant that they were poor and most of them were not interested in learning, 20% of students relied on school education, and 20% of students came from rich families and they aimed to enter the special purpose high schools and receiving support from supplemental education.				

*Lunch*

When	Who	Where	What	How & Why	High/Low
11:30	Deputy head	Teachers' Canteen	Lunch	Headteacher ate lunch with the deputy head.	
12:00			Interview		
Notes					

*Afternoon*

When	Who	Where	What	How & Why	High/Low
12:30	Administration manager	Office	Received <b>Reporting</b>	Administration manager reported administrative works and made communication about the work.	
12:35		Office	Interviewing	interviewing	
14:20	A lecturer and teacher	Office	<b>Meeting Interacting</b>	There was a special lecture for 3 <sup>rd</sup> year students. The lecturer visited the headteacher shortly before the special lecture.	
14:25	A lecturer, 3 <sup>rd</sup> year students, and teachers	Library	<b>Showing presence Supporting</b>	The special lecture was about how students accept varieties. Headteacher attended the lecture and sat down at the back of the room.	
15:10		Office	<b>Deskwork Authorising</b>	The Headteacher checked official documents and made some more authorisations	
15:30		Practice room	<b>Dancing Interacting with students and teachers</b>	The Headteacher joined dance practicing for the students' recital. The headteacher and teachers were planning to do a dance performance with the students so they practiced the dance for around 45 minutes.	
16:15	A staff from the Local Office of Education, Administration manager	Office	<b>Meeting planning</b>	The headteacher had a meeting with a staff from the Local Office of Education. They discussed the solar energy generating system and its maintenance. Even though the staff was very young and not in a very high position, the headteacher and administration manager treated him as very important person.	
17:00				The headteacher left for the day	
Notes					

*After school*

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional Questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words  
Political sense, confidence, and positiveness

## *School 14*

Case Name	HT15	Type & level of school	Private Middle School
Gender	Male	Type of appointment	Promotion
Career	Teaching only	Date	15/Dec/2014

### *Introduction*

This school is located in the middle of Seoul. The school has 343 students in 12 classes, and 26 teachers and staff. The headteacher described the features of the students' socio-economic background as deprived and that their parents were busy working so could not spend much time with their children. Even though the school was a private school, the school foundation gives full autonomy to the headteacher, such as financial management, human resource management and so on. After the headteacher was appointed, he made efforts to raise the students' achievement with the financial support of Gu and it was successful. The headteacher focused on raising learning ability and personality education. For these purposes, the headteacher emphasised reading in education. In the middle school level, he thought formulating a reading habit is important so he made students have 30 minutes reading time every day.

### *What things are you hoping to get done today?*

The day was the first day of exams and the headteacher was going to host a meeting for headteachers in the local area.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.55			<b>Deskwork Getting information</b>	The headteacher arrived at school	
8.00	Deputy head, 7 Heads	Office	<b>Meeting Getting information</b>	There was a leadership meeting. In the meeting they talked about the great discussion for 9 o'clock school start, operating exams, checking Sports team, dinner for heads, English certification meeting, staffs' training, music concert, ceremony for the end of the year, official document for the annual statistics, inspection for welfare counselling department, School Committee schedule, watching a movie, changing computers Even though there were many issues, the meeting lasted only 10 minutes.	
8.10	All teachers	Teachers' Office	<b>Meeting Getting information</b>	Deputy head led the meeting and each head made announcements. Same issues of leadership meeting were announced. Even though it was named as a teachers' meeting, it was a time for public announcement. It took only 10 minutes.	
Notes	In a private school, teachers work together continuously for a long time, so teachers knew the context very well. With this background, even though meetings were very short, teachers understood the issues which had been announced. It seemed that the all teachers' meeting was a time for announcing the confirmed issues which were already discussed.				

*Morning*

When	Who	Where	What	How & Why	High/Low
8.20		Office	<b>Deskwork Authorising</b>	The headteacher checked official documents regarding to the result of the Great Discussion for the 9 o'clock school start, preparing gifts, training for teachers, last confirmation for the contents of exams, and a meeting with the deputy head and 8 parents.	
8.50	A teacher	Office	<b>Reviewing Information, Received Reporting</b>	The headteacher reviewed the news by portal and received a report on a training of the students' life records.	
9.20		Whole School	<b>Showing Presence</b> Walkabout with learning centred	The headteacher walked around the classrooms while students took exams.	
9.30	A staff	Office	<b>Authorising</b> Received <b>Reporting</b>	The Headteacher made authorisations by portal and also in person.	
10.30	Headteachers and deputy heads, admin staffs in the same school foundation	Office	<b>Meeting</b>	There was a weekly meeting with three headteachers, three deputy heads, admin staffs in the same school foundation. The meeting was placed in the high school headteachers' room. In the meeting, they shared weekly works for each school.	

When	Who	Where	What	How & Why	High/Low
10.50		Office	<b>Authorising</b>	The headteacher authorised official documents by portal.	
11.20	A teacher	Office	<b>Interacting</b> with staffs	A high school teacher visited the middle school headteacher with an invitation to her wedding.	
11.30	6 headteachers	Office	<b>Interacting</b> With other headteachers	<p>6 headteachers, who were in the same group in the Gu, met in the headteacher's office.</p> <p>They were sharing opinions about current education policies and school field issues related to the Local Office of Education and the Office of Gu.</p> <ul style="list-style-type: none"> <li>• Gu's selection of the Prestigious School Project</li> <li>• Sharing innovating ideas for the work process of the Local Office of Education</li> <li>• Criticising ideas on the work efficiency of the Local Office of Education</li> </ul> <p>In this meeting, the headteacher introduced the features of the school and school foundation.</p> <p>All heads of department came to the headteacher's office and greeted other head teachers.</p>	
Notes	There were 27 schools in the Gu and the Local Office of Education divided into three groups. School headteachers had have regular meetings to communicate and formulate practical opinions.				

*Lunch*

When	Who	Where	What	How & Why	High/Low
12.30	6 headteachers	Outside of school, Restaurant	Lunch	Headteachers ate lunch together and talked about their school issues and leadership issues.	
Notes					

*Afternoon*

When	Who	Where	What	How & Why	High/Low
13.30		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents for the budget and 3 <sup>rd</sup> year students' high school applications.	
14.05	A teacher	Office	<b>Meeting Planning</b>	A teacher reported a plan for the students' overseas trip in the winter school holidays and discussed about this with the headteacher.	
14.20			<b>Interview</b>		
15.40		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents. In the day, the headteacher made 40 authorisations.	
16.20		Public place in the school	<b>Showing Presence</b>	The headteacher visited the administration office	
16.50		Public place in the school	<b>Checking Facilities</b>	Headteacher checked facilities before he left school.	
17.00			Left	The headteacher left for the day.	
Notes	When the headteacher returned from the lunch, students had finished their exam and had gone back home.				

*After school*

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional Questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No. If there were any desperate authorisation, the headteacher could make authorisations at home by accessing the portal site.
- Represatative words  
Experienced

School 15

Case Name	HT16	Type & level of school	Public Middle School
Gender	Female	Type of appointment	Promotion
Career	Teaching	Date	16/Dec/2014

*Introduction*

This school is located in one of the most affluent areas in Seoul. The school has 486 students in 18 classes, and 33 teachers and staff. The headteacher described the features of the students' socio-economic background as traditionally abundant, their teachers' quality as top, and parents play a very active role in their children's study and school life. In the school, the parents' art works were exhibited. This school has been established in 1982, however, facilities and building were renovated and decorated according to the latest trends.

*What things are you hoping to get done today?*

Preparing the report on the research result about the Free-term system

*Pre-school*

When	Who	Where	What	How & Why	High/Low
8.00		Office	Deskwork Getting information	The headteacher arrived at school and prepared for the day's work	
8.20		School gate,	<b>Showing presence</b> Interacting Supporting	It was very cold day and the road was slippery due to snow. The headteacher greeted students at the school gate and recommend spreading some calcium chloride to prevent slipperiness	
8.30		Public place in School	<b>Checking facilities</b> <b>Monitoring</b>	The headteacher walked around the school for checking facilities because of the weather, inside of school could be slipperly as well.	
Notes					

*Morning*

When	Who	Where	What	How & Why	High/Low
8.40	Head of the Academic Department	Office	<b>Meeting Planning</b>	The headteacher and head of the Academic Department discussed planning curriculums, sharing works, reporting research result of the Free term system, and using the school spaces. The conversation was friendly and headteacher delegated the decision making to the head of the Academic Department.	
9.30	A teacher	Office	<b>Meeting Authorising</b>	A teacher reported the contents of the school letter to parents.	
9.40	11 Heads	Office	<b>Meeting Planning</b>	The Headteacher and eleven Heads discussed about various issues: <ul style="list-style-type: none"> <li>• Free curriculum in a regular educational curriculum</li> <li>• Curriculum for the next year, teaching hours per teacher</li> <li>• Changing hours for Music, arts, PE lessons</li> <li>• Overseas activity</li> <li>• Plan A and B for changing classrooms</li> <li>• Planning schedules for the self-evaluation committee</li> <li>• Planning school days, exam schedules, and events in 2015</li> </ul>	High
10.30	Head of the Academic Department	Office	<b>Meeting Authorising</b>	The head gave a report on the students' experiential activity and got an authorisation from the headteacher. The head also reported that the school would receive the great prize of superintendent of education for the reading education.	
Notes					

## Lunch

When	Who	Where	What	How & Why	High/Low
11.30	Administration manager	Teacher's canteen	Personal time Eating lunch	The headteacher ate lunch with the administration manager. The Deputy head was not in school that day. In the teacher's canteen, a foreign English teacher ate lunch with other teachers.	
11.50			Personal time Resting	After lunch, the headteacher had a cup of tea	
12.00		Public place in school	<b>Checking Facilities</b>	The headteacher walked around school building for checking slippery condition of corridors before lunch time.	
12.30		Office	<b>Deskwork Authorising and reviewing information</b>	The headteacher made some authorisations and read the guidance for the school self-evaluation.	High
12.40		Public place in school	<b>Showing presence Instructing Interacting</b>	In the stairways, the headteacher instructed students not to run on the way to the students' canteen. In the students' canteen, the headteacher talked with students while they were eating. then, she visited library which was designed for reading in comfort.	
Notes	The school was designed to be a living place not just a studying place. There were several areas where students could lie down on their back or sit down.				

*Afternoon*

When	Who	Where	What	How & Why	High/Low
13.00		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents. She usually deals with 40-50 cases of official documents.	
13.20		Teachers' office Construction site	<b>Showing presence Interacting</b>	The headteacher's office was located inbetween the admin office and teachers' office. Both doors were always opened. The headteacher visited teachers' office shortly and the construction site for the P.E. classroom.	High
13.30		Public place in school	<b>Showing presence Walkabout with learning centred</b>	Afternoon lessons started and the headteacher walked around all the classes. Then the headteacher watched how the classes were run.	High
14.10		Office	<b>Interview</b>	The Headteacher participated in the interview	
15.10		Office	<b>Authorising, Reviewing information</b>	The headteacher authorised an official document for the customised English education and revised the guidance for the school self-evaluation.	
17.00				The headteacher left for the day.	
Notes					

*After school*

When	Who	Where	What	How & Why	High/Low
17.30	PE teachers	Outside of the school	<b>Showing presence</b> <b>Supporting</b>	The headteacher planned to attend the P.E. teachers' social meeting	
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
The headteacher planned to join the P.E. teachers' social meeting and there is no other plan for school work.
- Representative words  
Considerations

**School 16**

Case Name	HT17	Type & level of school	Public Middle School
Gender	Female	Type of appointment	Promotion
Career	Teaching & Education policy making	Date	17/Dec/2014

*Introduction*

This school is located in the central area of Seoul. The school has 247 students in 14 classes including 2 special education classes, and 36 teachers and staffs. The headteacher described the features of the students' socio-economic background as mixed, abundant and deprived. This headteacher had various experience in administration, ministration, and policy making. She also had experience working abroad and so whilst I was observing, many policy makers asked her for advice.

*What things are you hoping to get done today?*

A special lecture was planned for all teachers. The subjects were divided into several groups, and on this day three of the groups held a meeting with the headteacher. A group of teachers who are members of the curriculum association held a meeting that day, and the headteacher planned to join them afterwards for dinner.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.40am		Office		The headteacher arrived at school.	
7.45am		School gate	<b>Checking facilities</b> Monitoring	She came to the school earlier than other days to check the slipperly condition of the back gate. Most of students entred school through back gate.	
8.00am		School gate	<b>Showing Presence</b> <b>Interacting</b>	The headteacher greeted students	
Notes	The headteacher's office had transparent windows and the door was opened.				

Morning

When	Who	Where	What	How & Why	High/Low
8.30am	Deputy head	Office	<b>Meeting Communicating</b>	The headteacher had a short meeting and talked about the daily schedule with the deputy head.	
8.45am	A teacher	Office	<b>Meeting Interacting</b> with staff	The headteacher had a short meeting with a teacher	
8.55am	A student	Office	<b>Meeting Interacting</b> with student	A student came to the headteacher's office to receive a prize	
9.15am		Office	<b>Deskwork Authorising, Reviewing information, And Interacting</b> with staffs	The headteacher authorised official documents and reviewed information and also interacted with teachers and staffs through the portal site and a messenger program. The messenger displayed whether or not the messages had been checked so people can know how many people checked the circulated information. On this day, the result of the great discussion for 9 o'clock was circulated by the SEN messenger. The attendance rate of the discussion was high. The headteacher sent her thanks to the teachers for this.	
9.45am	Office of education	Office	<b>Deskwork Interacting</b> with the Office of Education	The headteacher discussed how to bring The Frontier Teachers with an officer who was working in the Office of Education by phone. She needed to bring prepared teachers to run the Seoul Future school.	
10.05am	Deputy head, a teacher	Office	<b>Meeting Interacting</b> With staffs	Deputy head brought a teacher who was going to transfer to another school.	

When	Who	Where	What	How & Why	High/Low
10.10am		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents	
10.50am	4 teachers	Office	<b>Meeting Planning Communicating</b>	The headteacher had a meeting with 4 teachers from Music, Arts, Career and occupation, School nursing. For Music, they talked about consulting the musical. The Art teacher talked about creative art activities and expressed negative opinion for 50% of the lessons that were taught by temporary teachers. They also talked about teacher's club activities.	
11.30	3 teachers	Office	<b>Meeting Planning Communicating</b>	The headteacher had a meeting with 3 teachers from Career counselling department. They talked about career education and counselling, time tale for career and occupation lesson, space for Wee centre, and room location and facilities for career education activities.	
Notes	The frontier teachers The Seoul Future School				

## Lunch

When	Who	Where	What	How & Why	High/Low
12.00	Deputy head, Administration manager	Teachers' Canteen	<b>Personal time</b> <b>Eating</b>	The headteacher ate lunch with deputy head and administration manager	
12.30		Students' canteen	<b>Showing</b> <b>presence</b> <b>Monitoring</b>	The headteacher oversaw students' lunch time.	
12.40		Play ground	<b>Personal time</b> <b>Resting</b>	The headteacher took a walk around the playground checking the school environment.	
Notes					

*Afternoon*

When	Who	Where	What	How & Why	High/Low
13.00	Visitors from the Office of Education	Office	<b>Meeting Interacting</b> with the staff of the office of education	Two members of staff who are working in the Metropolitan Office of Education visited the headteacher. They had worked with the headteacher when she was working at the Metropolitan Office of Education.	
13.15	4 teachers	Office	<b>Meeting Planning Communicating</b>	The headteacher had a subject association meeting with teachers from Social studies, History, and Ethics. They discussed how to categorise the curriculum and teach history.	
14.00	An Officer	Office	<b>Deskwork Interacting</b> With the Office of Education	During the meeting the headteacher received a phone call from the Office of Education and the officer asked for advice on how they work and teacher gave advice on the metter	
14.05	4 teachers	Office	<b>Meeting Planning Communicating</b>	The headteacher continued the meeting with teachers from Social studies, History, and Ethics.	
14.30	6 teachers	Office	<b>Meeting Planning Communicating</b>	The headteacher had a meeting with 6 Korean language and literature teachers	
15.20		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents	
15.30	Whole teachers	Class room	<b>Showing presence CPD</b>	The headteacher attended a special lecture for all teachers. A professor in the Education area came to the school and talked about the direction of the future schools.	
17.30				Left school	
Notes					

*After school*

When	Who	Where	What	How & Why	High/Low
19.00		Outside of school	<b>Showing presence Interacting</b>	The headteacher attended a meeting for teachers' association for curriculum	
20.00				The headteacher left for the day.	
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words

Student focused, outstanding capability

## *Case No. 17*

Case Name	HT18	Type & level of school	Public High School
Gender	Male	Type of appointment	Open Recruitment
Career	Teaching & Education policy making	Date	18/Dec/2014

### *Introduction*

This school is an autonomous public school and is located in a bustling area of Seoul. Headteacher introduced the school as popular for teachers because it is located in a relatively deprived and an unpopular area but close to a well off area in which teachers preferred to live. The school has 914 students in 33 classes including 3 classes for special education and 1 class for vocational education, and 77 teachers and staffs. The headteacher has been in the headteacher's role for just three months and he tried to make an active and cooperative team for school improvement. He described academic achievement level of their students as low. In his view, the expected level of national curriculum standard is too high and it is hard for students to keep up. He said 40% of his students' academic achievement was less than 95%.

### *What things are you hoping to get done today?*

The headteacher planned to decide heads of departments for the next year.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
06.55am			<b>Personal time</b> <b>Personal time</b>	The headteacher arrived in school at 6.55am by 30 minutes walking. After he arrived at school he took a shower and started his work.	
7.10am		Office	<b>Deskwork</b> <b>Reviewing</b> <b>information</b>	The headteacher checked personal and official e-mails and also checked official documents which had been produced since he had left . The headteacher received a report of the daily status of domitary from the superintendent.	
7.50		Public place in school	<b>Checking</b> <b>Facilities</b> <b>Monitoring</b>	The headteacher walked around whole shool checking all facilities.	
08.00		Office	<b>Deskwork</b> <b>Authorising</b>	The headteacher authorised official documents.	
Notes					

*Morning*

When	Who	Where	What	How & Why	High/Low
9.00am	Deputy head, a teacher	Office	<b>Meeting, Reviewing Information Communicating</b>	The deputy head and a teacher, who was in charge of running a committee for reorganising departments and nominating heads for the next year, had a meeting. The teacher reported the voting results of all teachers for nominating heads. After receiving the result, the headteacher and deputy head control the numbers of member of the student life instruction department.	HIGH
9.30am	Deputy head	Office	<b>Meeting Communicating</b>	The headteacher and deputy had a meeting. They discussed the process of the voting and revealing the result of the nominating department heads. They discussed and decided to send a teacher abroad. They also decided to send a number of teachers to attend the training course which was run by the Office of Education.	
10.00am		Office	<b>Deskwork Authorising</b>	The headteacher made official documents.	

*Lunch*

When	Who	Where	What	How & Why	High/Low
11.30	Deputy head Administration manager	Teachers' canteen	<b>Personal time Eating</b>	The headteacher and deputy head ate lunch	
12.00pm		Office	<b>Deskwork Authorising</b>	The headteacher authorised 30 official documents.	
Notes					

*Afternoon*

When	Who	Where	What	How & Why	High/Low
12.30pm		Interviewng	<b>Interviewing</b>		
15.00pm	Deputy Head	Office	<b>Meeting Planning</b>	The headteacher discussed the reorganisation of departments.	HIGH
15.10pm	Deputy Head	Office	<b>Meeting Communicating</b> with staff	Deputy head asked for some more details reorganising departments and nominating heads for the next year. The headteacher and deputy head discussed how they were going to make coordination among teachers who had different opinions for Saturday programmes. (Economic Class)	
15.20pm	Deputy head teachers	Office	<b>Meeting Interacting</b> with staff	After checking the teaching time, the headteacher invited several teachers who had been nominated in voting and discussed about taking the role and reorganising departments.	
16.20pm		Classroom	<b>Teaching Interacting</b> with students Teaching	The headteacher gave a special lecture to 1 <sup>st</sup> year students and gave advice on how the students should use their time during the winter holidays.	
17.20pm				The headteacher left for the day.	
Notes	In this school, the deputy head tried to make more interaction with headteacher. She asked many things to the headteacher.				

*After school*

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words  
Innovation, team building

## *School 18*

Case Name	HT19	Type & level of school	Public Middle School
Gender	Male	Type of appointment	Open Recruitment
Career	Teaching & Education policy making	Date	19/Dec/2014

### *Introduction*

This school is located in a deprived area of Seoul. The school has 512 students in 18 classes, including 2 special education classes, and 43 teachers and staffs. The headteacher described the features of the students' socio-economic background as deprived. When I visited the school, the weather was under 0 degree and very cold. In the weather, I saw a student who did not wear any outer clothing except his uniform and he had a torn backpack.

### *What things are you hoping to get done today?*

In 5<sup>th</sup> lesson, special lectures for career education, which would be taught by experts from different careers, had been planned.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
8.00am		Office	<b>Deskwork</b> <b>Getting information</b>	The headteacher arrived at school and prepared for the day, checking e-mails and educational news.	
8.20am		Public place in school School gate	<b>Showing presence</b> <b>Interacting</b>	The headteacher greeted the students at the school gate. He said he wanted to see the students and it was a time for the students to get familiar with him	
08.50am		Smoking area in school.	<b>Personal time smoking</b>	The headteacher took a short time to smoke.	
Notes	School buildings are non-smoking area in law. Teachers who smoke have to find a proper place outside of the school building.				

*Morning*

When	Who	Where	What	How & Why	High/Low
9.00am	Deputy head, administration manager, and 10 heads of each department	Office	Meeting Planning Communicating Instructing	<p>The headteacher, deputy head and heads of departments had a weekly meeting.</p> <p>One of the heads of department explained that the teachers were busy and students were not concentrated on their studies after the end of year exam and students were preparing the school festival.</p> <ul style="list-style-type: none"> <li>• Reorganising departments</li> <li>• Due to the busy season, the heads suggested delaying cooperative works for the Office of Education</li> <li>• Reporting the attendance of teacher training</li> <li>• How to instruct the election of students' council (Encouraging discussion between candidates)</li> <li>• 3<sup>rd</sup> year students' application for high schools</li> <li>• Website update</li> <li>• School Self-Evaluation</li> <li>• Students' attendance</li> <li>• Safty check and facility management</li> <li>• A Process for the great discussion for 9 o'clock school starts</li> </ul>	
9.50am		Out side of school building	<b>Personal time</b> <b>Smoking</b>	The headteacher took a break for smoking.	
10.00am		Office	<b>Interviewing</b>	The headteacher took part in the interview.	
Notes					

## Lunch

When	Who	Where	What	How & Why	High/Low
11.40	Administration manager, Teachers	students' canteen	Lunch Eating	The headteacher ate lunch with the administration manager and a group of teachers.	
12.00		Outside of school building	Personal time Smoking	The headteacher took a break for smoking	
12.05		Office	Personal time Resting	The headteacher had a cup of tea and break time.	
12.15		Office	Interviewing		
Notes	Usually headteachers ate lunch with the deputy head and administration manager, but in this school the headteacher and deputy head did not talk to each other because of the conflict in their relationship. The headteacher was appointed at the school through an open-recruitment and he needed to show his leadership and capability in the school, but conflict between deputy head made it difficult for him				

*Afternoon*

When	Who	Where	What	How & Why	High/Low
12.40		Students' canteen	<b>Showing presence Interacting</b>	The headteacher talked with many different groups of students.	
12.50		Whold school buildings and play ground	<b>Checking Facilities Monitoring</b>	The headteacher walked around the whole school building and playground. The headteacher explained about the painting on the wall. There were two kinds of paintings, one was good but not very professional and the other looked professional and made the school environment very nice. The headteacher had invited a artist and the painting was completed by students under the direction of the artist. Through this excellent job, the headteacher showed off his capability to the school community and he was proud of it.	
1.00		Gym	<b>Showing presence interacting</b>	The headteacher went to the gym and met students who were playing basketball and talked with them shortly.	
1.10		Outside of building	Personal time Smoking	The headteacher took a break to smoke.	
1.20			Interviewing interviewing	The headteacher took part in the interview	
1.45		Corridor beside 1 <sup>st</sup> year classrooms	<b>Showing presence Motinoring</b>	It was the career education time for 1 <sup>st</sup> year students. The head teacher walked around corridors beside 1 <sup>st</sup> year students' classroom and watched students' attitudes in the career education lessons.	
2.00		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents.	

When	Who	Where	What	How & Why	High/Low
2.45		Corridor beside 2 <sup>nd</sup> and 3 <sup>rd</sup> year classrooms	<b>Showing presence</b> Monitoring	It was the career education time for 2 <sup>nd</sup> and 3 <sup>rd</sup> year students. The headteacher walked around 2 <sup>nd</sup> and 3 <sup>rd</sup> year classrooms and watched how students were interested in career education lessons.	
3.00		Office	<b>Interviewing</b>		
3.40		Office	<b>Deskwork</b> <b>Authorising</b>	The headteacher authorised official documents.	
4.30				The headteacher left for the day.	
Notes	When he left for the day, on the way to the subway station, he told how serious the in conflict the relationship with deputy was, and he was thinking of many ways to sort out the matter.				

*After school*

When	Who	Where	What	How & Why	High/Low
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words  
Pride, ambitious, smoking, challenging, Difficult

## *School 19*

Case Name	HT20	Type & level of school	Public Middle School
Gender	Male	Type of appointment	Promotion
Career	Teaching	Date	22/DEC/2014

### *Introduction*

This school is located in the remote area of Seoul, under the mountain. The school has 937 students in 33 classes including 2 special education classes, with 66 teachers and staffs. The headteacher described the school environment as deprived, students' academic achievement level as low, teachers as....., and parents as ..... The headteacher was popular in the school and teachers were supportive.

### *What things are you hoping to get done today?*

The shadowing day was Monday and every Monday, there was a weekly leaders' meeting for checking over the previous week and planning the week ahead.

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.40		Office	<b>Deskwork Reviewing information</b>	The headteacher arrived at school and turned on the computer to check the official documents which were produced after he had left school last Friday.	
7.50		Public place in school	<b>Checking Facilities Monitoring</b>	The headteacher walked around the whole school,checking the educational facilities.	
8.00	overnight working staff, school dietitian, canteen staff, a teacher	Public place in school	<b>Showing presence Interaction</b>	The headteacher met overnight working staff, school dietitian and several canteen staff, and a teacher in students' life instruct department.	
Notes					

*Morning*

When	Who	Where	What	How & Why	High/Low
8.30am		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents. While he was authorising, he also aware that the deputy head was doing walkabouts (the headteacher refrains from doing walkabouts at the same time as the deputy head, in order to give the deputy head full authority)	
8.50am	Deputy head, 8 heads of departments	Office	<b>Meeting Planning Communicating</b>	<p>Headteacher had a weekly leaders' meeting, which included:</p> <ul style="list-style-type: none"> <li>• Confirming the school letter to parents.</li> <li>• Checking the process of the students' life record</li> <li>• Planning the great discussion for 9 o'clock school starts</li> <li>• Reporting the Winter holiday schedule and sending the school report schedule</li> <li>• Planning the social dinner for all teachers and staffs</li> <li>• Discussing the announcement of 1<sup>st</sup> year students' academic achievement</li> <li>• Planning the Musical performance on 23th of December</li> <li>• Discussing the parents' meeting</li> <li>• Reporting the training course for the teacher transfer</li> </ul> <p>In the meeting the headteacher talked about the school's facility management for weekend. The school rents their facility to the local people, however, on Sunday someone broke the hydrant in the gym and the lights was continually left on during the weekend. He also talked about slippery road condition on the way to school. Even though it was outside of school, the school leaders needed to consider it.</p> <p>The headteacher also checked the process of the committee for the performance assessment and bonus. To fix the standards for the performance assessment and bonus, the headteacher and deputy had different views, but they compromised their views with proper communication and technical simulation.</p>	

When	Who	Where	What	How & Why	High/Low
9.40	Deputy head	Office	<b>Meeting Planning</b>	<p>After the leaders' weekly meeting, the headteacher and deputy head continued their meeting.</p> <ul style="list-style-type: none"> <li>• More discussions for the performance assessment and bonus.</li> <li>• Discussion for reorganising the departments for 2015</li> <li>• Discussion for the conflict between the year department and administrative department.</li> <li>• Discussion about the result and the conference of the Free Term System. 19 teachers, students, and parents planned to attend the conference.</li> <li>• Discussion about nominating classroom tutors.</li> </ul>	
10.00		Office	<b>Authorising</b>	The headteacher authorised official documents	
10.50		Public place in school	<b>Showing presence Interacting</b>	The headteacher walked around classrooms and visited each teachers' office	
11.10		Office	<b>Desk work Directing</b>	The headteacher wrote a message for the school letter.	
11.25	Deputy head	Office	<b>Deskwork Authorising</b>	<p>The deputy head brought some official documents for authorisation.</p> <ul style="list-style-type: none"> <li>• Assessment for a master teacher.</li> </ul>	
Note	<p>In the process of decision making, the headteacher and deputy head respect each other and they tried to follow the reasonable evidences when making a decision.</p> <p>The Master Teacher System: The Master Teacher System has been launched to encourage teachers' teaching abilities. The Master Teacher means the best teaching experts. Teachers who have more than 15 years teaching experience and also have shown evidence of outstanding teaching can apply to become a master teacher. Master teachers take roles of internal inspections, teaching consults and counselling teachers, and research for teaching excellence. This system started as trial from 2008 and was enacted from 2011. There are more than 1200 master teachers in Korea.</p>				

## Lunch

When	Who	Where	What	How & Why	High/Low
11.30	Deputy head, Administration manager	Teachers' canteen	Personal Time Lunch	The headteacher ate lunch with the deputy head and administration manager.	
12.00	Deputy head, Administration manager	Office	Personal Time Resting	The headteacher having a tea time	
12.30		Students' canteen	<b>Showing presence</b>	Headteacher watched students' lunch time.	
Notes	Lunch time is an unofficial time but the headteacher, deputy head and administration manager shared various information together.				

*Afternoon*

When	Who	Where	What	How & Why	High/Low
1.00pm		Office	<b>Deskwork Authorising</b>	The headteacher checked official documents and authorised them.	
1.20pm		Office	Interviewing	The headteacher took part in the interview	
4.00pm		Office	<b>Deskwork Authorising</b>	The headteacher authorised official documents.	
4.50pm	Teachers Admin staff	Public place in school	<b>Showing presence Interacting</b>	The headteacher visited the teachers' office and admin office.	
5.00pm		Office	<b>Deskwork Authorising</b>	Before the headteacher finished for the day, he authorised an official document because of a request. .	
5.30 pm				Left the day	
Notes					

*After school*

When	Who	Where	What	How & Why	High/Low
	An other headteacher	Near area	Meeting	The heateacher had an appointment with his senior headteacher. The headteacher introduced him as his mentor.	
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words  
Gentle and outstanding, popular, reasonable

## *School 20*

Case Name	HT21	Type & level of school	Public Middle School
Gender	Male	Type of appointment	Promotion
Career	Teaching	Date	23/DEC/2014

### *Introduction*

The school is located in a relatively deprived area. The headteacher, however, when introducing the school, said that it was popular in the area and had a good reputation. The headteacher was promoted to his position around 3 months before he participated in this research. According to the school's website, the school has around 1,500 students in 43 classes and 100 teachers and staffs. The headteacher described the school environment as deprived, students' academic achievement level as high, parents as supportive and he was proud of teachers' quality.

### *What things are you hoping to get done today?*

Weekly meeting with the deputy head and administration manager (every Tuesday)

*Pre-school*

When	Who	Where	What	How & Why	High/Low
7.50		Office	<b>Deskwork Reviewing information</b>	The headteacher arrived at school, turned on the computer and prepared the day.	
8.10		Public place in school School gate	<b>Showing presence Greeting students</b>	The headteacher greeted students at the school gate.	
8.50		Outside of school Public transportation		The headteacher headed to the Metropolitan Office of Education to attend an award ceremony.	
Note					

*Morning*

When	Who	Where	What	How & Why	High/Low
10.00am		Outside of school The Metropolitan Office of Education	<b>Meeting</b>	The headteacher attended the award ceremony to receive the prize for the Echo Mileage Outstanding School.	
Note					

*Lunch*

When	Who	Where	What	How & Why	High/Low
11.30am	Other headteacher	Outside of school A restaurant	<b>Lunch</b>	The headteacher met a previous headteacher of the school at the awarding ceremony and had lunch together.	
11.50pm		Outside of school Public transportation		Then headteacher headed to school	
Notes					

*Afternoon*

When	Who	Where	What	How & Why	High/Low
1.00pm		Office	<b>Interviewing</b>	The headteacher arrived at the office and greeted me briefly.	
1.20pm	2 <sup>nd</sup> year students	Assembly hall	<b>Showing presence</b>	There was a Dance competition for 2 <sup>nd</sup> year students in the assembly hall. The headteacher visited them to encourage the students and teachers.	
1.30pm	Deputy head and Administration manager	Office	<b>Meeting</b>	In the school, there is a weekly meeting with all the teachers on Mondays, a weekly meeting with the deputy head and administration manager on Tuesdays, and a weekly meeting with all heads on Thursdays. The meeting was proceeded confidentially.	
2.10pm		Office	<b>Authorising</b>	The headteacher authorised official documents.	
3.00pm		Office	<b>Interview</b>	The headteacher took part in the interview.	
4.30pm		Office	<b>Reviewing information</b>	The headteacher was waiting for the teachers' meeting for the human resource advisory to finish. After the meeting he was going to join them and have dinner together.	
Notes	Headteacher was appointed in September so he joined the teachers' social gathering frequently to get familiar with them.				

*After school*

When	Who	Where	What	How & Why	High/Low
	Teachers	Outside of school A restaurant	<b>Interacting with staffs</b>	The headteacher had dinner with the teachers in the human resource advisory committee.	
Notes					

*Additional questions*

- Did you get everything done that you planned today?  
Yes
- Will you be doing any more work when you leave school? (If yes, what and for how long?)  
No
- Represatative words  
Professional and careful

*Appendix B: Pictures of a headteachers' office*



## ***Appendix C: Interview Schedule***

### **Interview schedule**

Thank you for taking part in this interview. My name is Yoonjeong Lee and I am studying at the University of Warwick in the UK.

This is a study about school leadership of secondary education in South Korea. Your answers will help to provide insight into early headteachers' perspectives, specifically regarding motivation, preparation, and practice.

This interview will remain completely anonymous, and no records of the interview will be kept with your name on them. I would also like to ask you for permission to audio record this interview. The main purpose of this recording is to enable me to analyse data precisely. However, the recording will be deleted at the end of the study.

If you have no further questions, I would like to briefly explain the subject of this interview.

The interview will take approximately 60 minutes.

<b>What is the motivation to become a head?</b>
---

1. How many years were you in a teaching profession before you were appointed as a headteacher?
2. What was the reason you became a teacher?
3. Were you satisfied with your job as a teacher?
4. How were motivations generated in the first place?

(when, by whom, why)

5. What status/rewards does a headteacher have in Korean society?
6. What was your main motivation to become a headteacher?

**How are aspiring headteachers prepared for the role?**

1. What process did you go through to become a headteacher?
2. What were the important aspects of building your present leadership capacity?
3. What do you think about the Headteacher Qualification Training programme?
  - A. What contents were useful for you?
  - B. What would have been useful if you had learned it before you were appointed?
  - C. What types of approach were useful for you?  
  
(e.g. lectures, visiting schools, mentoring, coaching, seminars, activities etc.)
4. Please explain to me your experience about mentoring and coaching.
5. Can you explain to me your work-life balance in this period?

**What kind of support exists for first year headteachers in Korea?**

1. You were in the teaching profession for a long time, and had various leadership experiences before you were appointed. Do you find anything different in your new role, or feel any challenges?
2. How well prepared do you feel before / after taking on a headship?
3. Did you attend any induction programme for a first year headteacher?
4. What support do you think you need to undertake your role in the first year?

### **What types of school leadership do headteachers try to follow?**

1. What are the features of your present school, and what type of leadership is required for it?
2. In terms of leadership practice - setting direction, guiding people, re-designing the organisation, enhancing teaching and learning - in what areas are you confident, and/or what are the difficult factors?
3. To perform the distributed leadership, what are your areas of confidence and/or difficulty?
4. Building trust and trustworthiness, what are your areas of confidence and/or difficulty?

### **How does a headteachers use their time?**

1. What is the breakdown for you between work and free time?
2. How do you spend their work time as a headteacher?  
  
(e.g. time for administration, management, and leadership)

### **What are the features of headteachers' practice?**

1. Now you have done the job as headteacher for ( ) months,
  - a. What are you most satisfied with?
  - b. What do you find most difficult?
2. How do you understand and plan to respond to current policy changes?
3. What are your priorities for the rest of the year, and for next year?

4. What would help you achieve them?
5. What preparation do you recommend for aspiring headteachers?

<b>Biographical questions</b>
-------------------------------

- Marital status: married, single, other
- Children: yes, no? if yes how many?
- Date of birth
- Type of School:
- Type of appointment:
- Number of headship posts: first, second, third, etc.
- Do you hold the National Headteacher Qualification Certificate?

Is there anything else you think would be helpful for me to understand becoming a headteacher in secondary school in South Korea? Would it be alright to call you later if I have any more questions? Thanks again.

## ***Appendix D: Interview request and brief explain for the interview (in Korean)***

\_\_\_\_\_ 교장선생님께,

안녕하십니까?

12월 일 찾아뵙기로 한 이윤정 입니다.

저는 현재 영국의 University of Warwick, Centre for Education Studies 에서 Educational Leadership and Management 박사과정을 공부하고 있는 학생입니다.

연구 참여에 앞서, 저의 연구에 대한 소개의 글을 보내드립니다.

제 연구의 영문 제목은 ‘A Study of School Leadership of Secondary Education in South Korea: the Perspectives of New Headteachers for Motivation, Preparations and Practices’ 입니다.

중등교육 교장선생님들의 리더십에 대한 연구이고, 특별히 초임 교장선생님이 임직동기, 준비과정, 교장업무의 실제에 대해 어떤 견해를 가지고 계시는 지에 대한 연구입니다.

이 연구의 목적은 교장선생님들에 대해 무엇을 판단하거나 측정하는 것이 아니라, 현재 교육 선진국이라 할 수 있는 대한민국의 교장 선생님들의 상황과 견해를 이해하는 것에 있습니다.

영국의 교육 정책가들이 가장 많이 인용하는 the Program for International Students Assessment (PISA) 결과에서 대한민국 청소년들의 우수한 성적이 세계적으로 잘 알려져 있고, 영국을 비롯한 많은 나라들이 대한민국 교육을 따라하고자 하는 경향이 있는 가운데, 교육과 관련된 많은 고통과 고민의 속에서 새로운 도약을 모색하고 있는 대한민국의 연구사례는 국제사회가 필요로 하는 연구가 될 것이라고 생각합니다.

이 연구는 인터뷰, 관찰, 문헌연구 세가지 방법을 통해 진행 될 예정입니다. (Methodological triangulation) 임직1년미만의 서울시내 중고등학교 교장선생님 16분의 하루를 관찰(Shadowing)하고 인터뷰를 진행할 예정이며, 임직 2-3년차 되신 중고등학교 교장선생님 16분과의 인터뷰를 진행할 예정입니다. 이는 향후 비교연구를 염두에 두고 이미 영국에서 선행된 연구 A life in the day of a headteacher a study of practice and well (Bristow et al., 2007)과 Experiences of New Headteachers in Cities (Earley et al., 2011) 의 연구방법을 차용하여 계획된 연구입니다. 특별히 이 연구는 양적연구방법 보다는 질적연구방법으로 진행될 예정입니다.

영국의 가장 영향력있는 Education policy 학자 중의 한명이신 Education Debate의 저자, Stephan Ball 교수는 Neo-liberalism이 모든 것을 계량화, 수치화 하려고 하고 있지만, ‘What education for?’라는 질문을 하신바 있습니다. 우리 나라의 경우 이미 다양한 양적연구를 통해 많은 부분이 통계화, 수치화 되어있습니다. 그러나, 이제 그 숫자 속에 담긴 교장선생님들의 현실을 의미있게 이해하려는 질적연구가 필요한 시점이라고 생각합니다.

영국에서 school leadership 관련하여 가장 활발히 활동하고 있는 British Education Leadership Management Administration Society 등의 연례학회에 가보면 세계 각국의 사례가 소개되는 가운데, 한국의 사례는 아직 발표되고 있지 않습니다.

저는 석사 논문 ‘Pathways to becoming state school headteachers in Korea and England: a comparison with reference to equity in education’ (Lee, 2011)을 쓰는 과정 가운데 한국 교육과 교육정책이 국제사회에 시사해 줄 점이 많이 있다고 생각했습니다. 예를 들어, 현재 영국에서는 당장 무슨 훌륭한 정책을 입안하고 교장선생님들이 그것을 따르도록 압박해서 학생들의 성적을 올리려고 하는 경향이 있어서 많은 비판을 받고 있습니다. 그러나, 우리나라 학생들의 뛰어난 성적은 정책적인 압박의 결과라기 보다는 cultural 그리고 historical한 배경의 교육지향의 영향이 큼니다. 박사학위 논문을 위한 pilot study 과정에서의 인터뷰를 참고로 해서 볼때, 우리나라 교장선생님들은 정말 탄탄한 준비과정을 갖는 다는 것을 알 수 있었습니다. 이 논문을 통해 교장선생님들이 실제로 어떻게 생각하고 느끼시는지 연구하고자 합니다.

저의 Research questions은 다음과 같습니다.

This study seeks to understand new headteachers’ perceptions of their role and how they undertake that role. In order to address this query, several key questions will include:

1. What is the motivation to become a head?
2. How are aspiring headteachers prepared for the role?
3. What kind of support exists for first year headteachers in Korea?
4. What are the features of headteachers’ practice?
5. What types of school leadership do headteachers try to follow?
6. How does a headteacher use their time?

이미 바쁘신 교장선생님들의 업무에 한가지 번거로움을 더하실 수 있겠으나, 연구에 참여하신 교장 선생님들께서 보람을 느끼실 만큼 이 시대와 국제사회에 기여할 수 있는 꼭 필요한 연구를 하도록 노력하겠습니다.

참고문헌:

Bristow M, Ireson G, Coleman A, et al. (2007) A life in the day of a headteacher a study of practice and well-being. [Nottingham]: National College for School Leadership, 103 + 101 practitioner report (126 ).

Earley P, Nelson R, Highham R, et al. (2011) *Experiences of New Headteachers in Cities*, Nottingham: NCSL.

Lee Y. (2011) Pathways to becoming state school headteachers in Korea and England: a comparison with reference to equity in education. *London Centre for Leadership for Learning*. London: Institute of Education, University of London.

긴 글 읽어 주셔서 감사합니다.

교장 선생님을 뵙게될 날이 기대됩니다. 안녕히계십시오.

이윤정 올림

## Appendix E: Consent Form (in Korean)

### 연구안내 및 참여자의 권리사항 확인서

#### 연구안내

소속대학: University of Warwick, Centre for Education Studies

연구자: 이윤정

연구제목: A Study of School Leadership of Secondary Education in South Korea: The Perspectives of New Headteachers for Motivation, Preparations and Practices

연구내용: 중등교육 교장선생님들의 리더십에 대한 연구이고, 특별히 초임 교장선생님이 임직동기, 준비과정, 교장업무의 실제에 대해 어떤 견해를 가지고 계시는 지에 대한 연구입니다.

연구방법: 인터뷰, 관찰, 문헌연구

#### 참여자의 권리사항

본 인터뷰는 철저히 익명으로 진행되며 모든 인터뷰 구술기록 내용에 실명은 나타나지 않을 것입니다. 또한, 어떠한 경우에도 개인신상 정보가 유출되지 않을 것을 약속 드립니다.

인터뷰에 앞서 대화 내용을 녹음 할 수 있도록 허락해 주시길 요청합니다. 이 기록은 정확한 연구자료로 사용하기 위해 기록되는 것이며 연구가 완료됨에 따라 음성녹음파일은 폐기될 예정입니다.

이 연구는 특별히 민감한 이슈의 질문을 포함하고 있지 않으나, 만약 인터뷰 과정에서 참여자가 불편하게 느끼는 질문이 있다면 이에 대한 질문을 멈추고 다음 질문을 진행하도록 하겠습니다. 또한 언제든지 인터뷰를 중단하실 수 있으며, 제공된 자료의 철회를 요청하실 수 있습니다.

본인 ( )은 위 사항을 확인하였습니다.

서명:

날짜:

