Leaders for a Diverse Society:
Minority Aspiration

A Pacific Island Principal's Perspective.

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ABSTRACT

There is a crisis of minority under-representation in principal positions in New Zealand that requires understanding if the gap between student population and principal is to be bridged.

The ethnic diversity of principals has increased very little since radical reform in the administration of New Zealand schools from central governance to parent-elected Boards of Trustees nearly two decades ago (New Zealand Parliament, 1998). In 2006 around 86% of principals were of European origin, 9% Maori origin and 5% of "other" ethnic origin (Brooking, 2007). Official literature is silent with regard to the actual breakdown of the ethnic origin associated with this "five percent" (Cardno & Auva'a, 2010).

This research investigates the conditions surrounding the leadership aspirations of native Hawaiian working in principal and vice principal positions in Hawaii. It examines the conditions impacting their decision making toward achieving school principal and vice principal roles as well as their perspectives on the number of native Hawaiian principals relevant to the student population in the Hawaiian education system. It is hoped that our understanding of native Hawaiian principal and vice principal experiences may assist New Zealand policy makers in examining the dearth of minority principals in the New Zealand education system.

The research involves interviews with native Hawaiian principals and vice principals employed either in Hawaii Department of Education schools (DOE) or in private and charter schools. There were three principals and four vice principals (VP) from DOE, four principals from private schools and two from charter schools.

Research Aims

To learn how the stories and experiences of native Hawaiian in school principal positions may provide insight to the aspiration of ethnic minority groups in New Zealand, by:

- examining the conditions surrounding their aspirations towards principalship and their perspectives about encouraging minority groups towards leadership, especially principal positions.

- determining the impact of these stories and experiences on their decision making to becoming principal, and investigating factors impacting on their applications for principal roles.

The themes isolated from the literature were:
- Inclusive workforce;
- Leadership development;
- Culture and identity;
- Racism and discrimination;
- Ethnic-specific programs;
- Motivation;
- Underperforming schools;
- Leadership pathway and succession planning;
- Mentoring program;
- Research stocktake and implementation.
  .

These themes guided the development of an interview schedule.

This is a qualitative study, seeking an explanation and description of the topic from the subject of this research (Marshall & Rossman, 1989). The

primary source of data is the experiences and perception, meaning and understanding (Mason, 2000) of the participants about the topic.

To achieve the aims of the research and allow for a qualitative approach to be applied, the structured interview was selected as the instrument for investigation. This method is appropriate also because the topic itself is potentially sensitive.
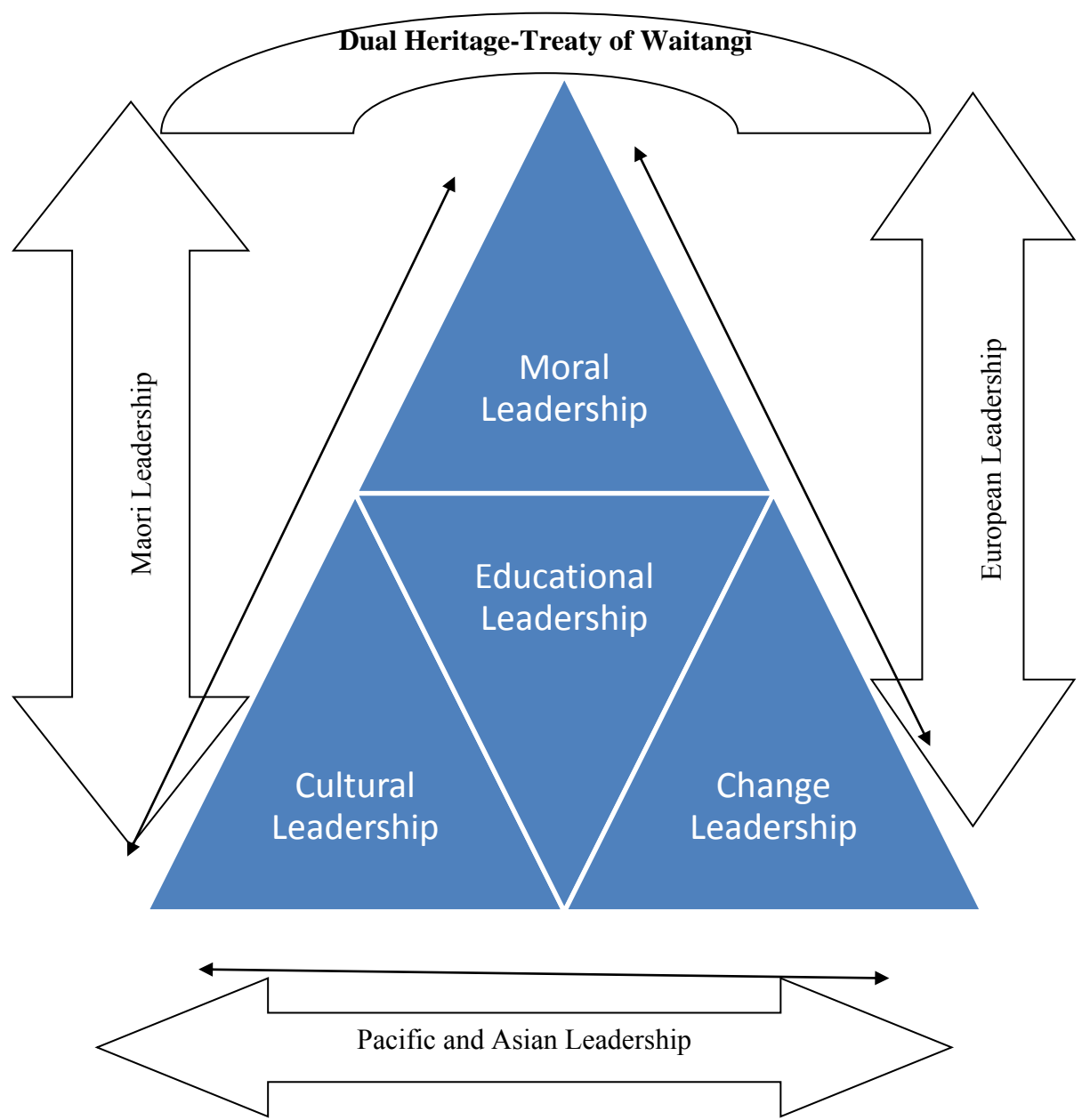
An interpretative framework was adopted because it allows and reveals the way people develop their own views of reality within themselves through their social interactions with others. This interpretative view of reality was appropriate for this research as there was very limited knowledge on Pacific leadership in New Zealand. The primary data was generated using structured interviews.

From the findings of this study I have concluded that an ethnic minority aspiring to leadership roles is presented with difficulties and challenges not faced by dominant groups. There is a need to develop leaders for a diverse society. There is the need to develop a critical mass of minority teachers in the profession. An immediate concern is the continual racial bias and discrimination faced by ethnic minority groups and particularly for those aspiring to principal positions. This study has significantly highlighted the importance of minority involvement in school leadership. As the world population is becoming more diverse there is a need to develop leaders of schools who are capable of managing this diversity. Twelve recommended actions and one research suggestion for New Zealand policy makers are contained in Chapter six as a result of this study.

My "Educational Leadership Model: Leaders for a Diverse Society" is presented as a consequence of this study for further research at doctoral level. The model represents the dual heritage of Aotearoa-New Zealand, and new migrants into the community mainly Pacific and Asian. The

model should be compared to the "Kiwi Leadership For Principals" model (M0E 2009).

Educational Leadership Model: Leaders for a Diverse Society

Dual Heritage-Treaty of Waitangi

Maori Leadership

European Leadership

Moral Leadership

Educational Leadership

Cultural Leadership

Change Leadership

Pacific and Asian Leadership

Fulbright-Cognition Scholar Award in Education Research

The Fulbright-Cognition Scholar Award in Education Research is given to a New Zealand educator or educationalist to pursue research in the US for three to five months, on a project designed to have an impact on New Zealand schooling and student achievement. The award is available to applicants involved in one or more of the research, practice and policy contexts of schooling. The recipient will have an active interest in the broader schooling sector and use the award to:

    a) Establish key relationships with credible education researchers or research organisations in the US, and

       b) collect, collate, analyse and use data available in the US for a research project.

The award is available to emerging or established researchers. We strongly encourage practitioners/teachers to apply.

Award conditions
- You must plan to be in the US for a minimum of three months
- Your award term must fall within the period between 1 December in the year of application and 31 December of the year following application
- You must travel on a New Zealand passport, and US immigration documentation must be completed from within New Zealand
- International travel will only be funded between New Zealand and the US
- When in the US you will be expected to conduct the proposed research as well as develop ideas in cross-fertilisation and develop professional links with educational contacts. You will also aim to enhance the profile and development of New Zealand education
- On returning from the US you will be expected to have completed, or substantially completed, a body of research whose results or outcomes are then published and disseminated through the Cognition Institute in the New Zealand education sector and other relevant arenas
- This award could be used for research towards a New Zealand academic qualification, but not a US academic qualification

- In keeping with US immigration requirements and the philosophy of the Fulbright Programme, you will be required to return to New Zealand for a minimum of two years before becoming eligible for permanent residency in the US.

A final and signed report on your exchange, using a provided template, should be provided within six weeks of completion of the exchange. This report will be an important resource for Fulbright New Zealand and the Cognition Institute and will help to build a picture of what is being achieved over time in this program.

A separate report should be submitted to CIES, the Fulbright agency administering Fulbright scholar awards in the US. Fulbright-Cognition Scholar Award applicants and grantees are expected to understand and support the Fulbright mission and the Cognition Institute's purposes.

Fulbright mission

It was Senator J William Fulbright's mission to build peace through the mutual understanding of cultures. Fulbright applicants and grantees are expected to understand and support this mission.

Cognition Institute purpose

It is the Cognition Institute's responsibility to:

- foster and encourage and assist with fostering and encouraging quality education research dedicated to improving and developing the quality of teaching and learning in New Zealand schools
- disseminate and assist with disseminating completed research, with a view to improving and developing the quality of teaching and learning in New Zealand schools
- promote the use of and assist with promoting the use of research in New Zealand schools and other educational institutions or educational organizations, in order to promote the advancement of education in New Zealand.

In keeping with the above, grantees will be required to allow the Cognition Institute to publish the research arising from this award on their website (www.cognitioninstitute.org) and disseminate it in the New Zealand education sector and other relevant arenas.

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CHAPTER ONE

1.01   Introduction

My name is Unasa Enosa Auva'a and I have been a Samoan principal of an Auckland primary school since 1991. I was awarded the Fulbright-Cognition Education Research Scholarship Award to undertake this study in Hawaii from July to October 2010. I am passionate about 'Leadership' because of its salient importance in people's lives. I am in the unique position of holding two leadership roles: one as an educational leader and secondly as a matai (chief) in the "Faamatai a Samoa" in order to engage the native Hawaiian and Pacific Island educational leaders in this study.

1.02   Rationale for the Study

A key aspect of the Pasifika Education Plan 2008-2012 (New Zealand Ministry of Education, 2009) is the emphasis on families and communities and on working together to improve learning outcomes for children. This has implications for how the leaders of predominantly Pacific schools meet such goals (Cardno et al 2010).

This is an extremely challenging expectation for the principals of such schools because of issues such as multicultural sensitivity, the aspirations of ethnic groups and the need to role model success for such groups. In such circumstances, principals who belong to the ethnic majority in a uniquely multicultural group may have an advantage in meeting such challenges. The reality is, however, that there is an exceedingly small pool of aspiring Pacific Island teachers, senior managers and principals to draw on. The ethnic diversity of principals has increased very little since the radical reform in the administration of New Zealand schools nearly two decades ago (New Zealand Parliament, 1998). In 2006 around 86% of principals were of European origin, 9% Maori origin and 5% of "other" ethnic origin (Brooking, 2007).

The study will add understanding to the limited body of knowledge on Pacific Island leadership that may influence teaching and learning in New Zealand schools. There is little understanding of the benefits and advantages of having more Pacific leaders in schools that are predominantly Pacific in their ethnic mix. The small number of Pacific Island principals does not provide sufficient role models for PI teachers and students to make principalship a goal. With the projected PI student population to be one in five by 2051 (Ministry of Education, 2004) the gulf between the number of PI principals and the student population will continue to increase if there is not a determined effort to address it. There is a crisis of PI under-representation in principal positions that requires understanding if this gap between student population and principal attainment is to be bridged.

This research investigates conditions surrounding the leadership aspirations of native Hawaiian working in principal and vice principal positions. It seeks to understand factors, reasonings and explanations of their appointments as principals and vice principals in Hawaiian schools; It also examines the perspective held by participants on the number of native Hawaiian principals in the Hawaiian education system.

The participants of this study identified themselves as native Hawaiian and Pacific Islanders, and the schools were located on the island of Oahu, in Hawaii. There were nine principals and four vice principals interviewed in the study. Four principals were employed in private schools, two in charter schools and three in public schools. All four vice principals were employed in public schools.

1.03 Participant Group

The decision to engage self-identified native Hawaiian and PI principals and vice principals only in the research was made by the researcher to provide an ethnic minority perspective. With the phenomenon of a steadily growing PI population, the researcher wanted to explore whether there should be a corresponding ratio of PI principals appointed to match this trend and the benefits, if any, that would be gained if there were more PI principals appointed to New Zealand schools.

1.04 Minority Groups in Principal Positions

The Ministry of Education (MOE) Kiwi Leadership for Principals (2008) and School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis Iteration (BES (2009) promote the importance of having effective leadership in schools, particularly at principal level. The low number of PIs in principal positions is a phenomenon highlighted by a lack of knowledge and understanding. There is a limited body of knowledge on leadership aspirations of minority groups particularly towards principal positions. This research will add to and extend this knowledge.

There exists no study of minority leadership in New Zealand schools, in particular of those in principal positions.

1.05

Research Aims

To learn how the stories and experiences of native Hawaiian in school principal positions may provide insight to the aspiration of ethnic minority groups in New Zealand by;

- examining the conditions surrounding their aspirations towards principalship and their perspectives about encouraging minority groups towards leadership, especially principal positions.

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- determining the impact of these stories and experiences on their decision making to becoming principal, and investigating factors impacting on their applications for principal roles.

1.06 Research Questions

Examine stories and experiences of native Hawaiian and PI in principal positions to see how they may provide insight into the aspirations of ethnic minority groups in New Zealand.

Examine the conditions surrounding their aspirations towards principalship and their perspectives about encouraging aspiring minority groups towards leadership and especially principal positions.

Determine the impact of these stories and experiences on their decision making with regard to becoming a principal and investigating factors impacting their decision making in applying for a principal role.

1.07 Report Organisation

The Report is divided into six chapters, each highlighting an aspect of this research.

Chapter One provides an introduction to the researcher and his credibility for the undertaking of the study with the native Hawaiian and PI educational leaders. An explanation of the rationale for the study, and the involvement of native Hawaiian and PI participants only, is provided. The research aims, and the questions guiding it, are identified.

Chapter Two isolates ten themes from the Literature Review to assist exploration of the phenomenon. The themes isolated from the literature include inclusive workforce; leadership development; culture identity; racism and discrimination; an ethnic specific programs; motivation; underperforming

schools for minority groups; leadership pathway and succession planning; mentoring programs and research stocktake.

Chapter Three outlines the methodology and research method used. A rationale for the methodology is described and discussed. Justification for the use of the structured interview approach for data gathering is also discussed. The steps undertaken to analyse the data are documented, and the ethical considerations inherent in all aspects of this research, the trustworthiness of the data, its reliability, validity and practice, are examined.

Chapter Four presents the findings generated from structured interviews with the thirteen participants of this study. A description of the respondents who took part is provided, followed by a description of the data and summary according to themes represented in the interview questions.

Chapter Five contains the data gathered throughout the investigation and discusses its finding. The discussion is developed under the five themes identified in the data analysis and the Literature Review.

Chapter Six, the final chapter, presents recommendations and conclusions of this investigation and highlights its significant findings. Recommendations are made to encourage further investigation for the progression to full leadership of aspiring minority groups within the system. Limitations to the study are included and discussed.

CHAPTER TWO

LITERATURE REVIEW

2.01   Introduction

To assist our understanding of leadership aspiration of minority groups I explored the literature with reference to the themes below to determine whether they can provide an explanation for this phenomenon.

The themes isolated from the literature are:

- Inclusive workforce
- Leadership development
- Culture, identity and development
- Racism and discrimination
- Ethnic-specific program
- Motivation
- Underperforming schools
- Leadership pathway and succession planning
- Mentoring program
- Research stocktake and implementation

2.02 Inclusive workforce

Sanchez, Thornton and Usinger (2008) suggest that the employment of minority groups at senior leadership roles adds to the improvement of minority school learning and overall school improvement. The Report sanctioned by the National Council of Professors of Educational Administration (NCPEA) in the United States identified "that there are not enough principals of color and the enrolment of prospective minority principal candidates in educational preparation programs must become a high priority" (p.2).

The diversity among school faculty can help because "teachers will be more likely to remain employed in a school where there are relatively more teachers of their own race" (Strunk & Robinson, 2006, p. 80). Fenwick (2001) contended that communities without minority associations or other minority teachers will have difficulty attracting new minority candidates.

Clearly, minority teacher recruitment, retention, and development efforts are critical to increase future minority leadership.

McNamara et al. (2006) identified four reasons for minority involvement in the workforce: "that BME teachers could act as inspirational role models for students from similar backgrounds and thus improve their achievement, that a correspondence between the ethnic composition of the teacher workforce and the composition of the local community was desirable, BME teachers can provide a bridge between minority ethnic groups and the majority group in order to help dispel stereotypical beliefs about minority ethnic groups, that it is a legitimate right of members of minority groups to have fair opportunities for employment in the teaching profession".

Young and Brook (2008) acknowledge inclusivity of the work force to be essential noting "the increased population of minority groups across American schools and the recognition of the need for a diversity of leaders in the work place. University scholars have called for proactive measures and policies designed to attract people of color into school administration and into the professoriate." The racially diverse society in the US schools will require leaders and models of leadership that will address the racial, cultural, and ethnic makeup of the school community (Brown, 2005).

McKenley and Gordon's (2002) research for the National College for School Leadership (NCSL), in Nottingham, England, examined methods of increasing the participation of minority ethnic groups in senior leadership

positions. The research aims were to generate knowledge and understanding of the challenges faced by minority groups aspiring to senior leadership status and to assess whether there were specific issues that faced minority groups that should be considered in the promotion of effective leadership. The research in England found that minority groups in senior leadership positions add their rich cultural heritage to the well-being of the school and in the process play a unique role in transforming educational opportunities. McKenley & Gordon's (2002) findings on minority leadership in England suggest very clearly the benefits that are gained by enhancing the participation of minority groups in senior leadership.

2.03 Leadership development

There is a need for leadership-development program designers to consider how best to attract minority groups into leadership development programs thereby increasing the candidates from these communities in this pool (Sanchez et al. 2008). Grogan and Andrews (2002) claimed that "Our current programs no doubt serve quite well those administrators who maintain a traditional approach to leadership" (p. 247). Traditional approaches towards leadership development need to be relevant and inclusive (Young, Petersen, & Short, 2002). The focus of leadership development programs should be developing future leaders. Its content should meet and reflect the skills to manage today's and tomorrow's expectations of parents. For minority groups, according to Sanchez et al. (2008), programs failed to teach how various cultures' perceptions of minority leaders might affect their roles, expectations, and potential challenges related to a principal's ethnicity.

Further studies by Gardiner and Enomoto (2006) who were developing leaders for multicultural schools, found that the applicants did not have the competencies and knowledge to lead a multicultural school. Sanchez et al. (2008) strongly suggest that "Leadership preparation programs must better

prepare principals, especially minority principals, to address the values, needs, and expectations of diverse communities. Principals who lack such skills and knowledge should be expected to exit the profession early or seek employment in schools more aligned with their skills and knowledge" (p.5).

Young et al. (2008) identify the need for leadership development designers to address the underlying epistemological, pedagogical, and philosophic assumptions that inform their practice: "We must have as a foundation for all of our actions a commitment to the development of leaders who can lead schools that are high performing for all children, regardless of race, ethnicity, gender, class, and so on" (p. 155). Part of this commitment is if we are going to increase the number of students from minorities in our leadership courses we need to recognise the issues of race in educational administration preparation programs.

Brown (2005) advocates for the inclusion of the African American perspective in leadership development as a critical element of leadership preparation with the increase of minority population:

> "Leadership theory, preparation, and practice must be approached from a broader perspective a perspective that includes the scholarship and knowledge of African Americans. It is important that models of school leadership include paradigms and perspectives articulated by African American scholars and school leaders. It is equally important that such paradigms and perspectives are intended to address the specific social, political, and educational contexts that affect the education of African American student".

Brown (2005) makes the point that it is imperative that leadership preparation programs provide theoretical knowledge and practical experiences that prepare future leaders for the diversity of American society. While a focus on racial, cultural, and ethnic diversity in schooling and its impact on school leadership can be found in some leadership programs, these issues, however, are often given only cursory attention without an analysis of factors such as power differentials between majority and minority group members (Murphy, 1999 et al).

According to Murphy et al (1999) scholars may tend to treat theories of school administration as a neutral science without taking into consideration changes in the political arena between majority and minority groups' members such as Blacks and Whites.

English (2002), also notes that some educational administration theorists have failed to account for the contextual nature of leadership. The notion that school administration is neutral in its application of educating children of all races and ethnicities fails to consider disparities in political power between racial groups. For example, students' access to quality education is often tied to the political and social capital of their parents. There is a need to investigate school administration in specific social, political, and racial contexts.

Leadership preparation programs that address the needs of all candidates (Jackson & Kelly, 2002) can provide a vehicle for more collaborative models of leadership. In addition, leadership preparation programs should attend to candidates' beliefs, attitudes, and philosophies about the education of all children to improve equity and equal opportunities for all racial and ethnic groups (Grogan & Andrews, 2002) and should address the politics of race as a contextual variable in schooling (Portz, Stein, & Jones, 1999). Although historical as well as contemporary paradigms of educational leadership have

been useful in enhancing our knowledge about school leadership, they may be insufficient to prepare educational leaders to work effectively in diverse communities, as they often ignore the role of race and race relations in America (Gooden, 2002; Lopez, 2003).

Crucial to leadership sustainability is the continuous development of leaders and aspiring leaders. Leadership development involves increasing the number of leaders and enhancing and expanding their capabilities and competencies as professionals. It identifies potential talented personnel and guides them towards leadership positions within the profession; it addresses issues in a planned means at a point of entry and exit at a school; it reflects on the past, present and future of the school; and understands the environmental factors that may impact and affect a school in principalship change. Pyke's (2002) study of Catholic schools in Australia found that they would have been run by non-Catholic principals had it not been for a deliberative leadership development program to enable Catholics to become principals in Catholic schools.

Minority ethnic groups, particularly those working as AP/DPs, need relevant leadership development to encourage them to consider applying for principal positions. Leadership development is about enabling people to lead others (Bush et al. 2004). It is broader than programmes of activity or intervention. It concerns the way in which attitudes are fostered, action empowered, and the learning organisation stimulated (Frost, Durrant & Holden, 2000). According to Harris, Muijs and Crawford (2003b) in their literature review for the National College for School Leadership (NCSL) there is a real challenge attracting minority groups to leadership development programs and "there needs to be an acknowledgement of the difficulties they face and specific introductory and support programmes for those who are considering career moves" (p.4) as well as "more research into the particular development

needs of these groups is required to ensure that future provision is relevant, appropriate and ultimately effective" (p.4).

The development of a principal is connected to the notion of socialisation referred to by Merton (1968) and Hart (1993) as the process essential to gaining the skills and dispositions necessary to learn new roles. Hart (1993) and Schein (1990) identified two elements of this process as professional and organisational. Firstly, professional socialisation teaches a person the skills and qualities necessary to belong to a particular profession: for example, a school teacher, an administrator or school principal (Duke, Isaacson, Sagor, & Schmuck, 1984; Greenfield, 1985). Secondly, organisational socialisation focuses on learning the skills, knowledge, and dispositions for functioning in a particular social system such as a school (Parkay, Currie & Rhodes, 1992; Schein, 1990).

2.04 Culture, identity and development

Minority leaders can be role models for minority learners in areas of cultural identity and aspiration.

A minority school principal can connect better with a minority community. For example, Fisher (1998) claimed that principals from a Hispanic background had positive effects engaging with the Hispanic community because they knew the language and understood best practices to reach that community. The parents responded because they were able to understand the school system through one of their own explaining it to them. The Hispanic principals had a unique approach to parents that parents responded to, resulting in support for their children (Reitzug & Patterson, 1998). Hispanic principals connected with their own community significantly better because they were culturally more responsive. Magdaleno (2006) found that "Latino leaders, because of their inherent diversity and humanistic values, are strategically poised to help create a culturally accessible and compassionate

society that values people and community before material wealth and individual advancement" (p. 13).

The study by Bush et al. (2004), commissioned by the NCSL and carried out at the University of Lincoln, investigated the identification and development as well as the support given to Black and minority ethnic (BME) leaders in England. The report identified barriers experienced by BME leaders in their aspiration toward higher roles and how they were able to overcome these barriers, and progress to senior and middle leadership positions. The research was structured using a literature review, a survey of BME leaders in state schools, and interviews with the BME leaders.

The review focused on four issues: context and culture; identity, aspiration and development; career development and leadership; and leadership development. The review highlighted teachers from a BME background as being less likely to be promoted to leadership positions than White teachers (Powney, Wilson & Hall, 2003); that BME teacher promotion and progress were very much determined and influenced by the family and community; they succeeded despite barriers confronting them and were perceived as "pioneers".

In the interview and survey phases of the Bush et al. (2004) research, it was found that minority groups were under-represented in the teacher/pupil ratio, that teachers from a BME background had far more empathy for minority groups than their White counterparts, suggesting that "BME leaders have an advantage because of their ability to empathise with pupils from ethnic minorities but a disadvantage in that career progress is perceived to be more difficult for them than White leaders" (p. 71).

Parker (2001), a native Hawaiian educational, wrote that native Hawaiian children need curriculum to be responsive to their needs, culture and identity

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as native Hawaiian. Hawaiian values should be included in school programs. Parker also notes that "parents in the community wonder if these problems help the dropout rate and high absenteeism rates for native Hawaiian students that are much higher than the state averages". (p.7).

2.05 Racism and discrimination

Racism continues to significantly impact leadership aspiration of minority groups (Sanchez et al. 2008). A study on the allocation of principals based on race conducted by McCray, Wright, and Beachum (2007) found that minorities were placed "in charge of schools that reflect the principal's ethnic and racial heritage" (p. 253) compared to their White colleagues who were placed in all types of schools. They further cautioned: "unless university leadership preparation programs acknowledge the historical and current role of race in our society and the field of educational leadership, there will continue to be an underlying supposition within the field of education that minority principals should only be placed and can only lead in schools with a heavy concentration of minority students" (p. 253).

Inequity continues to influence the slow progress of minority in leadership roles in spite of "the ideology in the US that espouses the belief of widespread opportunity, individual responsibility, an equitable application of justice, and encourages us to treat all people as individuals. Many scholars are arguing that race influences social perceptions, attitudes, and behaviors in ways that place members of certain racial minority groups at a disadvantage" (Fluehr-Lobban, 2006).

Research suggests that this inequity occurs in formal and informal educational settings throughout the United States (Delpit, 1995; Miller,

1995) and that race influences attitudes and behaviours of educational administrators in the nation's public schools.

Grogan's (1999) research on the role played by graduate programs for coloured students "identified salient issues that face graduate students of color in educational administration preparation programs from the perspective of program faculty. Although the study revealed positive and inspiring work on behalf of some faculty members and organisational units and suggests that the field has made modest progress with respect to raising issues of race, it also calls into question whether educational administration graduate programs offer adequate support to aspiring leaders and scholars of color and whether or not faculty and institutions are acting or are just "aware".

Young et al. (2008) continue that Farmer (1993) argued that "in the academic community, much is written about racism, race dynamics, and racial attitudes, yet little is done about these same issues personally, departmentally, or institutionally. Race is viewed abstractly" (p. 201).

Young et al. (2008) suggest that faculty must move beyond recognition of issues and instead proactively engage issues of racial bias in their work and in the institutions they serve. They must strive to understand how issues of race impact their work as mentors and move beyond traditional models of advising to form meaningful mentor–protégé relationships. They must help create and sustain multi-tiered and multipurpose support networks for graduate students of colour that connect them to the worlds of both practice and scholarship.

Minority students who do make it through to teaching programs face continuous barriers to success. Quiocho and Rios (2000) reported that "students face negative perception of the profession, inequities in testing and admission into teacher education, and the incongruence of minority group

pre-service teacher experiences with traditional teacher education curricula. Once minority group members have their credentials, they face discrimination in employment practices, culturally discontinuous school climates and taboos about raising issues of racism, lack of promotion opportunities, and failure of others to recognize their leadership skills" (p. 522).

The McKenley and Gordon (2002) research study found that minority leaders' achievements were not recognised by colleagues and authorities.

Further findings in McKenley and Gordon's (2002) research, suggest that school leaders from minority groups felt a high level of personal pressure in being "pioneers" in school leadership and that they were too closely observed and scrutinised by their peers. In some cases it was found that they were professionally abused and attacked by their colleagues.

2.06 Ethnic-Specific Program

Brown (2005) examines public education in an open political system involving a racially, culturally, and ethnically diverse society, arguing that a similarly diverse education should be reflected among school leaders. He concludes that despite this diversity, many African Americans live in single-race communities and attend single-race schools; we need to broaden our theory of leadership to include the views of African American scholars and practitioners and improve leadership preparation programs. The setting for this shift in educational paradigms is more imperative given the ending of the desegregation era. Schools in a racially diverse society will require leaders and models of leadership who will address the racial, cultural, and ethnic makeup of the school community.

The Charter School movement in the United States, with its increased demand by minority groups, is facing the difficulties of having leaders from

minority groups taking leadership positions. In the report *Charter School: Toward a New Generation of Leadership (2008)*:

"A challenge is posed by the frequent demographic contrast between the leaders of charter schools today and the students they serve. About twice as many charter schools as traditional district schools are led by minorities (32.4% vs. 17.2 %), according to federal statistics. But such leaders are still a far smaller percentage than the children of color who make up nearly 60% of the public charter school population nationwide, so that is not a laurel to rest on. Very few African-Americans and Latinos lead for-profit or non-profit charter management organizations. Minorities are also under-represented in charter authorized leadership positions, and only one state charter association currently is led by a person of color."

Haberman's (2000) research into the teacher education program set up in Milwaukee to attract African-Americans into teaching, provides some understanding of the conditions surrounding the incidence of the low number of African American teachers in the area. There was a need to attract minority teachers to Milwaukee Public Schools because of the increase in the minority student population. The authorities in Milwaukee wanted teaching staff to become more representative of the student population. The program was in its tenth year of operation when Haberman's research took place. The research objectives were to ascertain whether the recruitment and retention of minority teachers had been successful and how well the trainees were performing. In both instances it was found to be very successful.

The program succeeded in increasing the number of minority teachers in the area and closed the gap between the number of students and teachers from

minority groups. The success of the program appeared to reflect the support provided by the system to the participants of the program through good mentoring practices by outstanding teachers in the area, and the recognition by the Milwaukee community of the important contribution minority stakeholders could make.

2.07 Motivation

Tillman (2004) claimed that African American principals wanted to become principals because of their commitment to becoming examples to Black communities and students of what is possible. They wanted to influence the lives of Black students towards achievement in education. Black principals influence Black students' achievement through relationship and identity.

The report *The Leadership Aspirations and Careers of Black and Minority Ethnic Teachers,* McNamara, Howson, Gunter and Fryers (2006), in an experimental study in the USA, tested "the conventional wisdom that minority students are more likely to excel educationally when matched with teachers who share their race or ethnicity". Dee (2004, p. 197) found that matching students and teachers by "race" in the kindergarten and elementary sectors was "associated with substantive gains in achievement for both Black and White students". His results showed that the odds of a student being perceived as inattentive were increased by 33 % where their racial or ethnic backgrounds differed from those of the teacher. He suggested that in the case of minority students, the presence of a teacher from a similar background might improve the students' educational performance by helping them to feel more focused and comfortable in the classroom. However, Dee (2004) and Steele and Aronson (1995) cautioned of a possible downside of having policies where improvement of educational outcomes of minority students was achieved through measures that lead to depressed majority achievement and vice versa. However, successful minority principals did

indeed demonstrate to all students that leadership positions are fulfilled by representatives from all ethnicities.

Parker (2001) makes the similar point about the importance of having a substantial number of native Hawaiian role models in educational leadership roles: "students face an absence of educational role models within their culture, including native Hawaiian teachers and students who excel" (p.11).

2.08 Underperforming schools

Low performances and achievements by minority students in the education system are a major obstacle to the increase of minority in leadership positions such as principals. Several reports as cited in Sanchez et al. (2008), for example Duarte (2000) and Vegas, Murnane and Willett (2001), claimed "that the high dropout rate, especially among Hispanics, means too many minority youngsters never make it out of high school, let alone into college teaching programs" (p. 22) and that African American, Hispanic, and Native American students reach tenth grade without strong academic skills, which prevents them from graduating from high school.

There is also the competition by different sectors for the few minority students who succeed at university making it even harder to increase the number of likely principal candidates available from minority groups. Success of minority students in the education system ensures that minority groups will be represented in leadership roles and for educational leaders there would need to be a huge increase in the critical mass of minority groups involved in teaching.

The same concern is raised also by Parker (2001) that the underachievement of native Hawaiian students in standardised testing impedes higher levels of

education and consequently the number of possible graduates at university level and essential candidates for leadership opportunity.

Spring (2005) acknowledges increased awareness of racial and ethnic inequalities; however, there is a growing 'gap' in the performance of ethnic groups compared to their White counterpart. Students from minority groups finish their education at high school level. Planty et al. (2008) noted that the dropout rates for Hispanics and Blacks have remained higher than those for Whites. More specifically, these authors found that the dropout rate was lowest for Whites and highest for Hispanics for each year between 1972 and 2006. Consequently, from a pipeline perspective, shortages at one end of the pipeline will inevitably affect supply at the other end (Foster, 2004). Therefore, the ethnic groups' lower high school graduation rates lead to lower enrollments in higher education, and contribute to a lack of minority teachers who could eventually become prospective principal candidates.

2.09 Leadership pathway and succession planning

Succession planning ensures availability of a continuous pool of quality candidates for principal roles. PI AP/DPs desiring leadership will form part of this pool if there is planning to meet their needs to achieve higher roles including that of becoming a principal. Further leadership aspirations would be encouraged and application rates for principal positions increase when succession planning was in place. Succession planning is defined as a deliberate and systematic effort made by an organisation to identify, develop, and retain individuals with a range of leadership competencies, who are capable of implementing current and future goals of the organisation (Lacey (2002). Effective succession planning provides the developmental experiences for potential employees and is based on agreed principles between the employer and employee; it is active at all levels of the organisation (Leibman,

Bruer & Maki, 1996). It provides the development of future leaders and the retention of current leaders (Friedman, Hatch & Walker, 1998).

2.10 Mentoring program

Increasing the number of mentoring programs will enhance the number of minority leaders involved in leadership roles. There is advantage in having same race mentors according to Méndez-Morse (2004). Same-race mentors can "guide their protégés through the racial and gender barriers they face, based on the mentors' own personal and professional experiences" (Magdaleno, 2006, p. 13). The challenges facing minority leaders can be eased and overcome by having same-race mentors acting as encouragement and support. Mentoring programs for minority leaders should be encouraged while the students are attending high school and follow them through to university.

Sue Loughlin's (1999) Report: *Barrier to Women's Career Progression: A Review of the Literature,* describes mentors as "possessing self-confidence and professional identity in their protégés" (Kram, 1985). They can provide access to developmental opportunities that allow people to demonstrate ability and become trusted. Moreover, because they have a vested interest in the success of their proteges' projects, mentors keeps open information channels and provide feedback on performance at crucial times. By ensuring success they confirm belief in their initial assessment. The visibility, success and trust that result from this process are then reflected in promotion rates.

Mentors can play a significant role in providing access to high-profile development opportunities which in turn allow mentoring relationships, so important to career progression, to develop and flourish. Raggins et al. (1998) found that almost all (91%) successful women CEOs they interviewed

said they had had mentors at some time, and almost as many (81%) said that mentors were critical or fairly important.

Young et al. (2008) suggest that the impact of mentoring program depends largely on those running the program and are adamant that "graduate students of color will have a better chance of succeeding in their programs if faculty members assume roles beyond those of the traditional academic advisor and if graduate students of color are able to enter into meaningful intellectual and interpersonal relationships with other graduate students" (Freeman, 1999; Granados & Lopez, 1999; Robinson, 1999). Faculty mentoring is not just advising, but rather a "dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career and development of both" (Healy, 1997, as cited in Haring, 1999, p. 8).

An effective mentor–protégé relationship is empathetic rather than sympathetic-a proactive partnership wherein each participant commits to an equal share of responsibility and commitment to the other's success.

Fleming (1991) found mentoring programs to meet the needs of a more diverse population of prospective leaders. Mentoring program benefits are far reaching and include increased support, sharing, encouragement, and feedback for mentees as well as increased opportunities for reflection, personal growth, and professional development for mentors.

2.11 Research Stocktake

A stocktake of research for minority groups some thirty years ago highlights the problems that are still prevalent in our society for minority groups. Perhaps it may be time for education systems to examine these findings and use them to increase the number of minority leaders in education.

Haven, Adkinson and Bagley (1980) identified the following barriers amongst the many findings:

(a) lower career aspirations if minorities perceive that the values of the educational system are ignoring or conflicting with their community;

(b) high percentages of minorities major in education, but their aspirations are not encouraged by the educational environment;

(c) minorities need more support for aspirations but often receive less;

(d) minorities aspiring for principalship face conscious or unconscious resistance from the educational system;

(e) few role models and mentors exist;

(f) negative stereotypes; and

(g) a lack of research

Torres et al. (2004) has identified the following under the research area of development of leadership development programs to enhance involvement of minority leaders in education:

(a) effective high school programs that can generate interest among young minorities;

(b) analyses of minority students' achievement, graduation patterns, and related correlates;

(c) optimal conditions for retaining minority teachers;

(d) characteristics of effective mentoring program for minorities; and

(d) effective courses of cultural awareness.

2.12   Conclusion

In this chapter I have identified ten themes isolated from the Literature Review to provide an explanation for the conditions surrounding minority leaders' aspirations toward school principal and vice principal positions. It

highlights obstacles at the system and personal level that minority persons must overcome to achieve their goals.

CHAPTER THREE

RESEARCH METHODOLOGY AND METHOD

3.01   Introduction

This chapter outlines the methodology and research method used in the research. A rationale for the selected methodology is described and discussed. Justification for the use of the structured interview approach for gathering the data is provided, together with the steps undertaken to analyse the data. Finally the ethical consideration inherent in all aspects of this research is outlined covering such elements as the trustworthiness of the data, reliability, validity and practice.

3.02   Methodology Employed in this Research: Qualitative Research

This is a qualitative study using grounded theory methodology to generate hypotheses, and contributing to an understanding of indigenous persons with its focus on these participants. The aim of methodology is to describe and analyse the methods used in the research; it identifies the resources required and the limitations of those resources (Kaplan, 1973). Methodology is concerned with the process of inquiry that assists understanding**.**

An interpretative framework was adopted for this project because it illustrates the way people develop their own views of reality through their social interactions with others (Sarantakos, 2005). This interpretative view of reality is appropriate here as there is very limited knowledge and information on minority leader aspiration towards principalship in New

Zealand. The primary source of data was generated using the structured interview approach.

An interpretive framework also encapsulates the view that people create their own understanding and system of meaning in their desire to make sense of the world in which they live (Sarantakos, 2005). People are not passive in this process, but rather are actively engaged in the construction of their own understandings, an epistemology referred to as constructivism (Flick, 1992).

This is a qualitative study, seeking an explanation and description of the topic from the subject of this research (Marshall & Rossman, 1989). The primary source of data was the experiences and perception, meaning and understanding (Mason, 2000) of the participants about the topic. The use of interviews to gauge people's feelings and reasoning processes validates the use of the interpretive framework for this research.

This study is interpretative as it is concerned with making sense of subjective meanings by minority leader perceptions and views about the conditions surrounding their appointments as principals and vice principals of their respective schools. It explores the construction of their interpretation and their social reality.

This approach was appropriate because the researcher was trying to understand a phenomenon that had "very little research" (Creswell, 2002, p. 22). The approach was culturally acceptable for the participants who preferred to talk 'talanoa', an appropriate form of engagement with openness and transparency. This approach also assisted the researcher to identify important issues during discussion and seek clarity of these issues during the interviewing process.

Qualitative methodology emphasises words rather than quantification in the collection and analysis of data. It emphasises an inductive approach to the relationship between theory and research, in which the emphasis is placed on the generation of theories (Bryman, 2004). Qualitative methodologies are referred to as an interpretivist and constructivist approach according to Razik and Swanson (2001) or the post positivist approach according to Tolich and Davidson (2003).

Husen (1997) supports this approach as appropriate for giving voice to those whose views are rarely heard. This research study concerns a minority ethnic group about whose leadership involvement in Aotearoa New Zealand schools there is very limited knowledge particularly at the principal and vice principal level. Husen's research explores knowledge discovered and would generate further knowledge and understanding where explanation about the phenomenon could be made (Lincoln & Guba, 2000).

Qualitative methodology is an empowering approach for both participants and researcher. Understanding the participants' views of the phenomenon requires a flexible and holistic approach that encourages them to talk. The flexible nature of the approach ensured the researcher was playing an important part in encouraging the participants; also it allowed for reinterpretation and reshaping of the problem that may lead to some causal explanation of the phenomenon (Howe, 1997).

The qualitative approach was ideally suited for this study because it gave priority to understanding and explanation of the participants' points of view. The methodology supported the holistic and interpretive understanding imperative for this research. The information was gathered from people's reasonings, perceptions and personal experiences. Their own account helped

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explain the phenomenon subjectively (Howe, 1997). It allowed the research to be unconstrained by traditional and conservative restraints of research practice whilst meeting the conventions of formal, systematic research.

Essential to the research was trust and honesty between the researcher and participants. This was achieved through clear communication and keeping the participants informed about the research (Bishop & Glynn, 1999).
Finally, the personal experience of the researcher as a school principal was a factor in choosing the qualitative approach for this research. The researcher's experience as a practising principal assisted with personal engagement with the participants and added confidence to their willingness to speak out about the phenomenon under investigation.

3.03   Data Collection and Analysis

To achieve the aims of the research and allow for the qualitative approach to be applied, the structured interview approach was selected as the instrument for investigation. This approach had the potential to collect in-depth information and aided the researcher in seeking specific information (guided by previous research). This structured approach (rather than an open narrative approach) was appropriate in gaining such information.

This method was appropriate also because the topic itself is potentially sensitive. The researcher would benefit from working in a structured approach that was open to seeking further questions and clarification from participants (Hinds, 2000).   The structured interview approach required the administration of an interview schedule. The objective was for all interviewees to be given the same questions in the same context, and receive the same stimuli as others. Interviewees were read the questions in the order printed in the schedule.

The structured interview focused on twenty pre-determined questions that were asked in the order set by the researcher. This element of "standardisation" according to (Bryman, 2004) is a feature of the structured interview that keeps both participants and researcher focused on the topic, and was one of the reasons influencing this researcher's decision to select the structured interview approach. A set of explanations (where necessary) was prepared for each question to avoid the researcher giving varying explanations of the questions to the participants. Undertaking structured interviews was also an advantage for this researcher as it disciplined that person to focus on the topic (Hinds, 2000).

The research involved generating knowledge and understanding from talk and conversation between the participants and the researcher, and constructing knowledge from human experiences and points of view. This approach generated the in-depth information that the researcher was hoping to achieve (Cohen, Manion & Morrison, 2004). The disadvantage of the structured interview was that it is "prone to subjectivity and bias on the part of the interviewer" (Cohen et al' 2004., p. 269).

The data were captured through the tape recording of interviews and then transcribed. In addition, the researcher took notes during the interviews. Prior to each interview the researcher tested the equipment used to make sure it was working properly. Blank tapes were already placed in the tape recorder ready to use. The participants provided the researcher with full use of an office that was free of interferences and disturbances.

Selection of the participants for this study was constrained by the availability of native Hawaiian and Pacific principals and vice principals in the State of Hawaii. The selection criteria for the choosing of the participants included willingness to participate, their availability, and their being of native

Hawaiian or PI origin. The primary concern was finding a representative sample within the four months allocated for this study. The researcher's initial contacts provided the researcher with further names as potential participants for the research project (snowball effect).

The participants were contacted initially by telephone to establish their interest in the project. Those interested received further calls to organise a time and place for interviews. Most of these were at the participants' places of work. Interviews were held for one and a half to two hours. Recorded interviews were transcribed following each interview.

3.04   Interviews

The structured interview is one of many forms of interviews employed by social researchers aimed at minimising the variables that may occur in the process of data gathering between the researcher and the interviewees (Bryman, 2004). This provided confidence in the data gathering process and enhanced the reliability, accuracy and consistency of the information gathered.

The aim of the interviewer in a structured interview is "to elicit from the interviewees all manner of information: interviewees' own behavior or that of others; attitudes; norms; beliefs; and values" (Bryman, 2004) p.109. For this particular research, this was important considering the limited information available on minority aspiration to leadership. The questions were open ended; according to De Vaus (1990) this form of questioning is best suited for interviews as it does not pre-empt responses and allows for subjective meaning to be expressed.

Prior to the commencement of the interview, each participant was further informed of the purpose of the research, verbally and in written form.

All concerns or questions about the research were discussed with the researcher. Consent was obtained from the participants voluntarily. This process was consistent with Christian's (2000) concept of voluntary participation.

3.05 Analysis and Design

Data analysis started in an informal manner as the researcher listened to and absorbed the stories and views of the participants. This informal analysis continued after the interview, listening to the recording before it was transcribed to ensure that key perceptions and experiences were accurately captured.

Listening to the transcribed interview with hard text on hand provided familiarity with its content before it was analysed systematically and sequentially (Krueger & Casey, 2000) in three stages. The first stage included identifying the themes into which the raw data were sorted and summarised; the second stage was summarising the data under each theme; and the third drew conclusions from the responses by checking on similarities and differences (Bouma, 1993).

Questions in the schedule were grouped under each theme allowing for better management of the data during this early stage of data management. Several attempts were made at summarising the raw data into themes. This process proved to be significant as it provided the researcher with greater understanding of the data content and assisted greatly in his discernment of the various themes isolated in the Literature Review. These themes enabled the researcher to arrange the data in a meaningful process particularly when the questions were merged between themes.

3.06 Validity and Reliability

A quality research study is measured on its reliability and validity (Bryman, 2004). This is important because people are the main instrument for gathering data in a qualitative mode of inquiry, and the findings reported are those interpretations of reality that have been accessed directly through the research participant's observation and interviewing.

Validity represents the merit of the assumption made from research data gathered (McMillan & Wergin, 1998) and whether or not the research instruments measure or describe what was intended (Bush, 2002; Tolich & Davidson, 2003). Elements considered for addressing the validity of a research may include honesty, depth, richness and scope of the data achieved; the participants' approach and the extent of triangulation, and the objectivity of the researcher (Cohen et al., 2004).

For this research, validity is best summed up in the notion of its trustworthiness and authenticity. These concepts in qualitative research are addressed in three aspects: internal validity, external validity, and reliability (Bryman, 2004).

Internal validity relates to the credibility and authenticity of the research findings and is dependent on the manner in which the research was conducted (Keeves, 1997). It seeks to demonstrate that the explanations of a particular event or data produced from a research can be sustained by the data (Cohen et al. , 2004). Hammersley (1992) suggests that internal validity for qualitative data requires attention to plausibility and credibility, the kind of evidence required for a claim being made and the clarity on the kind of claim being made. For this study the following strategies were used to enhance the internal validity of the research findings.

A form of triangulation was used. First, the researcher pre-tested and trialled the interview process to reduce error during interviews (Tolich & Davidson, 2003). After each interview the researcher checked the transcript with the field notes taken during the discussion, a process which enabled the researcher to check the understanding of the participants.

External validity refers to the degree to which the results can be generalised to a wider group or similar situation (Bush, 2002; Cohen et al., 2004; Tolich & Davidson, 2003; Keeves, 1997). While generalisation is a problematic concept in qualitative research, this research acknowledges Scholdfield's (1992) suggestion that it is important to provide a clear, detailed and in-depth description so that others can decide the extent to which the findings from one piece of research are generalisable to another situation.

Reliability is concerned with issues of consistency of measures. Like validity, reliability is also problematic in qualitative research because people have varying interpretations of reality, making it impossible to take repeated measures to ascertain reliability as is done when using the quantitative approach (Merriam, 1998).

Recognising the problematic nature of reliability, this concept can be viewed in this research in terms of the consistency between the findings and data gathered. To enhance this consistency, the researcher had examined the literature and identified very clearly the themes to be investigated relevant to the research questions. The selection and description of the participants have also been explained. The researcher's approach to explain the project clearly to the readers has contributed to the enhancement of the reliability of the research (Merriam, 1998).

The trustworthiness and authenticity of the data are thus central to the credibility of the researcher. Trustworthiness is the component that ensures that the researcher's methods have actually investigated what the researcher intended (Kvale, 1989; Merriam, 1998). For this study the researcher maintained reflection through each step throughout the research process. Authenticity, on the other hand, is that aspect of research that ensures that the information gathered is genuine as in the recording of the participant's interview. The process of authentication in this research began with the examination of each research question to ensure they were indeed probing for the intended information.

3.07 Ethical Considerations

Approval of the research topic was granted me by Fulbright-Cognition Scholarship Board as the successful recipient of the Educational Research Study Award in June 2009. Code of behaviour in educational research is extremely complex and subtle and can frequently place researchers in moral predicaments which may appear irresolvable. One such dilemma is that which requires the researchers to strike a balance between the demand placed on the researcher's pursuit of truth and the potential threat on their subject's rights and values (Bryman, 2004).

There are five principles highlighted by literature as underpinning ethical conduct in education. They include doing no harm to participants, voluntary participation, informed consent, avoidance of deceit, and confidentiality (Tolich & Davidson, 2003).

The ethics of this project concern respect for the dignity and privacy of those people who are the subjects of the research (Pring, 2000), the careful and accurate pursuit of the truth, and finally the right of society to be informed (Cohen et al., 2004). Respect for the dignity and privacy of the participants

and protecting their anonymity and confidentiality (Coleman & Briggs, 2002) are the ethical principles guiding this research. It is important that the participants feel that their views, personalities, characters, status, families and culture are not harmed, invaded nor undermined during this research Cohen et al. (2004).

The participants who accepted the invitation to be involved in the project acknowledged the value and worth of undertaking this research (Wilkinson, 2001). The researcher was aware that his relationship with the participants could influence the interview and the decision on content analysis, as well as the presentation of findings. The taping of interviews lessened the possibility of contaminating the findings with the researcher's personal thoughts (Bertrand, Brown & Ward, 1992). For a research to be trustworthy, ethical standards and appropriate procedures and behaviour need to be in place. Ethical considerations arising before, during and after the research were accommodated for in the research preparation (Bogdan & Biklen, 1992).

The participants were informed of their involvement in the research. At the first point of contact, the researcher had outlined to them its topic and purpose. The anticipated processes were explained clearly so that they would be aware of the expectations of their involvement (Beiger & Gerlach, 1996).

Informed consent was the best way to avoid causing the participants any harm at any stage during the research or resulting from its final findings. While Snook (1999) suggested that it is not always possible to achieve total informed consent, the researcher was able to achieve the level of consent achieved by providing the participants with full information related to the research from the initial point of contact.

Participants were assured that their identities and other sources referred to in the content of the study would be kept confidential and their interview tapes and transcripts would be securely stored.

3.08 Conclusion

This chapter has outlined the methodology and research method used in the research. The rationale for the methodology is described and discussed. An explanation and justification has been provided on the data gathering approach. The steps undertaken to analyse the data are documented. Finally the ethical consideration inherent in all aspect of this research and the trustworthiness of the data as well as the reliability, validity and practice are examined.

CHAPTER FOUR

RESEARCH PROCESS AND FINDINGS

4.01   Introduction

There were thirteen participants in this study who identified themselves as native Hawaiians and/or Pacific Islanders (PI) and included nine principals (P) and four vice principals (VP). The decision to invite only native Hawaiian and PI participants enabled the research to reflect an ethnic minority perspective. Four principals were employed in private schools, two in charter schools and three in public schools. All four vice principals were employed in public schools. The schools were located on the island of Oahu.

This chapter presents the findings generated from structured interviews with the thirteen participants. A description of the respondents who took part is provided, followed by a description of the data under themes of findings represented in the interview questions.

4.02   Participant Profiles

Principals

Nine principals were interviewed: three female and six male. Five were principals at elementary (K-6) schools, two at middle (7-8) schools, one at high school and one in community education. With the exception of one elementary school with below one hundred and fifty students, eight schools had exceedingly high school numbers ranging from four hundred and fifty students to eighteen hundred students. Two principals had doctoral degrees, four had Master's degrees, two had post graduate degrees and one an incomplete undergraduate degree. One principal had just started

principalship; eight had four years and more experience. Three principals were aged fifty to sixty; six were aged forty to fifty. Two were PI Hawaiian, one was Japanese Hawaiian and six were native Hawaiian. Eight schools had predominantly native Hawaiian students and one a minority Hawaiian population.

Vice Principals

Four vice principals were interviewed: two female and two male. Three were at elementary (K-6) schools, and one at a middle (7-8) school. The schools all had exceedingly high student rolls ranging from four hundred and fifty to six hundred students. Two vice principals had Masters degrees, one a Doctorate, and one a post-graduate degree; all were new vice principals. Three were aged thirty-five to forty-five and one between forty-five and fifty-five. They were identified through word of mouth, the first referring me to another, and these referrals then continuing. They were telephoned by the researcher to seek their interest in the project. When interest was confirmed, a time was established for the researcher to visit them at work. Before each interview, the researcher presented the participants with the interview schedule and provided further information about the research topic. As discussed, all interviews were recorded with the approval of the participants.

4.03   Interview Schedule

Twenty questions were prepared for the interview schedule which was given to the participants at the start of each interview together with a further explanation of the project as indicated in the initial contact by telephone. A summary of the participant's responses is provided under each question in the interview schedule. Comprehensive discussion under themes identified from data analysis and the literature review is undertaken in the next chapter.

Principal and Vice Principal Responses

Question 1: Could you outline your career progress to your current position?

Principals: 89% held a variety of leadership roles during their teaching career;11% had very limited experiences.

Vice Principals: All successful classroom teachers, but with very limited leadership roles.

Question 2: **What were your experiences in professional leadership roles, administrative and management roles before your appointment as principal?**

Principals: 89% had successful and significant leadership experiences; 11% had very limited experiences.

Vice Principals: 75% had some leadership experiences; 25% had limited leadership experiences.

***Summary**: Aspiring principals need more exposure to and encouragement in leadership development programs.*

Question 3: **When did you decide you wanted to become a school principal?**

Principals: 56% said early in their careers, 23% said later and 11% said they do not know.

Vice Principals (***do you want/aspire to become a principal***): 75% said yes. 25% said no.

Question 4: **How long into your teaching career before you applied for a principal position?**

Principals: 33% said early in their careers (3-10 years), 56% said later (15-20 years), and 11% said they did not know.

Vice Principals: None has applied for a principal position because they are newly appointed vice principals.

Question 5: **Did you have a plan or a pathway for your career towards becoming a principal?**

Principals: 67% said yes, 11.5% said no, and 11.5% said they do not know.

Vice Principals: All said yes. (Three have completed the ACE programme and one is still in progress.

Summary*: Principal pathway plans need to be engaged early in teaching career and not left to chance when teachers are serendipitously appointed to leadership roles.*

Question 6: **What factors had encouraged you to apply for a principal position?**

Principals: 33% said self motivation and the challenge, 56% said personal and moral convictions, and 11% said leadership experience.

Vice Principals (for a vice principal position): 50% said right time right place, 25% said location and 25% said they wanted the challenge of the role.

Question 7: **Who encouraged and supported you to apply for a principal position?**

Principals and Vice Principals (for a vice principal position); All said peers, family and friends.

Summary: A focused leadership development programme toward princpalship will develop qualities required for a principal's role.

Question 8: **What factors (if any) had discouraged you from applying for a principal position?**

Principals: 22% said family time and a former principal

Vice Principals: (for a vice principal position): 50% said family and location.

Question 10: **What do you think are the qualities required to become a school principal of predominantly native Hawaiian students?**

Principals: Majority said interpersonal and relationship, communication, self confidence and culture

Vice Principals: 50% said relationship and long term perspectives; 25% said cultural responsiveness and 25% not sure.

Question 11: **Do you think you were ready to become a school principal when you were appointed?**

Principals 56% said yes. 44% said no

Vice Principals (as a vice principals): 75% said yes and 25% said no.

Question 13: **What leadership development have you had to prepare for the principal position?**

Principals: Majority had engaged and completed either/both ACE, WASP, AGIS or Internship

Vice Principals: 50% completed the ACE program; 50% none

Summary: A deliberative leadership development program toward princpalship is essential to the development of the qualities required for principal's role.

Question 9: **Was your experience as the AP/DP/VP (middle management positions) helpful toward you becoming a principal?**

Principals; 89% said yes. 11% said no.

Vice Principals: (as classroom teachers, helpful in achieving vice principals): 75% were very positive and 25% were not so sure.

Summary: Develop middle management position (VP/AP/HOD) into leadership development programs.

Question 12: **Why do you think you were/were not ready for a principal position?**

Principals: 56% said they were ready, and identified self-confidence and leadership experience. 44% said they were not ready, and identified uncertainty of expectations

Vice Principals): 50% said yes they were ready, with the ACE program and self confidence and 50% were not ready to think about principalship yet.

Summary: Principal pathway plans need to be engaged early in teaching career and not reliant on being left to chance appointment to leadership roles.

Question 14: **What preparation might a teacher aspiring towards a principal position need to undertake before making an application for a principal position?**

Principals and Vice Principals: All said to get involved in leadership development programs

Summary: Engaging in leadership development programs towards princpalships will cultivate qualities required.

Questions 15: **What is the percentage of native Hawaiian (indigenous) principals in Hawaii? Is it acceptable or not acceptable and why?**

Principals and vice principals: said it was low and there was a need for more and it was unacceptable. Native Hawaiian students need more role models in education.

Question 16: **What is special about being a native Hawaiian (indigenous) leader that may be of value to Hawaiian Schools?**

Principals and Vice principals: All said it is their connection with the native Hawaiian community.

Question 17: **How do you think the native community (indigenous) perceives native Hawaiian principals?**

Principals and Vice Principals: All said the native Hawaiian community trust native Hawaiian principals and are very positive towards them.

Question 18: **Do you think being a native Hawaiian (indigenous) is a barrier towards becoming a school principal?**

Principals: 33% said no, 44% said yes; 23% said not sure.

Vice Principals: 75% said no and 25% not sure.

Question 19 **Do you think a program for native Hawaiian (indigenous) aspiring towards principal positions would help them become principals?**

Principals: Majority did not know. However, when it was put to them whether there is a need for more Hawaiian principals all did say there is a need for more principals of Hawaiian ancestry.

Vice Principals: Majority did not know not for sure.

Question 20 **Do you see yourself as a role model for other potential native Hawaiian (indigenous) teachers aspiring towards principal's position?**

Principals and Vice Principals: All said yes

Summary*: A program for critical mass of minority teachers needs to be in place if the system is going to provide future leaders for a diverse population.*

Table 1: Themes Identified from the Data Analysis

Themes	Questions
Vice principals need more exposure to leadership development programs.	1, 2 Leadership development
Principal pathway plans need to be engaged early in a teaching career and not left to chance for teachers to be appointed to leadership roles.	3, 4, 5, 12, 13 Leadership pathway
Engagements in leadership development programs toward princpalships will cultivate qualities required for principal's role.	6, 7, 8, 10, 14 Socialisation
Link middle management position (VP/AP/HOD) into leadership development programmes	9, 11 Leadership development
A program for critical mass of minority teachers needs to be in place if the system is going to provide future leaders for a diverse population. With increased globalization, leaders to manage the diversity of culture will be required Northouse (2007).	15,16, 17, 18, 19, 20 Diversity of leaders

CHAPTER FIVE

DISCUSSION

5.0   Introduction

This research investigates conditions surrounding the leadership aspirations of native Hawaiians and Pacific Islanders (PI) working in principal and vice principal positions. It seeks to understand factors, reasonings and explanations of their appointments in Hawaiian schools.

The study also examines the perspectives held by participants about the number of native Hawaiian and PI principals in the Hawaiian education system.

I have highlighted five themes from the literature review and data analysis to explore our understanding of the conditions surrounding such leadership aspirations. The themes and subheadings are as follows:

1. Socialisation process towards leadership
- Successful teaching and leadership experiences
- Peer affirmation
- Leadership development
- Internship
- Higher education and the lifelong learner
- Leadership pathways and succession planning
- Mentoring programme
- Decision making

2. Future Leadership: Preparing Leaders for a Diverse and Global society
- Moral leadership

- Change leadership
- Courageous leadership
- Cultural leadership
- Collaborative leadership
- More native Hawaiian leaders

3. Diversity and Power Sharing
- Being a minority leader
- Family
- Engagement and cultural identity
- Low socio-economic community
- Inclusive workforce

4. Perspectives for aspiring minority leaders
- Professional and management experiences
- Developing personal qualities
- Developing leadership qualities
- Using middle management experiences as training

5. Racism and discrimination
- Inequity
- Professional attitude
- Principals' influence
- Minority perceptions

Socialisation Process towards Leadership

The development of a principal is connected to the notion of socialisation referred to by Merton (1968) and Hart (1993) as the process essential to gaining the skills and dispositions necessary to learn new roles. Hart (1993)

and Schein (1990) identified two elements of this process as professional and organisational. Firstly, professional socialisation teaches a person the skills and dispositions necessary to belong to a particular profession: for example, a school teacher, an administrator or school principal (Duke, Isaacson, Sagor, & Schmuck, 1984; Greenfield, 1985). Secondly, organisational socialisation focuses on learning the skills, knowledge, and dispositions for functioning in a particular social system such as a school (Parkay, Currie, & Rhodes, 1992; Schein, 1990).

The majority of the participants in this study had engaged the socialisation process in the following experiences:

- ***Successful teaching and leadership experiences***

Leadership aspiration is supported by successful teaching and leadership experiences.

P1-*I got my first teaching position in the Windward side here in the island of Oahu at the….elementary school. I taught there for10 years. Then I got an opportunity to be a TA temporary assigned as a vice principal at another elementary school in…. The principal there who I had a relationship with in regards to two high school jobs, asked me to come over to be the temporary assigned vice principal. I was there for three years and then the principal position here became vacant. I applied and was fortunate enough to be appointed to this wonderful school. I've been here now for three and a half years.*

P2-*I have been here for 30 years, as a teacher. As summer school administrator I was involved in a variety of experiences, I started here as a Hawaiian studies teacher, Hawaiian dance, and Hawaiian language. I became a department head in the 1990s, first in performance arts then the*

social studies department. So I started to work with elementary teachers and students during the summer. I did that for about 10 years.

VP 1: *I started off as a police officer for eight and half years. My roles were working with juvenile government and justice providing educational services to the "castrated" (sic) (disenfranchised) youth of Hawaii. Working within that management system I tried and was encouraged to follow more federal guidelines so I worked closely with the federal government to meet those mandates.*

A significant number of principals had very successful teaching and leadership experiences, while vice principals had successful classroom teaching experiences.

- *Peer affirmation*

Peer support and self analysis encourages aspiration to leadership roles even when you do not know it. Surrounding yourself with good people who care about you can lead to the realisation of that aspiration.

P1: *I was more encouraged by many people to go into the program to get my certification. Even going into the administrative program I was very hesitant at first. Being a temporary assigned vice principal, I had no commitment going to the ACE program. As well as here in (my school), the leadership in complex areas (surrounding schools) also strongly encouraged me to pursue this position as a principal. My mentor and principal in elementary school had a plan for me. He really encouraged me throughout my teaching years. Even now he is working with me and supporting me as a principal.*

P3: *My strengths have lead to a pathway that I may not have wanted. There have been many times my complex area superintendent has said that I will be*

the next area complex superintendent. That is something I don't want. They used to say to me that I was going to be the next principal at my current school.

VP1: *I was encouraged by my principal to pursue administration (principal roles) and become a school leader. And it was put to me this way; I have done a lot already, but now in order to continue to do good for the kids I need to go to a principal role. I have been really lucky, I have met some down to earth honest people who have supported me in my professional career. For whatever reasons they have always taken a liking to me as far as being trustworthy and loyal. I demonstrated those characteristics to them and they have always been there for me: past superintendent, past principals, who were not Hawaiian. They have guided me to this day and I still ask questions. They have always been there to support me.*

VP3: *My principal is the guy who has helped me to create a pathway. When I first got to be a vice principal he was supportive. He encouraged me to apply for going on to get my doctors in some way. When I told told him I was accepted at USC, he was my biggest fan. Without a principal who was supportive I don't think I would have done it. He allowed me time to do my studies-; if I needed to leave an hour early just to go to my classes. He allowed me to be flexible with my schedule to some extent. Last term I was on sabbatical and he made sure that I was on task to finish. He has been there to support me.*

A significant number of both principals and vice principals acknowledged the major roles their peers played in helping them achieve their current status.

- *Leadership development*

There is a need for leadership-development program designers to consider how best to attract minority groups into leadership development programs, thereby increasing the number of candidates from these communities in this pool Sanchez et al. (2008). Grogan and Andrews (2002) claimed that "Our current programs no doubt serve quite well those administrators who maintain a traditional approach to leadership" (p. 247). Traditional approaches towards leadership development need to be relevant and inclusive (Young, Petersen, & Short 2002). The focus of leadership development programs should be developing future leaders. Its content should meet and reflect the skills to manage today's and tomorrow's expectations of parents. For minority groups, according to Sanchez et al. (2008), programs failed to teach how various cultures' perceptions of minority leaders might affect their roles, expectations, and potential challenges related to a principal's ethnicity.

P1: *I was asked to go into the ACE programme (*see explanation following). It was a three-year program. It entailed going through a rigorous two-week administration training session; it was a fun time. From there a number of university courses at the University of Hawaii that I engaged in and through those experiences and various mandated workshops that we were asked to attend, I attained my certification as an administrator here in the State of Hawaii.*

P1 also suggests that aspiring principals should complete a leadership program:

I would recommend teachers to the ACE program. I would look for teachers who are taking various leadership roles within the school, whether on the curriculum side, the development of the academic and financial plan or

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having roles outside the classrooms so that they have the opportunity to see the bigger picture on how decisions are made and the ramifications not only in the classroom but at the school level. As well I would recommend teachers to enter through the department's Teacher Leadership Academy in which teacher leaders can take part, helping them to prepare and better themselves as leaders in the school. But most definitely given that teacher opportunity outside the classroom to be a lead teacher.

Participant 5 feels strongly that aspirants become involved in leadership development programmes that are on offer and do not wait till they are in the leadership position.

P5: *In the last 2-3 years at (school) I had entered this AGIS cohort – the first cohort of private school leadership. I entered it not with the intention of becoming principal. Very honestly I entered it thinking at some point I am no longer going to be appealing to the children as a teacher - I'm going to be that old teacher. So what does an old teacher do - an old teacher becomes an administrator (principal).*

*ACE Programme

This is the Hawaii Department of Education pathway to leadership program that teachers can be involved in through the Professional Development and Educational Research Institute Office of Human Resources. ACE stands for 'Administrator Certificate for Excellence'. The goal of the ACE program is to prepare Hawaii's beginning school administrators to meet the expectations of the Department in fulfilling their role and responsibilities in improving student learning in the public school system. The ACE program provides various routes to certification for school administration in the public school. ACE candidates serve for one or two years of on-the-job field experience, depending on their program track, in public schools under the guidance of a

principal. The content of the program is to provide and develop ACE candidates, growth in technical skills and instructional leadership.

The Principals' influence in leadership development is significant in the training of future leaders. Sadly there is inconsistency in the way this influence is provided to vice principals for whom the natural path is that of principal. Some principals have been supportive and helpful in guiding a vice principal so by the time a VP is in the role of principal they would have firsthand experience of some of the key tasks of the position.

P3: *My first principal was very encouraging although it was purely operational. I did not handle curriculum, budgeting, certain things that a principal does. All you do is use the facility and make sure the classroom looks good, discipline and transport. I did monitoring but you are still unsure of what you are doing because you haven't been trained that way. This is what I mean by who you are pairing up with. My second year as a VP I went to a different school, where the principal would tell me I want stuff on professional development on this, let's get evidence on to say whether we need it or not or can you figure out our master calendar so that's when I found out I could do more and more.*

VP3: *You know the biggest advantage I have right now is because my program at USC was tapping into that whole network of resources as well as educators. During my doctoral programme the cohorts that I was with had this network of professors that we could ask questions of and now have them as our network to build capacity. It helps to build capacity not just within our school but in the district as well. I would be able to show to colleagues and other VPs that there is this connection that I have and that becomes really important as far as bridging the communication between those who are in academia and those in the field.*

Studies by Gardiner and Enomoto (2006) suggest the need for leadership development programs to examine the competencies and knowledge required by principals leading multicultural schools. "Leadership preparation programs must better prepare principals, especially minority principals, to address the values, needs, and expectations of diverse communities. Principals who lack such skills and knowledge should be expected to exit the profession early or seek employment in schools more aligned with their skills and knowledge" (p.5).

Young et al. (2008) identify the need for leadership development designers to address the underlying epistemological, pedagogical, and philosophic assumptions that inform their practice: "We must have as a foundation for all of our actions a commitment to the development of leaders who can lead schools that are high performing for all children, regardless of race, ethnicity, gender, class, and so on" (p. 155). Part of this commitment must be that if we are going to increase the number of students from a minority in our leadership courses we need to recognise the issues of race in educational administration preparation programs.

All the participants of this study were engaged in some form of leadership development. They were adamant that aspiring principals should be heavily involved in leadership development.

- *Internship*

An intern program promotes knowledge and experiences sharing within an organisation. An advantage of an intern program appears to be its full use of existing relationship rapport, and its capitalising on staff specialities. As indicated by P2, it provided the opportunity for decision-making refinement and the pursuit of leadership aspiration.

P2: *I was really lucky. I became an administrator intern when I was really young (early 20s) and I interned with another Hawaiian who was in charge of our extension programme. He was in charge of all the programs in the community, sort of a community education controller. He mentored me in education leadership. He gave me a job as a summer school coordinator to coordinate the elementary program for summer school. We have an administrative intern program that was really really good. We were able to intern with leaders, the campus head and the community head that I mentioned earlier on. I was able to have these people serve as mentors and the school paid me for a year to work with them. After that they introduced me to the administrative program summer school coordinators (get your feet wet to see if this is really what you want to do). Then I studied at the University of Colorado and had some great mentors there. We talked about group development, about leadership. So both on the job training and formal education were important for me. My latest thing is completing my Doctorate.*

Some of the participants of this study were engaged in internship programs.

- ***Higher education - life long learner***

Robinson et al. (2009) confirm that school leaders make a critical difference to the quality of schools and the education of young people. It makes a difference to student achievement and well-being. This raises the compelling issue of principal competencies in relation to qualification status. What minimum qualification should one have to be considered a candidate for a school principal position?

P1: *It is a challenge (being a principal) and it is a big paradigm shift for me in thinking and commitment and just trying to be the best for the school.*

VP1: *By chance I had the opportunity to finish the Masters program in counselling. Completing my Masters degree I went in and certified as a teacher so I completed the Department of Education requirement, got my certificate, and I stayed with the at risk youth for the next eight and half years.*

VP3: *I started as teacher in Saipan for three years once I graduated from the University of Hawaii with my BA in English in 92. I moved back to Hawaii in 95 to work on my Masters degree* and *completed my master about 2000. I started working with adults at the University of Phoenix doing some education classes and at Charmade University doing adjunct work so kept ties with higher education as well. In 2007 I was accepted to the USC doctoral program and finished up with my program last May (2009).*

A high quality education qualification is essential for moving on to a principal position. The principals interviewed in this study were highly qualified, and were engaged in high ongoing learning programs either through the system or of their own initiatives. A significant number of participants, both principals and vice principals, had achieved doctoral and masters level qualifications.

Robinson et al. (2009) have identified five dimensions that leaders need to display for greater student achievement. The dimensions suggest that school leaders, particularly the school principal, must be avid learners. Minority students are over-represented in poor achievement data (MOE 2009) and can be addressed with leaders committed to high ongoing learning and not dependent on principalship experiences.

There is no minimum qualification requirement before applying for a principal position in New Zealand schools. A person can become a principal by demonstrating competencies, knowledge and experience to undertake the

role (Ministry of Education, 1998). The professional standard for principals was introduced in 1990 with the view that schools would have the opportunity to be led and managed by high quality professional leaders. A report by the Education Review Office (ERO) in 1996 on professional leadership in primary schools concluded that an effective school was led by an effective leader, cited in Auvaa (2008).

- *Leadership pathway and succession planning*

Crucial to leadership sustainability is the continuous development of leaders and aspiring leaders. Leadership development involves increasing the number of leaders and enhancing and expanding their capabilities and competencies as professionals. It identifies potential talented personnel and guides them towards leadership positions within the profession; it addresses issues in a planned means at a point of entry and exit at a school; it reflects on the past, current and future of the school; and understands the environmental factors that may impact and affect a school in principalship change. As already mentioned, it was a deliberative leadership development program in Australia that enabled Catholics to become principals in Catholic schools (Auvaa, 2008).

Succession planning is defined as a planned, focused and systematic effort made by an organisation to identify, develop, and retain individuals with a range of leadership competencies, who are capable of implementing current and future goals of the organisation (Lacey, 2002). Effective succession planning provides the developmental experiences for potential employees and is based on agreed principles between the employer and employee; it is active at all levels of the organisation (Leibman, Bruer & Maki, 1996). It provides the development of future leaders and the retention of current leaders (Friedman, Hatch & Walker, 1998).

The State of Hawaii Department of Education has a focused plan for aspiring leaders: "Pathway to Leadership". This is a leadership program for teachers wishing to attain principalship and most of the interviewees were engaged in this.

P1: "*Department of Education. I don't know if we are unique but we are one of a few States that I believe has an administrative program within a State program. We had something called the ACE program that I went through. It entails as I mentioned earlier on going through rigorous training at achieving certification not only from the University but from the Department of Education itself. It was a three year program for me. The first year was going straight through the ACE program workshops and classes, the second was a probationary period for two years, there are different tracks for participants that are geared for Deputy/Vice principals and most of the participants that go through this programme are aspiring principals and that will be a two year programme. I was recommended by my principal at that time to enter into the program. Another option is that teachers can apply to be part of the program (Kula went through that program). To my understanding, they have to create a portfolio, take part in some of the interview processes and there is a screening process for these participants to enter into the program.*

- *Mentoring Programme*

Increasing the number of mentoring programs will enhance the number of minority leaders involved in leadership roles. As already noted there is advantage in having same-race mentoring. The challenge facing minority leaders can be eased and overcome by having same-race mentors acting as encouragement and support. Mentoring programmes for minority leaders should be encouraged while students are attending high school and follow them through to university (Auvaa, 2008).

P1: *I had a lot of good mentors and support in the district. As well as support from our complex area superintendent and complex staff which provided the much needed guidance and encouragement and sometimes a shoulder to cry on after making that leap into principalship.*

P6: *But fate would have it that I had a principal who became an excellent mentor to me, who saw all the possibilities because when you can't even imagine it for yourself but someone else can - you know he practically groomed one for principalship. First he offered me a leadership position in the school as teacher coordinator and that's when I had to get out of my comfort zone and think whole school systems (secondary schools). He offered me curriculum positions and after two years one of the assistant principals left that school and he asked me to step in as a Temporary Assigned (TA) Assistant Principal for that school. At the time it was all about doing what was best for the school.*

According to Young et al. (2008) an effective mentor–protégé relationship is empathetic rather than sympathetic-a proactive partnership wherein each participant commits to an equal share of responsibility and commitment to the others success.

P1: *The mentors that I refer to in this interview are really people who are not officially designated as mentors but I look to them as mentors, it's kind of unique in the sense that my mentor was not a principal but he was my teacher in high school. He took a vested interest in guiding me and supporting me as I went through college. he encouraged me to become an elementary teacher. And after I got out of the Department of Education teaching program he hired me immediately as a school teacher and he has been there to support me throughout.*

Having a mentor early in a new principal appointment is likely to assist the new principal overcome normal tensions of the principal role enabling him or her to focus on greater impact conditions on student outcomes like "promoting and participating in teacher learning and development" Robinson et al. (2009). Doubt starts when you do not know what you are doing. Having someone as mentor for a new principal would support the confidence to grow into the role. Students cannot wait for leaders to get their act together. This may take years of trial and error. Uncertainty in leadership indirectly and directly impacts student performance.

P2: *I'm not sure because my first year of being a principal was like my time as being a teacher. It was so hard because I did not know what to do and I did not have somebody to tell me what to do. It was like my first job - nobody tells me what to do - so I kind of have to figure out what to do. There was a lot of doubt in my mind whether this is what I really wanted to do. But then after that it got really easier - and then the direction started to show up for me.*

All participants of this study had mentors supporting and encouraging them towards their principal and vice principal appointments.

Decision making
Lacey (2002) reported that teachers' decisions to apply for principal positions were influenced largely by a variety of factors including reward as incentive or disincentive; teachers' perceptions of the principals' satisfaction on the job; personal qualities such as trustworthiness, good communication skills, gender and ethnicity; and the organisation's succession planning processes. For minority groups, according to McKenley & Gordon's (2002) research on minority ethnic groups in England, it was the lack of network and support as well as that of confidence within the system.

P3: *But it was in my high school year that I saw that people were pushing me towards leadership and either I was too lazy or could not recognise it in myself. But - it eventually happened. I decided that upon graduating from high school. I went to church college in New Zealand and after graduating from there I went back home (Turangi) to do a business class and again the leadership had kind of been there for me to take. I ended up taking the challenge and moved to Australia NZ. I worked at the Stock Exchange. But I felt I needed something more. I came to BYU and wrote my application asking for scholarship and received full scholarship to go to BYU. It wasn't on academic it was simply because of a need they had.*

Decision making is influenced by the wish to share more and influence more in school's direction and when one is no longer willing to tolerate a decision of superiority because of strong personal convictions on issues of importance.

P6: *But I had in that last year - 2 years ago that would be, I started looking at the school through these eyes (mine) when we made decisions about things, we would voice it in the conference room, but anything that went outside that conference room was one voice. When I started to feel like that, I would have made a different choice that's when I said that it was probably time for me to step out of my box and do things. If I feel like I have the ideas and my own vision of a school should be like that this might be the time to leave. I still respected, listened to the things he said but I found myself having more (not disagreement) but I would have to handle it this way. I want to be me. It was really comfortable at that point.*

The participants of this study had engaged in the process of socialisation in a variety of settings. Each experience helped achieve their school principal aspiration.

5.02 Future Leadership: preparing leaders for a diverse society

As noted earlier, minority groups employed at senior leadership roles add to the improvement of students of similar background. There is a need for more minority groups at leadership level (Sanchez et al. 2008).

- *Moral leadership*

Understanding the history of Hawaii is important in a study of leadership approaches and styles of native Hawaiian. All the native Hawaiian principals and vice principals interviewed in this study were unwavering that there is a feeling of injustice that they feel burdened to carry in their roles as school leaders. The majority were very emotional when this topic was brought up. There were some who even apologised for some of the conversation and did not want it to be recorded. It was noticeable that those employed in public schools were very cautious of their views and the researcher respects that. What was highly noticeable was the passionate conviction toward being a moral leader:

P2: *we want the school curriculum to be introduced to and reflect cultural aspects of, native Hawaiian culture. Cultural aspects will underpin everything in the school, not to make it separate but to integrate with 21st century education: technology, cultural leadership, imagination, intuition, critical thinking, all of these kind of things. Our ancestors knew how to do those things and more, and they were survivors and doctors and they were successful in the way they carried on their business. We are also changing some of the things we are looking at with regards to our outcomes for students. We are looking at making this a Hawaiian school. We would like to take that on to the 21st century with our own leadership.*

Moral leadership seeks to influence injustices and inequities through policies and practices. In education the impact for native Hawaiian is for teachers to make education relevant, starting with teaching Hawaiian history.

P8: *I applied for the position because I saw it as an opportunity to be involved in the transformation of the school… since it opened its door we have always been a school for serving Hawaiians. But it was not until the completion of our strategic plan that we began to talk openly about ourselves as a Hawaiian school…. the school that is for Hawaiian is very different from being a Hawaiian school. Throughout most of its existence the school has had its kind of unspoken purpose - the assimilation of native Hawaiian into mainstream Western American society. So the perspective of the school with its history has always been a western perspective. I am actually excited to serve as high school principal at this particular point in time because I have some ideas about elevating the native perspective within the education system. I see this as the opportunity for me to influence the transformation of the school*

P2: *"…. be able to critique the inequities that are happening within the dominant culture. That the way to get them (native Hawaiian) really involved is to make education really relevant for them."*

P4: *Original owners - They wanted to turn the charter vision into a special education school. They wanted to sustain the dysfunctionalism because they were making money out of the State and federal proceeds. This was the organisation that I came to study. This was the organisation that had federal funding to create a charter school. That's how I got involved with them. When I was too good at my job making the school work - they didn't want that - they wanted the school not to be operational. So they fired me and we went to court. The community got behind me. We won. I was put back as principal. They disestablished that organisation. They kicked them out and here we have this*

school. That was 9 years ago. The reason why I got involved in education was when I moved to the Waianae coast because I am not born and raised here. Then I realised that there were these children out on the road till 10 o'clock at night. They weren't being managed and taken care of like my parents took care of me.

Education for native Hawaiian is important to break the cycle of impoverishment.

P4: *"We want our children to access private education. One of the reasons I say that is, when you are from an impoverished community from Waianae - education is such a valuable asset to break the line of poverty. Without a higher level of education you will always be immersed in the way you were born - right.*

All the participants of the study were committed to raising the education standards of the native Hawaiian community. Some are active within group associations and internally within their schools.

- ### *Change Leadership – leading change*

Brown (2005) advocates for the inclusion of African American perspectives in leadership development as a critical element of leadership preparation with the increase of minority population. "Leadership theory, preparation, and practice must be approached from a broader perspective-a perspective that includes the scholarship and knowledge of African Americans. It is important that models of school leadership include paradigms and perspectives articulated by African American scholars and school leaders. It is equally important that such paradigms and perspectives are intended to

address the specific social, political, and educational contexts that affect the education of African American students."

Native Hawaiian principals feel the need to lead change internally and externally to make native Hawaiian relevant to education. A paradigm shift in the profession for the inclusion of Hawaiian culture in education is taking place according to the participants.

P 2: *The transition from a non-Hawaiian leadership to Hawaiian leadership has occurred in the last 10-15 years. A change in the way we select teacher staff members in the school. Prior to this, many non-Hawaiian had been in crucial leadership positions.* The change of leadership meant evaluating practices applied by non-Hawaiian in key leadership positions. *We are also changing some of the things we are looking at with regards to our outcomes for students. We are looking at making this a Hawaiian school.*

Leadership change requires new leaders to examine student outcomes. Currently native Hawaiian students perform at the bottom of reading and maths in State-wide testing. They are also the worst performers in economic indicators for welfare and economic status.

To quote P2 again *: technology, cultural leadership, imagination, intuition, critical thinking- all of these kinds of thing we think, I mean our ancestors knew how to do those things and more, and they were survivors and doctors and they were successful in the way they carried on their business.*

If native Hawaiians are going to improve then there is a need to educate leaders that are directly involved with them.

P7: *We are working on programs that try to assist educators in better helping support native Hawaiian learners in public sectors from pre-schools to colleges. We are here to encourage folks more strategies, more curriculum work, instruction, assessment tools that are geared toward helping support the native Hawaiian learner. Here it's more insuring working with other leaders. I do more of negotiating with public school principals, complex areas superintendent; I do some training for teachers. In this case we run a couple of programs with DOE and in that context we also supply a set of funds to help support the growth of what we call culture base education. Education that looks at curriculum instruction and assessment from Hawaiian based perspectives. Our public sector support is moving towards more support for Hawaiian children. And there are great reasons for that (show me the student achievements in reading and numeracy-performances of Hawaiian students 2003 - Hawaiian students were at the bottom for both math and reading HSA) Hawaiian are at the bottom of every sector in every category.*

The majority of participants see their role as leading change internally and externally for the benefits of native Hawaiians.

- *Courageous leadership*

Leadership courage is required to make a deliberate change. Leadership is required in policy direction affecting perceptions on native Hawaiian.

P2: *I already knew I wanted to go into leadership I came here about 31 years ago and became a teacher. Also I experienced the fact that if you were not sitting here at the table (referring to decision making as principal) - then somebody is going to have you for dinner. So basically you have to be sitting at the table to make decisions about how the school – what path the school was going to take.*

Leadership aspiration is about making decisions and committing to them. It is driven by personal conviction informed by empirical experience and events of some type. Understanding varying degrees of influence in leadership positions like that of principal is a strong driver of leadership aspiration. Being a vice principal does have a degree of influence; however, being a principal has a far greater influence.

P2: *Once I became principal I was able to sit down with the leaders of the entire school system. Once you are able to sit down at the table and make decisions and have input into decision making, you can talk about things like Hawaiian school, cultural identity, cultural development, how students look to have role models in their education, knowing that Hawaiian is a first class language, not a second class language. Things like these are very very important in building the esteem and confidence of other teachers and aspiring leaders.*

All participants of this study have shown the courage to achieve a principal position. Some have shown the courage to make significant changes in curriculum, particularly making it relevant to native Hawaiian.

- *Cultural Leadership*

Fisher (1998) claimed that principals from a Hispanic background had a positive effect engaging with the Hispanic community because they knew the language and understood best practices to reach that community. The parents responded because they were able to understand the school system through one of their own explaining it to them. The Hispanic principals had a unique approach that parents responded to, resulting in support for their children (Reitzug & Patterson, 1998). Hispanic principals connected with their own community significantly better because they were culturally more responsive. Magdaleno (2006,) found that "Latino leaders, because of their

inherent diversity and humanistic values, are strategically poised to help create a culturally accessible and compassionate society that values people and community before material wealth and individual advancement" (p. 13).

Cultural identity is an essential part of growing confidently and being an active member of society. Cultural leadership contributes to a student's attitude to schools by indicating that the leader is like them. There is the rapport established from the leader's knowledge of that community. Such rapport leads to meaningful engagement with parents that, according to research, is significant in student achievement. Role modelling of what is possible is also established with students of such groups and for native Hawaiian this is crucial in that the message of a good education is vital for their future.

P2: *People who are able to know the value of cultural identity and the value that it plays in having student succeed. Because many of our students are given role models that don't fit with them. And so I think if given the proper role model they will see more relevance to their education*

P6: *Because I am not a "matai"* material - we are back of the house people. But I understand that part of my role is to be that kind of a leader (matai) and to be really thinking along the line of working as a community which I understand to help our children. The kids knew early on that I was about their safety first and their success. They knew I was sincere. It was always about relationships. So they would know when somebody brings something contraband to school. They would come to me - they would be scared - they would say-you know Ms - I know you would talk to us about safety and success – I got to tell you that so and so brought something to school etc etc. Somehow it always ends up in a crying session.*

*Matai means 'Chief' in the Samoan leadership structure. They control family, villages, government in Samoa. The 'Faamatai a Samoa' is the Samoan chiefly system.

There is no culture or identity without language. Native Hawaiian should be confident in who they are without the continuing discrimination of the system through the ignoring of their language.

P2: *And, what we have to evolve (change) to realise is that, native language is very very important for identity, cultural identity. We have to help them be an anchor in one culture and from there expand into the other world. Basically be very very firm in your own world view before you look out and work with others and really add to the world as Hawaiian.*
Cultural leadership includes deep understanding of the culture.

P5: *… it would be difficult to be a principal of (school) if you didn't have a clear and deep understanding of the culture because families are different. And so I think you've got to have the cultural relevance and understanding of the demographic in which you lead. So native Hawaiian or Manhattan NY. I think you not only have to have spent time there but you have to have deep understanding of the cultural underpinnings of the demographics. There is something - and so I do, think I do it is important that you are of Hawaiian ancestry. I think it would be difficult if you weren't.*

Cultural leadership facilitates a culturally responsive curriculum, relevant to the cultural identity and values of that community.

P8: *The history (moolelo) and stories of this place are the inspiration for what we do with these students. We're saying the kapala and the auapuaa,-their stories and history about this place that are instructive about what we should*

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be doing with our students. There is something that happens in term of leadership in this auapuaa that's also instructive that we should be doing with our students. We want our students to get connected to this place, and not just have a school where you come and go same thing with faculty members. There are stories here that come from our people and culture that are instructive of what we should do. We also look to the wisdom of our elders and our kupuna in terms of trying to shape the content of our programs. What we are working on now is trying to take that and infuse it with Western standards and create our own hybrid standard built with native wisdom and native perspective.

VP1: *"My preference is to work more on a location with higher demands for native Hawaiians, the homesteads are like reservations for the Hawaiian so I would be closer to them where the higher population are.*

All the participants embraced native Hawaiian culture as essential component of the education system. They are very clear about how culture should be part of system and the type of contribution that it could make for native Hawaiian students attitude towards education.

5.03   Increase the number of native Hawaiian Principals

Research suggests, as already discussed in this report, the need for ethnic-specific leaders to be increased and encouraged in US and UK schools. There are benefits and positive outcomes that are generated by having more diverse leaders than not. There is also the need to recognise leadership approaches, relevant to culture and identity within the increased mixed and multi-cultural population experience in the US.

P2: *I know that the number of Hawaiian students in the public school system is very very large and yet the success rate is not inconsummate with the*

number of kids that are there. I know some of the Hawaiian principals and they make a big difference in their schools.

P4: "*I would be lying if I did not say I want more ethnically Hawaiian principals or even Pacific Islanders being involved in the guidance and the administrating of our education. There is a need for more native Hawaiian teachers because we live in Hawaii. As I suggested earlier, predominantly the reason our faculty in this school is successful is because they look like the student body. And that was one of the things that was brought up in all the reports previous to me writing my thesis, that you could not find enough Hawaiian teachers.*

An increase of native Hawaiian principals will help break down stereotypes formed in the minds of native Hawaiian students.

P4: The *challenge is to dispel the stereotypes that are in the eyes of the student body because they are the future of this community and this State. So if you create a positive image because you happen to be their principal when they were going to school - it has lifelong impact on them. They see people that look like them that can be positive role models and they can say, you know what, I can do that because I know of a man or a woman that did it. And I think that that's what education is about. It's about breaking stereotypes and it's about providing insight into something maybe a child or a parent of that child thought was impossible. I think that's the value of having Hawaiian as leaders in education. Because there is nothing greater that an education grounded in reality and the possibility of what can happen if you are educated. That is the gift to the child.*

VP2: *There is impact when students see one of their own in leadership. If you look at our demographics of faculty and staff - 90% are native Hawaiian with*

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local ancestry – and a lot of them are from within the school community. A lot parents respond by wanting their children to come here because of the staffing. They know they are local staffing on board as good role models for their children. We have a lot of males - and lot of families in the community do come from single homes (mostly mothers) – they don't have the role models.

Because of the small number of native Hawaiian principals the native Hawaiian themselves are surprised when one of their own achieves a principal position.

P4: *I think they are exceptions to the norm. What I mean is many people are surprised that principal is my occupation. They assume I am a police officer or fireman. My VP and I often giggle, because of his large size people think that he is my body guard when we are walking around - and we laugh because that is obviously what they are thinking. That's why I say it's an exception to the norm. Many people when they ask what I do - are very surprised. That is something stereotypical in how they perceive us.*

VP3: *I believe that there is a definitely a need. It's funny I mentioned earlier before we started the interview that much of it is tied to the family dynamics and I truly believe this and how much education is valued in the family. So as we start to shape the views of students and how they see education and form secondary options that are possibilities for them and as that really become part of their understanding of schooling, I think we will start to see that spiral up. More students and more educators of part Hawaiian ethnicity will become leaders. That is my dream that my students will become in my role some day.*

Native Hawaiian leaders add their rich environment to the education landscape (Harris et al, 2003).

P5: *Personally in my opinion as a culture we bring to the job understanding of 'kuleana' of responsibility to each other. I think as native Hawaiian, somehow we bring to the leadership position, no matter where we are at, a very rich and positive addition. So yeah - I think it would be beneficial to any school to have someone of our cultural background.*

VP2: *There is definitely a need to have more locals and native Hawaiian principals in the school. It goes back to what I said earlier in regard to demographics of schools in what the students see, what the teachers see. I would say definitely more native Hawaiian principals in communities such as this one.*

More minority principals encourage the confidence of minority groups to apply for principal positions. It suggests that "because he/she is like me it can be done". Conversely when there is only a handful it creates a perception of doubt in their ability to do the job.

P6: *Do you see many administrators who look like me and Cherry (VP). And that would be the deterrent. I question myself every time. For example this summer. The professional development people at the DOE ask me to come and train the incoming administrators…. They see something in me. I'm not sure what it is. I am not confident about what it is they see in me. I don't want to be a token, but then if I have something to offer, I am not going to say no. When I question them they said that superintendents felt I could do a good job so they invited me to do so.*

P6: *I am going to say in a story - how my dad would say:*
I sat with my complex superintendent at an achievement luncheon last year. A teacher at a Hawaiian charter school came up to her and was practically

crying - she cried and she thanked that person who was her principal in elementary school for been Hawaiian person in that position.

Because I think in her psyche as Hawaiian child, to see a person in the public school, not kamemaha school, that wasn't a problem, but in a public school she appreciated the fact that that person was her principal because it made her think that is a possibility for me and that I think is the most important thing that is part of that need.

VP1: *As far as student achievement for native Hawaiian people I think if I do take on the principal or a vice principal in a need area like a homestead area then yes I will make an immediate impact; my philosophy is that if they see that an educated Hawaiian person can make it, there are no excuses. I grew up in a homestead area. You kind of grew up thinking with a defeatist syndrome that you cannot do this. Opening up new barrier and new beliefs and dreams would help student achieving, hey, because if I work hard I can do it too now. For me being Hawaiian ancestry is a little more palatable to the culture and family that live there; it's coming from me they have a little more trust in me.*

VP2: *The benefits for a school like that to have me are I can see where the students came from. I understand them. Depending on the type of sustainable faculties that you have too. That is a big plus. I could be a role model for students like me. For me looking at the way I grew up and my upbringing_I connect with those students and their families.*

VP3: *My mum was a single mum. When I was a teenager we married into a local Chinese Hawaiian family who valued education. When I first told my mum I wanted to go to college (university) because my counsellor said so my mother said no we can't afford to - but we ended working it out. Being part Hawaiian female it really does set an example for perhaps other people. We*

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were living on the food stamps. I can identify with the challenges many of our students have here in Hawaii. So I was the first generation of my family to graduate from high school. I have a sibling who also became an educator and she graduated from college as well. And all because my mum pushed education. So I can relate to that, I can share that experience with other students as well as faculty members. You can do it. If I can do it you can do it. Anybody can do it so it becomes constantly modelling for others to see that it is possible.

All the participants feel strongly for the need for more Hawaiian principals and see it making a positive contribution to a better working society.

5.04 Diversity and Power Sharing

Research suggests that as populations are becoming more and more diverse an increase of understanding of diversity is required for schools and the type of leaders required for such schools in the future. Consequently power sharing amongst groups will also need to be understood for a harmonious environment.

- *Being a minority leader*

Minority groups have to do better at what is considered by the dominant culture as acceptable. They have also to prove to their own community their value as well. According to Harris, Muijs & Crawford (2003b) in their Literature Review for the National College for School Leadership (NCSL) there is a real challenge attracting minority groups to leadership development programs and "There needs to be an acknowledgement of the difficulties they face and specific introductory and support programmes for those who are considering career moves" (p.4) as well as "More research into the particular development needs of these groups is required to ensure that future provision is relevant, appropriate and ultimately effective" (p.4).

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P2: *I don't know if this is politically correct. I think that for people who are not of a dominant culture, you sort of have to know the dominant cultural game really really well and succeed in that and also be able to be adept in your own culture also. So it's almost like you have to be better than the person coming from the dominant culture because you sort of have to get your doctorate and you have to get this paper. You have to have the dominant cultural game down pat, you have to have the language – you know the English language, you have to know how to write and then you have to have your cultural identity intact.*

VP1: " *It is exciting and a new challenge for me and as a native Hawaiian and a Polynesian I need to try harder at everything I do, I need to be a little better than the next person. I don't know what it is I think as a Hawaiian and tracing my genealogy to the first settler to Hawaii I think we have always had a stigma about education as far as Hawaiian - education was looked at something we could not do it was looked at pretty bad, They took away our land and it was illegal to speak our native language. Not since the last fifteen years have we been integrating our language into society since the renaissance, the Hawaiian renaissance.*"

The majority of the participants admitted that being of a minority group is a challenge that is often not understood. Subsequently they are stereotyped and have been unfairly treated. Much education is required to ensure that provision of equality of opportunities is provided for this group.

- *Family 'Ohana'*

The family, for native Hawaiian, is the source of all development. It is the source of socialisation and character development. The ohana extends beyond the concept of a nuclear family. It provides resources for learning and social networking, and provides a sense of security for the children. The child is

exposed to intergenerational parenting, grandparents – grandchildren, younger siblings and older siblings. This process of interaction and dependency is part of the socialisation of the child within the family. The ohana is the conduit of culture tradition and values (Lee, 2005).

P2: *I work with young people and sometimes I sit down with them and they ask me what do you do to have an office like this. I tell them I study, I like school, I try to get along with all my teachers, I try to follow the rules but at the same time I know what I have to add is really important, so what you have to add to your classroom is really really important - so never ever think what your family teaches you is not important, it's very very important and you need to add that in everything else that is happening here at school.*"

VP1: *My direct support is well grounded in my own family being supported in everything right and wrong that I do, and knowing that I am well supported' and knowing I can always turn to my family, has never hindered me in anything I've done. I know that I could always return to my family and they love me no matter what. When I talk about family I talk about my culture, my people, my friends, everybody. I feel supported in that way."*

An educational role model for native Hawaiian students is about being connected with first hand experiences and knowledge of native Hawaiian family-the ohana. A Native Hawaiian Educational Role model for native Hawaiian students understands the value and important of family (aina) for native Hawaiian. Decision making is influence by family role models and upbringing. Leadership development starts at the family.

P5: *But this opportunity offered me some of the things that I shared with my dad. He was your typical (native Hawaiian) student who came from a*

neighbouring island, dysfunctional family; the (school) made my father who he was. While I couldn't come here because I couldn't get in, I felt there was some way that I could give back for the tremendous father that I had. I had an incredible father. So for me to be able to give back - I thought that was my reason, that's why I'm going there, because of the incredible lifetime that I had with my dad. So it's been incredibly challenging. I'm entering my fourth year. My dad was a strong community leader. Getting involved in a very young age with his campaign, his office, involved in the community. You didn't question anything, that you just did it. That's where it started.

All the participants of this study agree that for minority ethnic groups family is critical to their survival. The concept of family is not the nuclear family but that of extended grouping. Individuals are expected to play key roles in extended families with the hope that all in the family will do well. Leadership and character development starts in the family.

- ***Engagement and Cultural identity***

A minority school principal connects better with a minority community (Fisher, 1998).

Knowledge and understanding of the Hawaiian culture becomes a key condition for establishing trust with the non-native Hawaiian community. Native Hawaiian recognise the principal position as an important role. A condition for improving student achievement is the establishment of meaningful engagement occurring with the community. All the participants of this study said that connectedness and a shared cultural identity with the community was a key component of student success.

P1: *My experience there in regards to how the community and parents look toward administrators (principals). First you need to build trust in the community. Administrators/principals are looked on somewhat of a separate*

entity which the native community tends to keep a distance from. They tend to look from the outside. They will approach principals /administrators if there is an issue at hand in regards to student behaviour. And for the most part if you as the principal has built trust that sense of trust is what they really respect and honour. They tend to leave education up to the principal and the teachers in the school and not really involved with the educational components. Their community trusted the teachers and administrator for the achievements of their students.

Cultural identity with school helps with community connection: The community come to school because they feel they can: because "I am like them".

P3: *I have used a lot of the influences that I had in my own upbringing, my own life story to relate it to the locals and how they are. Hawaiian people look up to the Maori people because of the land issues and the language and now there is a resurgence of culture. Hey kind of follow us . I have a lot of… the Hawaiian people.*

School programs should be inclusive of Hawaiian values. A point made by (Parker 2001) was that "parents in the community wonder if the problems of cultural needs help the dropout rate and high absenteeism rates for native Hawaiian students that are much higher than the state averages". (p.7).

P2: *You know I ask that question and most of the time I would say 98% is very very positive. Every once in a while someone has questions either about credential of school direction - more dominant culture oriented. We are moving to the point where we find that we have to integrate cultural identity. My doctoral dissertation was about cultural identity and how it is a positive*

factor in student success. I took a look at a whole different bunch of factors like student engagement, character development, standardised testing, attendances and grades to see if a higher level of cultural identity also meant a higher level of these positive aspects of school success. What I found was that quantitatively it does make a significant difference whether or not you had higher cultural identity and in the school that has a high cultural identity your student success rate was much higher than with one with low cultural identity.

P3: *We have 46% Hawaiian kids. Rest Asian, Tongan, Samoan etc. As a Hawaiian principal you can connect with families a lot more. I have a lot of local families around. They are Hawaiian that are disadvantaged and so they are low socio economic. Now as a Maori I have been able to say ok now I understand where you are coming, from I too know what culture is, I too know what te reo is and how you are building up and the philosophies and the kuleana of the Hawaiian philosophies into schools. I know what you are saying. They make that bridge between Maori and Hawaiian. Being able to bridge that has been hugely beneficial for me. So I have parents come up and greet me Kia ora, aloha, they know I am just a little bit different compared to my counterpart here in the complex.*

Cultural identity is a condition for developing confidence for ethnic minority groups aspiring to leadership positions.

P3: *But I knew the key factor was culture (kapahaka) knowing the tikanga of the marae. And this perpetuated in what I do and because I am Maori and Irish and I am married to a Samoan who is very strong in his own culture we have got a nice blend of understanding all different ethnicities.*

It does make a difference in attitudinal change when you relate the culture to school. When cultural values are used to make a point about students behaviour or work ethic the students respond because they can relate and understand its context. Consequently there are fewer behavioural problems and disruptions. The change of attitude means greater time in engagement with teaching and learning.

P3: *It could possibly make a change for one child. For one child is good enough for me. I do know when I talk to kids about the discipline kind point of view. If it is in discipline I go to their names. What does your name mean in Hawaiian? One kid said it was guardians of the heaven. Who are you close to. I am close to my nana or grandma. So I make those connections and also we have to walk around our campus being proud. You think your grandma is looking down on you and your name means kaitane – which is the guardian of the heaven she is looking down at you and you are getting in trouble.*

There is a need for more native Hawaiian principals to support meaningful engagement with the community. If the connection is made quickly, the teacher can focus on means of improving student progress.

P3: *It's because the connection is made a little fast and we don't lose as many kids. Like speaking about that one child we had in our conversation. I watched his stats as he goes up HSA, the boy came in and he was a failing student. He walks out and he's proficient.*

The connection with people "like them" is a starting point for dealing with conditions of student experience at home and environment conducive to teaching and learning.

P3: *I think there are a whole lot of other things going on but it certainly has given me thought to think that maybe he is thinking more so about himself as a young man and his family, ready to take the next phase of his journey. To make life good for him and his family.*

- ***Low socio-economic community***

Ethnic communities seem to concentrate in specific areas. These communities generally are low socio economic, high unemployment, fewer skills and mostly in rental accommodation. Houses are overcrowded with high crime statistics. The students from such communities have high needs that require high level teacher specialty generally reflected in the level of teacher qualification. The native Hawaiian community appears to follow the same pattern with Pacific migrants (Cardno et al., 2010). The leaders of schools in such communities have their own challenges.

P4: *One of the challenges of working at the Waianae coast is the failure of the educational mechanism (system) to sustain school staff (faculty). Leadership at times is often blamed for their inability to sustain a consistent faculty. As I wrote in my thesis research, I discovered all these excuses for why education was failing the Waianae coast. Waianae is considered the most impoverished, dysfunctional community in the State of Hawaii. And the achievement scores reflect that. My whole thesis was if you had a really organised school with a sustainable faculty (staff) and with a complete (whole) school curriculum that had initiative to it and believe in the children you could change the dynamic for the Waianae community.*

The impact of teacher movement in a low socio economic community is felt by students and community with instability in both student learning and connection with the community. The problems with teachers in the area are that they have no understanding of Hawaiian children, culture and people.

They are all non-Native Hawaiian coming from the mainland for a short time then leaving after a short stay at the school. Many are new teachers who use working in a predominantly native Hawaiian school to improve their profile as teachers, then moving on to better resourced schools and taking with them the benefits of working with a native Hawaiian community. New teachers come again and start the same cycle.

P4: *One of the biggest complaints of the educational mechanism here is they bring out all the teachers from the mainland - all the Caucasian teachers that have no familiarity with the local flavour or local culture.*

Making teaching appointments based on the demographics of student population enhances benefits through positive attitude towards learning at schools. As native Hawaiian teachers they improve relationships with students, parents and community.

P4: *92% of my students are ethnically Hawaiian. So I prepared the faculty to be a mirror image of the student body - thus there is a lack of adversary relationship between the parents, it's kind of hard to get mad to someone who looks just like you. They know that our faculties (staff) care for the students. Parents choose to come here.*

Some of the participants felt very strongly that there was not enough care in decision making at the macro level with schools that have been identified as low socio economic status.

- *Inclusive workforce*

Communities without minority associations or other minority teachers will have difficulty attracting new minority candidates. Minority teacher

recruitment, retention, and development efforts are critical to increase future minority leadership.

P5: *Well if we are at all interested in maintaining the Hawaiian culture or continuing for the culture to flourish then yeah. There has to be that presence in leadership.*

The majority of the participants accept the need for more native Hawaiian principals in the system. What is not so clear cut is how such numbers could be attained.

5.05 Perspectives for aspiring minority leaders

Participants were adamant that aspiring leaders should seek every available opportunity to develop leadership skills and personal qualities, while at the same time continuing to apply for principal positions.

- ***Develop professional and management skill***

P1: *I started off as a coach. I was a high school assistant coach at … high school …. I did that for 4 years at the high school level. As well I was given the opportunity to assist at summer school as an assistant director.*

Having the right person in those leadership opportunities provided support to fulfil the leadership expectations

My principal at … gave me plenty of opportunities as a teacher to take on leadership roles as far as departments' head grade level This provided me the opportunity to oversee and understand the gambit (strategies) of leadership in

working with employees and students from different levels, and with parents and the community.

- ***Develop personal qualities***

The personalities of principal candidates contribute significantly to decision making, making leadership aspiration a reality.

P1: *I think it's the nature of the challenge. I enjoy challenges (my personality) and the opportunity to compete. To make an impact (influence/impression) on kids and, I constantly seek ways to improve schools and students performances. I have young kids and I value their education. I want to do what is right for kids just a I would my own three kids.*

P3: *First of all for me it was relationships, that was the biggest thing. And if you could form a relationship with a child parent teacher then you are half way there. The second one would be to understand and to articulate well (communication).*

- ***Develop leadership qualities***

Leadership qualities can be developed.

P1: *First and foremost is being able to build relationships, being able to work with others and working collaboratively with others. Without the relationships no matter how smart you are those things will go by the wayside as far as leadership goes. The second piece is commitment, being able to provide commitment for your staff and your students. The third one is being able to reflect and to be a lifelong learner because you need to continuously improve your practice, and you need to really analyse and reflect on decisions that you*

*make, systems that you build within the school constantly. Reflection will
ensure that you continuously improve.*

- ***Middle management experiences as training opportunities***

The natural pathway towards principalship is a direct move from an AP/DP
position (James & Whiting, 1998; Draper & McMichael, 1998):

P1 *It was helpful definitely. Learning about the different aspects of
administration, instructional piece, relationship piece, building school
community and professionalism. those are the factors I looked at during my
assistant principal experience and mentoring role.*

5.06 Racial bias and discrimination

As noted earlier racial prejudices and discrimination occurring in many forms
are barriers to progress for many minority goups. Recognition and
acknowledgement of these conditions should be reflected in policy and
development practices and programs.

- *Inequity*

Inequity continues to influence the slow progress of minority in leadership
roles in spite of "the ideology in the US that espouses the belief of widespread
opportunity, individual responsibility, an equitable application of justice, and
encourages us to treat all people as individuals". Many scholars are arguing
that race influences social perceptions, attitudes, and behaviours in ways
that place members of certain racial minority groups at a disadvantage
(Fluehr-Lobban, 2006). Research suggests that this inequity occurs in formal
and informal educational settings throughout the United States (Delpit,

1995; Miller, 1995) and that race influences attitudes and behaviours of educational administrators in the nation's public schools.

Qualities for a native Hawaiian aspiring principal appear to be much higher compared to that of a non-Hawaiian. It appears they have to be confident in both the dominant culture and the native Hawaiian culture. There appears to be a feeling they have to prove themselves above others if they are to be native Hawaiian principals as role models for the native Hawaiian community.

P2: *My headmaster Dr….. When I applied for this job I thought that somebody else was going to win with better credentials. He told me when he hired me, we want you because you have the pakeha or the dominant cultural credential but you also have the credential (as Hawaiian) with regards to language, culture; and history. That was the reason I was hired - it became a plus not a minus.*

The three qualities for a native Hawaiian candidate for a principal position seem to be higher qualification, fitting the perception of the dominant culture and fitting the need for a native Hawaiian profile to be an administrator. These are substantial qualities, regardless of other generic, personal, and professional qualities required of a principal candidates.

P8: *I think that my ideal as a native Hawaiian principal has an understanding of the culture and the language of native Hawaiian. I would have to say for myself that my training has been primarily Western. When I was in graduate school I became fluent in Russian and Polish language as I lived in Europe. I had a Fulbright Scholarship to do research in Warsaw Poland when I was working on a Doctorate in Kansas University. My grandmother was a graduate of the school here. She was a native speaker of Hawaiian and when she came to the school here people who were able to speak native Hawaiian were not permitted to do so, in fact they were punished for*

speaking Hawaiian. … years later I found myself visiting the Cook Islands and Tahiti and finding myself embarrassed that people there were speaking their language and I was not able to speak my own. I came back and embarked on a study of Hawaiian language to the point of gaining fluency and composing songs in Hawaiian. One of the things that I realise is you can't fully understand the culture without learning the language. Because the language reflects the culture. The culture is embedded in the thinking and understanding immersed within the language. So I guess in my mind ideally a native Hawaiian school leader would have firm footings in both the culture and the language.

The majority of the participants feel the need to be successful principals and role models. They acknowledge there is racial discrimination and racial bias within the system. Much work is required by leaders of the school system to eliminate its existence.

- *Professional attitude*

Professional influence can be damaging to individual self esteem, reinforcing stereotypical attitudes and having a long lasting effect on minority engagement in society. Such experience is reflected in the following:

P2: *When I first came here, Hawaiian language was sort of looked down upon. If children were registered for Hawaiian language they were thought of and regarded as in the industrial education. And they were not able to go to college. Even some of our counsellors would always tell them "don't take Hawaiian language because it's not recognised by say the American colleges or the US college systems. So they would always tell them to take Spanish, French or Japanese.*

P3: *You know since I have been a principal perceptions have changed too. Because when I first went to teachers training college here it was you will never get a job because your last name is not Japanese. You can't get in to DOE unless you are Japanese. And that was so true. It was hard to get in. And it wasn't because the jobs weren't available its just because of biases and prejudices.*

VP3: *Do you think the system is prejudiced against native Hawaiian or discriminated against them? I personally think it still exists. The reasons why I think it still exists is because of the way learning is happening in administration. It's still this didactic system in which they throw things at you and it's still this kind of hierarchy in the way leaders are being instructed. You go to training, to this kind of select knowledge bank and here "I am going to get the information to you. It's not a holistic learning approach, it is a sporadic approach. I see that as one key way if, you are having administrator training in this kind of hierarchy structure, then you are still fostering that. I think, until such time that administrators learn from each other, "there is this wealth of knowledge" rather than being brought in to them, the system is not really going to change. So yeah there is a lot of prejudice and I don't think they trust the voices from native Hawaiian in these kind of training roles or roles in which they can select people to go into administration, they can be on these panels and committee that selects and opening up these funnels. So I don't think that is happening. I don't see that in the current system."*

Research on school leadership has identified that principals have a significant effect on student achievement and well-being MOE (2009). The principal as a key stakeholder facilitates, promotes and enables (as much within its responsibilities and accountabilities) environmental conditions conducive to student learning, well-being and performance of the

organisation. Positive experiences by students can have long lasting effects; conversely the same would be true of negative experiences.

P2: *Linking to leadership-would a native Hawaiian principal have an impact on the performance of a native Hawaiian student? –* My perception (without research*) is it is important for the student to find value there (student achievements). Younger children need an experience where they have a lot of positive interaction with educators and educators can be of any race. It doesn't matter. But the experiences themselves have to be very very positive, have to be things that set the foundation so that when the children matriculate through the school, and when times gets tough they rely on these experiences which are very very positive to get them through the educational system. … A lot of native Hawaiian when they come to school they find the opposite is true. Some of them experience prejudices, some of them experience unpleasant people and so turns them off education. And leaders can be like that too. We can be obstacles to their success."*

- *Minority perceptions*

As a minority you feel you are being perceived differently by the dominant culture although this may be unwarranted.

P6: *I had this uncomfortable feeling because there is not somebody who looks like me in the organisation. I felt that acutely this year. Part of my professional development plan, I belong to a national organisation called ASCD as a director. Although it was held at Kamehameha School nobody else on the Board look likes me. I went there because I wanted to continue my own PD above and beyond what the DOE offered. And I also believe in giving back to the community which is very cultural as well. I remember feeling distinctly uncomfortable – not that anybody made me feel that way but its just years of*

watching my own back. I don't know how else to say except I tell people all the time - do you know a lot of people who look like me in this kind of position. I don't look at myself as a trailblazer or whatever but because I see myself as really developing kind of a new pathway for people who look like me then I know it's not just me doing a good job – it's me doing a good job for a whole bunch of people.

VP1: *It's twofold the perception is you will never get to be a principal and as far as seeing me as an administrator or in the school leadership role I think it gives the message that what we believed before is changing and we need to start changing towards believing that we can do certain things, we are not just held to labour jobs anymore; we can be administrators we can be leaders, being a policeman we can do stuff that we never thought we can do before."*

VP2: (on applying for a principal job) *The main factor for me would be demographics of the school that I would be serving in regard to that principalship. If it is in town - I would not apply for it. If it is somewhere in the central side or west of Oahu – where I know there is huge population of native Hawaiian and Polynesian, those are the schools I can identify with in relation to where I grew up and the kind of need I had and how I can give back to that community. It would be a real struggle for me to be in a school that is not predominantly native Hawaiian/Polynesian.*

VP3: (on correlation of leaders to student population) *I guess my view is that much of leadership should be reflective of the student population (That is not being prejudiced in any way because–my husband is from Boston –that is as a disclaimer.) I think there is something that being able to relate to students of similar ethnic background. I'm kind of being on the fence with this to some extent because again people who may not be ethnically of the same background*

can perhaps shed some perspective that you otherwise reviewed. Is that a politically correct response?

The impact of colonisation is still felt strongly, as reflected in these three final interviewee quotes.

P8: *I think that native Hawaiians have not only been colonised physically, as true of many indigenous people, our minds have been colonised. It influences the way we see the world and so it's really been only since embarking in my study of Hawaiian language that I have come to realise that there are other ways of looking at things and you know I think it's important that natives speak for themselves.*

P9: *Some of us have been here from the beginning; we're physically, emotionally and mentally tired. It's like having been beaten up for doing what we believe is right for our people. Colonisation, assimilation – all of that is dragging us through – it's like being fornicated again. I had a teacher going down to registration and actually said to them 'fornication'. The next time I saw some of the guys - they said your teacher came down here and talked fornication and I said "and she right". You just won't admit that's what you do constantly. So its unspoken - nobody says it. So many of our friends will just sit in front of the registration and say "thank you for your support" and be all nice. What support? Year after year you take the money away.*

P8: *You know if I speak why it is important to revitalise the culture and language of native Hawaiian - I can do so with credibility because it has to do with pain of my people. It's my people's pain, its native people's pain, its native people who are the ones who need to speak for themselves. For so long we have others that have spoken for us and made decisions for us. I don't fault any --- intent in term of what is happening. I think that the leaders who have*

preceded me here at school have done what they believe was the best thing for our native people. But the time has to change and things have to change now, I believe so that we become our voice for our own destiny and are able to speak for ourselves. And so I think it is important that native Hawaiian kids have native Hawaiian educational leaders who are speaking for them and making decisions.

A significant number of the participants of this study consider racial and discrimination issues a barrier for minority groups aspiring toward leadership position, an issue highlighted at the professional and personal levels.

5.07 Conclusion

This chapter has highlighted five themes from the literature review and data analysis to explore our understanding of the conditions surrounding leadership aspiration of native Hawaiian and Pacific Islanders working in principal and vice principal positions. From this discussion I have presented my "21st Century Leadership Model: Leaders for a Diverse Society:" in the next and final chapter of this report.

CHAPTER SIX

6.01   Conclusion and Recommendations

The final chapter highlights key findings of the study to draw conclusions. Recommendations are made and limitations of the study are identified to provide the basis for further research.

To repeat the originally stated aims of the research:

1. To examine stories and experiences of native Hawaiians and PIs in principal and vice principal positions to see how they may provide insight to the aspirations of ethnic minority groups in New Zealand.
2. To examine the conditions surrounding their aspirations towards principalship and their perspectives about encouraging aspiring minority groups towards leadership and especially principal's positions, and relate these to conditions in New Zealand
3. To determine the impact of these stories and experiences on their decision making on becoming principals and investigating factors impacting their decision making to apply for a principal role.

6.02   Conclusions of this Research

- *Vice principals need more leadership development programs*

A significant finding of this research was that eighty-nine percent of the principals interviewed attributed their achievement of principal positions to successful leadership roles and development, while seventy-five percent of the vice principals had very limited leadership development and experiences. Minority ethnic groups, particularly those working as vice principals need

relevant leadership development to encourage them to consider applying for principal positions. The participants recommended that aspirant principals enrol in the ACE (Administrator Certification for Excellence) or university leadership programs while also taking on various leadership roles offered in schools.

- *Teachers entering the profession need to have early introduction to leadership pathways.*

A need was found for introducing leadership pathways for teachers early in their profession to encourage them to consider early in their careers the possibility of aiming towards principal positions. Fifty-six percent of the principals said they thought about becoming a principal after fifteen years of teaching while seventy-five percent of the vice principals said they wanted to become principals. It is hoped that this information will assist with purposeful selection of training and development programs to achieve their goals and ensure a continuous pool of quality candidates for principal roles. Minority groups desiring leadership will form part of this pool.

- *Comprehensive socialisation process for teachers.*

Another finding was that all the principals and vice principals acknowledged the impact of their training and development experiences at organisational and professional level leading up to their appointments. As already noted, Merton (1968) and Hart (1993) both refer to the notion of socialisation as the process essential to gaining the skills and dispositions necessary to learn new roles. Hart (1993) and Schein (1990) identified two elements of this process as professional socialisation that teaches a person the skills and qualities necessary to belong to a particular profession, and organisational socialisation focusing on learning the skills, knowledge, and dispositions for functioning in a particular social system such as a school.

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A school professional development program had added confidence to the interviewees in their roles as principals and vice principals. Having successful teaching and leadership experience was important in their development towards becoming a school principal. A variety of such experiences included teaching Hawaiian language and culture, being head of performance arts and social science and working as a police officer with youth.

- *21ˢᵗ Century leaders for a diverse society.*

An important finding of this research is the recognition by all participants of the need to have a diversity of leaders reflected in schools. They said: *there is a need for more native Hawaiian principals; native Hawaiian principals connect better with their community; being native Hawaiian principal provides inspiration; they are role models for native Hawaiian students*. There are benefits associated with more minority leaders becoming school principal Sanchez et al. (2008); McNamara et al. (2006).

With the racially diverse society in the US, schools will require leaders and models of leadership that will address the racial, cultural, and ethnic makeup of the school community Brown (2005).

My 21ˢᵗ Century Diversity Leadership model could be defined as 'moral leader' and 'change leader', 'cultural leader' and 'professional leader' qualities inherent in the principals interviewed. First, moral leader. The participants were unwavering in their feeling of injustice in the treatment of the native Hawaiian and their loss of identity with the annexation by the US in 1898. They were burdened with the responsibility of 'voice for native Hawaiian' while carrying on their roles as school leaders. The level of emotion was very high when the history of Hawaii was brought up in the interview, some apologising for parts of the conversation and not wanting it to be recorded.

The participants wanted native Hawaiian culture, language and identity to be an integral part of the education system. An understanding of the history of the native Hawaiian was important for the new generation of Hawaiian with its growing multicultural community.

Second, a change leader. The participants felt the need to lead change internally and externally to make native Hawaiian relevant to education. A paradigm shift in the profession for the inclusion of Hawaiian culture in education is required in the system.

The participants identified recruitment, retraining and retention as starting points for the system to consider. Established leadership practices harming native Hawaiian participation need disestablishment. The new approach to leadership requires the teaching profession to be change agents.

The third element of the 21st Century Leadership Model is that of cultural leader. Cultural identity is an essential part of growing confidently as an active member of society. Cultural leadership contributes to a student's attitude towards schools with the connection that the leader is like them.

The final element if Professional leadership also known as the Instructional or Educational leadership. This is the central core of this model. It is about teaching and learning.

There is the rapport established from the leader's knowledge of that community. Such rapport leads to meaningful engagement with parents that according to research are significant in student achievement at school. Role modelling of what is possible is also established with students of such groups and for native Hawaiian this is crucial; the message of a good education is vital for their future. All the participants of this study agreed that leaders, particularly school principals, should be strong in their culture.

The participants identified the need for principals of schools with predominantly native Hawaiian to have a deep understanding of the native Hawaiian culture; "*to have cultural relevance to the demographics*".

- *More native Hawaiian principals*

This is a significant finding, with all the participants agreeing that more native Hawaiian principals are positive for the native Hawaiian community. Benefits and positive outcomes are generated by having more diverse leaders than not (Brown; 2005). There is also the need to recognise leadership approaches, relevant to culture and identity within the increased mixed and multi cultural population experience in the US.

An increase of native Hawaiian principals will help break down stereotypes formed in the developing minds of native Hawaiian students.

- *High level qualification standards*

A significant finding was the level of qualifications achieved by the participants. Of the nine principals: forty-four percent held Masters degrees; twenty-two percent held Doctorates; twenty-two percent held undergraduate degrees and twelve percent held an incomplete undergraduate degree. Of the vice principals forty percent held Masters degrees, thirty percent held Doctorate and undergraduate degrees. Minority students are over-represented in poor achievement data and leaders of such schools could provide role models in their commitment to high ongoing learning and not depend on principalship experiences.

It is interesting to note that there is no minimum educational qualification requirement before applying for a principal position in New Zealand schools.

- *Leadership succession plan*

Another finding of this study was that sixty-seven percent of the principals and seventy-five percent of the vice principals had followed a planned

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pathway to their current positions. The "Pathway to Leadership" program is a positive step in leadership succession.

- *Mentoring programme*

An important finding of this study was that all participants had mentors. Increasing the number of minority leaders in mentoring programs will increase the number of minority leaders involved in leadership roles. Women attaining the role of Chief Executive increased because of the mentors they had engaged with (Loughlin, 1999). According to Sherman (2002) mentoring programs meet the needs of a more diverse population of prospective leaders. The principals had all had their own principals as mentors.

- *Racism and discrimination continue to prevail for minority groups*

A further finding of this research was that forty-four percent of the principals interviewed said that being native Hawaiian is a barrier to becoming principal. Racism continues to significantly impact leadership aspirations of minority groups (Sanchez et al., 2008).

Participants encountered professional racism and prejudices. As one noted "one staff made it known that children taking Hawaiian language were considered industrial education" or "don't take that language; it is not recognised".

- *Underperforming schools affect the number of minority candidates for leadership roles*

Low performance and achievement by minority students in the education system are a major obstacle to the increase of minority in leadership positions such as principals. Minority groups are over-represented in high school dropout rates reducing the number going through to universities and consequently reducing the number of minority candidates in the leadership

pool. There is also the competition by different sectors for the few minority students who succeed at university making it even harder to increase the number of likely principal candidates available from minority groups. Success of minority students in the education system ensures that they will be represented in leadership roles, and for educational leaders there would need to be a huge critical mass of minority groups involved in teaching.

- *Stocktake of research on minority groups in the last thirty years - what has changed?*

A stocktake of research for minority groups some thirty years ago highlights the same problems that are still prevalent in our society for minority groups. It is now time for education systems to examine these findings and use them to increase the number of minority leaders in education.

6.02   Recommendations for New Zealand, in order of significance

1. *More minority (Pacific and Maori) principals are needed in New Zealand schools*

This is a significant finding with all participants agreeing that more native Hawaiian principals are positive for their native Hawaiian community.

2. *Plan a critical mass of teacher enrolment from minority groups*

A finding of the study was the under-representation of native Hawaiian in principal positions. All were in agreement of more principals. There is only a small number of native Hawaiian involved in the teaching profession, limiting the recruitment pool.

3. Review principal competencies for multicultural schools

An important finding was the overwhelming support for increasing the number of native Hawaiian in the system. Highlighted in the participants' responses was that native Hawaiian principals were better connected with their community. Most of the participants spoke of cultural leadership as imperative with schools who have predominantly minority populations. Competencies for principal in a multicultural school are different from those for a monocultural school. This needs further research.

4. Eliminate racism and discrimination at all levels

This research revealed that forty four-percent of the principals said that being native Hawaiian is a barrier to becoming principals. A starting point would be a review of the implementation of "*Ka Hikitia -Managing for Success: The Maori Education Strategy 2008-2012*" and "*The Pasifika Education Plan 2008-2012*" in New Zealand schools. The aim of both plans is to improve the achievements of Maori and Pasifika students. The Pasifika Education Plan: Monitoring Report 2008 by MOE reported that "86% of schools are not comprehensively responding to the needs of Pasifika students."

5. Reduce underperforming schools and their impact on the number of minority candidates for leadership roles

Low performances and achievements by minority students in the education system are a major obstacle in the pool of minority available for leadership positions such as principals.

6. Establish a mentoring programme for new and experienced principals

All participants in the study had mentors supporting and encouraging them towards their appointments. Increase the number of minority candidates involve in mentoring programmes.

7. Review qualifications level for principal status/position

Robinson et al. (2009) have identified five dimensions that leaders need to display for greater student achievement. The dimensions suggest that school leaders, particularly the school principal, must be avid learners. Minority students, over-represented in poor achievement data, can be addressed with leaders committed to high ongoing learning and not depend on principalship experiences.

8. Establish a Leadership succession plan

A finding of this study was that sixty seven-percent of the principals and seventy-five percent of the vice principals had followed „planned pathways" to their current positions.

9. *Initiate targeted leadership development programs for assistant and deputy principals.*

Another finding of this research was that eighty-nine percent of the principals attributed their achievement of principal position to successful leadership roles and development, and seventy-five percent of the vice principals had only very limited leadership development and experience.

10. Introduce early a leadership plan to teachers entering the profession.

A finding was that fifty six percent of the principals interviewed said they thought about becoming principal only after fifteen years of teaching while seventy-five percent of the vice principals said they wanted to become principals already. This will assist with the purposeful selection of training and development programs that will lead to the achievement of their goal.

11. Schools to provide purposeful socialisation process for teachers.

Training and development experiences at organisational and professional level impacted strongly leading up to their leadership appointments.

12. *Stocktake of research on minority groups in the last ten years - what has changed?*

A stocktake of research for minority groups some thirty years ago highlights the same problems for minority groups that are still prevalent in our society. It may be now time for education systems to examine these findings and use them to increase the number of minority leaders in education.

6.03   Suggestions for Research in a New Zealand Setting

- *21st Century Leadership: Leaders for a Diverse Society 'required'.*

A significant finding of this research is the recognition by all the participants of the need to have diverse leaders reflected in schools. All saying:

there is a need for more native Hawaiian principals; native Hawaiian principals connect better with their community; being native Hawaiian is a barrier to leadership aspiration; they are role models for native Hawaiian students.
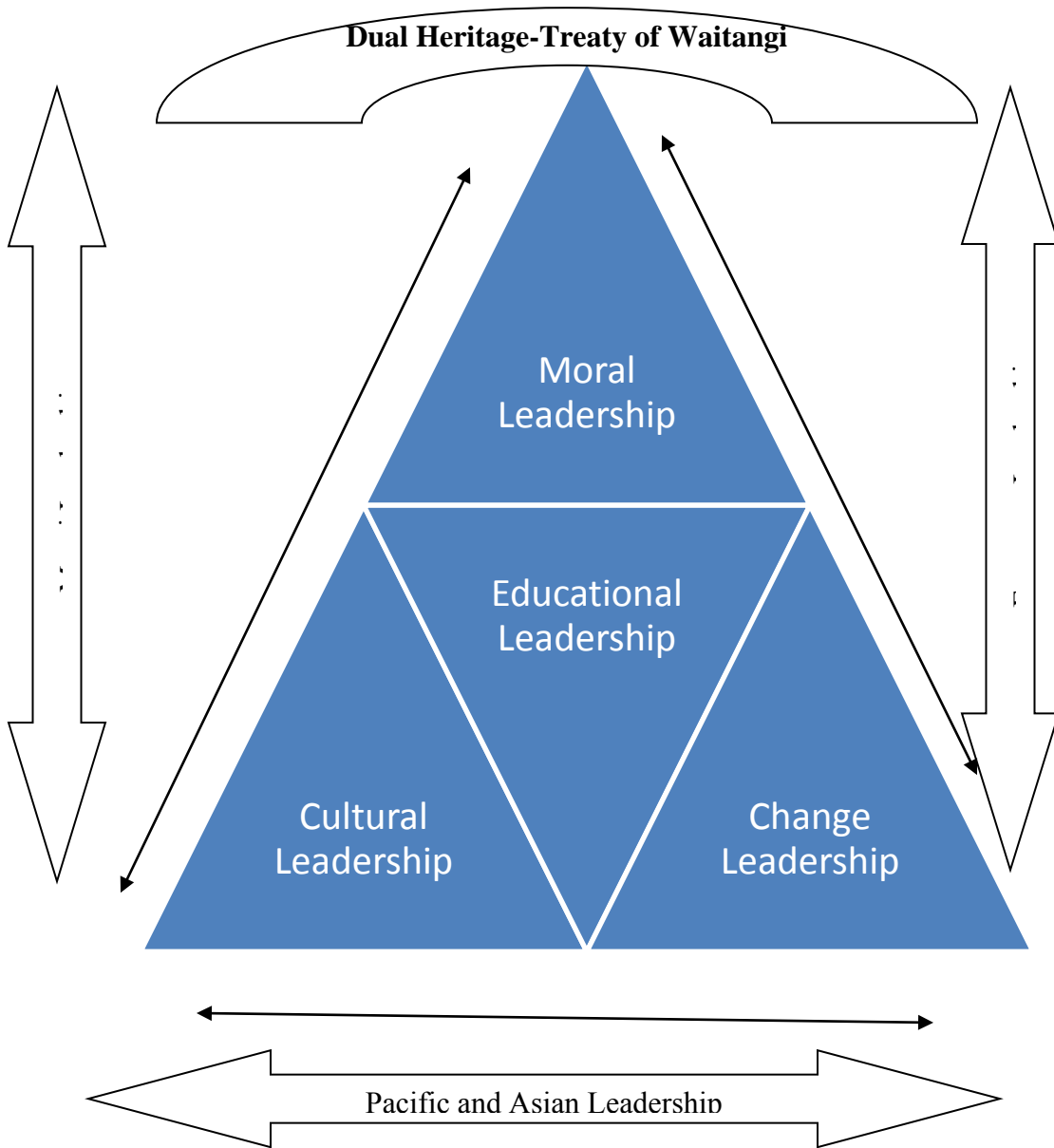
6.04   Limitations of this study

This study is limited by the engagement of only native Hawaiian and PI participants although this did enable the research to more accurately reflect an ethnic minority perspective. The researcher's own network through Fulbright New Zealand was relied upon to identify native Hawaiian and Pacific Islanders in principal and vice principal positions. Once the first participant was contacted, the participants themselves became a source for contacting other participants (snowball sampling). Time to undertake this study was also a limiting factor (four months to undertake field work and complete this report).

6.05   Conclusion

This final chapter has brought together the findings and conclusions of this investigation. From the results of this study I have concluded that to be of ethnic minority aspiring to leadership roles is filled with difficulties and challenges that are not faced by dominant groups. This study has highlighted significantly the importance of minority involvement in school leadership. As the world population is becoming more diverse there is a need to develop leaders of schools that are capable of managing this diversity. I have indicated the need for more research in 21st century leadership and the need to have a diversity of leaders in the school community.

Leadership Model for a Diverse Society in Aotearoa-New Zealand

Dual Heritage-Treaty of Waitangi

Moral
Leadership

Educational
Leadership

Cultural
Leadership

Change
Leadership

Pacific and Asian Leadership

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