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High School Principal and Student Power Relationships When Students Choose Distance Education Courses

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High School Principal and Student Power Relationships
When Students Choose Distance Education Courses

by

Phillip Timothy Winkelmans

A THESIS

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Abstract

This mixed methods study explains how principals of conventional high schools in Alberta, Canada responded in an educational context where students over the age of 16 did not require their principals' approval to enroll in external distance education courses. The research questions address this through power relations between principals and students, as manifested by what principals and students said and did in this context. Foucault's post-structuralist framework of disciplinary, governmentality, and pastoral power techniques provided the theoretical framework for analyzing discursive and nondiscursive practices. Disciplinary power has productive subjects as its focus. Governmentality embodies ways in which states control individuals by dispersing power among populations. The focus of pastoral power is the ethical development of subjects.

The initial subjects were 87 Alberta high school principals that completed survey questions capturing demographic data, servant leadership characteristics, and distance education perspectives. Survey results assisted in identifying nine principals that constituted cases in a multiple-case study. The principal and a student at each school participated in interviews that provided primary data. Foucault's theoretical framework offered 31 power techniques as factors for coding interviews.

This study found that the nine principals tended to be conveyors of power, primarily through disciplinary and governmentality techniques. These techniques manifested through three dominant practices: (1) institutionalizing access to distance education courses through the school; (2) supporting course and program choice to increase graduation rates, keep students busy, earn credit funding from the province, and address the life and learning needs of specific students; and (3) assigning students to the classroom option, except in special situations, if both

distance education and classroom options were available.

The nine students in this study tended to constitute themselves as targets of disciplinary and pastoral power. In the context of distance education course choice, three practices were found to operate synergistically on students: (1) the province, through the school, offered numerous approved programs and choices; (2) students chose classroom and distance education programs or courses they needed or that represented interests; and (3) the school accommodated special life circumstances or learning requirements through classroom and distance education offerings.

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Table of Contents

Abstract	ii
Acknowledgements	iv
Dedication	v
Table of Contents	vi
List of Tables	x
List of Figures and Illustrations	xii
List of Abbreviations	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 The Emergence of Distance Education Choice for Students	2
1.2 Significance of the Problem	4
1.3 Purpose of the Study	7
1.4 Research Questions	8
1.5 Definitions of Key Terms in the Study	9
1.6 Significance of the Research	11
CHAPTER TWO: REVIEW OF THE LITERATURE	13
2.1 Student Choice of Schools	14
2.1.1 Dual credit as student course choice.	17
2.2 Growth of Distance Education Courses as a Student Choice	19
2.3 Power Relationships in Schools	23
2.3.1 Power in the principalship.	24
2.3.2 Students and power	26
2.3.3 Servant leadership and power	28
2.3.3.1 Servant leadership models in educational leadership research.	31
2.4 Foucault and Power/Knowledge	32
2.4.1 Foucault, the post-structuralist.	32
2.4.2 Foucault, disciplinary power, and education.	35
2.4.3 Foucault's power techniques.	37
2.4.3.1 Defining techniques of power	38
2.4.3.2 Cataloguing Foucault's power techniques.	38
2.5 Literature Review Summary and Conceptual Framework	52
CHAPTER THREE: METHODOLOGY	55
3.1 Research Design Overview	56
3.2 About the Researcher	59
3.3 Phase 1 Quantitative Study: Servant Leadership and Distance Education	62
3.3.1 Phase 1 sample selection and response.	62
3.3.2 Phase 1 data collection.	64
3.3.3 Phase 1 data analysis.	65
3.4 Phase 2 Qualitative Study: Principal and Student Power Relationships	66
3.4.1 Phase 2 case selections.	66
3.4.1.1 Phase 2 principal participant selection	67
3.4.1.2 Phase 2 student participant selection.	68
3.4.1.3 Phase 2 staff member selection	69
3.4.2 Phase 2 data collection.	70
3.4.2.1 Interviews with principals, students, and staff members.	72

3.4.2.2 Online student survey.	73
3.4.2.3 Document evidence.....	73
3.4.2.4 Case study database.	73
3.4.3 Phase 2 data analysis: Revising the conceptual framework.	74
3.4.4 Phase 2 data analysis: Case studies.	76
3.4.4.1 Interview analysis: Power techniques.....	77
3.4.4.2 Interview analysis: Discourses and practices.....	79
3.4.4.3 Document analysis.....	80
3.4.4.4 Online student survey analysis.	80
3.4.5 Phase 2 data analysis: Cross-case analysis.....	80
3.5 Inference Quality	81
3.6 Ethical Considerations	82
3.7 Limitations and Delimitations	83
3.7.1 Limitations.....	83
3.7.2 Delimitations.	85
CHAPTER FOUR: FINDINGS	87
4.1 Phase 1 Findings: Demographics, Servant Leadership, and Distance Education...88	
4.1.1 Findings: Demographic features of 87 Alberta high school principals.	88
4.1.2 Phase 1 findings: Servant leadership in 87 Alberta high school principals. ..	91
4.1.3 Phase 1 findings: Distance education perspectives of 87 principals.	94
4.1.3.1 Phase 1: Significance of the distance education survey findings.	95
4.2 Phase 2: Nine Case Studies: Principal and Student Power Findings	97
4.2.1 Case 1: Principal Emery and student Ellen at Ether School.....	101
4.2.1.1 Power technique findings for principal.....	102
4.2.1.2 Power technique findings for student.	107
4.2.2 Case 2: Principal Malcolm and student Mark at Mars School.	109
4.2.2.1 Power technique findings for principal.....	109
4.2.2.2 Power technique findings for student.	116
4.2.3 Case 3: Principal Milton and student Mitch at Mercury School.	117
4.2.3.1 Power technique findings for principal.....	118
4.2.3.2 Power technique findings for student.	124
4.2.4 Case 4: Principal Paul and student Pam at Phoebe School.	127
4.2.4.1 Power technique findings for principal.....	128
4.2.4.2 Power technique findings for student.	133
4.2.5 Case 5: Principal Victor and student Sandra at Saturn School.....	133
4.2.5.1 Power technique findings for principal.....	134
4.2.5.2 Power technique findings for student.	139
4.2.6 Case 6: Principal Terri and student Brianne at Tethys School.	141
4.2.6.1 Power technique findings for principal.....	141
4.2.6.2 Power technique findings for student.	144
4.2.7 Case 7: Principal John and student Ted at Titan School.	146
4.2.7.1 Power technique findings for principal.....	147
4.2.7.2 Power technique findings for student.	155
4.2.8 Case 8: Principal Scott and student Vince at Venus School.	156
4.2.8.1 Power technique findings for principal.....	157
4.2.8.2 Power technique findings for student.	161

4.2.9 Case 9: Principal Murphy and student Zack at Zephyr School.	163
4.2.9.1 Power technique findings for principal.	164
4.2.9.2 Power technique findings for student.	169
4.2.10 From individual case findings to cross-case analysis.	172
4.3 Cross-case Findings	172
4.3.1 Comparing principal and student findings in three power domains.	173
4.3.1.1 Findings: Power technique domains for principals and students.	174
4.3.2 Relative importance of power techniques for principals and students.	175
4.3.3 Discursive and nondiscursive practices found for principals.	179
4.3.3.1 Disciplinary techniques of power: Principals.	179
4.3.3.2 Governmentality techniques of power: Principals.	183
4.3.3.3 Pastoral techniques of power: Principals.	190
4.3.4 Discursive and nondiscursive practices found for students.	193
4.3.4.1 Disciplinary techniques of power: Students.	194
4.3.4.2 Governmentality techniques of power: Students.	196
4.3.4.3 Pastoral techniques of power: Students.	198
CHAPTER FIVE: ANALYSIS	206
5.1 On Theoretical Generalizations and Post-structuralism	207
5.2 Power Relations Between Principals and Students	207
5.2.1 Disciplinary, governmentality, and pastoral power relations in principals. ...	208
5.2.2 Disciplinary, governmentality, and pastoral power relations in students.	213
5.3 Practices in Principal and Student Power Relations	214
5.3.1 Power techniques and principals' practices.	214
5.3.1.1 The primacy of normalization.	215
5.3.1.2 Enclosure: bigger on the inside.	218
5.3.1.3 Police: Funding mattered.	219
5.3.1.4 Individualizing instruction: Pastoral power's best foot forward.	220
5.3.2 Power techniques and students' practices.	221
5.4 Supplemental Findings and Analysis.	222
5.4.1 School size.	222
5.4.2 Prevalence of print or online delivery.	223
5.5 Summary of Analysis	224
CHAPTER SIX: IMPLICATIONS AND CONCLUSION	227
6.1 Implications for Scholars of Leadership, Power, and Distance Education	227
6.2 Recommendations for future research in this context.	229
6.3 Implications for Policy-makers	231
6.4 Implication for Practitioners	232
6.4.1 Implications for practice.	233
6.4.2 Implications of power techniques.	234
6.5 Implications for Students and Parents	235
6.6 Summary of Implications.	237
6.7 Conclusion	238
References	241
Appendix A: Phase 1 Principal Survey	258
Appendix B: Phase 2 Principal Semi-structured Interview Protocol	263
Appendix C: Phase 2 Student Semi-structured Interview Protocol	265

Appendix D: Phase 2 Staff Member Semi-structured Interview Protocol.....	267
Appendix E: Phase 2 Online Student Survey	269
Appendix F: Permission to Use Self-Assessment of Servant Leadership	272

List of Tables

Table 2.1 Distance Education Choice Restrictions	22
Table 2.2 Six Servant Leadership Models	30
Table 2.3 Foucault’s Disciplinary Techniques of Power.....	41
Table 2.4 Foucault’s Pastoral Techniques of Power (Foucault et al., 2007)	45
Table 2.5 Foucault’s Governmentality Techniques of Power (Foucault et al., 2007).....	49
Table 2.6 Conceptual Framework.....	54
Table 3.1 Research Map for Revised Conceptual Framework	58
Table 3.2 Research Timeline	60
Table 3.3 Nine Case Studies: Participant Information.....	71
Table 3.4 Servant Leadership and Power Coding Frequencies: Representative Sample of Principals.....	76
Table 3.5 Foucault’s Techniques of Power, by Power Domain	78
Table 4.1 Demographic Features of Principals.....	89
Table 4.2 Findings from Self-Assessment of Servant Leadership Participant Responses: A Percentage Distribution.....	92
Table 4.3 Servant Leadership Characteristics: Subscale Scores for 87 Principal Participants....	94
Table 4.4 Distance Education Survey (DES) Responses as a Percentage of 87 Principals.....	96
Table 4.5 Nine Case Studies: Phase 2 Participant Information	99
Table 4.6 Power Techniques: Principals’ and Students’ Coded Responses from 9 Cases	100
Table 4.7 Power Technique Findings for Principal Emery and Student Ellen at Ether School.	103
Table 4.8 Power Technique Findings for Principal Malcolm and Student Mark at Mars School	110
Table 4.9 Power Technique Findings for Principal Milton and Student Mitch at Mercury School	119
Table 4.10 Power Technique Findings for Principal Paul and Student Pam at Phoebe School.	129
Table 4.11 Power Technique Findings for Principal Victor and Student Sandra at Saturn	

School	135
Table 4.12 Power Technique Findings for Principal Terri and Student Brianne at Tethys School	142
Table 4.13 Power Technique Findings for Principal John and Student Ted at Titan School.....	149
Table 4.14 Power Technique Findings for Principal Scott and Student Vince at Venus School	158
Table 4.15 Power Technique Findings for Principal Murphy and Student Zack at Zephyr School	165
Table 4.16 Power Techniques: Principals' and Students' Coded Responses from 9 Cases	176
Table 4.17 Cross-case Findings: Power Techniques Categorized for 9 Cases of Principals and Students	178
Table 4.18 Principals and Disciplinary Techniques of Power: Minor Findings	185
Table 4.19 Principals' Discursive and Nondiscursive Practices; Findings by Power Technique	202
Table 4.20 Students' Discursive and Nondiscursive Practices; Findings by Power Technique	204
Table 5.1 Power Technique Practices Findings for Principals and Students in Nine Schools ..	210

List of Figures and Illustrations

Figure 3.1 Notation for two-phase sequential design, after Cresswell (2003).....	57
Figure 3.2 Participant selection sequence, from beginning of study to final cross-case analysis.	68

List of Abbreviations

ADLC	Alberta Distance Learning Centre
ALC	Alternative Learning Centre
AP	Advanced Placement
CEU	Credit Enrollment Unit
DE	Distance Education
EA	Education Assistant
DES	Distance Education Survey
FTE	Full-time Equivalent
FTF	Face-to-face
ICT	Information and Communication Technologies
LC	Learning Centre
MLC	Mars Learning Centre
OLA	Organizational Leadership Assessment
RAP	Registered Apprenticeship Program
SASL	Self-assessment of Servant Leadership
SLBS	Servant Leadership Behaviour Scale
SLQ	Servant Leadership Questionnaire
UDL	Universal Design for Learning
VP	Vice-principal

Chapter One: Introduction

This study used a mixed methods approach to describe and understand, through the lens of power relationships, how conventional high school principals in Alberta Canada respond in an education system where students are allowed to choose supplemental courses delivered by an external distance education school without local permission. Specifically, the Alberta policy states, “A student’s choice of courses is subject to the approval of the principal, except where a student (aged 16 or over) elects to take distance learning courses” (Alberta, 2008, p. 35). The recent rise in the popularity of distance education has increased interest in distance education options, which has raised the need for scholarship. One of the initial theoretical frameworks guiding this study was from servant leadership scholars (Greenleaf & Spears, 2002) who provided a framework for understanding school leadership, as it directly addressed traditional power and authority interactions. However, based on preliminary findings showing weak evidence for servant leadership in the context of principal response to student choice of distance education courses, this study’s emergent design enabled an expanded descriptive and analytical framework. Foucault’s poststructuralist conceptualization of complex power/knowledge interactions in Western social institutions, across three power domains -- disciplinary, governmentality, and pastoral – provided a rich framework for describing and interpreting what principals and students say and do in the context of students choosing distance education courses (Foucault, 1977; Foucault & Gordon, 1980; Foucault & Hurley, 1990; Foucault, Senellart, Ewald, & Fontana, 2007).

This research was conducted in two phases. Phase 1, primarily quantitative in method, used an online survey to measure Alberta principals’ servant leadership characteristics and their perspectives on distance learning. Phase 1 findings also assisted in the selection of candidates

for case studies in Phase 2. The second phase used a multiple case study methodology to describe and interpret, through Foucault's power/knowledge lenses, the actual practices of principals and students in Alberta Canada, a school jurisdiction where students are able to choose distance education courses.

This research informs scholars researching and teaching educational leadership, power relationships in schools, and distance education. It will interest policy-makers who are considering options for distance learning. It will be useful to school principals, superintendents, and others at the district or school level in Canada who is seeking to understand distance learning choice in the context of leadership and student advisement in their own schools, along with associated techniques of power that underlie their practices as both actors and subjects in power relationships. For student and parents, this research describes power techniques and features found to influence their principals and, therefore, the course choices available to them.

1.1 The Emergence of Distance Education Choice for Students

Distance education describes an environment where instruction is delivered by an accredited school, such as the Alberta Distance Learning Centre, with time and/or distance separating the learner and teacher (Barbour & Reeves, 2009; Vanourek, 2006). Distance education delivery modes include online over the internet, print, radio, and television (Picciano & Seaman, 2007; Smith, Clark, & Blomeyer, 2005; Vanourek). Online distance education has grown quickly in recent years (Picciano & Seaman; Smith et al.). An increasing number of states and provinces allow high school students to take credit courses from a distance education provider without needing permission from the local school (Alberta Education, 2008; British Columbia Ministry of Education, 2006; Center for Digital Education, 2008; Watson, Murin, Vashaw, Gemin, & Rapp, 2013). Most distance education students are participating in supplemental courses, whereby the students attend a bricks-and-mortar school full time and take

a few external courses to supplement local instruction (Barbour & Stewart, 2008; Smith et al.; Vanourek; Watson, Gemin, & Ryan, 2008; Watson et al.). In course choice jurisdictions, student choice extends beyond selecting which school to attend — public, private, charter, or out-of-district — to a new ability to determine which courses to take concurrently from multiple providers.

Access to supplemental distance education courses, particularly online courses, has been associated with increasing the potential for educational reform, including the ability to personalize student learning by expanding educational choices and ameliorating pace and place limitations (Aviram, 1993; Barbour & Reeves, 2009; Haughey & Muirhead, 2005; Tucker, 2007; Watson et al., 2008). Aviram used the term “flexible school” to describe a school using distance learning methods and computer communications tools for external learning. He stated, “As wide a range as possible for the pupils to decide the various parameters (geographic, chronological, social, methodological) of their studies is beneficial both for their cognitive development and for their growth as autonomous individuals” (1993, p. 430). Policy directions include reinforcing trends for students to be more active in their own education (Haughey & Muirhead), and for school district boundaries to become more porous through “open enrollment, dual/concurrent enrollment, and inter-district transfers and exchanges” (Vanourek, 2006, p. 11). As a result, high school principals increasingly are leading schools where students have more options. This change is occurring while school leaders are also encouraged to change from transactional to transformational leadership approaches; principals still generally retain power and authority over the subjects, classes, and learning materials assigned to teachers while demonstrating increasing leadership in professional expertise, staff development, and creating a positive learning environment (Gamoran & Dreeben, 1986; Haughey, 2006). The visible expression of power and

authority in the principalship may change as different reforms work through education systems. Therefore, if student access to distance education courses is seeding transformation in public education by encouraging greater student autonomy and personalized student learning (Tucker, 2007), scholars have an opportunity to observe and understand how school leaders respond to a change in student power.

1.2 Significance of the Problem

The growth of distance education in the United States ((Murphy, Rodrigues-Manzanares, & Barbour, 2011), fuelled by internet access, has created “what amounts to a new and unique area of scholarship” (Barbour & Reeves, 2009, p.403) at the intersection of educational technology and educational leadership. Haughey (2006) noted the scarcity of research describing and analyzing the connections between administrative practice and ICT (information and communication technologies), which includes online distance education. Kowch (2009) found “sparse research on cyber school or cyber charter system leaders, board members, teachers or educational technology leadership” (p.41). Recent comprehensive reviews of distance education did not cite leadership studies (Barbour & Reeves, 2009; Rice, 2006). Beaudoin (2013) undertook a recent scholarly literature search of distance education leadership topics and found that, “relatively few titles suggest content actually relating to any aspect of leadership in this area...it is rather startling to see almost no index listings with key words such as leadership, transformative change, and the like” (p. 471). Scholars, therefore, lack models for providing advice to school, jurisdiction, or government policymakers and administrators. Even though policies and technologies have evolved in some jurisdictions to allow students to choose supplemental distance education courses, scholars have not studied what happens to principal practice and the power relationship between principals and students when school systems introduce this form of choice. For example, Utah legislators are considering creating

independent school counselors because schools appear to be directing students away from a state online program that students should be able to choose freely (Watson et al., 2013). Beaudoin (2013) stated:

Every new technological innovation applied to education at a distance changes things. These changes may be in the intellectual, political, economic, or ecological domain, and the effective leader cannot afford to be ignorant of the advantages and also the possible disadvantages of what innovative technology engenders. (p. 477)

The lack of scholarship in distance education leadership appears to match limited research into students and power relationships, and into the relationship between leadership and power. Marshall (1990) noted that power/knowledge research has historically focused on the processes of power in modern schools, and on practices that do not produce liberated children. McNeil (1986) stated “there has been no systematic attempt to trace external pressures on schools through the internal mechanisms by which those pressures have reached students” (p. 14). Greenfield (1988) said:

We need to understand the existential realities of leading and following in organizations. We need to understand the wielding of power and the making of decisions when much is on the line. And we need to appreciate what it is to suffer the decisions of such power. (p. 138)

Fifteen years later, Gronn (2003) observed that there has been significant attention to educational leadership, but little research on power or the intersection of power and leadership, such as principals’ responses to external initiatives that may empower students. Increased distance education course choice may be one of these initiatives.

Greenleaf observed unrest on American campuses in the 1960s and conceptualized servant leadership in response to that disquiet (Greenleaf & Spears, 2002). In servant leadership,

the leader first looks to addressing the high priority needs of others, ensuring that they grow in autonomy, physical well-being, and intellectual/social capital. Leadership that shifts from coercion to creative support would provide a hopeful alternative to apathy or radicalism (Greenleaf & Spears). Since 1998, researchers have developed various tools for specifying and measuring the unique characteristics of servant leadership (Barbuto & Wheeler, 2006; Laub, 1999; Liden, Wayne, Zhao, & Henderson, 2008; Page & Wong, 2000, 2008; Sendjaya, Sarros, & Santora, 2008). Most of these tools remain to be applied to educational settings, and none has been incorporated into school choice or distance education studies.

Michel Foucault also grappled with the power relationship issues arising from the campus unrest in France during the 1960s (Foucault & Gordon, 1980). Foucault's studies led him to a framework of disciplinary, governmentality, and pastoral techniques of power that constructed power/knowledge relationships within institutions and between individuals (Foucault, 1977; Foucault & Gordon; Foucault & Hurley, 1990; Foucault et al., 2007). Empirical research in education informed by Foucault's thinking has drawn heavily on his disciplinary power construct (Gore, 1998; Murray-Chandler, 2009; Webb, McCaughtry, & MacDonald, 2004; Wright, 2000). None of Foucault's contexts included specific attention to principals' leadership or student course choice, as this research does.

Foucault extended his theory on power/knowledge to pastoral power and governmentality power in a series of lectures (Foucault et al., 2007). These lectures and ideas, translated more recently than Foucault's other works, have significantly shaped the analytical framework used in this study to interpret the power relationship between principals and students choosing distance education courses from outside the school as supplementary courses. About the impact of these lectures' only recent availability through translation, Niesche (2013) stated:

The translation and subsequent publication of Michel Foucault's lecture series has provided an exciting addition to and expansion of his previous published works.... The publication of the complete lecture series... has allowed interested parties to more fully grasp the scope and depth of Foucault's research into the development of the modern state and forms of governmentality. (pp. 148-149)

1.3 Purpose of the Study

This research used a mixed methods approach, with an emphasis on multiple case study methodology, to describe and understand the local impact of high school students choosing external distance education courses through the lens of power relationships. The context of this study is Alberta high schools. This province, which features a rather decentralized school leadership environment, permits high school students to have a choice in their course programming. That choice means that a student in a high school can elect to take a distance course for credit. The Alberta policy guide states, "A student's choice of courses is subject to the approval of the principal, except where a student (aged 16 or over) elects to take distance learning courses" (Alberta, 2008, p. 35).

This study did not limit its scope to only online distance education courses, because provinces, states, and school districts provide course choices through various distance education technologies, and the phenomenon of interest is student course choice. Servant leadership (Greenleaf & Spears, 2002), as a concept, inverts traditional leader/constituent power relationships and provided the initial framework for studying principals' leadership responses. After preliminary findings showed weak evidence for servant leadership in this study context, the researcher was able to evolve a more robust conceptual model for power relationships, drawing upon Foucault's power frameworks. Foucault's power/knowledge framework differentiates disciplinary, governmentality, and pastoral power techniques (Foucault, 1977; Foucault &

Gordon, 1980; Foucault & Hurley, 1990; Foucault et al., 2007), allowing a robust analysis of power relationships between principals and students in this research, driven by the following important research questions.

1.4 Research Questions

The main research question framing this inquiry is:

How do principals of conventional high schools in Alberta respond when students can choose supplemental courses from external distance education providers?

The subquestions are:

What is the nature of the power relations that exist between principals and their students who seek supplemental distance education courses?

- a. What are principals' practices, and discourses in this situation?
- b. What are students' practices, and discourses in this situation?

These research questions reflect a reduction in number from this study's original proposal, but a considerable expansion in scope to capture the full picture of principal power relations in the context of students seeking external distance education courses. The original research questions were more strongly associated with Greenleaf's servant leadership framework. However, as the findings will show, original scans of study participants found little evidence of servant leadership, but found an abundance of power relation elements. Although aspects of Greenleaf's servant leadership appear similar to Foucault's pastoral power ideas, the important findings anticipated in the research questions were described and interpreted via Foucault's descriptors of disciplinary, governmentality, and pastoral power. This conceptual revision becomes clearer in the Chapter 2 literature review and conceptual framework and in Section 3.4.3 (Chapter 3), *Revising the conceptual framework*.

During this reconceptualization period, initial findings also revealed that principals and

students in this context remained firmly in their structural roles. Describing and analyzing the power phenomenon sustained the traditional roles of principals and students, where principals were primarily conveyors of power and students were targets. As a result, roles were removed from further consideration as part of the research question.

The original research subquestions were:

1. What is the nature of the power relations that exist between principals and their students who seek supplemental distance education courses?
 - 1.a. What are principals' roles, practices, and discourses in this situation?
 - 1.b. What are students' roles, practices, and discourses in this situation?
2. To what extent do principals exhibit behaviours and attitudes that can be identified as servant leadership?
 - 2.a. What is the prevalence of servant leadership characteristics?
 - 2.b. What is the relationship between servant leadership characteristics in secondary school principals and their attitudes and behaviours towards distance education courses?
3. What factors may account for the responses of principals in the context of students choosing external distance education courses?

1.5 Definitions of Key Terms in the Study

Capillary effects. The effects of power and knowledge systems as experienced in daily life by individuals at the local or regional level (Foucault & Gordon, 1980).

Conventional high school. A school providing predominately face-to-face classroom instruction to students enrolled in Grades 10 through 12. May also be referred to as bricks-and-mortar school, day school, local school, or regular school. A secondary school is the same as a high school.

Discursive practice. Foucault's term for writing, speaking, or thinking (Jardine, 2005).

Distance education school. An accredited K-12 program that offers distance education courses to students. Distance education schools, such as the Alberta Distance Learning Centre (ADLC) may provide programs to full-time or part-time distance learners, and supplemental courses to students attending conventional high schools. Synonymous terms include cyberschool, correspondence school, online school, e-school, virtual school, or distributed learning school (Barbour & Reeves, 2009; Clark & Berge, 2005; Haughey & Muirhead, 2005; Vanourek 2006; Watson et al., 2008).

Dual credit. Dual-credit describes a transition program between high school and post-secondary education that allows a student to earn college credit while still in high school (Bragg, Kim, & Barnett, 2006; Karp, Bailey, Hughes, & Fermin, 2005; Harnish & Lynch, 2005). Concurrent enrolment is the same as dual enrolment.

High school student course choice. With respect to supplemental distance education courses, state or provincial rules that allow students to enroll in a course without the permission of the student's main school. For example, Alberta Education's (2008) policy stated: "Students under age 16 may take distance learning courses from the Alberta Distance Learning Centre, subject to the approval of the principal. Students aged 16 or over do not require approval of the principal to take distance learning courses" (p. 40). The Florida Senate (2008) ruled that: "School districts may not limit student access to courses offered through the Florida Virtual School" (Section 1002.37(3)(c)). British Columbia's (2006) legislation provided that:

A student in any of grades 10 to 12 who receives instruction through distributed learning may (a) enroll in one or more educational programs under section 3, and (b) in addition to enrolling in one or more educational programs under section 3, enroll in an educational program offered by an authority under the *Independent School Act*. (p. C-18)

Jurisdiction. In this study, a jurisdiction means a province or a state.

Nondiscursive practice. Foucault's term for human action, creation, or documentation that is not discursive (Jardine, 2005).

Polyvalence. The convergence or synergy of multiple techniques of power in a statement or action (Foucault, 1977).

Power domain. Within Foucault's power/knowledge framework, a regime of techniques of power with general effects upon individuals and populations. The disciplinary domain has docile subjects as its focus (Foucault, 1977). Governmentality embodies ways in which states control individuals by dispersing power among populations (Foucault et al., 2007). Pastoral power, like disciplinary power, works on individuals, except the focus is on ethical conduct (Foucault et al., 2007).

School division. In this study, a school division is the same as a school district.

Servant leadership. A model for leadership in which leaders place the needs of constituents above their own needs, allowing constituents to grow in skills and well being for individual and organizational success (Greenleaf & Spears, 2002).

Supplemental course. A course delivered via distance education to a student attending a conventional secondary school (Watson et al., 2008).

Techniques of power. Practices for exercising disciplinary (Foucault, 1977; Foucault & Gordon, 1980; Foucault & Hurley, 1990), governmentality (Foucault et al., 2007), and pastoral (Foucault et al.) power to create productive individuals and populations. Techniques such as *normalization* or *statistics* describe practices, strategies, apparatuses, tactics, methodologies, knowledges, and mechanisms through which power is conveyed.

1.6 Significance of the Research

This study investigated principal and student power relationships in a context where

students can select distance education courses from an external provider, thereby challenging the exclusive hold of building principals over student programs. The findings and analysis in Chapters 4 and 5 frame new ways to understand school leadership, power, and distance education. In particular, Foucault's power/knowledge framework provided powerful lenses for investigating and analyzing the power dynamics in school leader responses to high school students choosing external supplemental courses:

Foucault's work has been used extensively across various fields including education; however, there are significant benefits to his work on power and resistance that have not been fully explored in relation to school leadership...Not only is it important to theorise notions of power and resistance in the study of educational leadership, but it is also necessary to engage with empirical examples to bring these tensions to life. (Neische, 2013, p. 145)

Chapter Two: Review of the Literature

As this chapter will later describe, in 2010, Alberta was one of three states and provinces where high school students were allowed to choose supplemental courses without permission. This is a recent phenomenon for high school principals, with implications for their leadership practices. Therefore, the main research question for this study is:

How do principals of conventional high schools in Alberta respond when students can choose supplemental courses from external distance education providers?

The subquestions are

What is the nature of the power relations that exist between principals and their students who seek supplemental distance education courses?

- a) What are principals' practices and discourses in this situation?
- b) What are students' practices and discourses in this situation?

The subquestions guide enquiry towards describing and understanding their response through the lens of power relations, and the practices and discourses associated with power relations. This literature review parallels that reasoning. The chapter begins with a review of school choice scholarship to identify themes or conclusions that may apply to the research question. Since distance education course choice appears to be a rarely researched phenomenon, dual credit research literature is reviewed for possible insights, because dual credit typically requires enrolling students in single external post-secondary courses or programs. Therefore, dual credit findings may predict responses for dual credit programs. The chapter then moves to a review of recent distance education literature, particularly the nature of online learning growth in North America that has fuelled renewed interest in distance education scholarship, and how that scholarship has represented course choice and demand-side research questions, specifically school leadership.

Power theory literature constitutes the final sections of this chapter, because power relations provide the theoretical framework for describing and analyzing principal and student practices and discourses critical to answering the main research question. Beginning with general perspectives on why power is important to understand in school leadership and in student experiences, the focus will shift to theoretical perspectives that informed the data collection and data analysis activities of this research. The first of these, servant leadership, is briefly incorporated because its emphasis on empowering followers framed this study's initial conceptual framework. This chapter's written content concludes with a description of Foucault's power/knowledge ontology, the second theoretical perspective, including a focus on power techniques that became descriptors for data analysis. The chapter concludes with a summary, including a conceptual framework table.

2.1 Student Choice of Schools

School choice, in common usage, describes a student's ability to attend (or a parent's ability to have their child attend) a school other than the school assigned by a local authority based on proximity, demographic status, or other factor. The range of options includes home schooling, distance and virtual schooling, elite academies, denominational or non-denominational public or private schools, magnet schools, and charter schools (Glenn, 1990; Lauen, 2007; Merrifield, 2008; Piippo, 1997; Taylor & Woollard, 2003; Vanourek, 2006). States and provinces often support school choice through policy frameworks that include open boundaries, centralized school funding, and locally developed courses (Taylor & Woollard). Less commonly, some jurisdictions support school choice through funding levers such as tuition tax credits or vouchers (Cohen-Vogel, 2002; Merrifield). Home schooling refers to home-based instruction under a parent's curriculum and assessment supervision (Alberta Education, 2010b; Piippo; Vanourek). Magnet schools distinguish themselves from other public schools by

focusing on unique specializations in academics (e.g., science, fine arts), trades (e.g., construction, culinary), or athletics (e.g., soccer, hockey, baseball) (Cohen-Vogel). Charter schools are similar to private schools with respect to local governance, curriculum flexibility, and school rules, but differ in that they receive public funds and are open to anyone to attend (Alberta Education, 2011; Chubb & Moe, 1990; Merrifield). A virtual school is a magnet school that, depending on jurisdiction, may also be a charter school (Vanourek).

Chubb and Moe (1990) were credited with sparking the rapid growth in charter schools in the United States during the 1990s (Cohen-Vogel, 2002; Lubienski, 2005; Powers & Cookson, 1999; Whitty & Edwards, 1998), although the introduction of grant-maintained schools in England during the 1980s also encouraged American policy (Opfer, 2001; Whitty & Edwards). By 2011, an estimated 5,600 public charter schools enrolled over 2,000,000 American students (National Alliance for Public Charter Schools, 2011).

A common interpretation for the development of school choice is the growth of neoliberalism, as a major political, economic, and cultural movement (Apple, 2000; Davies & Quirke, 2005; Whitty & Edwards, 1998). Neoliberals believe that market forces and consumer choice can overcome the innate limitations of public sector bureaucracies because (a) reducing bureaucracy supports innovation, (b) competition leads to improvement, (c) businesslike approaches promote productivity and accountability, and (d) market forces are the best way to match student requirements to the appropriate teachers and services (Davies & Quirke; Lubienski, 2005; Opfer, 2001). Finn (1990) presented the democratic and parent empowerment arguments, stating, “It is simply unconscionable ... to oblige a child against his or her will to attend a rotten school that he or she would flee but for the denial of alternatives and the coercive powers of the state” (p. 5). Finn also hypothesized increases in student achievement and

satisfaction.

- Forces opposed to school choice included teacher unions, school administrators, and other members of the public school establishment (Powers & Cookson, 1999). Their concerns included:
- Increasing stratification in schools, as high achievers would choose better schools while low SES students lacked the resources to exercise choice (Davies & Quirke, 2005; Powers & Cookson, 1999; Taylor & Woollard, 2003);
- Loss of support for the school as a community, as individual gains may occur at the collective's expense (Apple, 2000; Davies & Quirke, 2005; Powers & Cookson, 1999);
- Parents and students would not have enough information available to them to enable fair choices (Hausman, 2000);
- Overstating the bureaucratic failings of public schools (Apple, 2000; Powers & Cookson, 1999); and
- Schools are not true markets and may not respond as predicted (Cohen-Vogel, 2002).

Within the school choice literature, the effects of a market-driven educational philosophy (“marketization”) is a major theme, particularly as public charter schools operate within a quasi-market system with sufficient government oversight to constrain true market conditions (Cohen-Vogel, 2002; Lubienski, 2005; Merrifield, 2008; Opfer, 2001). A key difference between the anticipated benefits of higher-quality educational practices in schools and actual outcomes is that, rather than directing energy towards instructional innovation, principals spend more time and resources on school marketing activities (Lubienski; Oplatka, 2007; Powers & Cookson, 1999). Federal and state accountability requirements such as *No Child Left Behind* may be hindering choice schools’ ability to innovate; the innovations may be in governance, in minor

adjustments to curriculum, or in instructional time, but not in the deeper practices of educating children (Cohen-Vogel; Lubienski; Opfer; Powers & Cookson). School marketization theories also neglect changing social attitudes about raising children. Specifically, parents seek a nurturing environment, not a commodity, and are prepared to commit social and cultural capital as an investment in their children's future (Andre-Becheley, 2005; Davies & Quirke, 2005; Taylor & Woollard, 2003).

The existing empirical evidence suggests that principals in charter schools may demonstrate more transformational leadership characteristics than their peers in conventional schools (Cohen-Vogel, 2002; Gild, 2000; Mestinek, 2000). However, these studies investigated full-time student choice schools, whereas this study explored the intersection of leadership in conventional high schools where students can choose supplemental distance education courses.

The research literature provides little evidence to show how student choice of schools (or courses) affects the practices or power relations of school leaders. From this review, however, there is limited evidence that responses could include marketing or innovation practices ((Lubienski, 2005; Oplatka, 2007; Powers & Cookson, 1999). However, the extensive discursive arguments forwarded by school choice proponents and opponents (e.g., empowerment, loss of collective resources) may be relevant to the student course choice context.

2.1.1 *Dual credit as student course choice.*

Dual credit is a possible parallel to the supplemental distance education course phenomenon that may provide insights into school leadership and student responses, and into potential implications from the school choice literature. Dual credit refers to credit-based transition programs that allow secondary school students to earn graduation and post-secondary credits at the same time. Dual credit courses are external because the provider is a post-

secondary institution, and they are supplemental because they are typically elective. As of 2005, forty states had published dual credit policies, although there was little uniformity in focus, oversight mechanisms, admission requirements, instructional location, or tuition and funding arrangements (Karp et al., 2005). Post-secondary institutions, particularly colleges, tended to prefer them to Advanced Placement programs because dual credit courses usually use the institutions' own instructors and curriculum (Karp et al.).

Dual credit scholarship has not yet focussed on school leadership, but research findings illuminate factors that concern principals and students, and that could map to the Alberta distance education context. Dual credit objectives include: (a) assisting small or rural schools in providing options (Karp & Hughes, 2008), (b) permitting faster accumulation of graduation credits (Wallace, 2006), and (c) motivating students otherwise dissatisfied with local courses (Wallace). In states that guaranteed tuition-free access to dual credit for eligible high school students, school leaders perceived this as a significant shift in power and control over curriculum and resources; even though enrolment dollars flowed to the school division, a portion had to be turned over to a post-secondary institution outside the division's control (McCarthy, 1999). Initial research into effects on students shows that compared to their peers, students in dual credit programs report higher levels of satisfaction, are slightly more likely to graduate, are more likely to attend post-secondary institutions, and feel more mature (Buchanan, 2006; Harnish & Lynch, 2005; Hughes et al., 2005; Karp & Hughes, 2008; Martinez & Bray, 2002; Michael, 2003).

This review identified two connections between dual credit and school choice scholarship findings: increases in student satisfaction (Finn, 1990; Buchanan, 2006), and the transfer of financial resources away from the school (Apple, 2000; Davies & Quirke, 2005; McCarthy, 1999; Powers & Cookson, 1999), and would be strong indicators of similar findings in this study.

As the next section shows, school choice discourse is accountable for much of the recent growth of online distance education and revised attention to distance education scholarship, even though distance education programs significantly pre-date both school choice and dual credit in the education sphere. However, only in recent years have some states and provinces uncoupled supplemental distance education course enrolment from the need for local school permission, creating new research and policy discourses about course choice in distance education contexts.

2.2 Growth of Distance Education Courses as a Student Choice

Distance education in this study refers to K-12 program or course delivery by an accredited school, wherein time and/or distance separate the learner and teacher (Barbour & Reeves, 2009; Vanourek, 2006). This section describes the growth of distance education, especially in the online mode, as a school choice phenomenon. It also provides information about the increasing number of states and provinces that allow secondary students to take supplemental credit courses from distance education schools, such as the Alberta Distance Learning Centre, without needing permission from the local school (Alberta Education, 2008; British Columbia Ministry of Education, 2006; Center for Digital Education, 2008; Florida Senate, 2008; Watson et al., 2013).

K-12 distance education has been in North America since 1919 (Barbour & Stewart, 2008; Dunae, 2006); online courses have been available in North America since the 1990s (Barbour & Reeves, 2009; Barbour & Stewart; Center for Digital Education, 2008). Rapid growth in virtual schools and online programs is a recent phenomenon, enabled as internet access in schools and homes increased (Clark & Berge, 2005; Freedman, 2005; Tucker, 2007; Vanourek, 2006). In the United States, virtual school participation has grown from about 50,000 students in 2001 to estimates of more than 600,000 students in 2005-06 (Picciano & Seaman, 2007; Smith et al., 2005). In the 2011-12 school year, American K-12 distance learning

providers enrolled 310,000 full-time students and delivered 740,000 supplemental courses (Watson et al., 2013). Barbour (2012) estimated that about 245,000 students in Canada participated in distance education in 2010-11, and British Columbia reported an increase from 17,000 in 2005-06 (Barbour & Stewart) to nearly 80,000 in 2011-12 (Barbour, 2012). Precise enrolment measures are not available because: (a) there are few standards for distance education terminology and data collection; (b) some jurisdictions, such as Alberta, do not differentiate between distance education and regular school enrolments; and (c) there are a wide range of operational and delivery models (Barbour & Stewart; Picciano & Seaman).

In the absence of quality data, growth in distance education has been tracked by surveying state and district administrators about the number of new programs established, enrolment growth in existing schools, and legislation or policy changes to facilitate and manage change (Center for Digital Education, 2008; Picciano & Seaman, 2007, 2008; Vanourek, 2006; Watson et al., 2008; Watson et al., 2013). In 2006, there were over 140 distance education charter schools in the United States, up from 20 in 2003 (Vanourek). Sixteen states reported an annual growth rate exceeding 25% in 2007-08; only two states reported no growth (Center for Digital Education). As of September 2008, there were only four states without significant online learning options (Watson et al., 2008). In Canada, which has a longer tradition with distance education, eight of ten provinces claim significant K-12 online programs (Barbour & Stewart, 2008). Haughey and Muirhead (2005) reported growth in Alberta from one school in 1996 to over 19 in 2004. By 2012, there were up to 240 programs operating in Canada (Barbour, 2013).

Scholars categorize distance education schools by the types of programs they offer. They can provide *supplemental* courses (e.g., regular curriculum, Advanced Placement, or foreign languages) on a part-time basis to students attending conventional schools, *full-time* programs to

students learning at home, or both. Supplemental programs reported higher overall enrolments and faster growth than full-time distance programs (Barbour & Stewart, 2008; Smith et al., 2005; Vanourek, 2006; Watson et al., 2008; Watson et al., 2013). In most jurisdictions, students needed permission from the local principal or a designate to take a supplemental course. However, by 2012, seven states (Florida, most notably) and two provinces had legislation or mandatory policies that entitle a particular secondary school population to enroll in a supplemental course without permission (Alberta Education, 2008; British Columbia Ministry of Education, 2006; Center for Digital Education, 2008; Florida Senate, 2008). Watson et al. (2013), in a recent annual report on distance education legislation and policy in the United States, found that:

Florida remains the only state that provides a full range of supplemental and full-time online opportunities to all students across the state. A handful of other states, including Arizona, Minnesota, and Utah, are moving in the same direction by creating policies to support student choice at the school and course level... (p. 4)

Table 2.1 lists the North American states and provinces with choice legislation or policies, along with any enrolment restrictions. In these jurisdictions, student choice extends beyond selecting which school to attend, e.g., public, private, charter, or out-of-district, to a new ability to determine which courses to take concurrently from multiple providers.

Haughey (2006) noted the scarcity of research exploring the intersection of administrative practice and Information and Communication Technologies, which includes online learning. Recent comprehensive reviews of distance education do not cite leadership studies (Barbour & Reeves, 2009; Beaudoin, 2013; Rice, 2006). Beaudoin specifically searched for scholarly works on distance education leadership topics and found few titles available.

Table 2.1 Distance Education Choice Restrictions

Jurisdiction	Choice Restrictions	Source
Alberta	<ul style="list-style-type: none"> • High school only (at least 16 years old) 	Alberta Education (2008)
Arizona	<ul style="list-style-type: none"> • Students may take a maximum of three whole programs or supplemental courses 	Watson et al. (2013)
British Columbia	<ul style="list-style-type: none"> • Grades 10-12 only • Anglophone students do not have the right to enrol in a francophone program 	British Columbia Ministry of Education (2006)
Florida	<ul style="list-style-type: none"> • None 	Watson et al. (2013)
Georgia	<ul style="list-style-type: none"> • Grades 9-12 only • Limit of two supplemental courses • One authorized provider 	Watson et al. (2013)
Louisiana	<ul style="list-style-type: none"> • High school only • Tuition-free to students in certain school categories 	Watson et al. (2013)
Michigan	<ul style="list-style-type: none"> • Grades 5-12 only • Limit of two supplemental courses • Credit courses only • No prior credit in course • Must be a course missing from graduation requirements • Student must be adequately prepared • Course must be of sufficient quality and rigour 	Watson et al. (2013)
Minnesota	<ul style="list-style-type: none"> • Students may take a maximum of 50% of their full course load as supplemental courses • Tuition-free up to one full-time equivalent 	Watson et al. (2013)
Utah	<ul style="list-style-type: none"> • Grades 9-12 only • Overall course limit for students from all programs is one full-time equivalent. 	Watson et al. (2013)

The field is not completely empty, however. Several studies have considered district and school leadership attitudes towards online distance education courses (Heidlage, 2003; Picciano & Seaman 2007, 2009; Robison, 2007). Heidlage, in her study of Catholic high school principal attitudes to online schooling, reported that the principal's leadership was important for successfully using supplemental online courses. Robison replicated Heidlage's methodology and

results with rural high school principals in Appalachian Ohio. Picciano and Seaman conducted national surveys of school district administrators that showed growing support, particularly in rural areas and in situations where classroom access was challenging. Of these, the Picciano and Seaman instrument became the model for this study's Distance Education Survey instrument because it was recent, relevant, and readily available to permit comparisons from Alberta findings to another American context.

Despite recent interest in distance education programs, there remains a lack of research at its intersection with school leadership, especially into understanding what high school leaders actually do and say when students do not need their permission to take external courses. This study addresses this gap in scholarly knowledge through exploring principal (and student) power relations in the Alberta context.

2.3 Power Relationships in Schools

Educational research into the sociological and organizational structure of schools finds that “schools are problematic and tension-ridden formations whose structural variations are best explained through the meaning, negotiations, and strategies of individual actors” (Tyler, 1985, p.62). Conflicts between teachers and students dominated scholarship about institutional power relations, although power and authority relationships between principals and teachers were also well-represented (Hanson, 1976; Tyler). Although the primary focus of this study is on principal responses in a distance education context, the lever is student course choice. Therefore, this study also encompasses the student actors in this relationship. The discussion that follows begins with power perspectives in general, for principals and then students, and why power matters. Moving from the general to the specific and relevant, a short foray into servant leadership makes way for more extensive consideration of Michel Foucault's thinking and methods that constituted the theoretical framework for this study.

2.3.1 *Power in the principalship.*

Greenfield (1998) stated that, “Administration is about power and powerful people. The study of administration must stand therefore upon a resolute examination of people as they strive to realize their ends” (p. 135). Power is a member of a family of related terms that includes authority and leadership; the latter is “the favorite and most prominent offspring, in both education and beyond....it alone gets singled out for special treatment” (Gronn, 2003, p. 274). Gronn claimed that the intellectual conversations within power analysis research seldom penetrated the parallel and more public discourses about leadership.

For a significant part of the 20th Century, the social construction of schools followed precepts of Weberian bureaucracy (Tyler, 1985), scientific administration concepts (Ball, 1990; Greenfield, 1988), and organizational theory (Bell, 1988). Greenfield claimed that these positivist approaches failed because they did not solve administrative problems. Instead, they offered a “blinkered view of choice and administrative action afforded by a narrowly empiricist science which lets us but see a pale and reduced reflection of the human will to achieve a purpose, to mobilize resources, to influence others” (p. 120). Bell stated that the main feature of an organization is strong goal orientation, but goals in schools tend to be abstract. Pure bureaucratic models, which assumed only hierarchical control mechanisms, limited human potential to thrive and neglected to factor in expertise and the collegial power that teachers exercise in their classrooms (Gamoran & Dreeben, 1986; Hanson, 1976; Sergiovanni & Starratt, 1979; Tyler). Another difference between schools and pure bureaucracies is the variable locus of power within school systems, which may be high at the school level, high at the school board level, or high or low in both (Tyler). Despite evidence that the bureaucratic model fails to apply cleanly to education, school systems retain enough bureaucratic trappings (Bell) to justify

examining bureaucracy's power and authority attributes (Centre for Educational Research and Innovation, 2001).

Included among the bureaucratic characteristics of schools are: (a) division of labour and specialization, (b) hierarchical authority lines, (c) written rules, (d) impersonality, and (e) long administrative careers (Hanson, 1976; Sergiovanni & Starratt, 1979). These five tendencies combine to produce orderliness and efficiency while increasing dehumanization and limiting creativity. Bureaucracies can have differentiated foci, each with its consequences (Sergiovanni & Starratt). A focus on reliability, such as consistent or improved performance, creates a need for control that spotlights positional power and authority. A high need for reliability can increase staff and student unhappiness and resistance, creating a need for increased control. A focus on delegating authority increases specialization and responsibility at the departmental level, leading to localized sub-goals that could lower the school's overall goal performance. McNeil (1986) observed that focusing on rules leads to reduced performance as everyone conforms to their minimal expectations; this in turn creates increased supervision and tension in power relationships.

The Organization for Economic and Co-operative Development proposed several alternative futures to bureaucratic models that place a higher emphasis on social capital and schools as learning networks (Center for Educational Research and Innovation, 2001). Schools in North America have seen shifts in focus towards standardized testing, increased school choice, and participatory management styles (Sergiovanni, Kelleher, McCarthy, & Wirt, 2004). As a result, principals spend more time managing power relationships and assuming more responsibility, with no increase in authority (Sergiovanni et al.). The principal is now "a nodal point among many in a set of power relations in which not all nodal points act with equal force"

(Ninnes & Burnett, 2003). Power derived from hierarchical status has changed to a new power to establish goals in a more equal relationship with constituents (Haughey, 2006; Sergiovanni, 1992).

Although pure hierarchical models of school organization appear to be fading, principals still derive some power through administrative domination, especially the allocation of resources such as physical space, personnel (which teachers with which students), time (when, and occasionally, how much), and learning resources (Hanson, 1976; Gamoran & Dreeben, 1986; Gronn, 2003). Principals also possess the considerable power that derives from discourse. The proclamations school leaders make about education have power because they delimit purposes (Ninnes & Burnett, 2003) or exclude from debate (Edwards, 1995). Statements may be treated as unchallengeable truths because they “have imposed themselves on us for so long that we do not recognize them as masking forms of power and abuse” (Cannella, 1999, pp. 39-40). The final significant apparatus of power available to principals is leadership (Gronn), which creates and maintains invented social reality (Greenfield, 1988) through the appropriate exercise of other power and authority means. According to Burns (1978), Gronn, and Sergiovanni (1992) leadership is exercised most effectively when it empowers others, possibly including students, because empowerment increases follower responsiveness and the will to achieve higher than minimal expectations. The effectiveness of empowering others is the foundation for servant leadership; supporting student course choice, in this study’s context, may be an empowering act.

2.3.2 *Students and power.*

In the literature, the considerations that shape students’ power relationships in schools include: (a) visible and invisible disciplinary mechanisms, (b) the consequences of resistance, and (c) dimensions of autonomy and empowerment. Students are not powerless, but schools are

challenged to find ways to harness and develop the productive capacity of student power when the “bureaucratic structure of the school seems therefore to be often no more than a shell in which a variety of ploys and stratagems for getting by are enacted” (Tyler, 1985, p.29). Administrators and teachers may deny students power by creating social holding operations characterized by divide and rule tactics, routine, and forced waiting in groups (e.g., some forms of detention) (Tyler). Disempowered students create three types of loss: (a) the students cannot change their conditions, (b) the schools lose energy that committed students could contribute, and (c) society is left with students socialized into passivity and dependency (Jamieson & Thomas, 1974). Even so, students are active and knowing participants in these environments, constantly creating and refining power/knowledge relationships (Marshall, 1990). Further, student empowerment is generally considered beneficial, if only to prevent the losses cited above (Levitt, 2008; Olssen, 2005).

Recent years have seen an increase in student voice initiatives, which seek to place students at the table for stakeholder deliberations, but their effectiveness remains theoretical and idiosyncratic (Fielding, 2004). In Silva’s (2002) study at a Berkeley high school, “neither the school nor the students were prepared to confront the deep-seated and long-standing hierarchies of power, privilege, and voice” (p. 201). Foucault stated, “You have to use power relations to refer to the situation where you’re not doing what you want. So resistance comes first....Power relations are obliged to change with the resistance” (Foucault & Rabinow, 1997, p. 167).

Greenleaf’s servant leadership model (Greenleaf & Spears, 2002) and Foucault’s broader power/knowledge framework (Foucault & Gordon, 1980) grew out of student unrest. However, Greenleaf’s model potentially reverses the losses that Jamieson and Thomas (1974) described for disempowered students. Greenleaf’s interest was in “a group of people who, under the influence

of the institution, grow taller and become healthier, stronger, more autonomous” (Greenleaf & Spears, 2002). Greenleaf’s thinking about leadership and empowering others, particularly students, offered the rationale for using his model as this study’s (temporary) conceptual framework.

2.3.3 *Servant leadership and power.*

Greenleaf developed servant leadership in response to two stimuli (Greenleaf & Spears, 2002). The first of these was Greenleaf’s concerns over campus unrest in the 1960s, which he saw as student response to coercive power and authority (Page & Wong, 2000; Svoboda, 2008). Greenleaf’s reading of Herman Hesse’s *Journey to the East* provided the second inspiration (Greenleaf & Spears). In Hesse’s work, a group of putative nobles and their servant, Leo, embark on a long voyage. After experiencing some frustrations along the way, the group dismisses Leo. The trip gets even worse, and the group realizes that Leo had been the real leader holding them together. Hesse’s work led Greenleaf to believe that students were more likely to respect leaders that embodied servant attributes by providing creative support rather than coercion, even if benign. For the led, those that are experiencing coercion, “even if it is good for them, if they experience nothing else, ultimately their autonomy will be diminished” (p. 55).

Servant leadership belongs to the family of transformational leadership approaches that reject traditional hierarchical leadership models, instead emphasizing attributes such as team-building, leadership development, and shared decision-making (Crippen, 2006; Hays, 2008; Hill, 2007; Laub, 1999; Page & Wong, 2000; Tate, 2003; Taylor, Martin, Hutchinson, & Jinks, 2007). It shares transformational leadership precepts with the work of Covey (Blake, 2006; Hill; Laub; Page & Wong; Spears & Lawrence, 2002), Fullan (Hill); Kouzes and Posner (Laub; Page & Wong; Taylor et al.), Senge (Hill; Page & Wong; Spears & Lawrence), and Sergiovanni (Hill).

Authors and researchers based these affinities between leadership models on common outcomes, but they also contrasted servant leadership with other contemporary leadership theories.

Distinctions include:

- Servant leaders place constituents' priorities ahead of those of the organization, distinguishing it from transformational leadership (Barbuto & Wheeler, 2006; Sendjaya et al., 2008) and moral leadership (Sergiovanni, 1992).
- Servant leadership is an inherent inclination, not a style or skill, differentiating it from spiritual leadership and transformational leadership (Sendjaya et al.).
- Servant leadership has moral and spiritual dimensions; the spiritual may be missing in authentic leadership (Sendjaya et al.), and the moral dimension is not a major feature of charismatic leadership or transformational leadership (Barbuto & Wheeler).

Servant leaders act from an ingrained moral or philosophical imperative to serve and grow others; there is common agreement with Greenleaf that it is not simply a style or set of skills (Herndon, 2007; Laub, 1998; Sendjaya et al., 2008; Svoboda, 2008; Tate, 2003; Taylor et al., 2007; Winston & Patterson, 2006). Servant leadership provides "a different way of thinking about the purpose of leadership, the true role of the leader, and the potential of those being led" (Laub, p. 30). In servant leadership, power is less visible, and more distributed or balanced than in hierarchical or coercive approaches; servant leaders actively promote constituents' autonomy or democratic freedom (Crippen, 2006; Moxley, 2002; Tate; Taylor et al.; Winston & Patterson).

Table 2.2 Six Servant Leadership Models

Category	Greenleaf & Spears, 2002	Laub, 1999	Page & Wong, 2008	Barbuto & Wheeler, 2006	Taylor et al., 2007	Sendjaya, Sarros, & Santora, 2008
Instrument	No instrument	Organizational Leadership Assessment (OLA)	Revised Servant Leadership Profile	Servant Leadership Questionnaire (SLQ)	Self-Assessment of Servant Leadership (SASL)	Servant Leadership Behaviour Scale (SLBS)
Number of subscales	10	6	10 (2 oppositional)	5	12	6
Instrument Items	No instrument	60	97	23	24	35
Names of subscales	Listening Empathy Healing Awareness Persuasion Conceptualization Foresight Stewardship Commitment to Growth of People Building Community	Displays Authenticity Shares Leadership Values People Develops People Builds Community Provides Leadership	Leading Servanthood Visioning Developing Others Team-building Empowering Others Shared Decision-making Integrity Pride/ Narcissism Abuse of Power	Altruistic calling Emotional Healing Wisdom Persuasive Mapping Organizational Stewardship	Integrity Humility Servanthood Caring for others Empowering others Developing others Visioning Goal setting Leading Modelling Team building Shared decision-making	Voluntary Subordination Authentic Self Covenantal Relationship Responsible Morality Transcendental Spirituality Transforming Influence

2.3.3.1 Servant leadership models in educational leadership research.

Table 2.2 compares six servant leadership models and the instrumentation, if any, associated with them. Greenleaf developed and promoted the servant leadership vision; Spears later delineated the ten characteristics ordinarily associated with Greenleaf's conceptualization (Greenleaf & Spears, 2002). To study servant leadership, subsequent researchers employed factor analysis methodologies to develop models and instruments (Laub, 1999; Barbuto & Wheeler, 2006; Page & Wong, 2000, 2008; Sendjaya et al., 2008; Wong & Page, 2003).

Although servant leadership has been promoted as an appropriate model for education (Collard, 2004; Crippen, 2006; Herndon, 2006; Hill, 2007; Tate, 2003), very little servant leadership research has occurred in schools. The few studies conducted to date found positive correlations between principals' servant leadership scores and (a) job satisfaction (Svoboda, 2008); (b) teachers' perceptions of school culture (Herndon; Hill); and (c) teachers' Leadership Practices Inventory scores (Kouzes & Posner, 2002), i.e., servant leader principals challenged the process, inspired a shared vision, enabled others to act, modeled the way, and encouraged the heart (Taylor et al., 2007). This study used the Self-Assessment of Servant Leadership instrument (Taylor et al., 2007, with permission) because it demonstrated parsimony, i.e., efficient data collection for its purpose (Gorard, 2001), and had undergone reliability and validity testing.

As the initial theoretical construct in this study, servant leadership represented contemporary scholarly thinking about the appropriate use of power in contemporary educational leadership. In the context of students choosing distance education courses, and looking at real data, however, servant leadership did not appear as a significant phenomenon in the case study data. A broader framework that could encompass more of the discursive and nondiscursive practices of principals and students in this power relationship was required. Michel Foucault's

power/knowledge theory fulfilled this need, as the next sections describe.

2.4 Foucault and Power/Knowledge

Michel Foucault's extensive works on power, knowledge, and discourse have been broadly discussed in many institutional and academic contexts, including education (Jardine, 2005). For school organization scholars, Foucault's work provided timely alternative research approaches, such as genealogy and archaeology, when bureaucratic and other models failed to explain school reality adequately (Jardine; Ninnis & Burnett, 2003; Tyler, 1985). These methods provide insights into what constitutes knowledge -- into the ways that power flows between individuals both shape and are shaped by knowledge, and into the roles that power and knowledge (written as *power/knowledge*, frequently) play in producing productive and autonomous subjects in Western democracies. Archaeology reflects Foucault's structuralist roots, and refers to organizing historical information in a systematic way to understand current situations. Genealogy is similar to archaeology but incorporates marginalized voices and considers relations of power, signaling Foucault's transition to post-structuralism (Gutting, 2013), which is described next.

2.4.1 *Foucault, the post-structuralist.*

Many scholars identify Foucault as a post-structuralist writer, although one of the more structuralist in the category (Stone, 2005). According to Stone, post-structuralists commonly consider six central concepts: language, relation, subject, practice, aesthetic, and politics/ethics. Stone situated Foucault within these six concepts:

- Post-structuralists position language as central to knowledge and sense making. Foucault's focus on discourses and discursive practices defines his work on the role of language.
- For post-structuralists, Stone states, "Something is always distinct from something else" (p.

86). However, there are usually forms of connection between entities, such as Foucault's notion of power/knowledge relations between persons.

- In post-structuralism, individuals are subjects without agency or essential self, although they can be constituted, through actions, as subjects to others and to themselves. Further, hierarchies exist and some subjects count for more than others do. For Foucault, the subject is constituted through “constantly shifting discursive/nondiscursive formations” (p. 88) such as external norms.
- Although there is no agency in post-structuralism, there are contextual practices and processes that develop within social entities. In Foucault, process and practice emerge as an “emphasis on the discursive/nondiscursive in formations of power/knowledge” (p. 87).
- Concern for the aesthetic, in Foucault's case, appears through his self-reflexivity and his writings about literature, through blurring the distinction between sciences and the arts, and treating “truth” as a social construction. Jardine (2005) said, “Foucault was sensitive to anything that might interfere with his unconstrained ability to be himself, and he was extremely successful in identifying many forms of such constraint” (p. 8).
- According to Stone, the work of a post-structuralist includes a politics and/or an ethics. Foucault, for example, touches upon revolutionary politics. Stone notes that politics/ethics work, like other forms of practice, is always messy; it is “tentative, ambiguous, complex, always multiple, and with elements that are unknown” (p. 87).

These concepts have implications for this study, beginning with the research subquestions about discourses and practices for principals and students. For this study, discourses are forms of practice, and findings described *discursive/nondiscursive practices* more commonly than as *discourses and practices*. The principals and students in this context were subjects to others and

to themselves, often through expressing and adapting to norms through the *normalization* power technique to be described later in this chapter. One of Foucault's underlying ethics is *freedom*, also identified later as a power technique. We should anticipate that practices represent the convergence of complex and multiple interplays of power techniques. Finally, the emphasis on distinctions suggests that understanding how principals respond in this context depends upon identifying their differences as much as their similarities.

Foucault proposed five methodological precautions for investigating power/knowledge relationships, which he summarized as basing "the analysis of power on the study of the techniques and tactics of domination" (Foucault & Gordon, 1980, p.102). These five precautions reflect his post-structuralist stance:

1. Investigate power where its capillary effects can be observed, not at the point of legal provenance.
2. Look for the real artifacts of power, not aims or intentions.
3. Consider the individuals under analysis to be both the targets and conveyors of power.
4. Attempt to describe how the mechanisms that begin as local responses combine as larger social patterns.
5. The outcome of research and investigation techniques is knowledge, not ideology.

The preceding post-structuralist concepts and methodological precautions heavily shaped this study's qualitative research design and analysis. This study adopted a methodology that identified actual practices and experiences at specific school sites. Participating principals and students were considered to be both targets and conveyors of power in a power/knowledge relationship. Multiple sites were selected in order to identify higher-order patterns, if any. The material presented later in this chapter on power techniques provided descriptors for practices

that reflect Foucault's ethics, and a mechanism to look for broader social patterns.

Discipline and Punish (Foucault, 1977) marked Foucault's shift to post-structuralism with his first genealogy (Gutting, 2013). Although the work focused on the evolution of penal systems, it also marked Foucault's first thinking on power relationships affecting the historical evolution of schools. In this work, he also introduced disciplinary power and its techniques.

2.4.2 *Foucault, disciplinary power, and education.*

In *Discipline and Punish* (1977), Foucault proposed that the modern penitentiary system along with new disciplines in educational, medical, military, and workplace settings, evolved from efforts to correct perceived weaknesses in the population into methods to improve individuals in society:

Now, at the beginning of the Revolution, the end laid down for primary education was to be among other things, to 'fortify', to 'develop the body', to prepare the child 'for a future in some mechanical work', to give him 'an observant eye, a sure hand and prompt habits'. (p. 210-211)

By raising individual capacity in this way, Foucault stated that schools and other social institutions increasingly supported the critical processes and functions of factory production, transmitting knowledge, diffusing aptitudes and skills, and improving military effectiveness.

Foucault (1977) cited Bentham's Panopticon as the architectural model for a discipline that supervises people. The Panopticon is a circular building. The outside wall is lined with cells, each with an outside window and an open doorway inside. In the centre of the circle there is a tower with windows on all sides, so that an observer in the tower can see every outside compartment. The tower windows have blinds, so that the Panopticon's residents never know whether they are being watched, only that they may be under observation. There are very few

examples of true panoptic facilities as Foucault described them. In schools, panopticism informs facility design, school legislation and regulations, pedagogical approaches, and student information tracking (Astrom, 1999; Bussey, 2006; Levitt, 2008; Ninnes & Burnett, 2003; Piro, 2008; Provenzo, 2008; Tyler, 1985). For secondary principals in this study, external supplemental distance education courses may create holes in their panoptic constructs, because the students in the distance education courses may be temporarily outside the school's local control structures, such as teachers, curriculum, academic reporting, timetabling, discipline, and custodial care.

While *Discipline and Punish* (Foucault, 1977) explained the evolution of modern institutions as technologies of social control, Foucault's essays and conversations that were collected in *Power/Knowledge* (Foucault & Gordon, 1980) provided insights into the power relationships within organizations. Foucault explored these relationships because the historical evolution of disciplines could not explain the widespread unrest he witnessed in the 1960s, particularly the Paris student riots of 1968. Power, on its own, was insufficient to explain the uprising and its consequences. Foucault explicitly linked power with knowledge, and provided everyone with a blended power/knowledge model for leadership:

Knowledge and power are integrated with one another, and there is no point of dreaming of a time when knowledge will cease to depend on power....It is not possible for power to be exercised without knowledge, it is impossible for knowledge not to engender power.

(Foucault & Gordon, 1980, p. 52)

Traditional thinking about power in legal or hierarchical terms emphasizes the negative approach to power/knowledge relationships, "Power is what says no. And the challenging of power as thus conceived can appear only as transgression" (Foucault & Gordon, 1980, pp. 139-

140). Foucault preferred a richer interpretation of power as an interwoven network of relationships with both productive and negative potential – oppressing, disrupting, and making possible (Astrom, 1999; Edwards, 1995; Foucault & Gordon, 1980; Ninnes & Burnett, 2003). The power/knowledge relationships between principals, teachers, and students create opportunities for students to learn and acquire technologies of the self; this student self-efficacy promotes further learning, but at the risk of creating resistance to existing power/knowledge constructs.

2.4.3 *Foucault's power techniques.*

The disciplinary power techniques and concepts that Foucault introduced in *Discipline and Punish* (1977) marked the beginning of further scholarship into additional modes of power and corresponding power techniques. Foucault's work included an extensive focus on power/knowledge as an interwoven network of relationships with both productive and negative potential – oppressing, disrupting, and making possible. Through his lectures and publications, he identified many techniques of power associated with various historical and social purposes. This study required a defined group of relevant techniques from Foucault's work to permit a manageable analysis of power/knowledge dynamics at play between high school principals and students seeking distance education courses outside their buildings. The research questions in this study point to power relationships between principals and students, and the discursive/nondiscursive practices that accompany them. Foucault's power techniques provide a way to categorize the ways in which power produces its positive and negative effects.

The next section provides a short overview of what Foucault meant by *techniques of power*. The following section describes in detail the techniques associated with three power domains -- disciplinary, pastoral, and governmentality -- that are used in this research to describe

principal and student power relationships, to code them, and then to help interpret the findings from them.

2.4.3.1 *Defining techniques of power.*

Foucault (1977) initially used the term *technique* to describe the *application of ‘methods and knowledge, descriptions, plans and data’ to controlling and using individuals*. As his work progressed, he expanded the term to include *apparatuses and mechanisms for managing populations* (Foucault et al., 2007). Foucault’s terminology emphasized that power existed through strategies and activities in networks of relations; power is not an attribute or a possession (Foucault; Foucault & Gordon, 1980; Jardine, 2005). Accordingly, Foucault selected terms that conveyed tactics and apparatuses for power-in-action, not power possessed. According to Gordon (1980), Foucault’s use of mechanistic language had little to do with ongoing differences between natural and human sciences, but from the belief that understanding human sciences occurred “in relation to the elaboration of a whole range of techniques and practices for the discipline, surveillance, administration and formation of populations of human individuals” (p. 239). For example, *enclosure* is a disciplinary technique of power that could be implemented through actions, apparatuses, practices, strategies, tactics, or techniques that delimit the functional boundaries of a disciplinary institution, such as a school. To Foucault, a principal would not possess the power to define a school’s boundaries. Instead, a principal’s efforts to sustain or increase a school’s functional boundaries represent the application of the disciplinary technique known as *enclosure*. The next section identifies and defines the techniques that Foucault identified in disciplinary, pastoral, and governmentality power domains.

2.4.3.2 *Cataloguing Foucault’s power techniques.*

Foucault’s work on power and its techniques continued from *Discipline and Punish* to the time of his death. This section describes some of this work by extracting, aggregating, listing,

and defining the power types and techniques used in this study.

Foucault's ongoing power/knowledge project in the 1970s first focused on disciplinary techniques of power with the body as object (Foucault, 1977; Foucault & Gordon, 1980; Foucault & Hurley, 1990; Senellart, 2007). His subsequent work on the history of sexuality (Foucault & Hurley) signaled a shift to techniques of power with population as object. The first phase of this shift concerned bio-power, by which Foucault meant power techniques associated with human biology, and in particular the State's concern with bodies as collective populations, such as encouraging high birthrates to provide a workforce (Foucault et al., 2007). Foucault integrated bio-power into the more encompassing power regime of governmentality during his 1977-1978 lecture series (Foucault et al.). However, Foucault's governmentality concept relied on incorporating both the disciplinary techniques of the body practiced by the State's institutions and "the techniques of the government of souls forged by the Church" (Senellart, p. 386), known as the 'pastoral'. Pastoral techniques are concerned with the salvation of individuals, and operate as mechanisms that lead people to behave within norms, without telling them routinely how to run their lives (Miller and Rose, 2008). Pastoral techniques create the desire and capacity in individuals to govern themselves, and, combined with disciplinary institutions, allow governmentality power to work across distances (Fendler, 1998; Foucault et al.; Miller & Rose).

2.4.3.2.1 Disciplinary power.

Most of Foucault's analysis of disciplinary techniques appeared in his genealogy of the Western prison system and other disciplinary institutions (Foucault, 1977). He delineated six distinct *categories* of disciplinary power in this work, each representing a cluster of associated techniques, as described in Table 2.3: *distributions* (in space), *controlling activity*, organizing geneses, *hierarchical observation*, *normalizing judgment*, and the *examination*. This study did

not use these categories as analytical factors; they are provided here as conceptual organizers.

As Foucault added disciplinary techniques in later works, he did not continue categorizing them; therefore, Table 2.3 differs from Foucault's presentation in these ways:

- Foucault did not use *curriculum* as a technique under *Organization of Geneses*. The category and the technique were the same in *Discipline and Punish*. The researcher provided *curriculum* as a more understandable term for the concept.
- *Imperative to speak* is not a category that Foucault created to contain *confession*; it is the formal term he used as a synonym.
- *Information control* is not a category Foucault used. The researcher created it to aggregate similar techniques, to be consistent with Foucault's earlier practice.

The techniques listed in Table 2.3 became the disciplinary power descriptors for principal and student power relations. Governmentality and pastoral power techniques were added to these, as shown in Table 2.4 and Table 2.5. For example, in one interview, Foucault briefly described two new techniques that are described as 'Information Control' in Table 2.3: *knowledge of truth*, and *disseminating information* (Foucault & Gordon).

The final technique of disciplinary power used in this study is the *confession*, labeled by Foucault as *the imperative to speak* (Foucault & Hurley, 1990; Jardine, 2005). Foucault & Hurley (1990) described the transition of the confessional from pastoral concern over the soul's condition (where sexual transgressions frequently placed souls at risk) to a tool in scientific discourse about sex, assisting in constructing sexuality as a discursive domain.

Table 2.3 Foucault's Disciplinary Techniques of Power

Category	Disciplinary Power Technique	Description
Distributions (Foucault, 1977; Foucault & Gordon, 1980)		Locating individuals in space.
	Enclosure	Individual actions occur in a facility with a specified purpose, such as a school, hospital, or prison, in order to concentrate techniques and minimize distractions.
	Partitioning	Within an enclosure, creating a one-to-one relationship between the individual and her place, in order to permit supervision, prevent desertion, and allow the individual to be located. In a school, this often manifests as traditional classroom and desk configurations.
	Functional Sites	Identifying a purpose for each partition in order to conduct specialized tasks and protect resources. For example, a school could have classrooms, a library, laboratories, trades-training areas, or administration offices.
Control of activity (Foucault, 1977)	Rank	Distributing individuals based on merits or attributes, such as by grade and/or by academic ability. Individuals in physical space can be captured in organizational tables
		Preparing bodies for a function.
	Timetable	Ensuring events are scheduled to maximize productive time. Examples include a meeting agenda with timed items, or a school day with scheduled announcements, classes, and breaks.
	Temporal elaboration of acts	Assigning time duration for each component step of an act. In school, typically seen in performing arts that require synchronized and coordinated body movements, e.g., dancing, music, gymnastics.
	Body-gesture correlation	Ensuring the body is in the most effective posture or position to perform an act, such as posture or ergonomic considerations for keyboarding, elocution, or swimming strokes.

(table continues)

Category	Disciplinary Power Technique	Description
Organization of geneses (Foucault, 1977)	Body-object articulation	Creating the most effective contact between the body and an object to be manipulated, thereby unifying the body with the object. Examples include holding writing utensils, keyboarding, and other activities involving utensils or tools.
	Exhaustive use	Ensuring that, in a timetable, all individuals are engaged in productive activity throughout the schedule: learning skills, practicing skills, and applying skills.
	Curriculum	<p><i>Curriculum</i> is the researcher's word for this technique that educators would recognize as curriculum scope and sequence, instructional design, lesson planning, and academic programming.</p> <p>Instruction is divided into threads that (a) separate training activities from practice activities, and (b) experienced learners from novices. Threads are organized into series, and then series of series, i.e., programs.</p>
Hierarchical observation (Foucault, 1977; Foucault & Gordon, 1980)	Surveillance	Integrating distribution techniques with networks of top-down, bottom-up, and lateral relations to ensure all individuals are accounted for. In schools, surveillance mechanisms include direct supervision by teachers, aides, and student peers; apparatuses for tracking attendance, behavior, and achievement; and the specific architecture of spaces
Normalizing judgments (Foucault, 1977)		Judgments that determine status through membership in a homogeneous social body.
	Normalization	Creating or holding ideal expectations for conduct or performance, and measuring variations within or deviations from standards or expectations, which may be a minimal threshold, a respected average, or a desired optimum.
	Punishments and rewards	<p>Formal and informal positive and negative consequences based on individuals' behaviours and performances to:</p> <ul style="list-style-type: none"> • make judgments about individuals • correct individuals' performance

(table continues)

Category	Disciplinary Power Technique	Description
Examination (Foucault, 1977; Foucault & Gordon, 1980)		Integrating hierarchical observation and normalizing judgment with documentation techniques to construct individuals as ‘cases’, whereby individuals become objects of knowledge upon which power can act.
	Examination	A combination of surveillance and normalization whereby individuals can be identified and ranked, also contributing to the documentation of each learner as a case. Examinations yield “truths” which allow subjects to be judged and placed.
	Documentation	Capturing and retaining evidence about an individual subject that turns each individual into a “case”.
Information control (Foucault & Gordon, 1980)		Deciding to hold or share information.
	Knowledge of truth	Exercising the differential advantage an individual has in a knowledge/power relationship due to having access to unique or privileged knowledge. For example, the power/knowledge relationship between school secretaries and teachers is influenced heavily by procedural systems knowledge that teachers lack, even if the knowledge is not necessarily secret.
	Disseminating truth	Moving a subject individual towards an outcome by revealing knowledge upon which a subject may act.
Imperative to speak (Foucault & Hurley, 1990)	Confession	Requiring individuals to reveal secrets or aspects of inner identities, usually as a preliminary activity to judgment and action. Along with the examination, confession notes constitute the documentation of the individual as a case. Confession is common in school counseling or advising options, where students must reveal aspirations, motives, or other information prior to receiving treatments, scholarships, courses, or other services or benefits.

Foucault stated, “The truthful confession was inscribed at the heart of the procedures of individualization by power” (Foucault & Hurley, pp. 58-59). As such, its disciplinary function is similar to the examination and, along with documentation, contributes to the creation of the individual as a case (Foucault, 1977).

Based on the level of attention Foucault devoted to them, four techniques dominate the disciplinary regime: normalization (Foucault, 1977), examination (Foucault), surveillance (Foucault; Foucault & Gordon, 1980; Foucault et al., 2007), and confession (Foucault & Hurley, 1990). However, this study looked for all the techniques identified in Table 2.3. As mentioned previously, Foucault's work evolved to additional types of power to explain the evolution of historical and social institutions and processes. Pastoral power was link between disciplinary power and governmentality.

2.4.3.2.2 Pastoral power.

Foucault's lectures on security, territory, and population marked a shift in Foucault's focus, but not a change in his ontology, from disciplinary techniques of power that shaped individuals to governmentality techniques of power that allowed states to enter power/knowledge relationships with populations (Foucault et al., 2007). Foucault proposed that a regime of power/knowledge relations based only on disciplinary techniques contradicted Western aspirations for freedom of movement, economic activity, and thought.

In order to introduce governmentality techniques of power that supported freedom, Foucault built the precursor pastoral techniques of Christianity into his power/knowledge construct. The pastoral power techniques described in Table 2.4 drew heavily upon shepherd (pastor) and sheep (flock) imagery, describing a complex relationship between pastor and flock (Foucault et al., 2007). He described pastoral power as beneficent, concerned with the governance of souls, and simultaneously individualizing and totalizing:

It looks after the flock, it looks after the individuals of the flock, it sees to it that the sheep do not suffer, it goes in search of those that have strayed off course, and it treats those that are injured. (p. 126).

Table 2.4 Foucault's Pastoral Techniques of Power (Foucault et al., 2007)

Pastoral Power Technique	Description
Servanthood	Acting to put the needs of others ahead of individual leader's or organization's needs.
Humility	Seeking opinions of others and sharing decision-making with them. Circulating among followers so that shared humanity with leader is perceived, and leader's merits and faults are visible and acknowledged.
Sacrifice	Making sacrifices to benefit followers individually and collectively, but without sacrificing the community for the sake of a single follower.
Care for Others	Looking after followers, and ensuring that those needing special services receive them. Valuing the success of each individual.
Modeling	Living a mode of conduct among followers, and setting an example for followers to emulate.
Individualizing instruction	Providing each learner with a program of instruction adjusted to the learner's interests, needs, or preferred learning modes. Examples include course offerings, schedule adjustments, special environments, or modified activities.
Self-regulation	Developing or demonstrating self-examination and self-mastery, including the capacity to manage the self with limited external stimuli or supervision, e.g., working independently on distance education courses without constant teacher reminders or encouragement. Self-regulation includes recognizing the need to seek help when progress stalls.
Visioning	Providing a sense of direction for the future, including setting purposes, mission, and goal-setting.
Obedience	Creating an environment where followers demonstrate allegiance to a leader in exchange for the leader's investment in followers' success.

Pastoral power calls upon the shepherd to make sacrifices: "The good shepherd thinks only of his flock and of nothing else. He does not even consider his own advantage in the well-being of his flock" (p. 128). Foucault said, "The salvation of each is absolutely, not relatively important" (p. 168). However, although the shepherd will make sacrifices for the benefit of the flock, she will not neglect the whole flock to save one sheep.

Foucault did not create categories for pastoral techniques of power, as he did with disciplinary techniques (Foucault, 1977). However, he described several techniques without

formally labeling them (Foucault et al., 2007). Through the shepherd, pastoral power is “exercised on a multiplicity on the move” (p. 126), and guided towards an end purpose or vision. According to Foucault, a shepherd should demonstrate humility because the flock cannot relate to a flawless shepherd. In addition to caring for the flock and its individuals, a pastor also has particular responsibilities in truth and teaching, including setting an example and modeling discourse; involvement in the daily life of the flock; individualizing teaching to suit the pupil; and, for each flock member, directing the conscience towards self-examination and self-mastery. Finally, the pastorate institutes a subordination relationship of the directed to a director, where the outcome is obedience -- a blend of submission based on status and of the collective need to achieve a result.

In summary, “the pastorate gave rise to an art of conducting, directing, leading, guiding, taking in hand, and manipulating men” (Foucault et al., 2007, p.165). The pastorate appears to share similarities with servant leadership and other transformative leadership characteristics (Greenleaf & Spears, 2002; Taylor et al., 2007), such as servanthood, humility, modeling, visioning, caring for others, developing others, leadership, and team building. Foucault claimed that this same art led to governmentality, a technique of power that allowed increasingly democratic and secular States to govern populations, replacing sovereignty and the Church, which were respectively concerned with governing territories and souls.

2.4.3.2.3 Governmentality power.

According to Foucault (Foucault et al., 2007), governmentality emerged in the 18th century as a regime of power with “population as its target, political economy as its major form of knowledge, and apparatuses of security as its essential technical element” (p. 108). Just as disciplinary techniques applied to prisons, hospitals, and other institutions, governmentality

techniques characterized the state. Although Foucault initially distinguished between government and governmentality, he eventually merged them into a single sensibility of procedures for guiding human conduct; even then, governmentality constitutes a science and art of governing that government does not always employ (Senellart, 2007). Through governmentality, Foucault extended his power/knowledge analysis of disciplines beyond institutions to include the state (Foucault et al.). The governmentality techniques used as analytical descriptors in this study are shown in Table 2.5.

For Foucault, the main purpose for governmentality is freedom, but freedom is also one of governmentality power's techniques (Foucault et al., 2007). He stated that it was necessary "to think before all else of men's freedom, of what they want to do, of what they have an interest in doing, and of what they think about doing" (p. 49). Disciplinary and pastoral techniques shape individuals such that in governmentality, a state's "power is not so much a matter of imposing constraints upon citizens as of 'making up' citizens capable of bearing a kind of regulated freedom" (Miller & Rose, 2008, p. 53).

Foucault identified two technological systems that ensured a state's freedom (Foucault et al., 2007). The first was the military-diplomatic system that maintained a state's external relations. The second was 'police', a term Foucault used in the classical sense to mean the methodologies and apparatuses that develop the internal capacity of the state for the population's benefit.

Police concerned itself with matters of population, necessities of life, health, employment, and circulation of people, goods, and ideas. Police focused on "everything from being to well-being...in such a way that the well-being of individuals is the state's strength" (p. 328). This classical notion of police is similar to current roles for policy development and implementation.

In modernity, police has evolved to encompass regulations and mechanisms to eliminate disorder, meanwhile other institutions and disciplines emerged to manage a state's specific strategic domains.

A further governmentality technique of power is statistics, or the science of the state (Foucault et al., 2007). Statistics captured the state "in its different elements, dimensions, and the factors of its strength" (p. 100), such as population, wealth, and resources. Statistics made it possible to define and manipulate population as an object. Foucault linked statistics with police, in that effective police required a thorough understanding of existing and potential resources available primarily through statistics. Statistics, however, also needed police to establish "the whole set of procedures set up to increase, combine, and develop forces" (p. 315), including statistical techniques.

Grouping individuals into collectives or populations, either by statistics or by another classification method, is the power technique of totalization. Foucault's discussion of biopower described the emergence of the State's interest in using statistics to inform programs relevant to birth, health, and death (Foucault & Hurley, 1990). Once individuals can be identified within a population, they can be affected by mechanisms targeted at that population (Foucault et al., 2007). Organizing students into grade groupings, for example, creates totalizing effects and opportunities, such as a campaign to immunize all Grade 10 students against tetanus.

This study included four governmentality techniques in its analysis: totalization, freedom, statistics, and policy. The military-diplomatic technique, which is concerned with external security and relations with entities and power relations external to the state, was not included. None of the elements associated with the military-diplomatic technique had relevance to the context in this study.

Table 2.5 Foucault’s Governmentality Techniques of Power (Foucault et al., 2007)

Governmentality Power Technique	Description
Totalization	Grouping subjects together as a population to facilitate regulating them. For example, Grade 10 students may not leave school property at lunch hour.
Freedom	Providing subjects with ability to make choices and to act autonomously.
Statistics	Using the knowledge of the state, developed through the aggregation of individual cases, to promote the purposes of the state. Representing knowledge numerically.
Police	Applying mechanisms that serve to ensure order, channel growth and development, and preserve health and well-being. In contemporary terms, police is the development and implementation of policy.

Foucault identified a process known as *the composition of forces* to describe the effects of multiple techniques of power working together to create a single productive unity out of “the minimal gestures, the elementary stages of actions, the fragments of spaces occupied or traversed” (1977, p. 163). As introduced in the discussion of post-structural concepts, power techniques occur in multiples, and reinforce each other to create objectified individuals (Gore, 1995; Jardine, 2005) and populations (Senellart, 2007). About her research, Gore observed that, “the majority of episodes were coded for multiple practices of power, indicating the coincidence and rapidity with which power is enacted” (1998, p. 235). Foucault (1977) observed that techniques of power have their own histories and applications. However, when combined, “they attained a level at which the formation of knowledge and the increase of power regularly reinforce one another in a circular process” (p.224). As techniques emerged and spread through society, they: a) become general instruments for creating individual subjects in new social milieus, and b) support the development of new forms of knowledge. Foucault used *swarming* (Foucault, 1977) to describe this phenomenon of techniques moving outside their initiating

institutions and disciplines into a free state. An example of swarming would be the movement of audit processes from the corporate world to the school system. Through swarming, the *confession* power technique moved from churches to other institutions and disciplines.

In analysis, a principal's or student's response to a phenomenon may represent a mix of disciplinary, pastoral, and governmentality techniques. This study used the term *polyvalence* to describe the convergence of multiple techniques of power - forces working in composition - in a statement or action. The term is borrowed from "the tactical polyvalence of discourses" (Foucault & Hurley, 1990, p. 100; Jardine, 2005), where polyvalence implies multiple purposes. In schools, an example of polyvalence might be visiting the counselor's office for permission to take a course. The combination of the office as a *partition*, often with a desk and chair arranged to shape conversations with a specialist in a *functional site*, and the *confession* process of revealing an inner need -- all constitute the student as a particular subject in power relationship with the counselor.

Other than excluding the military-diplomatic technique within governmentality, descriptors were added from Foucault's works as they were identified in direct reading. The full set of 31 descriptors across three kinds of power -- disciplinary, governmentality, and pastoral -- provided a comprehensive framework for describing what principals and students actually do in the context of distance education course choice. However, working with only one power domain, while common in Foucauldian empirical research (i.e., disciplinary power), may have failed to create a full description and understanding of power relations and practices, and produced only a partial answer to how principals respond. Foucault's work also emphasized a strong focus on the capillaries, where power relations can be understood through the actual discursive/nondiscursive practices of subjects at the local level, while retaining the ability to

aggregate local findings into larger social patterns. Foucault's methodological precautions are consistent with this study's multiple-case design, as described in the next chapter.

2.4.3.2.4 Power techniques in educational research.

Gore (1995, 1998) initiated the use of specific techniques of power to categorize and analyze power/knowledge relations in empirical educational scholarship. She identified eight techniques of power from her reading of Foucault (1977): surveillance, normalization, exclusion, classification, distribution, individualization, totalization, and regulation. She applied these techniques while researching women's groups, teacher education classes, and physical education classes. Gore's typology has been used in more recent research into physical education (Wright, 2000; Webb et al., 2004; Webb & Macdonald, 2007) and into the experiences of novice teachers (Murray-Chandler, 2009).

Jardine (2005) proposed organizing the disciplinary techniques of power into three high-level categories, reorganizing them from Foucault's (1977) construct:

- Hierarchical surveillance, incorporating the techniques *panopticism*, *partitioned time/space*, and *documentation/imperative to speak*;
- Normalizing techniques, incorporating *normative judgments* and *rewards/punishments*;
- Control, incorporating *prescribed activities* and *repeated/graduated exercises*.

Jardine's model incorporated disciplinary techniques from a wider selection of Foucault's work (Foucault, 1977; Foucault & Hurley, 1990) than Gore (1995, 1998) drew from. This study identified techniques directly from Foucault's work in disciplinary, pastoral, and governmentality power (Foucault; Foucault & Gordon, 1980; Foucault & Hurley; Foucault et al., 2007), with consideration for Gore's and Jardine's categorizations of disciplinary power. The researcher found no empirical studies using pastoral or governmentality techniques as

descriptors. High-level categorization was not used in the data collection, analysis, or interpretation stages of this study. Foucault himself did not use them consistently for his disciplinary power techniques, and not at all for pastoral or governmentality power techniques. Further, the categories are not as useful as the techniques as descriptors for actual practices at the right level of detail.

2.5 Literature Review Summary and Conceptual Framework

This study investigated how principals of conventional secondary schools in Alberta respond when students can choose supplemental courses from external distance education providers. This phenomenon is emerging in more states and provinces, driven by wider student/parent choice arguments and the expansion of online distance education schools (Watson et al., 2013). The literature on student/parent choice of schools suggested that principals may respond to perceived competition through qualitative changes to school offerings (innovation) and/or increased market-oriented discourse towards students and other stakeholders. Scholarship in dual credit programs, which share common attributes with distance education, pointed to higher student satisfaction and concerns over resources moving out of the school.

Greenleaf's servant leadership model (Greenleaf & Spears, 2002), in response to 1960s student unrest, described a form of leadership that places constituent interests first, raising the possibility of correlation between servant leadership and support for students' choices. Foucault's work, which was also founded on student unrest, treated responses as outcomes of shifting power/knowledge relationships, and recommended an approach that places investigation at the capillaries, that is, close to the exercise of power/knowledge practices, in order to understand local responses to external policies ((Foucault & Gordon, 1980). A spectrum of disciplinary, pastoral, and governmentality techniques were identified from Foucault's source writings (Foucault, 1977; Foucault & Gordon, 1980; Foucault & Hurley, 1990; Foucault et al.,

2007) to analyze the power/knowledge relationship between principals and students in light of supplemental course choice. An element of Foucault's power/knowledge theory includes pastoral power (Foucault et al., 2007), which appears to share attributes with servant leadership and could provide a connection between Foucault's power theories and contemporary leadership forms. Table 2.6 presents the conceptual framework for the study, linking the research questions to Foucault's power framework, including the power techniques used to code findings in Chapter 4 and interpret them in Chapter 5, using the multiple-case method described in Chapter 3.

Table 2.6 Conceptual Framework

Research Question	Conceptual Framework	Data Sources
<p>How do principals of conventional high schools in Alberta respond when students can choose supplemental courses from external distance education providers?</p> <p>What is the nature of the power relations that exist between principals and their students who seek supplemental distance education courses?</p> <p>(a) What are principals' practices and discourses in this situation?</p> <p>(b) What are students' practices and discourses in this situation?</p>	<p>Power: (Foucault, 1977; Foucault & Gordon, 1980; Foucault & Hurley, 1990; Foucault et al. , 2007)</p> <p>Analytical lens: disciplinary, governmentality, and pastoral techniques of power</p> <ul style="list-style-type: none"> • 31 power techniques, shown in Tables 2.3, 2.4, and 2.5: <ul style="list-style-type: none"> ○ Disciplinary, 18 techniques ○ Governmentality, 4 techniques ○ Pastoral, 9 techniques • Principal as case, having status both as conveyor and target in power/knowledge relationships • Students seeking educational opportunity in principal's school, also have status as conveyor and target in power/knowledge relationships. • Demographic factors: <ul style="list-style-type: none"> ○ Gender ○ Education level ○ Administrator experience overall and at school ○ Public or Separate school system • Distance education perspectives 	<p>Demographic data collected from provincial databases and survey</p> <p>Distance education perspectives obtained from:</p> <ul style="list-style-type: none"> • Distance Education Survey • Semi-structured interviews with a principal and a staff member at each site. • School documents <p>Power techniques identified from:</p> <ul style="list-style-type: none"> • Semi-structured interviews with principal, student, and staff member at each site. • School documents • Online student survey

Chapter Three: Methodology

The Province of Alberta allowed high school students to take supplemental courses delivered by external distance education providers without the local principal's consent (Alberta Education, 2008). Following from Chapter 2, describing and understanding this phenomenon presented an opportunity to research the convergence of distance education, school leadership, school choice, and power relationships. This chapter describes how the researcher designed and implemented an empirical study of this phenomenon.

The research question for this study was:

How do principals of conventional high schools in Alberta respond when students can choose supplemental courses from external distance education providers?

The sub-questions were:

What is the nature of the power relations that exist between principals and their students who seek supplemental distance education courses?

- a) What are principals' practices and discourses in this situation?
- b) What are students' practices and discourses in this situation?

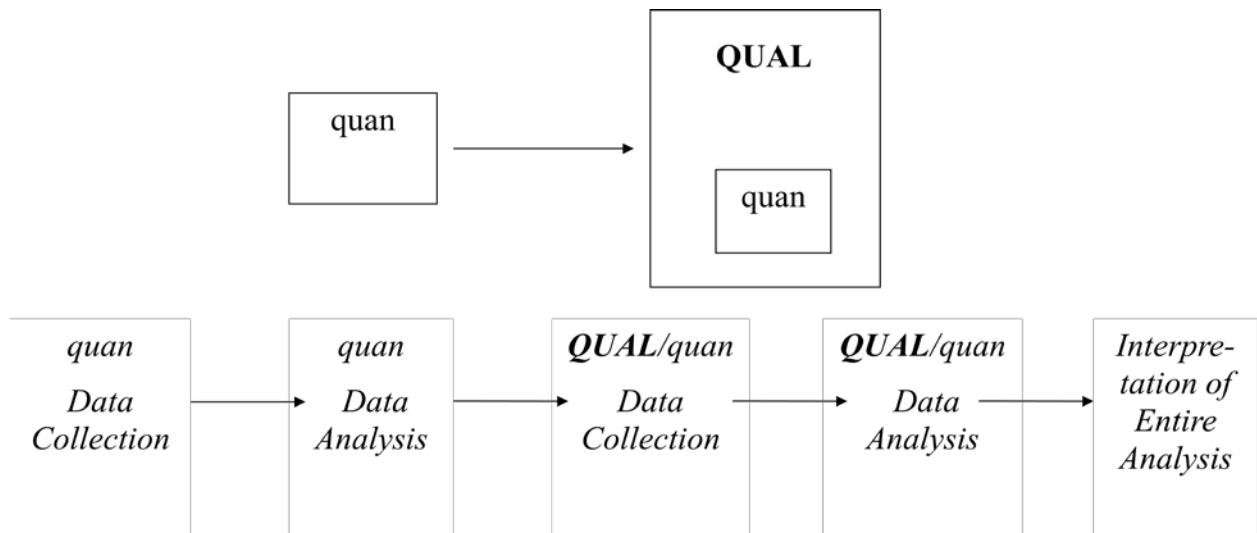
This chapter begins with a section that introduces the two-phase, sequential mixed method design that guided the research activities, followed by the researcher's declaration of experience and perspective. Subsequent sections for each phase describe methods used for sample selection, data collection, and data analysis. The high level of detail in this chapter reflects multiple cases, participant types, data collection instruments, and analytical approaches. Tools to assist the reader in following the detail include a research map and research timeline. The chapter concludes with additional sections describing inference quality, ethical considerations, limitations, and delimitations.

3.1 Research Design Overview

Cresswell and Plano Clark (2007) identified three types of research needs for which this mixed methods approach is appropriate: (a) a need for both quantitative and qualitative approaches to understand a problem, (b) a need to enhance quantitative results with qualitative data to explain correlation results, and (c) a need to explain quantitative results. All three reasons applied to this study's design because so little is known from educational research about servant leadership or power relationships, especially in distance education contexts. The approach, particularly in Phase 2, also applied Foucault's five precautions for conducting power research (Foucault & Gordon, 1980):

1. Investigate power where its capillary effects can be observed, not at the point of legal provenance.
2. Look for the real artifacts of power, not aims or intentions.
3. Consider the individuals under analysis to be both the targets and conveyors of power.
4. Attempt to describe how the mechanisms that begin as local responses combine as larger social patterns.
5. The outcome of research and investigation techniques is knowledge, not ideology.

Figure 3.1 illustrates Cresswell's (2003) notation for the two-phase sequential explanatory design, with a concurrent nested strategy in the second phase. Cresswell and Plano Clark (2007) described the model used in this study as the participant selection variant of explanatory design, a two-phase approach that is appropriate for explaining significant or interesting results, and for selecting Phase 2 participants. The first phase of this study acquired primarily quantitative data about servant leadership characteristics and distance education perspectives from 87 participants. As well, data from Phase 1 assisted in case study selection for Phase 2.



Legend: quan = quantitative; qual = qualitative
 Bold and capital letters indicates research emphasis.

Figure 3.1 Notation for two-phase sequential design, with concurrent nested design in Phase 2, after Cresswell (2003).

In Phase 2, ten principals were selected for case studies, although only nine proceeded to analysis because student data was unavailable. Phase 2, the qualitative embedded multiple-case study, was the dominant phase of this research.

The multiple-case study approach, which is this study's dominant methodology, is appropriate for explaining or describing bounded complex and contemporary real-life events that are not under the investigator's control (Cresswell, 2007; Yin, 2009). In this study, there was no investigator control over student participation in distance education courses or their principals' responses. Case studies require triangulating multiple sources of evidence from mixed methodologies, and therefore benefit from theoretical frameworks (Yin, 2009). The research map, provided as Table 3.1, shows the connection between the theoretical framework and data collection activities. The timeline presented in Table 3.2 shows the sequence of research activities, including the impact of revising the conceptual framework.

Table 3.1 Research Map for Revised Conceptual Framework

Research Question	Theoretical Model	Key Model Elements	Data Gathering Methods
<p>Main question: How do principals of conventional high schools in Alberta respond when students can choose supplemental courses from external distance education providers?</p> <p>Sub-questions: What is the nature of the power relations that exist between principals and their students who seek supplemental distance education courses?</p> <p>(a) What are principals' practices and discourses in this situation?</p> <p>(b) What are students' practices and discourses in this situation?</p>	<p>Disciplinary, governmentality, and pastoral techniques of power (Foucault, 1977; Foucault & Gordon, 1980; Foucault & Hurley, 1990; Foucault et al., 2007)</p>	<ul style="list-style-type: none"> • Principal as case, having status both as conveyor and target in power/knowledge relationships • Students seeking educational opportunity in principal's school, also have status as conveyor and target in power/knowledge relationships. • Demographic factors: <ul style="list-style-type: none"> ○ Gender ○ Education level ○ Administrator experience overall and at school ○ Public or Separate school system • Distance education perspectives • 31 power techniques, shown in Table 3.2: <ul style="list-style-type: none"> ○ Disciplinary, 18 techniques ○ Governmentality, 4 techniques ○ Pastoral, 9 techniques 	<p>Demographic data collected from provincial databases and Phase 1 survey.</p> <p>Distance education perspectives obtained from:</p> <ul style="list-style-type: none"> • Phase 1 survey • Semi-structured interviews with principal and staff at each site. • School documents <p>Power techniques identified from:</p> <ul style="list-style-type: none"> • Semi-structured interviews with principal, student, and staff member at each site. • School documents • Online student survey

In this study, the primary sources of data under the revised conceptual model were principal and student interview transcripts. Supplementary data for triangulation included staff member interviews, school documents, and an online student survey. Supplementary data for triangulation included staff member interviews, school documents, and an online student survey.

3.2 About the Researcher

I believe that the combination of professional experience in a large education system with strong distance education elements, and of academic preparation that highly interweaves with my professional life, provides me with a solid foundation to describe and interpret principal power relations in a distance education context. In my professional practice, I have 25 years of experience leading and managing distance education and educational technology initiatives within the British Columbia Ministry of Education and other provincial organizations. Over the most recent nine years, the focus has been revising and implementing the province's distance education legislation and policy framework (Winkelmans, Anderson, & Barbour, 2010). My work requires extensive engagement with school district administrators and principals.

My academic preparation includes a strong focus on educational technology and online distance education. Undergraduate computing courses at the University of Victoria pointed me to graduate studies at the Ontario Institute for Studies in Education (OISE, University of Toronto), specializing in Computer Applications in Education. OISE course-work in 1988 included an online seminar on Computer-mediated Communications in Education, where the class explored models for using asynchronous online conferencing tools for instructional purposes. My other coursework addressed software development and evaluation, but online learning provided the focus for my thesis research (Winkelmans, 1988) and a co-authored article (Harasim & Winkelmans, 1990).

Table 3.2 Research Timeline

Period	Activity	Research Questions	Data Sources
November 2009 to July 2010	Ethics Approval: <ul style="list-style-type: none"> Developing informed consent letters and forms, participant communications, and data collection instruments. 		
September 2010 to January 2011	Phase 1 sample selection and survey administration: <ul style="list-style-type: none"> Acquire permission from school divisions for principals to participate. Invite principals to participate. Administer online survey. 	2(a), 2(b), 3: <ul style="list-style-type: none"> demographics servant leadership distance education other factors 	Online survey: <ul style="list-style-type: none"> Demographics Self-assessment of Servant Leadership Distance Education
February to March 2011	Phase 1 data analysis: <ul style="list-style-type: none"> Focus on Phase 2 case study selection 		
March to April 2011	Phase 2 case study preparation: <ul style="list-style-type: none"> Invitations to participants Instructions for participants 		
May 2011	Phase 2 case study data collection: <ul style="list-style-type: none"> 10 sites 	1(a), 1(b), 2(a), 2(b), 3 <ul style="list-style-type: none"> power demographics servant leadership distance education other factors 	Semi-structured interviews: <ul style="list-style-type: none"> Principal (primary) Student (primary) Staff member (supporting) Online student survey (supporting) School documents, e.g. manuals and newsletter (supporting)
June to December 2011	Phase 2 interview transcription (29 total) <ul style="list-style-type: none"> Principal, staff member, and student at 9 schools Principal and staff member at 1 school (excluded from analysis) 		Semi-structured interviews: <ul style="list-style-type: none"> Principal (primary) Student (primary) Staff member (supporting)

table continues

Period	Activity	Research Questions	Data Sources
January to March 2012	Phase 1 and Phase 2 data analysis leading to initial findings	1(a), 1(b), 2(a), 2(b), 3 <ul style="list-style-type: none"> • power • demographics • servant leadership • distance education • other factors 	Phase 1 online survey: <ul style="list-style-type: none"> • Demographics • Self-assessment of Servant Leadership • Distance Education Phase 2 semi-structured interviews: <ul style="list-style-type: none"> • Principal (primary) • Student (primary) • Staff member (supporting) Phase 2 online student survey (supporting) Phase 2 school documents, e.g. manuals and newsletters (supporting)
April 2012 to April 2013	<ul style="list-style-type: none"> • Reconceptualize analytical framework 	1(a), 1(b) expanded in scope	Scholarly literature by and about Foucault.
May to December 2013	Data analysis and findings for nine case studies (one case had no student data): <ul style="list-style-type: none"> • Re-code data for 31 power techniques • Case study findings • Cross-case analysis 	1(a), 1(b)	Semi-structured interviews: <ul style="list-style-type: none"> • Principal (primary) • Student (primary) • Staff member (supporting) Online student survey (supporting) School documents, e.g. manuals and newsletters (supporting)

More recently, doctoral studies at the University of Calgary have provided insights into educational leadership.

For me, there were advantages in conducting this study to Alberta, compared to the other

possibilities, i.e., Florida and British Columbia:

1. The Alberta and British Columbia education systems and distance education policies are similar.
2. At the same time, there are enough differences between the two provinces to allow practitioners and policy-makers to learn from each other.
3. Alberta neighbours British Columbia geographically, reducing field research time and expenses.
4. It increased the integrity of this research, because in British Columbia I could not be certain whether participant responses would be directed to my Ministry of Education role or to my graduate student persona.

3.3 Phase 1 Quantitative Study: Servant Leadership and Distance Education

Phase 1 of this study used an online self-administered survey to obtain demographic, servant leadership, and distance education data from principals of conventional secondary schools in Alberta. This data's initial purpose was to support detailed quantitative analysis of demographic factors, servant leadership attributes, distance education perspectives, and relationships between them. In this study, however, Phase 1 findings primarily assisted in Phase 2 participant selection (Yin, 2009) by providing demographic and other data from individual principals to match against selection criteria.

3.3.1 *Phase 1 sample selection and response.*

The Alberta Education schools database provided candidate subjects from regular secondary schools that enrolled students in Grades 11 and 12 (Alberta Education, 2010a). Excluded as potential participants were principals of alternative schools, outreach schools, colony schools, francophone schools, cyber schools, and independent schools. The study also

excluded principals from Calgary and Edmonton public and Catholic school divisions. This size and rural limitation reflected Tashakkori and Teddlie's (1998) recommendations to control extraneous variables, to ensure there were enough differences in the study to observe an effect, and to make enough observations to minimize variances due to error. Compared to their urban peers, students in rural schools often have reduced access to course opportunities within a school or the local community (Barbour & Reeves, 2008; Picciano & Seaman, 2007). A final population of 260 principals appeared to meet these selection criteria.

Nearly all school divisions in Alberta required prior agreement from the superintendent or a division research committee prior to contacting potential participants. Of 57 Anglophone public and separate school divisions, 23 declined permission. Another four divisions did not respond to participation permission requests, providing a final sample frame of 140 principals. All 140 were invited to participate in the study. Twenty-five specifically declined participation and 23 did not respond at all. Ninety-two of these principals accessed the online survey, but five respondents were excluded from analysis: two did not agree to participate when they accessed the survey, and three represented online or alternate schools that were not detected through initial screening but fell outside the inclusion criteria.

The researcher followed Cresswell's (2003) four recommended phases for mail-out surveys, which are also valid for online surveys: pre-notification, survey distribution, first follow-up to non-respondents, and second follow-up to non-respondents. All correspondence was personalized to help raise response rates. Each principal's name was verified by checking the school's website or by telephone. Notifications and reminders were sent by e-mail. After the second follow-up e-mail to non-respondents, the researcher made up to three attempts to contact non-respondents by telephone. The final useful response rate was 33.5% from the population of

260 eligible Alberta participants, and 62.1% of the 140 principals in the sample frame. Baruch and Holtom (2008) considered a 35% response rate to be an appropriate benchmark for online surveys.

3.3.2 *Phase 1 data collection.*

The first phase of this study collected data from participants using a 56-item online survey, as shown in Appendix A. The research design called for an online survey instead of a paper version because online surveys have been found to lower costs, to increase time efficiency, and to improve access to geographically distant participants (Wright & Schwager, 2008). The survey incorporated demographic, servant leadership, and distance education (DE) attitude items in three parts:

1. *Principal's demographic and experience characteristics.* This was a short, routine section which “can almost always be relied upon to point up systematic differences in the responses to the substantive questions” (Gorard, 2001). However, in analysis, the five questions in this section did not point up systematic differences.
2. *Self-assessment of Servant Leadership (SASL).* This section consisted of the 24 Likert items derived by Taylor et al. (2007, with permission) from the longer Servant Leadership Profile developed by Page and Wong (2000, 2008). The original Page and Wong version contained 99 items that measured twelve characteristics. The reliability alpha for this version was 0.94. Taylor et al. performed additional factor analysis techniques to create a 24-item instrument that still represented Page's and Wong's twelve characteristics, with a positive 0.95 correlation with the original. The alpha reliability score for the new version was 0.92. These results indicated that the revised Self-Assessment of Servant Leadership instrument

demonstrates parsimony, reliability, content validity, and predictive validity (Gorard, 2001; Tashakkori & Teddlie, 1998). See Table 2.2 for a list of the 12 characteristics (Taylor et al.).

3. *Distance Education Survey (DES)*. This section contained 16 Likert items that were adapted primarily from Picciano and Seaman (2007), who surveyed American school district administrators about attitudes and experiences with online courses. The questions were modified to suit Canadian high school principals.

All Likert items in the survey used a seven-point scale, ranging from *Strongly Disagree* to *Strongly Agree*.

Current and recently retired distance education school principals and expert correspondents in British Columbia piloted the survey. Feedback from pilot survey recipients was used to establish content validity of the Distance Education Survey, to improve clarity and response collection of all items, and to ensure that language, terminology, and presentation were appropriate for Phase 1 participants.

3.3.3 *Phase 1 data analysis.*

The data analysis for Phase 1 began with findings about the response rate, including usability and non-response analysis (Baruch & Holtom, 2008). As previously mentioned, the final useful response rate ($N = 87$) was 33.5% of the population of 260 eligible participants, and 62.1% of the 140 principals invited to participate. Descriptive statistics were calculated for each section of the survey, after testing results for normal distributions. Parametric measures such as means and confidence intervals were calculated for normally distributed information. Non-normal data was reported as non-parametric categories and ranges. The alpha level for all significance tests in this study was .05. There were no a priori results or strong theoretical claims supporting directionality in quantitative findings, therefore the researcher used two-tailed

measures when appropriate. The researcher used Microsoft Excel to produce simple descriptive statistics.

3.4 Phase 2 Qualitative Study: Principal and Student Power Relationships

Phase 2 of this research employed an embedded multiple-case study methodology to provide thick, rich descriptions to allow a more complete understanding of power relationships between principals and students, when the latter seek external courses. According to Yin (2009), multiple-case studies are more complex and time-consuming than single-case studies, but provide more compelling evidence than single-case methods. In the second phase, semi-structured interviews with the principal and a student at each school provided primary data. Semi-structured interviews with a staff member, school documents, and online student surveys provided supplementary data for triangulation. The online student survey was embedded in each case, meaning that the results were interpreted within that case's analysis, but were not pooled across cases (Yin). Analysis began with findings for individual cases, followed by cross-case analysis.

3.4.1 Phase 2 case selections.

The researcher identified 10 cases based on five criteria described later in this section. Figure 2 shows the sampling and selection sequence, from identifying the population to determining case study participants. Some scholars view case study selection as purposive sampling (Cresswell, 2007; Tashakkori & Teddlie, 1998). However, Yin (2009) preferred to apply experimental replication terminology, thereby avoiding the inappropriate application of sampling logic to a primarily explanatory or exploratory activity. Yin stated that the variables uncovered during a case study would require an unmanageable number of additional cases to achieve statistical significance. Instead of sampling for homogeneity (similar degrees of key

attributes) or heterogeneity (differing degrees of key attributes) (Tashakkori & Teddlie), cases are selected as literal or theoretical replications (Yin).

Cresswell (2007) recommended no more than five cases, due to the loss of depth as more cases are included. Yin (2009), however, recommended six to ten cases; three for literal replication and the rest for theoretical replication. Phase 1 results could not be known in the original design of this research, therefore planning was based on theoretical replication to ensure any Phase 1 results could be accommodated in Phase 2. The use of replication logic, along with the inclusion of multiple data collection activities in each case, contributed to this research's trustworthiness and credibility (Yin)

3.4.1.1 Phase 2 principal participant selections.

As with Phase 1, the high school principal was the unit of analysis. Five criteria applied to Phase 2 participant selection:

1. All *permissions* to participate in the study were granted, and informed consent forms were signed.
2. Participants had *experience with the phenomenon of students choosing or needing external courses*. The researcher confirmed this during initial contact with a potential Phase 2 participant.
3. Distance Education Survey *score* from Phase 1 findings, described in Chapter 4. The Likert responses to the distance education questions were converted to scores from 1 to 7, and added. Invitations to participate in Phase 2 were sent to Phase 1 participants with high and low scores, beginning with the highest and lowest, and working up and down the list simultaneously, until ten sites were selected.

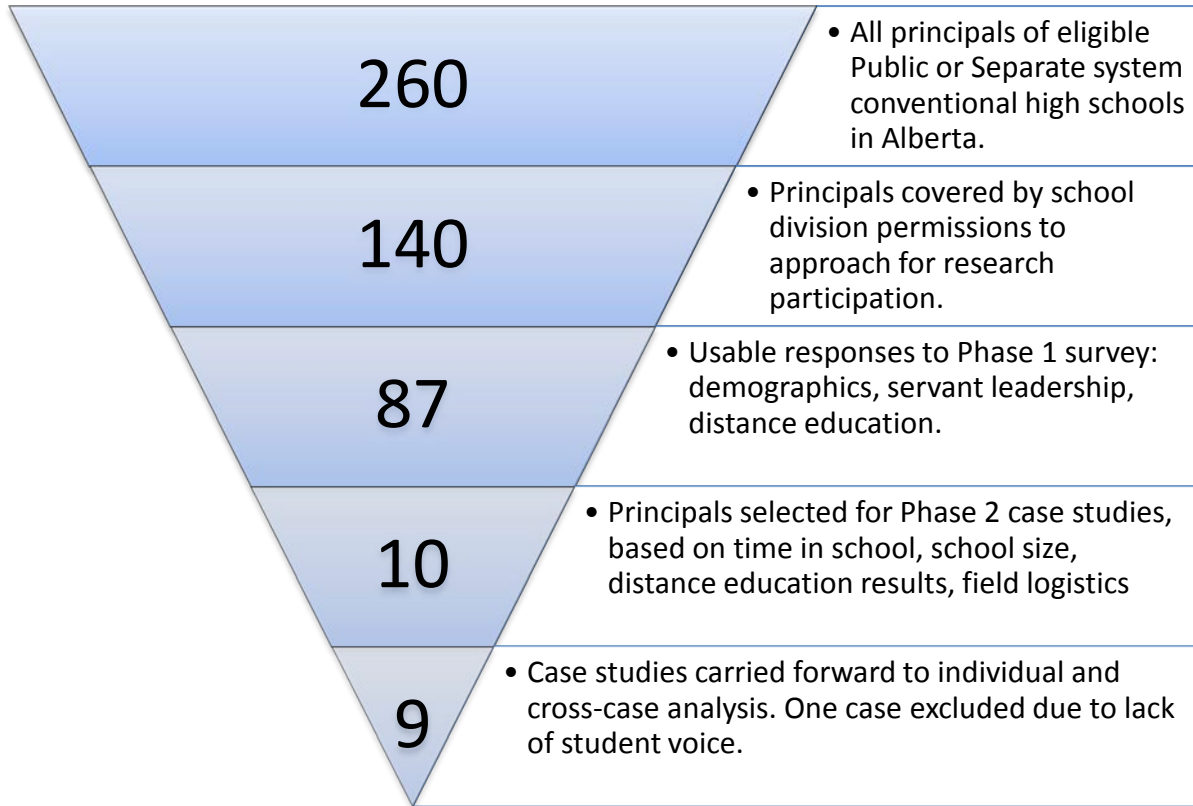


Figure 3.2 Participant selection sequence, from beginning of study to final cross-case analysis. Initial 260 determined after excluding (a) schools in Calgary and Edmonton, (b) Francophone schools, (c) charter schools, (d) adult or alternative schools, (e) colony schools, and (f) online or distance education schools.

4. Invitations to participate in Phase 2 were sent to Phase 1 participants with high and low scores, beginning with the highest and lowest, and working up and down the list simultaneously, until ten sites were selected.
5. Total Grades 11 and 12 student school population larger than 50, to increase potential participation rates in a student online survey, (Alberta Education, 2010c)

Anonymized details about the schools, principals, and students in each of the nine analyzed cases are presented in Table 3.3.

3.4.1.2 Phase 2 student participant selections.

The research design called for two student participant types. Type 1 student subjects

participated in face-to-face semi-structured interviews during an onsite visit. Table 3.3 provides anonymized details about the nine Type 1 students. Type 2 student subjects completed an online survey about their distance education perspectives. Type 2 participants could indicate their interest in being a Type 1 participant on a separate survey page linked to the main survey; otherwise all Type 2 student participants were anonymous. To promote participation, each principal received a newsletter information page for print or digital distribution to parents and students, including a unique survey access code for each school. This method allowed students or parents to complete the survey on any internet-connected device at home or school, and allowed parents to preview the survey if they had any concerns over their child's participation. To improve participation rates, the researcher offered a group incentive: a contribution to the charity of the school's choice if at least 20 students completed the survey. None of the schools qualified for the contribution.

Two schools, Phoebe and Titan, had no Type 2 participants. Only a single Type 1 student was identified this way: Vince at Venus School. The number of Type 2 participants at each school is provided in Table 3.3. Type 1 students for the other eight schools were identified and interviewed on the site visit day. The researcher selected Mark, Mitch, Ted, and Zack through hallway canvassing; in each case they were the first student who agreed to participate who was at least 18 years old. The remaining four students were identified by counselors or administrators, but they also were able to provide informed consent.

3.4.1.3 Phase 2 staff member selection.

For schools that had online student surveys completed prior to the site visit, the staff member was selected at random from student responses to a question about who they dealt with regarding distance education courses. When that data was not available, frequently only one staff member

in that role was available. Otherwise, the researcher randomized the list of counsellors and vice-principals, and approached individuals in that order until an interview occurred.

3.4.2 *Phase 2 data collection.*

In mixed methods studies, including case studies such as this one, multiple sources of evidence provide triangulation data to improve construct validity (Yin, 2009), trustworthiness (Tashakkori & Teddlie, 1998), or validation (Cresswell, 2007). Phase 2 of this research used semi-structured interviews with a principal and student as primary data sources at each school. Additional data sources included an interview with a staff member associated with the school's distance learning procedures, an online student survey, and print and online documents such as manuals, guidebooks, government reports, or newsletters. As the main question was the connection between leadership behaviours and responses to students enrolling in supplemental distance education courses, data collection focused on leadership and distance education practices. Data collection held to each principal as a case in a power relationship with students, and to students as participants with their own experiences and perspectives in that relationship, within the distance education context. As the Table 3.2 timeline indicates, data collection occurred prior to revising the analytical framework.

Table 3.3 Nine Case Studies: Participant Information

Descriptor	Principals								
	Emery	Malcolm	Milton	Paul	Victor	Terri	John	Scott	Murphy
School alias	Ether	Mars	Mercury	Phoebe ^a	Saturn	Tethys	Titan	Venus	Zephyr
System	P	P	C	P	P	C	P	P	C
DE score ^b	68	51	65	48	59	44	66	62	65
Alberta region	Cen	Cen	South	Cen	South	South	Cen	South	Cen
Urban/rural	R	U	U	R	R	R	R	R	R
Town size	8 K	90 K	60 K	3 K	2 K	14 K	10 K	14 K	7 K
Grad class size	120	400	190	50	50	50	100	175	40
Gender of principal	M	M	M	M	M	F	M	M	F
Years as principal	9	30	4	13	12	15	2	7	6
Years at school	3	4	3	7	5	6	7	12	6
Degree	MEd	MA	MA	BEd	BEd	MA	BEd	MA	MA
Type 1 Student Alias	Ellen	Mark	Mitch	Pam	Sandra	Brianne	Ted	Vince	Zack
Gender	F	M	M	F	F	F	M	M	M
Grade	12	12	11	11	12	12	12	12	12
Type 2 students	3	10	10	0	9	12	0	5	9

Note: P = Public; C = Catholic; M = male; F = female; Med = Master of Education; MA = Master of Arts; BEd = Bachelor of Education; R = rural; U = urban; K = thousand. “Cen” is central Alberta, north of Highway 1 and along or south of Highway 16. “South” is southern Alberta, along or south of Highway 1. “Years as principal” includes all assignments. “Years at school” refers to years as a vice-principal and principal. “Type 2 students” is the number of students completing the online student survey.

^a Phoebe is a public Christian school. ^b $M = 54.86$, $SD = 8.72$.

3.4.2.1 Interviews with principals, students, and staff members.

The interviews with a principal, student, and staff member at each school provided the primary evidence in this study, and were digitally recorded with the participants' permission. As a back-up precaution, the researcher took written notes during the interviews. All interviews but one occurred in the school during the school site visit; the staff member at Tethys was on maternity leave, and the onsite candidate was the principal's husband, therefore the researcher conducted a telephone interview with the on-leave staff member.

The semi-structured interviews with the principals addressed three topics: (a) additional background about the school, local community, and principal to contextualize the case, (b) participant perspectives, examples, and explanations regarding leadership behaviours, and (c) participant perspectives, behaviours, and explanations concerning students taking supplemental distance education courses. See Appendix B for the interview protocol. The on-site principal interviews lasted about an hour, with no follow-up.

The student interview questions asked about the students, the principal, the school, and experiences or opinions about distance education. See Appendix C for the student interview questions. Interviews ranged in length from 15 minutes to 30 minutes.

Appendix D shows the *interview questions for staff members*. They paralleled the questions for the principals, except that the staff members were asked about their principals' leadership attributes. One staff member was interviewed at each school. They ranged in length from 20 minutes to an hour. These interviews provided triangulation data for the principal and student interviews. Staff members are not identified in Table 3.3 because they were supplementary data sources.

The researcher transcribed all the interviews after completing the site visits in order to

ensure his familiarity with each case, and with its transcribed text that comprised the study's primary core data. Each interviewee received a copy of her transcript to confirm its accuracy.

3.4.2.2 Online student survey.

The online student survey (see Appendix E) largely paralleled the Phase 1 survey for principals, but with language modified to capture student opinions about, and experiences with, distance education courses. The first screen provided survey details and an informed consent mechanism; declining consent branched to a finish screen. After several standard demographic questions, the survey asked ten Likert items, seven open-ended questions, and an indication of past, present, or future distance education activities. The survey also included an option for a student to identify interest in interview participation. Agreeing to participate in an interview caused the survey to close and opened an online form for contact information. Survey information was not linkable in analysis to the interview form, protecting confidentiality.

3.4.2.3 Document evidence.

Document evidence included school or district guides and handbooks, newsletters, course selection guides, school planning documents, and websites. These documents were frequently available on the internet, but were also obtained from the school office or a staff member. Most principals spontaneously offered Alberta Accountability Pillar and related planning documents during the interview; the researcher was unaware of these prior to beginning the site visits. Documents provided triangulation data for evidence obtained through the structured interviews (Yin, 2009).

3.4.2.4 Case study database.

As Yin (2009) recommended, all of the case study evidence was compiled into a case study database, which became part of the study's chain of evidence and supported reliability.

Each case had its own physical file for consent forms, researcher's handwritten notes, and non-digital documents. The researcher converted some physical documents to digitally scanned files. Digital files for each case were stored in a specific digital folder. Data in these folders included digital recordings, transcriptions, analysis spreadsheets, and case summary documents. Further, each case folder had its own reference document that included, in order:

- Transcribed principal interview
- Principal's Phase 1 survey results
- Transcribed staff member interview
- Transcribed student interview
- Summary of online student survey results, if any
- School documents, if any, including manuals, handbooks, and newsletters
- Alberta accountability framework and school planning documents, if available

Each case reference document acted as a single volume for citations. For example, Malcolm's comment on student expectations is cited as, "they want us to teach a variety of different things" (Mars, p. 8), indicating Page 8 of the Mars School reference document.

3.4.3 Phase 2 data analysis: *Revising the conceptual framework.*

In the early stages of Phase 2 analysis, when applying the servant leadership categories to the interview data, coding frequencies appeared low compared to the full range of principal and student power interactions that appeared to be occurring in the research context. Following consultation with supervisory committee members, the researcher undertook a deeper exploration of Foucault's approach, which led to a much richer conceptual framework for analyzing power/knowledge relationships than servant leadership alone. As shown later in Table 3.5, Foucault's work provided 31 descriptors for coding across the disciplinary, governmentality,

and pastoral domains (Foucault, 1977; Foucault & Gordon, 1980; Foucault & Hurley, 1990; Foucault et al., 2007). In contrast, the servant leadership model included only the 12 descriptors listed in Table 2.2 (Taylor, et al., 2007). Further, the descriptors within Foucault's pastoral domain appear to encompass similar elements within servant leadership, in particular *servanthood, humility, caring for others, visioning, and modeling*.

The researcher used a representative sample of three principals, out of the nine, to test the proposition that the revised conceptual framework supported a more thorough analysis of power in this study's context. For this sample, principal interview statements were coded for power techniques and for servant leadership characteristics. Table 3.4 represents the sample's diversity in gender, size of graduation class, geographic location, school type, work experience, and distance education survey score results. Table 3.4 also shows that the total number of statements coded for Foucault's power descriptors greatly exceeded the total number of statements coded for servant leadership. This evidence indicated that servant leadership was not strongly evident in this context. Phase 2 data analysis continued under Foucault's framework, which provided a richer analytical approach than servant leadership, and servant leadership was discarded. This decision also signaled an ontological shift between Phase 1 and Phase 2, whereby Phase 1 reflected a primarily modernist ontology and Phase 2 shifted towards post-structuralism.

Table 3.4 Servant Leadership and Power Coding Frequencies: Representative Sample of Principals

Descriptor	Principal		
	Emery	Malcolm	Terri
School alias	Ether	Mars	Tethys
System	P	P	C
Alberta region	Cen	Cen	South
Urban/ rural	R	U	R
Graduation class size	120	400	50
Gender of principal	M	M	F
Years as principal	9	30	15
Principal's years at school	3	4	6
Distance education score	68	51	44
Coding Frequencies			
Servant leadership	117	79	52
Foucault's power techniques	398	239	181

Note: P = Public; C = Catholic; M = male; F = female; Med = Master of Education; “Cen” is central Alberta, north of Highway 1 and along or south of Highway 16. “South” is southern Alberta, along or south of Highway 1. “Years as principal” includes all assignments. “Principal’s years at school” refers to years as a vice-principal and principal in current school.

3.4.4 Phase 2 data analysis: Case studies.

Data analysis followed the sequence for multiple case studies that Yin (2009) recommended. Using Foucault’s techniques of power (listed in Table 3.5) as coding factors (Foucault, 1977; Foucault & Gordon, 1980; Foucault & Hurley, 1990; Senellart, 2007), the transcribed interview texts were analyzed individually to identify: (a) categorization of power techniques that appeared to matter in each case, and (b) contextualization through identifying thematic discourses and practices associated with these techniques.

For example, *enclosure* emerged as a major power technique for Emery at Ether School, but in context it manifested as an onsite facility used to control and deliver distance education courses within the school. Following the individual analyses, the researcher developed a cross-

case analysis of all the cases to look for similarities and notable variations in power techniques and context themes (Yin). Individual case summary documents provided the contextual data for the cross-case analysis. Cross-case analysis also included ANOVA to compare frequencies of student and principal statements by disciplinary, governmentality, and pastoral power domains.

3.4.4.1 Interview analysis: Power techniques.

The primary data sources for each case were the principal and student interviews. The analytical technique used in this study was pattern matching, whereby all the relevant evidence was matched against the theoretical framework for each literal or theoretical replication (Yin, 2009). The researcher used Microsoft Excel to parse each transcribed interview into individual sentences. Each sentence was then coded for the pattern elements that matched it; in this case, the techniques of power.

A list of synonyms and related terms was created as a controlled vocabulary for each coding variable. Each interview underwent repeated text searches against the controlled vocabulary, but before coding a sentence with a technique, each positive search result was checked against the text to confirm meaning. The researcher also read the individual text elements for codable items that the search process missed.

After coding each interview, the occurrence frequencies and percentages found for each power technique were calculated. The frequencies were also converted to an “impact score” to more easily categorize techniques by relative dominance within each interview. Beginning with the highest frequency result, five ranges of roughly equal size were calculated. An impact score of 1 represented null and low frequency occurrences; 5 represented the most frequently coded techniques. This method ensured that at least one power technique for each principal and each student rated a 5, independent of interview length.

Table 3.5 Foucault's Techniques of Power, by Power Domain

Disciplinary	Governmentality	Pastoral
Enclosure	Totalization	Servanthood
Partition	Freedom	Humility
Functional Sites	Statistics	Sacrifice
Rank	Police	Care for Others
Timetable		Modeling
Temporal elaboration of acts		Individualizing instruction
Body-gesture correlation		Self-regulation
Body-object articulation		Visioning
Exhaustive use		Obedience
Curriculum		
Surveillance		
Documentation		
Normalization		
Punishment and reward		
Examination		
Knowledge of truth		
Disseminating truth		
Confession		

For example, if the most frequently coded technique in an interview occurred 40 times, the five impact ranges would be 0-8, 9-16, 17-24, 25-32, and 33-40. The frequencies, percentages, and impact scores were tabulated for the principal and student in each case as part of the findings, e.g., Table 4.7. Staff member interviews were parsed and coded in the same way as the principal and student interviews, then used to triangulate principal interview data and to provide representative quotations.

Power techniques with impact scores of 3, 4, or 5 were used to organize the individual case study findings by focusing on the dominant power techniques found in each subject's data. For the cross-case analysis, the power techniques were categorized into importance categories. Techniques with median impact scores of 3, 4, or 5 were designated as major importance in the findings. For techniques where the median scores were less than 3, if evidence of the techniques appeared for every participant, they were designated as minor importance. Otherwise, the

techniques were considered of occasional importance. After coding, three techniques - *temporal elaboration of acts*, *body-gesture correlation*, and *body-object articulation* – did not appear in the findings and were omitted from analysis. For a review of techniques coded, see Table 3.5.

3.4.4.2 Interview analysis: Discourses and practices.

After categorizing the data, the next step was to use it to contextualize how power operated in the various cases. To do this, each power technique became a text filter in Microsoft Excel for selecting statements coded with that descriptor. For instance, using curriculum as a filter, Principal Scott's parsed transcript yielded 36 statements. The researcher inspected these statements for references to discourse and practice themes, aggregating similar references. In Scott's case, the 36 statements resolved into nine themes; six of these were relevant to the research question. Representative statements were identified at the same time, along with case reference document citation information. The researcher repeated this procedure for each student interview.

The researcher developed a summary document for each case that organized the themes and representative statements under power technique headings, for the principal and then the student. This document provided the outline for case study findings. The case summary documents also provided the core material for the cross-case analysis, because they allowed context themes for specific power techniques to be easily compared across cases.

The staff member interviews underwent the same filtering procedure as the principal and student interviews to confirm, challenge, or supplement principals' evidence, and to provide representative quotations. These were added as supplemental material in the principal's section of the case summary document.

3.4.4.3 Document analysis.

Each case reference document included digital versions of manuals, reports, handbooks, newsletters, or other school publications. Analysis of this supplementary evidence focused on references to internal or external distance education discourses and practices. As mentions were located, they were coded with one or more power techniques, and contextual information, representative quotation, and citation reference was added to the principal's section of the case summary document for individual case study findings.

3.4.4.4 Online student survey analysis.

As Table 3.3 shows, only a few students at each school completed the online student survey. Analysis was therefore rudimentary, and results provided secondary evidence to the student interviews. For each school, survey answers were summarized by categorical responses, and open-ended questions were coded for power techniques. Each school's case reference document included the summary results. Representative quotations and question summaries from the survey supplemented the student sections of individual case summary documents.

3.4.5 Phase 2 data analysis: Cross-case analysis.

The cross-case analysis sought evidence to describe how power techniques in this research context combined as larger patterns. The first analysis determined the relative dominance of the disciplinary, governmentality, and pastoral domains in the principal and student data by using a one-way ANOVA of statement frequencies in each domain. The second analysis used the median impact score of each power technique to identify major, minor, and occasional techniques of power found in the principal and student data. The researcher identified levels of qualitative significance in the power techniques as follows: (a) impact scores of 3, 4, or 5 were major techniques, (b) power techniques that appeared consistently but with low median scores

were minor techniques, and (c) the remaining techniques were in the occasional category. Major and minor power techniques for principals and for students established the narrative structure for the cross-case analysis.

The individual case summary documents provided contextual data for the cross-case analysis. For a given power technique, contextual themes were compared across cases to identify patterns, anomalies, and expected-but-absent findings. As with the individual case findings, direct representative quotations were identified in order to provide real-life examples of principals and students experiencing power.

3.5 Inference Quality

In mixed methods research, quality must integrate notions of validity from quantitative methodology, trustworthiness from qualitative perspectives, and reliability from both. The proposed study adopted inference quality to encompass both perspectives in arriving at consequential and accurate conclusions based on the data (Tashakkori & Teddlie, 1998). In this study, actions that minimized threats to inference quality included: (a) selecting cases for Phase 2 that were part of Phase 1, and which also satisfied conditions for replication (Yin, 2009); and (b) narrowing from the large sample size in Phase 1 to the cases in Phase 2 (Cresswell & Plano Clark, 2007). Within Phase 2, inference quality was maintained through multiple sources of evidence (triangulation), participant checks of their transcribed interviews, thick description of the cases, pattern matching, the replication power of multiple cases, the interview protocols, and the case study database (Cresswell, 2007; Tashakkori & Teddlie; Yin). The methodology for identifying significant power techniques within and across cases strengthened inference because it allowed the strong and unique techniques in each case to emerge while at the same time identifying commonalities. The researcher achieved close familiarity with the data by recording

and transcribing the interviews personally, rather than hiring a transcription service or relying only on notes

3.6 Ethical Considerations

Ethics approval for this research study was granted by the chair of the Conjoint Faculties Research Ethics Board (CFREB) at the University of Calgary on July 20, 2010.

Participation in the study was completely voluntary for all subjects. Participants were assured that they could withdraw from the study at any time without fear of reprisal or negative consequences. Principal and student participants who completed online surveys were provided with confidentiality and anonymity details on the opening page of the survey. The first question asked participants to confirm they had read the information and indicate agreement or disagreement to further participation. Indicating disagreement caused the survey to branch to a concluding thank-you screen. The Phase 1 online principals' survey was not anonymous to the researcher, because (a) the survey results were used to select the cases in Phase 2, and (b) contact information was needed to follow up with late non-responders. However, survey results were confidential. Identifying information was not included in survey data analysis, apart from demographic questions about gender, education, type of school, and experience. The Phase 2 online survey for student results was anonymous and confidential because no identifying information was collected. The student survey included demographic questions about age and gender, but there was no way for the researcher to connect this information to individuals. Both surveys were provided through the SurveyMonkey© online survey tool. The consent information included the following:

The online survey is being administered by SurveyMonkey©, an American software company. As such, your responses are subject to U.S. laws, including the USA Patriot

Act. The risks associated with participation are minimal, however, and similar to those associated with many e-mail programs, such as Hotmail© and social utilities spaces, such as Facebook©.

All Phase 2 interviewees received consent information in advance, which was reviewed in person at the time of the interview. All participants provided consent prior to the start of their interview, either in hard copy or by email. To protect anonymity and confidentiality, each school was assigned an alias prior to the visit. In addition, each interviewee was asked to provide a pseudonym, although several left pseudonym selection to the researcher. School, principal, and student aliases are provided in Table 3.3. Aliases were used for files, interview transcripts, interim documents, and the final dissertation to protect the identities of the participants.

All hardcopy data was kept in the researcher's home in a locked case. Electronic files were stored on a hard drive and a back-up flash drive in encrypted and password protected folders. The SurveyMonkey© surveys and survey data were kept on the company's secure corporate servers under a password-protected account.

3.7 Limitations and Delimitations

3.7.1 *Limitations.*

This study was subject to multiple sources of bias reflecting constraints against true random sampling of any participants. The first limitation was the requirement to receive school division or superintendent approval prior to inviting principals to participate. School division leaders who refused to provide permission or did not respond at all may have represented divisions that were characteristically different from the divisions that allowed the study. Further, the 140 principals invited to participate could decline, a form of self-selection. Self-selection recurred as the study proceeded to Phase 2, because invited principals were again able to opt out.

Table 3.3 also shows that most Phase 2 participants scored above the mean in positive practices and attitudes towards distance education, possibly over-representing that perspective. Finally, the student interviewees were also self-selecting insofar as their ability to decline participation or to volunteer via the online student survey. Despite these limitations, there was no evidence of principal bias based on gender or school system (public or Catholic), and case study participants represented male and female genders, small and large schools, and public and Catholic schools. The nine students were also heterogeneous within the selection criteria: male and female, academic and vocational, no distance education courses to all distance education courses.

The Self-assessment of Student Leadership instrument used in the survey depended heavily on self-evaluation of leadership characteristics. Despite evidence of its validity and reliability, the consistently high scores reported in the findings drew attention to potential weaknesses in self-rating these characteristics.

Time was a limiting factor in both research phases. There are several windows in a school year when site visits do not overly inconvenience principals and students. Further, the researcher's resources and available release time from work for field visits were also limited. These constraints limited field research to three weeks in May.

The final limitation addressed here is the online student survey in Phase 2. Without being onsite to manage the distribution of information and administration, the researcher had little control. Participation was low and sporadic, significantly limiting the survey's contributions to the findings, other than as a supplementary source of: (a) alternative opinions, (b) school counselor or administrator identities with roles in distance education coordination, and (c) representative quotations.

The limitations described here limit generalizability. However, the role of case studies in

research is not generalization, but to seek understanding by looking at particulars (Yin, 2009). This study created understanding through investigating the capillary effects of power at the school level (Foucault & Gordon, 1980; Jardine, 2005), in the context of access to external distance education courses.

3.7.2 *Delimitations.*

When this study began, only three jurisdictions in North America allowed students to enroll in a supplemental distance education course without the local school's permission: British Columbia, Alberta, and Florida. However, the research was limited to Alberta. The researcher's work in British Columbia could have influenced responses from British Columbia principals. Florida offered a much larger population, but two factors eliminated it from consideration: (a) logistics in terms of cost and distance, and (b) complexities arising from differences between Canadian and American education systems.

Alberta principal participation was restricted to administrators of conventional high schools in the public and Catholic school system, for several reasons:

- Students pay no tuition fees in Alberta to attend public or Separate (Catholic) schools, eliminating tuition fees as a factor.
- Students attend alternative schools, outreach schools, colony schools, and francophone schools for cultural or personal reasons that could affect results, and their principals may employ special strategies to support them.
- Distance education schools have stakes in increasing enrolments from conventional schools.

Further, principals of schools in the Calgary and Edmonton metropolitan areas were excluded because, compared to their urban peers, students in rural schools often have reduced access to course opportunities within a school or the local community (Barbour & Reeves, 2008; Picciano

& Seaman, 2007). These delimitations reflect Tashakkori and Teddlie's recommendations to control extraneous variables (1998).

The essential power/knowledge relationship in this study was between students and principals, because the legislation or policy in this context grants the choice to students. Teachers, parents, counselors, school district personnel, and other stakeholders are also impacted when students choose external courses, but were excluded from this study to manage its scope. However, for data triangulation purposes, data collection at each site included an interview with a staff member who had a role in the school's distance education strategy.

Additional delimitations applied to case study selection. Candidate sites needed a Grade 11 and 12 population of at least 50 students to increase the likelihood of student participation. Candidate principals were required to be administrators of their schools for at least two years to increase the likelihood that discourses and practices were their own, and not a predecessor's.

Chapter Four: Findings

This chapter presents the findings from data gathered to answer the research question, “How do principals of conventional high schools in Alberta respond when students can choose supplemental courses from external distance education providers?”

Following analysis of a representative sample of interview data from three principals in Alberta high schools, which found that servant leadership was not a significant phenomenon in this context, the study focused on these subquestions:

What is the nature of the power relations that exist between principals and their students who seek supplemental distance education courses?

- a. What are principals’ practices and discourses in this situation?
- b. What are students’ practices and discourses in this situation?

This study featured two distinctive phases. The first phase, an online survey instrument, polled principals on demographic factors, servant leadership characteristics, and perspectives on distance learning. This provided a context for Phase 2, and for expanding the conceptual framework. The result was to use less of a servant leadership lens and to adopting instead Foucault’s power/knowledge ontology. Phase 1 findings also assisted in the selection of candidates for nine case studies in Phase 2. Through nine case studies, the study’s second phase focused primarily on the ways in which principals employ Foucault’s disciplinary, governmentality, and pastoral techniques of power in response to student interest in this form of program choice. Findings from this phase also assisted in describing and understanding how students experience these same power techniques. This chapter will present:

1. Demographic, servant leadership, and distance education survey findings from Phase 1.
2. A brief summary of the nine Phase 2 case study participants, repeated from the previous

chapter for reader convenience.

3. For each of the nine cases, significant power technique and context findings identified from principal and student interviews.
4. A cross-case analysis of major and minor power techniques and their associated contexts.

4.1 Phase 1 Findings: Demographic Features, Servant Leadership, and Distance Education

The population for this study consisted of all 260 principals of conventional high schools in Alberta, Canada. The researcher received permission from school district superintendents to invite 140, of which 87 provided data for Phase 1 of this study.

The first phase of this research collected data from 87 participants through an online survey that included demographic, servant leadership, and distance education (DE) attitude items. The instrument used to gather data on servant leadership incorporated 24 Likert scale items from the Self-Assessment of Servant Leadership (SASL) instrument (Taylor et al, 2007, with permission). SASL data provided an overall servant leadership score and sub-scale scores as findings towards the servant leadership questions in the initial conceptual framework. The distance education instrument consisted of 16 Likert scale items providing data about distance education practices and attitudes. The survey included five questions about demographic features. The demographic questions and distance education instrument provided data to inform Phase 2 case study selection. See Appendix A for the survey items.

4.1.1 Findings: Demographic features of 87 Alberta high school principals.

The survey opened with questions asking participants to identify gender, highest educational degree earned, total educational experience, overall administrative experience, and administrative experience at the local school. Table 4.1 shows the findings for demographic features of the 87 respondents.

Table 4.1 Demographic Features of Principals

Demographic Feature	%
Gender	
Male	71
Female	28
Not answered	1
Highest Education Degree	
Bachelor's	22
Master's in progress	5
Master's	74
Years of Education Experience (Including Administration)	
Less than 10	0
10 to 19	31
20 to 29	49
30 or more	20
Years of Administrator Experience	
Less than 2	1
2 to 5	15
6 to 9	25
10 to 14	32
15 or more	26
Years of Administrator Experience at Current School	
Less than 2	23
2 to 5	44
6 to 9	15
10 to 14	10
15 or more	8
System	
Public	87
Catholic Separate	13

N = 87

The findings describe a study sample of mostly well-educated, experienced, male, mid-career, and career-mobile secondary school administrators. Nearly three-quarters of the respondents were male. Similarly, nearly three-quarters of participants had earned their Master's degree. All of the respondents had been educators for at least ten years; about 70% had 20 or more years of education experience. Sixty percent had at least ten years of educational administration experience. However, two-thirds indicated career mobility—their administrative

experience at their current school was less than six years. Local school experience was an important filter for selecting second phase participants, ensuring they had enough time in their facilities for their attitudes and behaviours to affect their schools. Nearly 90% worked in the public system.

The researcher used gender and system (i.e., public, Catholic) participant features to test for possible bias due to demographic factors. The provincial school database provided administrator names and system affiliation (public or Catholic separate) for 260 candidate participants. Chi-square goodness-of-fit tests for unequal expected frequencies were run for gender and system variables to determine whether the ratio of observed numbers differed significantly from the provincial ratios. In each case, the null hypothesis was that there would be no difference between the proportions of survey participant types, and of proportions among the Alberta candidate principals. The provincial database included 187 males, 57 females, and 16 with unknown or gender ambiguous names. There was no significant difference between the observed count of male, female, and unidentifiable responses ($n = 62, 24, \text{ and } 1$ respectively) and the expected values, $\chi^2(2, N = 87) = 4.82, p = .09$. Gender was found not to be a likely source of bias in this study.

Similarly, the ratio of public to Catholic administrators did not provide a significant source of bias. The candidate database included 212 public and 48 Catholic separate schools. The observed count of public schools ($n = 76$) and Catholic schools ($n = 11$) did not differ significantly from the expected values, $\chi^2(1, N = 87) = 1.59, p = .21$. In this study, working in the public or the Catholic system was found not to be a likely source of bias.

4.1.2 Phase 1 findings: Servant leadership in 87 Alberta high school principals.

Taylor et al. (2007) offers a Self-Assessment of Servant Leadership (SASL) as a scale instrument with possible scores ranging from 24 to 168. This instrument was used in Phase 1 to determine the prevalence of servant leadership and 12 characteristics in the population. The SASL instrument has 24 questions, two for each of 12 SASL sub-scale characteristics. The sum of Likert item response values, where *Strongly Disagree* ($D+$) = 1 and *Strongly Agree* ($A+$) = 7, produced SASL inventory and SASL sub-scale scores. Results for the total SASL scores were analyzed parametrically because they fit a normal distribution, according to Shapiro-Wilk (0.986, $p = .504$) and Anderson-Darling (0.331, $p > .15$) normality tests. However, normality for the 12 sub-scales was not supported (Shapiro-Wilk, $p < .001$ for all sub-scales; Anderson-Darling, $p < .010$ for all sub-scales); therefore, sub-scale results were treated as categorical and ordinal.

The findings presented in Table 4.2 shows that participants predominantly selected *Agree* and *Strongly Agree*, leading to score results on the SASL scale that were uniformly high ($M = 152.09$, $SD = 7.90$, 95% $CI [150.41, 153.78]$). Findings for the SASL subscales are provided in Table 4.3, which displays median, minimum, and maximum value results for each servant leadership subscale. Each had a possible score between 2 and 14. As with the SASL score, the findings show uniformly high subscale results with medians of 12 or 13, also linked to the high frequency of *Agree* and *Strongly Agree* responses.

Table 4.2 Findings from Self-Assessment of Servant Leadership Participant Responses: A Percentage Distribution

Item	Response %						
	D+	D	D-	U	A-	A	A+
1. I am genuine and candid with people	1.1	0	0	0	5.7	49.4	43.7
2. I learn from the staff and students in my school.	1.1	0	0	0	0	25.3	73.6
3. I am willing to make personal sacrifices in serving others.	1.1	0	0	0	0	42.5	56.3
4. I genuinely care for the welfare of people working for me.	1.1	0	0	0	1.1	27.6	70.1
5. I consistently encourage others to take initiative.	1.1	0	0	0	2.3	43.7	52.9
6. I have great satisfaction in bringing out the best in others.	1.1	0	0	1.1	2.3	33.3	62.1
7. My leadership is based on a strong sense of mission.	0	0	0	2.3	6.9	50.6	40.2
8. I am very focused and disciplined at work.	0	0	1.1	1.1	6.9	59.8	31
9. I usually come up with solutions accepted by others as helpful and effective.	0	0	0	1.1	2.3	63.2	33.3
10. I lead by example.	0	0	0	0	2.3	43.7	54
11. I am willing to sacrifice personal benefits to promote group harmony and team success.	0	1.1	1.1	0	4.6	46	47.1
12. I am willing to have my ideas challenged.	0	0	1.1	0	5.7	50.6	42.5
13. I practice what I preach.	0	0	0	0	1.1	44.8	54

table continues

Item	Response %						
	D+	D	D-	U	A-	A	A+
14. I readily admit when I am wrong.	0	0	0	0	3.4	55.2	41.4
15. I enjoy serving others.	0	0	0	0	4.6	46	49.4
16. Many people come to me with their problems because I listen to them with empathy.	0	0	1.1	1.1	13.8	49.4	34.5
17. I continuously appreciate, recognize, and encourage the work of others	0	0	0	0	11.5	55.2	33.3
18. I invest considerable time and energy equipping others.	0	0	0	1.1	11.5	54	33.3
19. I am able to inspire others with my enthusiasm and confidence for what can be accomplished.	0	0	0	2.3	11.5	63.2	23
20. I am able to motivate others to achieve beyond their own expectations in getting a job done.	0	0	0	4.6	20.7	56.3	18.4
21. I try to match people with their jobs in order to optimize productivity.	0	0	0	1.1	3.4	40.2	55.2
22. I often demonstrate for others how to make decisions and solve problems.	0	0	2.3	1.1	12.6	51.7	32.2
23. I encourage cooperation rather than competition through the group.	0	1.1	0	2.3	3.4	36.8	56.3
24. I place the greatest amount of decision-making in the hands of the most affected by the decision.	0	1.1	0	1.1	6.9	57.5	33.3

Notes: D+ = Strongly Disagree, D = Disagree, D- = Slightly Disagree, U = Undecided, A- = Slightly Agree, A = Agree, A+ = Strongly Agree.

N = 87.

Table 4.3 Servant Leadership Characteristics: Subscale Scores for 87 Principal Participants

Characteristic	<i>Mdn</i>	Minimum	Maximum
Integrity	13	8	14
Humility	13	8	14
Servanthood	13	8	14
Caring for Others	13	8	14
Empowering Others	13	8	14
Developing Others	13	7	14
Visioning	12	9	14
Goal Setting	12	9	14
Leading	13	10	14
Modelling	13	9	14
Team Building	13	5	14
Shared Decision-Making	12	8	14

N = 87.

4.1.3 Phase 1 findings: Distance education perspectives of 87 principals.

The Distance Education Survey (DES), adapted primarily from a Picciano and Seaman instrument (2007), consisted of 16 Likert items that provided seven response choices ranging from *Strongly Disagree (D+)* to *Strongly Agree (A+)*. Analysis of the data showed that response patterns for all questions failed tests for normal distribution (Shapiro-Wilk, $p < .001$ for all questions; Anderson-Darling, $p < .01$ for all questions), therefore Table 4.4 shows the non-parametric response distribution for each question, i.e., as frequencies under disagreement/agreement categories.

Unlike the servant leadership findings, participants provided more variation in their responses to DES items, within and between questions. For example, findings indicated that respondents generally disagreed with statements 5 and 6: *DE courses are comparable in quality to face-to-face instruction; students prefer DE courses to face-to-face activities*. They tended to agree with all other statements. Another finding seen in Table 4.4 is that strong minority opinions appeared for some questions. For example, only about 25% of the participants agreed

that DE courses are comparable in quality to face-to-face instruction. A similar proportion indicated they did not share information about the Ministry's DE policy, and a further 12.6% said they were unsure.

About 20% of the participants seem limited by provincial or divisional funding arrangements. The study found that a majority of the 87 principals polled supported the idea of distance education courses for specific purposes, while a significant minority of school-based leaders did not feel supported by government and school division policies that frame distance education. Furthermore, a majority of the principals had reservations about the quality of distance education as part of schooling.

The researcher calculated a distance education perception score using the first 12 questions, excluding the policy and funding items that represented beliefs about external support. Representative high and low perception scores were among the criteria for Phase 2 participant selection. The responses for questions 1 to 12 were converted to scores from 1 to 7, and added ($M = 54.86$, $SD = 8.72$, 95% $CI [53.00, 56.72]$).

On the 7-point scale, this finding indicated an overall mean for the distance education perception score lying between *Undecided* and *Slightly Agree*. Table 4.5 shows the perception score for each Phase 2 principal as the *DE score*.

4.1.3.1 Phase 1: Significance of the distance education survey findings.

The Distance Education Survey data findings revealed significant diversity in principals' responses to specific distance education questions, and just slightly more agreement than disagreement overall. The finding of overall agreement that distance education was appropriate for students in certain instructional circumstances, coupled with concerns about distance education quality, suggested that Alberta high school principals applied a pragmatic approach.

Table 4.4 Distance Education Survey (DES) Responses as a Percentage of 87 Principals

DES Item	Response %						
	D+	D	D-	U	S-	A	A+
1. My school communicates the provincial DE policy to eligible students	6.9	12.6	6.9	12.6	13.8	40.2	6.9
2. ^a DE courses fulfill an important educational need for my students	2.3	2.3	3.5	1.2	32.6	26.7	31.4
3. I support the provincial DE policy for students over the age of 16	2.3	6.9	6.9	8.0	23.0	33.3	19.5
4. I allow students taking DE courses to work on them while at school	0.0	2.3	1.1	4.6	10.3	35.6	46.0
5. DE courses are comparable in quality to face-to-face instruction	19.5	31.0	16.1	8.0	18.4	4.6	2.3
6. Students prefer DE course activities to face-to-face activities	16.1	35.6	21.8	16.1	5.7	2.3	2.3
7. DE courses allow students to personalize their learning	2.3	10.3	6.9	12.6	26.4	32.2	9.2
8. DE courses are appropriate when qualified teachers are not available in my school to teach face-to-face courses	2.3	2.3	2.3	2.3	18.4	42.5	29.9
9. DE courses are appropriate for Advanced Placement or post-secondary level courses that also provide high school credit	3.4	5.7	4.6	13.8	16.1	37.9	18.4
10. DE courses are appropriate to help reduce scheduling conflicts for students	1.1	2.3	2.3	1.1	17.2	44.8	31.0
11. DE courses are appropriate for allowing students who fail courses to take them again.	2.3	2.3	1.1	1.1	19.5	43.7	29.9
12. Students at my school have access to technologies that allow them to take online DE courses	0.0	1.1	1.1	1.1	5.7	37.9	52.9
13. Provincial funding rules allow me to support students taking external DE courses	5.7	9.2	4.6	10.3	14.9	35.6	19.5
14. ^a School division funding rules allow me to support students taking external DE courses	6.9	11.5	5.7	9.2	14.9	29.9	21.8
15. Provincial educational policies allow me to support students taking external DE courses	2.3	6.9	3.4	19.5	10.3	36.8	20.7
16. ^b School division policies allow me to support students taking external DE courses	3.5	4.6	8.0	10.3	17.2	34.5	21.9

Notes: D+ = Strongly Disagree, D = Disagree, D- = Slightly Disagree, U = Undecided, A- = Slightly Agree, A = Agree, A+ = Strongly Agree.
N = 87, except ^a*N* = 86; ^b*N* = 85.

In preparing data collection instruments for the next study phase, these findings confirmed the need to describe and understand the connections between perceptions about distance education and how principals responded, using power technique lenses. However, investigating correlations between specific question responses is beyond the scope of this study.

The variation in the perception scores was large enough to confirm using the score as a factor in Phase 2 participant selection, consistent with the study's case study replication design (Yin, 2009), i.e., theoretical replications should vary in identifiable ways. Invitations to participate in Phase 2 were sent to eligible Phase 1 participants with high and low scores, working up from the low score, and working down from the high score. Of the nine cases chosen for analysis, three scored below the mean and six scored higher than the mean, suggesting a potential source of bias among case study participants – principals more positively predisposed to distance education may have been more likely to agree to further participation.

4.2 Phase 2: Nine Case Studies: Principal and Student Power Findings

Principals at ten high schools in Alberta participated in interviews, but one site had no student participants and was not included in Phase 2 analysis. As such, the remainder of this chapter primarily presents individual case and cross-case findings from the carefully coded semi-structured interviews done with principal and student participants in Phase 2 of the research process. These interviews constituted the most important data in the study, directly describing the actions and intentions of principals and students in the research context, in their own voices,

Along with the core interviews to obtain data as explained in Chapter 3, supplemental and supporting evidence includes (a) additional interviews with school personnel responsible for distance education procedures, (b) results from an online survey of students in most schools, and (c) school documents such as handbooks, manuals, and newsletters. These secondary sources

were not consistently available for all cases, yet provided additional data to create rich, thick descriptions of the discursive/nondiscursive practices that constituted the findings. Table 4.5 (for convenience, repeated from the previous chapter) provides participant details such as aliases, school information, and demographic characteristics for the principals and students in the nine schools.

The researcher coded all interviews individually, and used axial coding to identify features among the principals that emerged as important to their power relationships. The Foucault power techniques identified in the Chapter 2 literature review provided the coding descriptors. Table 4.6 shows the mean frequency counts, mean percentages, and median impact score findings for principal and student interviewees.

Many power techniques were found in abundance, but as coding proceeded through the interviews, three disciplinary power techniques were almost never identified: *temporal elaboration of acts*, *body-gesture correlation*, and *body-object articulation*. To increase efficiency in reporting further findings within and across cases, these descriptors of power ‘techniques’ have been parsed out of the findings in this chapter. Table 4.6 repeats in the cross-case analysis section, but without these three descriptors.

The descriptions of the findings for principals and students in individual cases will focus on power techniques with impact scores of 3 or higher; these commonly found techniques have been formatted in boldface type in Table 4.6. For principals, these were ***enclosure***, ***curriculum***, ***normalization***, ***totalization***, ***freedom***, ***police***, and ***individualizing instruction***.

Table 4.5 Nine Case Studies: Phase 2 Participant Information

Descriptor	Principal Pseudonyms								
	Emery	Malcolm	Milton	Paul	Victor	Terri	John	Scott	Murphy
School alias	Ether	Mars	Mercury	Phoebe ^a	Saturn	Tethys	Titan	Venus	Zephyr
System	P	P	C	P	P	C	P	P	C
Alberta region	Cen	Cen	South	Cen	South	South	Cen	South	Cen
Urban/rural	R	U	U	R	R	R	R	R	R
Town size	8 K	90 K	60 K	3 K	2 K	14 K	10 K	14 K	7 K
Grad class size	120	400	190	50	50	50	100	175	40
Gender of principal	M	M	M	M	M	F	M	M	F
Years as principal	9	30	4	13	12	15	2	7	6
Years at school	3	4	3	7	5	6	7	12	6
Degree	MEd	MA	MA	BEd	BEd	MA	BEd	MA	MA
Type 1 Student Alias	Ellen	Mark	Mitch	Pam	Sandra	Brianne	Ted	Vince	Zack
Gender	F	M	M	F	F	F	M	M	M
Grade	12	12	11	11	12	12	12	12	12
Type 2 students	3	10	10	0	9	12	0	5	9

Note: P = Public; C = Catholic; M = male; F = female; Med = Master of Education; MA = Master of Arts; BEd = Bachelor of Education; R = rural; U = urban; K = thousand. “Cen” is central Alberta, north of Highway 1 and along or south of Highway 16. “South” is southern Alberta, along or south of Highway 1. “Years as principal” includes all assignments. “Years at school” refers to years as a vice-principal and principal. “Type 2 students” is the number of students completing the online student survey.

^a Phoebe is a public Christian school.

Table 4.6 Power Techniques: Principals' and Students' Coded Responses from 9 Cases

Power Technique	Principals			Students		
	Frequency Count, <i>M</i>	Percentage, <i>M</i>	Impact Score, <i>Mdn</i>	Frequency Count, <i>M</i>	Percentage, <i>M</i>	Impact Score, <i>Mdn</i>
Disciplinary Domain						
Enclosure	21	7	3	4	6	2
Partition	19	6	2	2	3	1
Functional Sites	10	4	2	2	3	1
Rank	2	1	1	0	0	1
Timetable	11	3	2	2	2	1
Temporal elaboration of acts	0	0	1	0	0	1
Body-gesture correlation	0	0	1	0	0	1
Body-object articulation	0	0	1	0	0	1
Exhaustive use	2	1	1	1	1	1
Curriculum	27	9	4	7	10	3
Surveillance	6	2	1	1	2	1
Documentation	6	2	1	1	2	1
Normalization	28	10	4	6	8	2
Punishment and reward	5	1	1	1	1	1
Examination	3	1	1	1	1	1
Knowledge of truth	1	0	1	0	0	1
Disseminating truth	4	2	1	0	0	1
Confession	4	1	1	2	3	1
Domain subtotal	149	50		30	44	
Governmentality domain						
Totalization	28	10	4	4	5	2
Freedom	17	5	3	8	11	3
Statistics	16	6	2	0	0	1
Police	17	6	3	1	2	1
Domain subtotal	78	27		14	19	

table continues

Power Technique	Principals			Students		
	Frequency Count, <i>M</i>	Percentage, <i>M</i>	Impact Score, <i>Mdn</i>	Frequency Count, <i>M</i>	Percentage, <i>M</i>	Impact Score, <i>Mdn</i>
Pastoral domain						
Servanthood	12	4	2	4	5	2
Humility	6	2	1	1	2	1
Sacrifice	2	1	1	1	1	1
Care for Others	6	2	1	5	8	2
Modelling	1	0	1	0	0	1
Individualizing instruction	25	8	4	9	13	4
Self-regulation	3	1	1	4	5	2
Visioning	11	4	2	1	1	1
Obedience	3	1	1	1	2	1
Domain subtotal	69	24		27	37	
Total	297	100		70	100	

For students, the commonly found techniques were *curriculum, freedom, and individualizing instruction*. A further scan of Table 4.6 shows a dominance of disciplinary power techniques found to inform principal relations in the context of student distance education course choice, with an even distribution of pastoral and governmentality power techniques as well. Students, on the other hand, were found to employ a relatively even mix of disciplinary and pastoral power, with a minor preference for governmentality domain power techniques. This is interesting data about power in this distance education and schooling context that will be analyzed and interpreted in the case descriptions in this chapter – the foundation for cross-case findings, and then analysis in Chapter 5.

4.2.1 Case 1: *Principal Emery and student Ellen at Ether School.*

The power technique coding findings for Emery and Ellen are presented in Table 4.7. By May 2011, Emery had been principal of Ether School for three years. Ether School averaged about 575 Grade 9 to 12 enrolments annually, with a graduating class of about 120. The school

had an onsite Alternative Learning Centre (ALC) to coordinate school-based access to distance learning options. Ellen was preparing to graduate through the school's French Immersion program. She had taken a number of courses through the ALC, in part to catch up on classes she missed during an exchange program to France.

Emery's interview yielded 398 codable findings, compared to just 100 for Ellen. Overall, disciplinary power techniques were dominant for both Emery and Ellen, at 45% and 48% respectively. Governmentality (29%) and pastoral (26%) power technique domains were about equally represented in Emery's interview. However, Ellen's references to pastoral techniques (36%) were over twice as frequent as governmentality (16%).

4.2.1.1 Power technique findings for principal.

The dominant disciplinary techniques of power coded from the interview with Emery were *enclosure*, *curriculum*, and *normalization*. All of the governmentality techniques were significant for Emery, but only one technique in the pastoral domain – *individualizing instruction* – seemed significant.

4.2.1.1.1 Enclosure.

Emery referenced *enclosure* techniques when describing Ether as a large composite school that offered numerous programs and courses to its students. Within Ether, a distinct partition was organized as the ALC to provide external distance learning courses. Emery perceived the potential for students to enrol directly in distance learning programs as a threat, stating, “we want to make sure that the students get the courses they need, but we want to have them here; we don't want to be sending them to another school” (Ether, p. 12). As a functional site within the school enclosure, the ALC provides teaching assistants for students in the room, but not teachers.

Table 4.7 Power Technique Findings for Principal Emery and Student Ellen at Ether School

Power Technique	Principal			Student		
	Frequency Count	Percentage	Impact Score	Frequency Count	Percentage	Impact Score
Disciplinary Domain						
Enclosure	43	11	5	5	5	2
Partition	10	3	2	4	4	1
Functional Sites	3	1	1	4	4	1
Rank	0	0	1	0	0	1
Timetable	10	3	2	0	0	1
Exhaustive use	0	0	1	0	0	1
Curriculum	34	9	4	18	18	5
Surveillance	5	1	1	2	2	1
Documentation	13	3	2	4	4	1
Normalization	28	7	4	5	5	2
Punishment and reward	12	3	2	2	2	1
Examination	2	1	1	1	1	1
Knowledge of truth	0	0	1	0	0	1
Disseminating truth	13	3	2	0	0	1
Confession	6	2	1	3	3	1
Domain subtotal	179	45		48	48	
Governmentality domain						
Totalization	34	9	4	5	5	2
Freedom	25	6	3	10	10	3
Statistics	22	6	3	1	1	1
Police	33	8	4	0	0	1
Domain subtotal	114	29		16	16	
Pastoral domain						
Servanthood	16	4	2	4	4	1
Humility	17	4	2	3	3	1
Sacrifice	1	0	1	1	1	1
Care for Others	10	3	2	5	5	2
Modelling	0	0	1	0	0	1
Individualizing instruction	40	10	5	12	12	3
Self-regulation	5	1	1	4	4	1
Visioning	16	4	2	3	3	1
Obedience	0	0	1	4	4	1
Domain subtotal	105	26		36	36	
Total	398	100		100	100	

Note: Boldface indicates a descriptor heading in the written case findings.

According to the school's improvement plan, "we continue to use our Distance Education room to create flexible schedules for students" (Ether, p. 47). The revenue earned from government-funded distance learning courses was invested in building improvements, such as a divider for the gym. Ether's community included a separate outreach centre for students with non-traditional learning needs, and Emery observed that it should be part of his school, even if it remained in a separate building.

4.2.1.1.2 Curriculum.

The *curriculum* technique of power was evident in the wide range of academic, vocational, and choice programs available at Ether. Emery encouraged students to take significantly more credits than they needed to graduate. To support this, if the school could not provide a course that a student needed, the school would try to make it available in the ALC through distance learning. Even if a student did not need a course, he or she would be encouraged to consider taking further distance education courses for more elective credits. A school counselor highlighted the practical pedagogical value of some of these courses:

You learn how to read better, right, become a better test-taker, and the practicality of some of that is stuff that you will use more than you will use the upper end Math 30 Pure. A tape measure makes a hell of a lot more sense than a cosine. (Ether, p. 31)

4.2.1.1.3 Normalization.

Emery's expectations for staff and students were coded as normalization. For students, these expectations included achieving a high school diploma and working towards a common vision for the school. For staff, Emery stated that "we all know that we have strengths and weaknesses, but together as a team, we're confident that we're making decisions, we're doing things in the best interest for kids" (Ether, p. 8). Regarding access to a course, students were

expected to take it in the classroom if it was already offered in the school:

We frown on the idea of having students take distance ed courses that are currently being taught by a teacher in our school, face-to-face, but yeah, if there is a course that you might need to pursue your goal of becoming an engineer, we're going to do our darndest to find out what is available. (Ether, p. 7)

Emery expected access to external courses to occur through the ALC instead of direct enrolment in the external school. Once enrolled in an ALC course, the student assumed responsibility for pacing and completion.

4.2.1.1.4 Totalization.

For totalization, Emery notes that students: (a) valued and benefitted from course options, (b) required strong independent learning skills to succeed at distance learning courses, and (c) had to discuss course options with their parents. They also tended to have part-time jobs, about which Emery said:

There are a fair number of our students who have part-time jobs and we find that with the ALC courses, those students that don't want to give up jobs or can't afford to give up jobs because of the situation that they have in their home lives, they can achieve success. (Ether, p. 8)

4.2.1.1.5 Freedom.

The distance learning courses provided through the ALC were a major way for the school to provide students with freedom. Emery would say to students, "We don't offer it here at *Ether*, but we know that through Barrhead we could get you the materials, we can get you the resources you need in order to take the course and be well on your way" (Ether, p.7).

4.2.1.1.6 Statistics.

Emery described Ether's trends and attributes in statistical terms. The school had about 575 students, with numbers slowly dropping. About 25% would proceed to post-secondary training, generally in the trades. Most students would enter the workforce directly. He drew particular attention to the Alberta Accountability Pillar results, which included measures for student and parent satisfaction with program options:

Those dreaded orange and red colours that show up on the report cards we get from Alberta Education have turned into blue and green (good and excellent) indicators, and I'm very proud of the staff for that journey that we've taken. (Ether, p. 4)

4.2.1.1.7 Police.

Emery said that the statistics provided by the government's accountability reports were important to understanding student learning and shaping school action plans. Provincial and local school division initiatives also shaped his planning activities. For example, the school division had three goals: student learning, building leadership, and communications. The provincial credit-based funding model encouraged him to use the ALC to generate revenue. His students could acquire more graduation credits by working at their own pace in the ALC than in a regular classroom. He coupled government funding policy with a *punishment and reward* technique by establishing an incentive scholarship based on funding credits earned. In this context, which the school division supported by policy, the school shared the additional funding with the student. Emery stated:

Basically what this means is, if you as a student want to go beyond the minimum 100 credits to earn your high school diploma, if you decide you're going to take more courses that interest you, we're going to provide every opportunity to do so. So, if you earn 120

credits, (Ether) is going to give you a \$500 scholarship. (Ether, p. 9)

The scholarship did not apply to courses taken through direct enrolment in an outside school.

Emery did not support the current provincial distance education policy about student course choice because the lost funding would be too disruptive.

4.2.1.1.8 Individualizing instruction.

Emery favoured an ‘any time, any place, any pace’ model (Ether, p. 9). In addition to the many classroom options available at Ether, distance education was an important way to support choice and provide support. He stated that a variety of course experiences could spark interest in new areas of study. He believed it was acceptable for students to graduate with minimum requirements or on accelerated time, even as he also promoted students earning extra credit scholarships, “And the way they do that is taking a fair number of these distance learning courses, working on them here in our school and at home” (Ether, p. 3). The school required students to have a full timetable until the end of Grade 11, an example of the exhaustive use disciplinary technique of power. The counselor noted that providing many options through the ALC added interest:

When you require the kids to have a full timetable, and if you don’t have (pause) you’re going to have kids in options that they hate, and all you’re going to do is have a, either a nightmare for the teacher, or the kid is not going to go. (Ether, p. 31)

4.2.1.2 Power technique findings for student.

Ellen’s career goal after Grade 12 was to become a teacher. From Ellen’s interview data, the three dominant power techniques were *curriculum*, *freedom*, and *individualizing instruction*. All three shared access to courses as a common theme.

4.2.1.2.1 Curriculum.

Ellen used the ALC to catch up on courses she missed when she went on a student exchange to France. While in Ether's French Immersion program, she also used the ALC for about twenty courses. She said, "I've done all the Community Health, and then I'm just finishing Math 24 now for extra credits, and I did the Forensics..." (Ether, p. 24). The three students who completed the online survey agreed that distance education through ALC allowed students to take meaningful or advanced courses. One wrote, "As a student, I need to take CALM to graduate, but I take every core subject possible to set myself up for a better future and I have no room in my timetable to fit it in" (Ether, p. 24).

4.2.1.2.2 Freedom.

The ALC provided Ellen with the flexibility to go on the exchange program and catch up on her return. She could work on her own time, even during the summer, and take more courses that she liked. Ellen stated, "Basically, what I just said; like, it gives you more courses, there's a lot of variety, so you can do what you like" (Ether, p. 36).

4.2.1.2.3 Individualizing instruction.

The range of curriculum options available to Ellen and her peers were echoed again in this pastoral technique of power. Sometimes, the options were not about choice, but opportunity. For example, students that failed a course or needed to retake it for a better grade could do so through the ALC. Similarly, students had better access to courses that would have otherwise been unavailable due to timetable conflicts. Ellen said, "Like, it's a great program and it's really helpful for students that maybe can't be at school all the time..." (Ether, p. 38). The three students that completed the online survey at Ether all agreed that distance education supported students with timetable problems or students who needed to retake courses.

4.2.2 Case 2: *Principal Malcolm and student Mark at Mars School.*

The power technique coding findings for Malcolm and Mark are presented in Table 4.8. By May 2011, Malcolm had been principal of Mars School for almost four years. Mars School was the largest school in Phase 2 of the study; it enrolled about 1,800 students in Grades 9 to 12, with a graduating class of about 400. The school had an onsite Mars Learning Centre (MLC) to coordinate school-based access to distance learning options. Mark was in Grade 12 and had been taking most of his courses through the MLC since Grade 10, for psychiatric reasons.

Malcolm's interview yielded 239 codable findings, compared to just 44 for Mark. For Malcolm, power techniques were about equally distributed between disciplinary (36%), governmentality (31%), and pastoral (33%) techniques. For Mark, disciplinary techniques (43%) and pastoral techniques (44%) were about equally distributed, and both were much more evident than governmentality techniques (16%).

4.2.2.1 *Power technique findings for principal.*

Based on the impact scores shown in Table 4.8, the dominant disciplinary techniques of power coded from Mark's interview were *enclosure*, *functional sites*, *normalization*, and *curriculum*. Three of the four governmentality techniques had impact scores of 4 or 5. The three most frequent pastoral techniques were *servanthood*, *care for others*, and *individualizing instruction*.

4.2.2.1.1 Enclosure.

Malcolm described Mars School as the community's dominant secondary school, with a long local history. Due to its size, Mars could offer students a wide selection of academic, vocational, and special programs, attracting students from well beyond its catchment area.

Table 4.8 Power Technique Findings for Principal Malcolm and Student Mark at Mars School

Power Technique	Principal			Student		
	Frequency Count	Percentage	Impact Score	Frequency Count	Percentage	Impact Score
Disciplinary Domain						
Enclosure	12	5	3	0	0	1
Partition	4	2	1	2	5	2
Functional Sites	11	5	3	3	7	2
Rank	0	0	1	0	0	1
Timetable	2	1	1	0	0	1
Exhaustive use	1	0	1	1	2	1
Curriculum	13	5	3	3	7	2
Surveillance	6	3	2	2	5	2
Documentation	2	1	1	1	2	1
Normalization	24	10	5	2	4	2
Punishment and reward	6	3	2	0	0	1
Examination	0	0	1	0	0	1
Knowledge of truth	0	0	1	0	0	1
Disseminating truth	2	1	1	1	2	1
Confession	3	1	1	4	9	3
Domain subtotal	87	36		19	43	
Governmentality domain						
Totalization	28	12	5	2	5	2
Freedom	25	10	5	5	11	3
Statistics	18	8	4	0	0	1
Police	3	1	1	0	0	1
Domain subtotal	74	31		7	16	
Pastoral domain						
Servanthood	13	5	3	1	2	1
Humility	5	2	1	1	2	1
Sacrifice	5	2	1	0	0	1
Care for Others	15	6	3	8	18	5
Modelling	3	1	1	0	0	1
Individualizing instruction	27	11	5	6	14	4
Self-regulation	3	1	1	2	5	2
Visioning	7	3	2	0	0	1
Obedience	0	0	1	0	0	1
Domain subtotal	78	33		18	41	
Total	239	100		44	100	

The school was remodeled recently to upgrade many of the facilities. Malcolm identified the local outreach centre and a Catholic cyberschool as competition for the MLC.

4.2.2.1.2 Functional Site.

The Mars student handbook said that the MLC “customizes educational services to foster unique learning opportunities in order to meet the needs of each student while attaining their educational goals” (Mars, p. 42). To accomplish this, Malcolm delegated oversight of the MLC program to one of the vice-principals, and staffed it with an education assistant and a teacher. The teacher had specific training in online education. Malcolm had seen similar centres without teachers, and stated that for students, “It’s a better option the way we’ve organized it because they know they’re going to get support in the classroom through the teacher rather than on their own” (Mars, p. 6). The MLC also had special equipment to link students to the online Alberta Distance Learning Centre teachers. According to the MLC teacher:

The access to that online teacher as an online support is fabulous because they offer tutoring sessions in the evening, plus we have - we bought special mikes and earphones where they can go on to Elluminate with their teachers and talk with them as they’re sitting at their computer. (Mars, p. 23)

Even though the MLC was not covering its costs, Malcolm supported it because “it’s a program about keeping kids” (Mars, p. 5).

4.2.2.1.3 Curriculum.

For students to successfully graduate in Alberta, they need the right number and mix of credits. Although Mars is a large school with many programs and courses, a significant role for the MLC is ensuring students have the credits they need to graduate. Malcolm noted that the MLC “gets used a lot for our Grade 12s, especially in the second semester – it gives them an

opportunity to pick up credits in a number of different ways” (Mars, p. 5). The MLC teacher echoed this in a separate interview:

More students are graduating, because when they get to that Christmas mark or second semester, they find out they’re missing this credit or that credit or this level of credit, and this has been ideal for getting them up here and getting those last-minute things so they can walk across that stage, which in the past we didn’t have those options. (Mars, p. 24)

4.2.2.1.4 Normalization.

For Malcolm, student success is the school’s primary focus. The most important success metric is achieving high school graduation. Providing students with a wide range of program and course options supports student success. The MLC teacher said “we always tell parents and students our first choice for kids is still in the classroom, and then after that, you know, it’s for whatever reason that doesn’t work, then we offer the online learning” (Mars, p. 26). Malcolm considered the MLC appropriate for students who cannot achieve their credits in the regular classroom, for example, (a) returning after an extended absence, (b) needing to withdraw from a specific classroom, or (c) experiencing timetable conflicts.

The classroom option is preferred, but if a course is not available, “...the school pays for it, if it’s partly our fault they can’t get the course” (Mars, p. 5). Many MLC students, however, need to pay course costs that would not apply to regular classrooms. According to the Mars handbook, "Students are required to pay a caution fee for each course, based on the registration fee for their course and the cost of the materials required for their course" (Mars, p. 42).

Malcolm noted that the school reimburses the fees to successful students, providing an incentive to complete.

According to Malcolm, students that take external distance education courses through

the MLC, rather than on their own, should be more successful because they receive more support. “There’s more benefits doing it through the school” (Mars, p. 7). However, for students who enquire about directly enrolling in external courses, Malcolm said, “We do tell them they have the right to register on your own, but then you’re on your own” (Mars, p. 7).

4.2.2.1.5 Totalization.

This power technique encompasses categorizations and generalizations about groups of students. For example, students in Grades 9 to 11 at Mars must have a full timetable. The student population at Mars includes a strong academic component; many will go to post-secondary, “but we also have students who just graduate by the skin of their teeth and go directly into the workforce” (Mars, p. 2). The previous remark about many Grade 12s needing credits through the MLC is another example of totalization. Malcolm also said about the MLC, “For us, it’s another option, right? It’s another place to put kids not being successful” (Mars, p. 5).

As a group, students want choices. Malcolm said, “Kids are wanting – they want to experience a whole range of different things before they get out” (Mars, p. 6). For distance education courses, the MLC teacher claimed, “kids are starting to choose them over regular classrooms” (Mars, p. 26). Malcolm stated, however, “it doesn’t work for all kids” (Mars, p. 6).

4.2.2.1.6 Freedom.

The *totalization* power technique allowed Malcolm to characterize students as a group that desired choice. Through the *freedom* power technique, he provided those choices in a regulated fashion, such as picking up credits for graduation in different ways, allowing courses otherwise subject to timetable conflicts, or returning to the school after an absence to resume a graduation program. Further, when planning course offerings at Mars, Malcolm said, “It starts with what the kids need.... From their needs we develop a timetable and assign teachers to that

program” (Mars, p. 6). For students that find classrooms difficult, the MLC as a learning space provides freedom; “Not being successful in a classroom, not being successful in a particular program - another option instead of you just not getting the course” (Mars, p. 5). The MLC teacher said that rules were often overlooked, “So, even though we have rules and we have, how do you say, standards for kids being allowed into the program, there’s always exceptions to meet the student’s needs, because that’s our focus” (Mars, p. 21).

4.2.2.1.7 Statistics.

Malcolm had ready cognitive access to data on school enrolments, dropout rates, credits earned, and course success rates, particularly at the MLC: “Because of our criteria and support, we have about a 90% success rate” (Mars, p. 7). Malcolm described himself as “data-influenced” instead of “data-driven”. Specifically, the accountability pillar results were important to him, but only as partial evidence for success:

Last couple of years we really looked at our accountability results...and we’ve wrestled with whether or not that is our success, right? What is the success? What is it that we want graduates to have? So not just accountability pillars, I mean, we’re accountable for those things, but what else is success? (Mars, p. 3)

With respect to statistics about the school’s options, Malcolm stated, “our accountability pillar – the results show the effect of our approach” (Mars, p. 6).

4.2.2.1.8 Servanthood.

Mars school offers a wide range of programs and courses guided by student surveys on the options they want. Some of the programs that meet student needs, such as the MLC, are offered even though the school does not fully recover program costs through government funding. For example, if students said they needed Spanish, Malcolm said, “My role is to find a

way to see if we can offer Spanish, establishing what we're going to put toward the kids, set that up, and find the way to implement it" (Mars, p. 6).

4.2.2.1.9 Care for others.

The various ways the school supported students in access to options and earning credits were also demonstrations of care. In addition, Malcolm referenced the strengths of the counseling areas, "we have a very strong counselling department - seven counselors - seven full-time counsellors in the school, one of which is a full-time career counselor, and that's all she does" (Mars, p. 1). Students need to talk with a counselor before they can take an MLC course (also an example of the confession power technique). The staff support -- a teacher and an education assistant -- in the MLC exists to help the student. Malcolm said, "The fact that we have a certified teacher in there helps. The fact that we have a very good EA in there helps" (Mars, p. 6). The MLC teacher stated, "Like if they're extreme behavioural or poor attendance, depending on the reason for poor attendance, if it's medical then this is a good place for them" (Mars, p. 23).

4.2.2.1.10 Individualizing instruction.

As previously described, Mars School provides students with an extensive range of programs and courses available in classrooms and through the MLC, guided by provincial graduation requirements, and by students' requests and specific learning needs. According to Malcolm, "We have, and we've researched this, we offer more programs than any other high school in the province, by a significant number" (Mars, p. 1). The student handbook states that the MLC's purpose is individualizing instruction, because it "customizes educational services to foster unique learning opportunities in order to meet the needs of each student while attaining their educational goals" (Mars, p. 42).

4.2.2.2 Power technique findings for student.

Mark's career goal after Grade 12 was to move to Vancouver for an animation and game design program. Mark referred to four dominant power techniques: *confession, freedom, care for others, and individualizing instruction.*

4.2.2.2.1 Confession.

For Mark to take nearly all his courses at the MLC, he needed to see a counselor first, the same as other students. In his case, though, he was “diagnosed with depression in Grade 10 and seeing a counselor for three years now” (Mars, p. 28). Mark approved of working through the administration and his counselor because “he just double-checks and make sure you have the right attitude and everything to be up here, because they ensure that you're on track” (Mars, p. 29). Eight of the ten students who completed the online survey commented that they had prior conversations with administrators or counselors. For most, permission came easily, but one student wrote:

I approached my VP about the option of taking my English and math through the Alberta distance learning center and at first he tried to deny me the privileged claiming that it was "Hard for most students" and had a high failure/dropout rate. While it discouraged me I was sure it was what I wanted to do so I [*sic*] came to talk to the lead teacher who looks over the DE courses in my school and found that there was actually a near 100% success rate and having a friend in the courses I looked over and found that I proffered the DE courses over classrooms so I became persistent visiting my VP almost once a day until i [*sic*] was finally able to convince him to allow me to go forward with it and have never looked back. (Mars, p. 32)

This student is also describing a tension between the dissemination of truth, totalization, and

statistics power techniques on the vice-principal's part, and the student's exercise of the knowledge of truth technique.

4.2.2.2.2 Freedom.

Mark believed that the school offered many options, and appreciated that he had an alternative space he could work in. He said:

In Grade 9 and half of Grade 10, I was actually in classes, but I just can't really stand people. I don't know, they're just too distracting, and teachers move too slow for me, so, it's good for me, so it's good, I can just throw my headphones on and listen to my own music and work at my own pace. (Mars, p. 27)

4.2.2.2.3 Care for others.

Mark commented on the sense of safety he felt at the school and the support that the counseling team provided. He attributed his time in the MLC to counseling support: "I think I might have just gotten back from the hospital and talking about it, he suggested it was something to try" (Mars, p. 28)

4.2.2.2.4 Individualizing instruction.

The MLC offered an alternative leaning environment that worked for Mark. He said, "Most students prefer in-class, but I learn best on my own" (Mars, p. 29). He explained earlier, "In Grade 9 and half of Grade 10 I was actually in classes, but I just can't really stand people. I don't know – they're just too distracting, and teachers move too slow for me" (Mars, p. 27). He was very satisfied with the course options available to him.

4.2.3 *Case 3: Principal Milton and student Mitch at Mercury School.*

The power technique coding findings for Milton and Mitch are presented in Table 4.9. By May 2011, Milton had been principal of Mercury School for three years. Mercury's annual

enrolment averaged about 550 students in Grades 10 through 12, with a graduating class of about 190. Mercury is one of the three Catholic schools in the study. Milton said that the school had an onsite learning centre, which he referred to as “Cyberschool” or “Cyber”, to coordinate school-based access to distance learning options. Mitch, a Grade 11 student, enrolled in four cyberclasses to make up for lost class time. He was in the school’s apprenticeship program and spending at least half of each school day at a worksite.

Milton’s interview yielded 339 codable findings, compared to just 50 for Mitch. Overall, disciplinary power technique responses were dominant for both Milton and Mitch, at 60% and 48% respectively. For Milton, governmentality power techniques (23%) were slightly more prevalent than pastoral techniques (17%). However, Mitch’s references to pastoral techniques (36%) were twice as common as governmentality techniques (16%).

4.2.3.1 Power technique findings for principal.

Based on the impact scores shown in Table 4.9, the dominant disciplinary techniques of power coded from Milton’s interview were *enclosure*, *partition*, *curriculum*, and *normalization*. Three of the four governmentality techniques – *freedom*, *statistics*, and *police* – scored 3 or 4. The only pastoral technique that Milton mentioned with noticeably higher frequency than the rest was *individualizing instruction*.

4.2.3.1.1 Enclosure.

One of Milton’s primary goals is to develop a strong connection between the Mercury facility and a set of values based on Catholicism, high standards, and trust between leadership and faculty. Mercury is the only Catholic secondary school in the area. The community features an Outreach Program that also provides distance education courses, but Milton prefers students to take distance courses through the Mercury Cyber.

Table 4.9 Power Technique Findings for Principal Milton and Student Mitch at Mercury School

Power Technique	Principal			Student		
	Frequency Count	Percentage	Impact Score	Frequency Count	Percentage	Impact Score
Disciplinary Domain						
Enclosure	28	8	4	2	4	2
Partition	35	10	5	3	6	3
Functional Sites	15	4	2	1	2	2
Rank	7	2	1	0	0	1
Timetable	8	2	1	2	4	2
Exhaustive use	2	1	1	0	0	1
Curriculum	28	8	4	8	16	5
Surveillance	14	4	2	0	0	1
Documentation	8	2	1	2	4	2
Normalization	40	12	5	5	10	4
Punishment and reward	9	3	2	0	0	1
Examination	5	2	1	0	0	1
Knowledge of truth	0	0	1	0	0	1
Disseminating truth	2	1	1	0	0	1
Confession	3	1	1	1	2	1
Domain subtotal	204	60		24	48	
Governmentality domain						
Totalization	16	5	2	2	4	2
Freedom	18	5	3	6	12	4
Statistics	25	7	4	0	0	1
Police	19	6	3	1	2	2
Domain subtotal	78	23		9	18	
Pastoral domain						
Servanthood	10	3	2	3	6	3
Humility	4	1	1	1	2	2
Sacrifice	0	0	1	1	2	2
Care for Others	3	1	1	4	8	3
Modelling	0	0	1	0	0	1
Individualizing instruction	17	5	3	7	14	5
Self-regulation	9	3	2	1	2	2
Visioning	9	3	2	0	0	1
Obedience	5	2	1	0	0	2
Domain subtotal	57	17		17	34	
Total	339	100		50	100	

4.2.3.1.2 Partition.

Milton referenced the classroom structures in the school, occasionally as distinct from the Cyber area. Classroom placements seemed to be preferred, because Milton said, “We do try and put them into classes first” (Mercury, p. 5). Milton described differentiated expectations for Cyber. Periodically, students told him “the course was easier by cyber than it is through the classroom” (Mercury, p. 10). He framed it as a quality issue, saying, “But yeah, I don’t think the quality is still as good as being in the classroom....So, our expectations are higher in the classroom than they are by Cyber” (Mercury, p. 10).

The separate Cyberschool room is useful because, Milton said, “Some students learn better through the distance learning, rather than in the classroom” (Mercury, p. 9). Further, Cyber helped with class size, timetable, and students with attendance problems. Milton explained the attendance solution: “We can still offer that class through Cyberschool, and then you don’t have to have the regiment of being here at 10:30 every day for that class” (Mercury, p. 9). This example also described how the Cyberschool supported the pastoral technique, *individualizing instruction*.

Some of the Cyberschool room’s partition attributes arose from concurrent application of the *functional site* technique. Students had access to courses there that were not available in the classrooms, such as Forensic Science. Cyber has its own staff coordinator with several specialized duties:

We find that if we don’t have that cyber school coordinator in there pushing it, informing us, and we’re contacting parents, and we’re calling the student in during lunch hour to get caught up – all that kind of tracking causes problems for us, right now. (Mercury, p. 13)

4.2.3.1.3 Curriculum.

Mercury School offered an extensive range of academic, vocational, and special needs programs. Mercury faculty members were focusing on improving their assessment for learning practices in these programs. Cyber provided a way for the school to offer curriculum that did not fit in the timetable or match staff expertise. The school division supported Cyber providing these options, except for Religion. Milton explained:

So, the one area they are a little bit, where they're not as supportive, is taking Religion by Cyber, because they find that those discussions in the classroom that you have with the teacher and all the other students, is a major learning experience that the students by Cyber don't get. (Mercury, p. 10).

In addition to *curriculum*, this quotation demonstrated polyvalence of the power techniques *police*, *normalization*, and *functional sites*.

4.2.3.1.4 Normalization.

Milton articulated several norms for staff and students: (a) teachers were held to high expectations, which should be passed along to students; (b) high expectations should be backed by support; (c) students should be occupied nearly all the time; (d) students need to identify, own, and fix their own problems with administrator or teacher guidance; and (e) students should have choices.

Despite Milton's support of student choice, Mercury School students had to meet one of five conditions for access to Cyber:

If a student cannot fit a course in the existing *Mercury* timetable, they can take it through cyber. If a requested course is full, they can take it through Cyber. If a student cannot attend *Mercury* on a regular basis, due to medical or other reasons, they can take it by

Cyber...If a student has historically had trouble succeeding in a regular classroom environment, then they have an intake meeting process with the counselor and the administration, and then they can possibly take it by Cyber. And then, if a student is re-taking the course after taking it in the classroom already... they can take it by Cyber. (Mercury, p. 10-11).

The school counselor reinforced that access to Cyber should be limited to specific exceptions. He said "I think it's an interesting, like the online world, it's an interesting way to go, but I can't, I don't know, I just can't see it replacing the classroom" (Mercury, p. 31). He also cited lower quality expectations for the Cyber program based on test results, saying, "They're usually lower, I think, on departmental, but sometimes that's the type of student that we have taking that course, too" (Mercury, p. 29).

4.2.3.1.5 Freedom.

At Mercury, the governmentality power technique, *freedom*, was polyvalent with the disciplinary techniques of *normalization* and *curriculum* and the pastoral technique of *individualizing instruction*, i.e., student freedom to choose from a wide range of curriculum offerings is a norm. The Cyberschool helped implement this technique because it provided a remedy for timetable and class size issues. Cyber also assisted students with life concerns.

Milton mentioned that:

Sometimes, families have hardships that, where their child actually has to work for some of the day, and can only attend certain classes during some time of the day; so that allows them to pick up those extra classes on their own. (Mercury, p. 9)

4.2.3.1.6 Statistics.

Milton mentioned four types of information that guided his decisions as a principal: (a)

classroom-based assessment-for-learning strategies, (b) student issues generated through in-school student forums and a provincial student survey, (c) Alberta's Accountability Pillar results, and (d) enrolment reports that track student course credits earned, which equate to funding levels. This last source, closely coupled with another governmentality technique of power – police - factored into calculations about Cyberschool enrolment impacts on budgets, particularly if students did not complete Cyber courses. Milton had to purchase Cyber courses from other providers up front, before he knew if the student would complete the course and generate the government allocation. He explained:

Now, if an average amount of a CEU is \$170, so if it's a 5 credit course, that's \$850, we have to give 60% of that to them, and we get 40%. So, if I take too many students out of the classroom and put them in there, then we won't be able to run our school, because we won't have the funding to run our school. (Mercury, p. 10).

4.2.3.1.7 Police.

In addition to provincial policies, Milton dealt with expectations and policies from his division. In particular, the school division seemed to expect higher support for course choice than for increased achievement efforts. Milton said, "And they're saying, well let's continue on improving learning in the classroom, let the results be as they may, but let's give them choice" (Mercury, p. 8).

As mentioned previously, provincial funding rules shaped Cyberschool admission practices at Mercury. The province funded on completion criteria, and Cyber students had lower completion rates in their Cyber courses. Again, Milton explained:

You know, and then of course, when the student does not achieve their requirements for the funding to go through, and the requirements are simply: must have 50% or more

attendance; must have competed 50% of the assessment values, of the evaluations or assessments; must have achieved a mark of 25% or higher....But, a lot of times, if they're on Cyber, if they don't complete 50% of the course in the assessment, it doesn't matter what their mark is, you don't get funding. (Mercury, p. 12-13)

According to the counselor, "...that's why we try and put them in class first, because the funding is an issue" (Mercury, p. 29).

4.2.3.1.8 Individualizing instruction.

Mercury School offered programs ranging from life skills with significant academic challenges, through career and vocational studies, to academic and advanced placement options. Mercury's Cyberschool was partitioned as a *functional site* for delivering curriculum in response to a spectrum of individual needs, including the ability to choose courses. Malcolm stated specifically, "it also allows for individual differences of learning" (Mercury, p. 9), including for a few students that seem to learn better in the Cyber environment. The counselor observed that, in Cyber, "...if some of the options, like the Psychology, the Forensic Science, the, you know, they're more interest-based, and I think if you're interested in those they seem to work really well" (Mercury, p. 29).

4.2.3.2 Power technique findings for student.

Mitch's career goal after Grade 12 was to enter a trade, preferably heavy-duty mechanics or welding. Table 4.6 shows that Mitch's interview referred to seven power techniques with Impact Scores greater than 2: *partition, curriculum, normalization, freedom, servanthood, care for others*, and *individualizing instruction*.

4.2.3.2.1 Partition.

Due to his interest in trades training, Mitch noted that the shop areas have been

improving. Mitch preferred the classroom to the Cyberschool, because he thought he, along with most other students, could work more effectively there, and had ready teacher support as a benefit.

4.2.3.2.2 Curriculum.

Mitch was getting support for an apprenticeship program that included afternoons off-site at a workplace. The Cyberschool helped, he said, “Because most of my classes didn’t fit in, that way it helps because I can still get the credits and still get the classes in, so I can be up for graduating” (Mercury, p. 33).

Of the 10 Mercury students who completed the online survey, nine agreed that distance education allowed students to take courses meaningful to them. One echoed Mitch by writing, “It has changed my experience because it has allowed me to complete certain courses that I need to graduate” (Anonymous survey respondent, May 9, 2011).

4.2.3.2.3 Normalization.

Mitch was taking four Cyber courses because he was on an apprentice worksite each day, but he preferred classroom instruction. He stated, “It’s just easier learning with a teacher in the classroom” (Mercury, p. 32). Opinion was divided among the student survey participants, however. Six out of ten agreed that they preferred distance education to classroom learning, but one of the dissenting students wrote, “It is my opinion that DE courses have their place in the education system, however they will never be a proper replacement for a course with an actual live teacher” (Anonymous survey respondent, May 6, 2011).

4.2.3.2.4 Freedom.

The Cyber option gave Mitch the freedom to pursue an apprenticeship program while working towards graduation. Mitch felt that distance education courses helped students that

needed to learn outside school hours, or to upgrade after graduation. Mitch believed in a balance between student needs and regulations. He remarked on this balance that, “I think the school should try and figure out what the students want, and then base that around, the rules and the laws of the school, I guess” (Mercury, p. 34).

Nearly all of the ten students that completed the online survey agreed that DE increased course freedom by addressing timetable problems, offering more course choices, and taking courses again to improve marks. There was slightly less agreement about whether a student should get permission first. Six out of ten agreed that students should not need prior permission, but four felt prior permission was necessary. One of the four wrote, “face to face is better and your teacher should decide on how well you are at taking online courses” (Mercury, p. 35).

4.2.3.2.5 Servanthood.

Mitch noted that the Mercury teachers and the distance education teachers were all helpful, although the lack of immediacy in response from the distance teachers was a minor concern. He also felt well served by the apprenticeship program, because “they’ll help you get a job somewhere; they’ll help you with your interviews, and help you make all your resumes and portfolios and everything” (Mercury, p. 32).

4.2.3.2.6 Care for Others.

Mitch’s sense of how the school applied this pastoral power technique was polyvalent with *servanthood*. In addition, Mitch noted that the principal spent a lot of time around the school, “making sure everything’s doing ok” (Mercury, p. 32).

4.2.3.2.7 Individualizing instruction.

As mentioned previously, Mitch’s participation in the apprenticeship program meant he was frequently on a worksite during school hours. Even though the Cyberschool courses were

not his choice, Mitch said that, “Because most of my classes didn’t fit in, that way it helps because I can still get the credits and still get the class in, so I can be up for graduating” (Mercury, p. 33).

One of the online student survey respondents mentioned several applications of this power technique in the Cyberschool:

Cyber gives students who are not able to learn with a teacher, an opportunity to learn by themselves and be graded fairly upon what they learned. It also gives students who fail courses a chance to retake it and have quicker results. Also gives students a chance to take courses which are not available in the school such Forensics Science. (Anonymous survey respondent, May 6, 2011)

4.2.4 Case 4: Principal Paul and student Pam at Phoebe School.

The power technique coding findings for Paul and Pam are presented in Table 4.10. By May 2011, Paul had been principal of Phoebe School for seven years. Phoebe’s annual enrolment averaged about 150 students in Grades 10 through 12, with a graduating class of about 50. Phoebe was found to be unique in this study because it is a Christian school in the public system, with a residence housing about 60 students. Phoebe School did not have a separate room for distance learning; students used the library when working on distance education courses. Pam, a Grade 11 student, took a distance learning Social Studies course the previous year to make room in her timetable. Her post-graduation plans were to spend a year overseas at a Greek bible college, followed by training in Edmonton to be a health technician.

Paul’s interview yielded 257 codable findings, compared to 71 for Pam. Overall, disciplinary technique responses were equally dominant for both Paul and Pam, at 58% and 59% respectively. For Paul, governmentality power techniques (25%) were slightly more prevalent

than pastoral techniques (17%). However, Pam’s references to pastoral techniques (32%) were about half the disciplinary technique range, and much more frequent than governmentality technique instances (9%).

4.2.4.1 Power technique findings for principal.

Based on the impact scores shown in Table 4.10, the dominant techniques of power coded from Paul’s interview were both disciplinary: *curriculum* and *normalization*. Of the governmentality and pastoral power techniques, only *freedom* and *police* received impact scores of 3 or greater.

4.2.4.1.1 Curriculum.

Paul described broad program offerings for the faith-based public school: academic, fine arts, industrial arts, and mission programs. The academic focus is strongest, however, due to parent and student expectations. Phoebe School is too small, though, to support all student interests in classroom courses. Paul explained how their distance education strategy supported access to options such as second languages or career and technical studies:

We use online stuff; we connect with Alberta Distance Learning significantly in a lot of the programs we offer. We broaden our courses a little bit with that, too; we offer some things like forensic science and other stuff that are, sort of, a little more high-end interest for kids, and we do that through ADLC. Variety of programming: that’s really the reason why we use it. (Phoebe, p. 9).

The school’s improvement plan, in response to the provincial accountability report, supported Paul’s explanation. It stated that Phoebe School “will further coordinate opportunities for students ...through team teaching agreements with Alberta Distance Learning” (Phoebe, p. 49).

Table 4.10 Power Technique Findings for Principal Paul and Student Pam at Phoebe School

Power Technique	Principal			Student		
	Frequency Count	Percentage	Impact Score	Frequency Count	Percentage	Impact Score
Disciplinary Domain						
Enclosure	10	4	2	3	4	2
Partition	5	2	1	1	1	1
Functional Sites	4	2	1	0	0	1
Rank	3	1	1	3	4	2
Timetable	14	5	2	4	6	2
Exhaustive use	10	4	2	4	6	2
Curriculum	39	15	5	8	11	3
Surveillance	3	1	1	1	1	1
Documentation	6	2	1	1	1	1
Normalization	40	16	5	13	18	5
Punishment and reward	2	1	1	0	0	1
Examination	5	2	1	3	4	2
Knowledge of truth	0	0	1	0	0	1
Disseminating truth	3	1	1	0	0	1
Confession	5	2	1	1	1	1
Domain subtotal	149	58		42	59	
Governmentality domain						
Totalization	15	6	2	1	1	1
Freedom	18	7	3	5	7	2
Statistics	9	4	2	0	0	1
Police	23	9	3	0	0	1
Domain subtotal	65	25		6	9	
Pastoral domain						
Servanthood	8	3	1	3	4	2
Humility	5	2	1	3	4	2
Sacrifice	1	1	1	1	1	1
Care for Others	2	1	1	4	6	2
Modelling	1	0	1	1	1	1
Individualizing instruction	13	5	2	5	7	2
Self-regulation	4	2	1	3	4	2
Visioning	7	3	1	1	1	1
Obedience	2	1	1	2	3	1
Domain subtotal	43	17		23	32	
Total	257	100		71	100	

One of Paul's challenges in providing some students with provincial curriculum was their homeschooling background. Many homeschooling families were familiar with distance education programs, but stretch choice expectations beyond a public school's mandate:

We have a fairly well defined distance education program that we operate. In part, because our population, a good portion come from a home-schooling background where parents have had a very big hand in selecting courses and being involved. So, there's sort of an expectation, which is at times painful for us to work through, where they desire to sort of set their own path, and don't necessarily realize that English 30 is a requirement. It's not that we just impose that on kids because we like English, it's because the province sets some of those standards. (Phoebe, p. 9).

4.2.4.1.2 Normalization.

Paul described several broad expectations in Phoebe School, of which the Christian education focus was paramount. In addition to infusing Christian perspectives into course content without sacrificing academic standards, the school developed a strong service ethic among staff and students. Paul described these broad expectations:

Well, they certainly see staff, myself, the associate, everybody pitching in to help out along the way....Don't just, there aren't just people that clean and people that do this, there isn't a great separation between teachers and educational assistants and clerical staff; we're all a team that works together to move the mandate of the program forward....Every kid that goes on that (*mission activity*) learns how to cook and clean and do all the things that are part of being in a team. Even if you're the president of the student body, you still gotta [*sic*] do your part when it comes to all that grunt work as well. (Phoebe, p. 6)

Another norm for students, and an application of the *exhaustive use* disciplinary technique, was that they should be kept busy. Tactics to support this expectation included: (a) permitting only Grade 12 students to have a spare; (b) operating athletic and fine arts programs before and after school; and (c) providing distance education options. Paul explained how the distance learning options supported keeping students busy, by individualizing instruction:

Because there are times when there is a gap in their program that has to be filled, either time, or they're missing a component, and we can use distance learning to fill in, keep them busy, because there's nothing in the timetable that appeals to them....They're not a "drama" kind of kid. And so, rather than make it painful for everybody and put them into drama, we give them the option to do a series of single-credit modules that match the number of credits. (Phoebe, p. 9-10)

Although access to distance learning courses enabled Paul to apply the *normalization* power technique to keep students busy, distance education was subject to its own norm. Specifically, distance education courses were a remedy for timetable conflicts or other anomalies as a weaker substitute for classroom teaching. Paul stated, "We push them towards in class, as opposed to distance education, wherever possible. If we have the ability to offer that course, then we encourage them there" (Phoebe, p. 12). Phoebe school's administrative assistant managed student requests for distance learning courses. She said, "Well we take a look at their schedule to see if at all possible they can fit it into something that is being live-taught, because we know that that's going to be the easiest. If not, and all our attempts fail, then we'll put them in distance learning" (Phoebe, p. 30). Paul provided several reasons behind the classroom-first policy: (a) loss of classroom interaction; (b) lack of independence in many students; and (c) inability to use distance education courses as a platform for building faith.

4.2.4.1.3 Freedom.

As a Christian public school of choice, Phoebe School was itself a demonstration of the governmentality technique of *freedom* in a community with another public high school. The school's support for choices extended to distance learning options, subject to *normalization* perspectives just mentioned. The Phoebe timetable included an options block wherein students could take fine arts, physical education, and other classroom electives. In this block, they could also take distance learning modules. Distance education courses were also offered to independent learners, but with some reluctance. As Paul explained, "We support that independence, but we certainly encourage them to be a part of the class experience because philosophically we think in-class is better" (Phoebe, p. 13).

4.2.4.1.4 Police.

Paul exercised his leadership within a school that reflected support for choice from the province, the school division, and a strong parent group. So far, he commented:

There is, within Christian school settings, the opportunity for all kinds of wild and crazy things related to doctrine and hassles that way that could show up, and we haven't stumbled on any of those kinds of things, so division is very happy and the parent group is very happy. (Phoebe, p. 7).

The provincial Accountability Pillars defined the school's major accountabilities. The associated three-year plan detailed the school's response to those expectations, including, as previously mentioned, using distance education courses to increase program options. The provincial funding model also affected Phoebe School, especially if students achieved an average of 35 credits. Paul explained, "the higher the average number of credits, the more finances come back to the school, the greater the programming options we can offer the kids" (Phoebe, p. 10).

4.2.4.2 *Power technique findings for student.*

Pam's career goal after Grade 12 was to become a health services technician. Table 4.10 shows that Pam's interview referred to just two power techniques with impact scores of 3 or more: *curriculum* and *normalization*. None of the students at Phoebe completed the online survey.

4.2.4.2.1 Curriculum.

Pam described the science courses she was taking, looking ahead to her career goal. She was very aware of the Christian perspective in her classroom courses, which extended to goal setting. This approach to curriculum also demonstrated and application of the pastoral technique, *care for others*. Pam said, "The teachers; they teach us, not just about, like, learning. It's all like our spiritual aspect of life....In some of our classes they actually get us to make goals, and trying to achieve them, so it is a big deal here, especially for me" (Phoebe, pp. 34-35).

4.2.4.2.2 Normalization.

Pam confirmed Phoebe's faith-based focus from her perspective. She stated, "It's great because it gives me a base for my faith" (Phoebe, p. 34). She valued the choices available, "Kind of whatever you're interested in, you can take....Yeah, you just get more choice, like, you're not always doing what everyone else is doing" (Phoebe, p. 36). However, she also thought classroom learning was a better option for students due to the support available. About distance learning, she said, "It's harder, just because you don't have a teacher teaching you about it. But, just going at your own pace at the same time got a little frustrating some times, because I didn't have a teacher to ask questions" (Phoebe, p. 36).

4.2.5 *Case 5: Principal Victor and student Sandra at Saturn School.*

The power technique coding findings for Victor and Sandra are presented in Table 4.11.

By May 2011, Victor had been principal of Saturn School for five years. Saturn's annual enrolment averaged about 170 students in Grades 10 through 12, with a graduating class of about 50. Victor's responsibilities at Saturn School included an Outreach site for self-study and distance education courses, located two blocks from the school. Sandra, a Grade 12 student, had never taken a distance education course. After graduation, she intended to earn an Education degree and become a special needs coordinator.

Victor's interview yielded 241 codable findings, compared to 55 for Sandra. Disciplinary power technique responses were dominant for both Victor and Sandra, at 52% and 46% respectively. For Victor, governmentality power techniques (26%) were slightly more prevalent than pastoral techniques (22%). However, Sandra's references to pastoral techniques (38%) were over twice as common as governmentality technique instances (16%).

4.2.5.1 Power technique findings for principal.

Based on the impact scores shown in Table 4.11, the most prevalent technique of power coded from Victor's interview was *normalization*, in the disciplinary domain. In addition, the disciplinary techniques, *partition* and *curriculum*, had Impact Scores of 3. Within the governmentality domain, three techniques scored 3: *totalization*, *freedom*, and *statistics*. Within the pastoral power domain, only *individualized instruction* had at least a 3 score.

4.2.5.1.1 Partition.

Although it is located on a separate property, Victor stated, "Our Outreach School gives opportunities for students to take courses beyond the classroom here at the school" (Saturn, p. 2). About 50 Saturn students were using Outreach in 2011.

Table 4.11 Power Technique Findings for Principal Victor and Student Sandra at Saturn School

Power Technique	Principal			Student		
	Frequency Count	Percentage	Impact Score	Frequency Count	Percentage	Impact Score
Disciplinary Domain						
Enclosure	14	6	2	9	16	5
Partition	17	7	3	2	4	1
Functional Sites	11	5	2	0	0	1
Rank	1	0	1	0	0	1
Timetable	13	5	2	0	0	1
Exhaustive use	0	0	1	0	0	1
Curriculum	15	6	3	3	5	2
Surveillance	1	0	1	1	2	1
Documentation	2	1	1	1	2	1
Normalization	34	14	5	7	13	4
Punishment and reward	1	0	1	0	0	1
Examination	7	3	1	1	2	1
Knowledge of truth	3	1	1	0	0	1
Disseminating truth	2	1	1	0	0	1
Confession	5	2	1	1	2	1
Domain subtotal	126	52		25	46	
Governmentality domain						
Totalization	21	9	3	2	4	1
Freedom	15	6	3	5	9	3
Statistics	18	7	3	1	2	1
Police	9	4	2	1	2	1
Domain subtotal	63	26		9	16	
Pastoral domain						
Servanthood	10	4	2	4	7	2
Humility	6	2	1	2	4	1
Sacrifice	1	0	1	1	2	1
Care for Others	6	2	1	4	7	2
Modelling	1	0	1	1	2	1
Individualizing instruction	21	9	3	7	13	4
Self-regulation	0	0	1	1	2	1
Visioning	7	3	2	0	0	1
Obedience	0	0	1	1	2	1
Domain subtotal	52	22		21	38	
Total	241	100		55	100	

The school counselor mentioned Outreach as part of Saturn’s tactics for providing course options for students, because “They also have the extended opportunity through our outreach school for our kids to take a number of resources over there including other modules as well as some courses” (Saturn, p. 24). Outreach was also a *functional site* because it had a support teacher, an assistant, and specialized learning resources.

4.2.5.1.2 Curriculum.

Victor and the counselor described the many curriculum options available at Saturn School. For the apprenticeship and work experience programs that did not allow students to participate in the regular timetable, Outreach ensured that these students could earn their curriculum requirements for graduation. Victor had no concerns about the quality of distance learning courses:

I think the DL materials have been pretty curricular-related. Obviously meeting the objectives, the learning objectives of the course, and in the end, if they’re going to be something that’s being used for diploma courses and stuff, kids, they better be a solid course, right? (Saturn, p. 10)

4.2.5.1.3 Normalization.

Victor’s general expectations for Saturn School included a strong academic focus, support for course options for learners, and shared decision-making with staff and students, coupled with accountability. Concerning distance learning, Saturn School provided it as a lesser option to classroom instruction, as a way to address a broad set of exceptional circumstances, such as students needing to work part-time; students enrolled in off-site apprenticeship programs; students needing to upgrade a course; discipline situations, timetable conflicts; and courses that students want that the school does not offer. The Student Handbook statement on access to

Outreach courses included this position statement:

Students best learn in a classroom environment within a traditional school setting.

However, in recent years, it has become apparent that some students cannot find success or reach their maximum potential in the traditional school and classroom settings.

Because of challenges in their learning, in their individual nature, in their high school programming or in their personal lives, they may have need to access an alternative learning environment to gain their education. (Saturn, p. 58).

As another norm, Victor was very strong in his conviction that parents should be involved in a student's desire to take a distance education course, i.e., the *confession* power technique included parents:

I'm a parent in the school, this would be my second graduate from the school, and to be honest with you, I, knowing this is not going to influence the courses my daughter would take, because in the end, parents are still responsible, they're still helping students when they're 16, 17, and so on, to make their decisions. And one of the decisions that parents - I don't think will want their kids to make - is to take an online course without talking to somebody, without having a discussion about it, without weighing some of the pros and cons, without, you know, looking at all of those aspects of things to make sure that it's the best decision for that particular student, you know? (Saturn, pp. 10-11).

4.2.5.1.4 Totalization.

According to Victor, Saturn's student population was homogeneously Caucasian and post-secondary oriented. Saturn students and teachers did not have a high need to know about the provincial distance education policy due to the local Outreach option. The best candidates for distance learning options were students with various scheduling issues. Victor attributed this

to a generalized human need for stability. He stated, “I think it’s inherent that kids, teachers, everybody, people don’t want a bunch of change, they don’t want things to change a whole pile, you know?” (Saturn, p. 7). The school counselor also said, “there’s a large percentage of students who are in that middle ground attending, because it’s the way it’s always been done and they’re most comfortable with it” (Saturn, p. 31).

4.2.5.1.5 Freedom.

Even though Victor had very specific notions regarding the best circumstances for distance learning enrolments, he usually gave permission. He said, “I’ve never not granted permission, sort of thing” (Saturn, p. 10). Course options and choices appeared to be a school value supported through options on the main campus and Outreach; the Student Handbook stated, “It is the goal of the...Outreach School to provide a variety of alternative learning opportunities enabling young people to attain a high school diploma and become active members of today’s society” (Saturn, p. 58).

4.2.5.1.6 Statistics.

Victor could describe Saturn’s trends and attributes in statistical terms. About 80% of the students would go to post-secondary education. Roughly, half took the school bus. About 50 students used Outreach. Victor expressed concerns about inappropriate use of provincial data for ranking purposes, but was more positive about the province’s Accountability Pillar framework. Citing the Accountability Pillar results for learning opportunities, Victor said:

And so, it’s coming across fairly loud and clear that what we’ve done, people are satisfied with, and that’s students, parents, and teachers... those are the 3 main groups that are part of the survey. (Saturn, p. 10)

4.2.5.1.7 Individualizing instruction.

Through the main campus and the Outreach location, Saturn School provided many different course choices. In Grade 10 and higher, each student's timetable was unique. The Student Handbook described the Outreach role in individualizing instruction:

Because of challenges in their learning, in their individual nature, in their high school programming or in their personal lives, they may have need to access an alternative learning environment to gain their education. (Saturn, p. 58)

4.2.5.2 Power technique findings for student.

Sandra's career goal after Grade 12 was to become a special needs coordinator in the school system. She had no direct experience with distance education courses, but she knew some of her peers had taken courses. Table 4.11 shows that Sandra's interview referred to one disciplinary power techniques with Impact Scores of 5: *enclosure*. Other power techniques with scores of 3 or greater were: (a) the disciplinary technique of *normalization*; (b) the pastoral technique of *freedom*; and (c) the pastoral technique of *individualizing instruction*. Nine Saturn students completed the online student survey.

4.2.5.2.1 Enclosure.

Sandra had a high opinion of Saturn School, stating, "It's a good place to be" (Saturn, p. 38). She felt that the school was very proactive in meeting student program needs despite some of the challenges the school faced. In response to a question about the impact of external distance learning courses, she said, "I could see that being a problem in our school, there's be less interest in some courses, class sizes would go down, but it would be more beneficial to the students" (Saturn, p. 38).

4.2.5.2.2 Normalization.

Sandra aligned herself with the interests of the school. She said, “I wouldn’t want to go against something the school didn’t agree with” (Saturn, p. 37). She felt that teachers were there to support students, and that the school would work to provide options the students wanted. If given a choice between a classroom-based course and an online course, she would choose the classroom.

The nine students that completed the online survey were enrolled in courses at Outreach. Five agreed that distance education courses were as good as classroom based courses and seven agreed that students preferred distance education to classroom instruction. However, these students were divided over freedom of access; three agreed that students should be able to take distance courses without an administrator’s permission, i.e., the need for permission, as a constraint on freedom, appears to be a norm.

4.2.5.2.3 Freedom.

Sandra believed that Saturn School provided many curricular and extra-curricular options for students, and should continue its efforts. She said, “It may be a challenge if students are switching classes all the time, but the school should take the students interests into account, and figure out what’s possible for the school in terms of providing more options” (Saturn, p. 38).

4.2.5.2.4 Individualizing instruction.

Sandra’s remarks addressed Saturn personnel’s ability to seek out and provide options based on students needs and interests. In her case, she would have liked to take Grade 12 French, which the school did not offer as a class that year. She knew the Outreach option was available, but because the course had a provincial examination associated with it, she chose a different subject instead, i.e., she had the freedom to exercise individual choice based on a

normative perception that only a classroom version would prepare her adequately for the examination.

4.2.6 Case 6: *Principal Terri and student Brianne at Tethys School.*

By May 2011, Terri had been principal of Tethys School, in its current location and grade configuration, for 6 years. In this study, Tethys was one of three Catholic schools, and Terri was one of the two female leaders. Tethys School's annual enrolment averaged 150 students in Grades 10 through 12, with a graduating class of about 50. The school did not have a separate space for distance learning courses, but it organized access to courses from Alberta Distance Learning Centre and the school division's own virtual school. Brianne, a Grade 12 student, was a single parent taking a number of distance education courses to complete her graduation requirements. After graduation, she hoped to earn an Education degree and become a teacher.

The power technique coding findings for Terri and Brianne are presented in Table 4.12. Terri's interview yielded 181 codable findings, compared to 107 for Brianne. The disciplinary domain yielded the highest frequency of responses for Terri, at 41%, followed by governmentality (34%), and pastoral (25%). For Brianne, pastoral power techniques were most frequently referenced (51%), followed by governmentality (27%) and disciplinary (22%) techniques.

4.2.6.1 *Power technique findings for principal.*

Based on the impact scores shown in Table 4.12, a single power technique dominated Terri's interview responses. The governmentality technique, *totalization*, had an Impact Score of 5; none others exceeded 2.

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Table 4.12 Power Technique Findings for Principal Terri and Student Brianne at Tethys School

Power Technique	Principal			Student		
	Frequency Count	Percentage	Impact Score	Frequency Count	Percentage	Impact Score
Disciplinary Domain						
Enclosure	6	3	1	4	4	2
Partition	3	2	1	1	1	1
Functional Sites	4	2	1	4	4	2
Rank	0	0	1	0	0	1
Timetable	6	3	1	1	1	1
Exhaustive use	0	0	1	0	0	1
Curriculum	14	8	2	3	3	1
Surveillance	7	4	1	2	2	1
Documentation	5	3	1	0	0	1
Normalization	10	6	2	2	2	1
Punishment and reward	1	1	1	0	0	1
Examination	3	2	1	0	0	1
Knowledge of truth	3	2	1	0	0	1
Disseminating truth	9	5	1	2	2	1
Confession	3	2	1	2	2	1
Domain subtotal	74	41		23	22	
Governmentality domain						
Totalization	35	19	5	10	9	4
Freedom	6	3	1	15	14	5
Statistics	10	6	2	0	0	1
Police	11	6	2	4	4	2
Domain subtotal	62	34		29	27	
Pastoral domain						
Servanthood	8	4	2	11	10	4
Humility	4	2	1	0	0	1
Sacrifice	1	1	1	4	4	2
Care for Others	2	1	1	15	14	5
Modelling	0	0	1	0	0	1
Individualizing instruction	13	7	2	10	9	4
Self-regulation	6	3	1	13	12	5
Visioning	9	5	2	0	0	1
Obedience	2	1	1	2	2	1
Domain subtotal	45	25		55	51	
Total	181	100		107	100	

4.2.6.1.1 Totalization.

Terri described the local community as stable, largely agriculture, and increasingly immigrant, creating English-as-Second Language implications for schools in the community, including Tethys. The students who attended Tethys generally aspired to post-secondary education. In her interview, the staff member who coordinated off-campus learning said, “We have a pretty good academic stream of students, you know, the hardcore academic students definitely go on to post-secondary, for sure” (Tethys, p. 19). Terri felt that the Catholic educators in Tethys should model collaborative and servant behaviours, but she also thought that most people did not understand servant leadership. Many of her totalization references addressed distance learning concerns, even though she acknowledged that in combination with classroom options, students could get almost any courses they wanted. At Tethys, students were satisfied with the available choices. Even so, Terri believed that distance education experiences tended to be of lower educational quality.

She thought a minority of students possessed the qualities associated with high-achieving students that were the same needed for success in distance education. Most distance learning students needed to be monitored regularly. She said, “And those are the kids you’ll constantly monitor if they’re in your classroom, and you’ll constantly monitor them if they’re doing distance. So, it’s our really motivated and capable ones that succeed” (Tethys, p. 6). She also thought that students tended to listen to the hearsay about how distance education courses were easier, again with disappointing results. She stated, “You know, I hear all these great things, how it’s working for so many kids everywhere, and yet, our kids at the school, still struggle” (Tethys, p. 6).

4.2.6.2 Power technique findings for student.

Brianne was a young mother taking several distance education courses to complete graduation. She aspired to be a teacher. As shown in Table 4.12, her interview results clustered in two governmentality techniques (*totalization, freedom*) and four pastoral techniques (*servanthood, care for others, individualizing instruction, and self-regulation*). Brianne's comments tended to reflect her own accommodations to her life circumstances and the school's perceived willingness to support her. Thirteen students completed the online student survey.

4.2.6.2.1 Totalization.

Brianne seemed to share many of Terri's perceptions about students in distance learning (thus also polyvalent with *normalization*): students try to find the easy way out; most students would not be successful; and many who tried it, ended up back in the classroom:

I know a lot who are taking distance learning, they would go there thinking it would be better, thinking they could get more done in their own benefit, then realizing it was too difficult for them to handle, so they would come back here and appreciate the school structure a lot more. (Tethys, p. 31)

4.2.6.2.2 Freedom.

Brianne definitely appreciated the options the school provided for her life situation, both during and after pregnancy. In addition to the distance learning courses, the school arranged for her to attend the community Outreach program, where there was considerable flexibility around attendance. She told herself and the school, "this is my goal, I want to finish school, I'm not sure about anything after that, but I want possibilities for after" (Tethys, p. 28).

Some of the students who completed the online survey had different experiences. Of the five students who indicated that they asked the administration about taking a course, the

administrator denied four of them and redirected them back to the classroom. Ten of 13 students agreed that students should not need the school's permission to take a distance education course. One wrote, "Education is mandatory but the form you take it in should not be. You should be able to decide how you want to receive [*sic*] your education" (Tethys, p. 32).

4.2.6.2.3 Servanthood.

The school provided significant support to Brianne's school and home circumstances, changing many normal practices. She stated, "They said, 'Ok, we understand your circumstance', and they invested so much time in trying to help me and finish school" (Tethys, p. 28). About the principal's efforts to support and motivate her, she said, "She was just trying to help me and I can finally realize that now" (Tethys, p. 28).

4.2.6.2.4 Care for others.

Many of Brianne's *servanthood* references were polyvalent with the *care for others* technique. Commenting on the principal's support, she said, "She has very, very good attitude, positive attitude, she cares about her students" (Tethys, p. 27). Her teachers were similarly helpful: "They bent everything around, and they said I had great ideas, and they just kept on for me" (Tethys, p. 29).

4.2.6.2.5 Individualizing instruction.

Tethys staff provided a specialized program for Brianne's situation. Brianne said, "I figured I'd just be able to, or I'd have to do more in order to make it work, but they organized it so that I could be comfortable and organized and successful" (Tethys, p. 29). She felt that the school provided many choices through the classroom, distance education options, and the local Outreach site.

Student online survey participants agreed that distance education courses met various

student program and learning needs, even if they had not experienced a distance education course yet. One wrote (also alluding to self-regulation), “I feel like it could make my school experience less stressful and overwhelming because I would be able to work at my own pace” (Anonymous survey respondent, May 27, 2011).

4.2.6.2.6 Self-regulation.

Brianne found that her distance learning courses required her to bring a higher level of self-discipline to her studies. For her and others, she stated, “I truly believe people thrive on structure, and as long as there’s structure and, in a way, it’s kind of there for you and you can just go along the path that’s been laid out for you” (Tethys, p. 31). She thought that, given the option not to do coursework, many students would choose it. However, she also mentioned that distance education courses provide students with real evidence about their level of self-regulation:

I think that having distance learning in our school is very beneficial because it gives other students a taste of what distance learning is like, and lets them learn for themselves what their boundaries are, what conditions they need to succeed. And, I think it’s a very good balance, and then those who can succeed better in a distance learning program will go to the distance learning program. (Tethys, p. 31)

4.2.7 *Case 7: Principal John and student Ted at Titan School.*

By May 2011, John had been principal of Titan School for two years, and vice-principal for five years before that. Titan School’s annual enrolment averaged almost 300 students in Grades 10 through 12, with a graduating class of about 100. The school had an onsite Alternative Learning Centre (ALC) to coordinate school-based access to distance learning options. Ted, a Grade 12 student, planned to attend a computing and creative arts program at an

Ontario university after graduation. He was re-taking a mathematics course through the ALC to improve his course grade.

The power technique coding findings for principal John and student Ted are presented in Table 4.13. John's interview yielded 437 codable findings, compared to 58 for Ted. The disciplinary power domain yielded the highest frequency of responses for John and Ted, at 51% and 43% respectively. The rank order of the other domains was reversed for John and Ted. John's governmentality results (28%) were slightly ahead of his pastoral (21%) results, whereas Ted's pastoral results (36%) exceeded governmentality results (21%) to a greater degree.

4.2.7.1 Power technique findings for principal.

John's interview responses touched on ten power techniques with Impact Scores of "3" or greater: the disciplinary techniques of *enclosure*, *partition*, *timetable*, *curriculum*, and *normalization*; the governmentality techniques of *totalization*, *freedom*, and *police*; and the pastoral techniques of *individualizing instruction* and *visioning*.

4.2.7.1.1 Enclosure.

John described Titan School as a small composite school offering a wide range of academic, fine arts, industrial education, and special needs programming. The school was large enough to offer many options in classrooms, but used the ALC to provide even more. John's strategy was to use the in-house ALC to capture external enrolments through his program by promoting in-house, year-round access. He explained, with counselor confirmation:

That is mainly...because we stopped losing kids who were taking one class a day and losing all our credits to ADLC, and mostly because we gave those kids a home here, where they can do those classes in the school. (Titan, p. 10)

John also insisted that students in his building be full-time, polyvalent with the *normalization*

and *exhaustive use* techniques:

We fight that battle every year. We say, “Either you’re a full-time student here, or you’re an off-campus. Now, if they want to take additional courses, in addition to our full-time timetable over there, go right ahead. You’re more than welcome to that, but you will take a full timetable here.” (Titan, pp. 9-10)

John also believed that if a community needed an Outreach centre, it should be under his administration, i.e. the model previously described in Victor’s case:

I would make it the rule “Okay, you can offer that, but then you have one principal who oversees both buildings”. That way you eliminate playing one school off against another. And you eliminate making it a competition for student dollars. (Titan, p. 11)

4.2.7.1.2 Partition.

The school’s three-year plan identified the ALC as a strategy to “promote alternative learning options with staff and students” (Titan, p.45). The ALC allowed the school to provide courses when enrolments were too small, and to support students with a range of academic needs. The ALC had been at Titan School for 15 years, but John used it to initiate a funding strategy, nearly identical to Emery’s strategy at Ether school, that generated revenue based on the ability of ALC students to earn credits at a faster rate. John staffed the ALC with a teaching assistant to manage the centre and support students.

Table 4.13 Power Technique Findings for Principal John and Student Ted at Titan School

Power Technique	Principal			Student		
	Frequency Count	Percentage	Impact Score	Frequency Count	Percentage	Impact Score
Disciplinary Domain						
Enclosure	31	7	4	3	5	2
Partition	41	9	5	2	3	1
Functional Sites	18	4	2	2	3	1
Rank	0	0	1	0	0	1
Timetable	26	6	3	0	0	1
Exhaustive use	4	1	1	0	0	1
Curriculum	40	9	5	8	14	4
Surveillance	5	1	1	0	0	1
Documentation	6	1	1	2	3	1
Normalization	30	7	4	3	5	2
Punishment and reward	12	3	2	1	2	1
Examination	3	1	1	1	2	1
Knowledge of truth	2	0	1	0	0	1
Disseminating truth	1	0	1	0	0	1
Confession	2	0	1	3	5	2
Domain subtotal	221	51		25	43	
Governmentality domain						
Totalization	48	11	5	4	7	2
Freedom	29	7	3	6	10	3
Statistics	16	4	2	0	0	1
Police	31	7	4	2	3	1
Domain subtotal	124	28		12	21	
Pastoral domain						
Servanthood	8	2	1	3	5	2
Humility	8	2	1	0	0	1
Sacrifice	2	0	1	0	0	1
Care for Others	3	1	1	2	3	1
Modelling	0	0	1	0	0	1
Individualizing instruction	37	8	4	10	17	5
Self-regulation	1	0	1	4	7	2
Visioning	20	5	3	1	2	1
Obedience	13	3	2	1	2	1
Domain subtotal	92	21		21	36	
Total	437	100		58	100	

4.2.7.1.3 Timetable.

John outlined the general guidelines for setting timetables at Titan School, including a recent shift to a student-centric timetable. Instead of identifying what teachers wished to teach and constructing a timetable from that information, students were asked what courses they wanted to take. The school counselor also mentioned that student preferences had priority. Up to Grade 11, students had full timetables; the school did not allow spares until Grade 12. The ALC provided timetable flexibility, especially for scheduling conflicts, full courses, or low-enrolment classes. The ALC also allowed students to earn multiple credits in a single timetable block. John said, “And in fact, we’ll have some kids who’ll make, who’ll finish four courses in one block in one semester in ALC, when they’d only be doing one in a regular classroom” (Titan, p. 5).

4.2.7.1.4 Curriculum.

John described the diverse curriculum Titan School could offer through classroom and ALC programs, based on student wants and needs. The school counselor stated:

Yeah, for the size of school we have, we have a profoundly diverse program provided in our timetable, and then put the ALC on top of that and, you know, kids taking law courses, they could be doing Sociology, World Geography, Community Health. (Titan, p. 28).

However, students faced a few restrictions and limitations: (a) options were limited in Grade 10, due to provincial requirements; (b) students could not take physical education through distance education; and (c) students had to take core courses in regular classrooms, if possible. John said, “We don’t allow them to take a class that they could take in the classroom, so if they can take

English 30 in a classroom, we're not going to let them take English 30 through ALC"

(Titan, p. 6).

4.2.7.1.5 Normalization.

John's general expectations for Titan School were that: (a) teachers developed and followed personal growth plans based on their students' needs; (b) students had multiple opportunities to share ideas and offer feedback; (c) students attended the school and participated in its activities full-time; and (d) for courses offered both in classrooms and in the ALC, the classroom option had first priority. Similarly with John's English 30 example in the previous section, the counselor explained, "First we look at can we offer it in our regular timetable, and a classroom with a teacher? If they can do it that way, then we counsel them into being into a classroom, with a teacher" (Titan, p. 25).

John expected students to use their ALC time productively. Students paid deposit fees to take ALC courses, and received full refunds if they earned at least five credits. Students achieving at least 125 additional credits for graduation (100 were required) earned a Credit Achievement Award, starting at \$500. However, the school discouraged students from taking core and difficult courses in the ALC, even though a teaching assistant was available. John said:

She's quite good with helping them, but like I said, we don't really allow...usually allow our kids to take those harder...we really discourage them from taking the harder classes, especially the humanities classes with a lot of writing, because kids aren't self-disciplined enough to do it, to keep up with it. (Titan, p. 6)

4.2.7.1.6 Totalization.

John described the local community as resource-based, driven by wood product, coal mining, and petroleum industries. Most students expected to enter the workforce directly after

graduation. Increasingly, students were expecting more course options in high school. John accepted students' desires for choices, unless the choice involved part-time participation at one or more schools and general 'hanging out'. About these students, he said:

You know, those kids, honestly, probably wouldn't be that successful at any school they were at. They're kids who are facing really bad home lives and they have substance abuse issues, and they're behaviourally really poor. I would say they'd probably do better if they were forced to be in our school. (Titan, p. 10)

John made numerous totalizing statements about the ALC. He felt that: students chose ALC courses because they thought the courses were easier; students did not have the self-discipline for courses that needed a lot of writing; most of the students in ALC were taking more than 5 credits; and it was a good place for students who did not fit in the classroom. John said, "It also offers an opportunity for kids who are not...who really dislike the classroom environment. We wouldn't put them all in ALC classes, but some kids just work better in ALC" (Titan, p. 5).

4.2.7.1.7 Freedom.

Despite the limitations to access already mentioned, the ALC provides students with options the school otherwise cannot provide, including extending the school year to include the summer. The counselor believed that the ALC guidelines meant students were using it for courses they wanted, rather than courses they needed to graduate. For some students, the freedom is in pacing, as John stated:

We still expect that in ALC, however the kids feel like they're working at their own pace, they don't have to keep up with the class, if they want to do more or less it's their choice. I think it's the freedom and flexibility it affords them. (Titan, p. 6)

For capable students, the ALC opens up even more options, as John described with this example of a student with over 100 credits already:

You only need 100 to graduate so, she's like "Can't I just do my classes in the morning, take the whole afternoon off, and go and job-shadow with the French Immersion teacher in the afternoon?" I said, "Yeah, go for it." You know, like, okay, technically that breaks our policy, but there's an educational benefit to her, right, so that would be a situation like that. (Titan, p. 9)

4.2.7.1.8 Police.

John said that his school division practiced site-based management, so he had a considerable degree of autonomy along with good support for his leadership at Titan School. The school counselor also mentioned that the principal gets good support from the division. John directed teachers to use a provincial Knowledge, Skills, and Attitudes framework for their professional growth plans. John also said he would like to see the province create a rule that in a community with one high school and an Outreach centre, there should be one administrator over both.

John used provincial funding and curriculum credit rules to create the Credit Achievement Awards, because these rules allowed students to earn more credits through the ALC. He explained:

Like, in a classroom you're locked down, you get 5 credit units for this block, for the semester, regardless if the kid does twice as much work. In ALC, they can turn 20 credit hours in a semester if they really burn through core courses. (Titan, p. 5)

The ALC also meant that students did not need to enroll in distance learning courses through other schools, as provincial policy allowed. Since most students already know about the ALC

and enrol in distance learning courses through Titan School, the need for the other option is not high. The counselor explained:

They already have the opportunity, so...I don't think it would have a profound effect on what happens here because they already have access...We work with them, you know, if they really need/want to do it, we look at what are the options for them. (Titan, p. 28)

4.2.7.1.9 Individualizing instruction.

The ALC is part of the school's three-year improvement plan response to the province's Accountability Pillars; the school hopes to improve high school completion rates by providing more options. Both John and the counselor identified a wide range of classroom offerings and the flexibility the ALC provided for students with various educational needs, such as timetabling, small enrolments, full classes, part-time work, or off-site apprenticeship programs. John described two scenarios:

We have a kid who gets withdraw from a class for whatever reason, part way through, and it's too late to stick them in a regular class. Or, they show up part way through the semester, the flexibility there that they can do it in ALC class and they don't have to try and jam them half-way through into a math class. (Titan, p. 5)

4.2.7.1.10 Visioning.

The interview responses that were coded for this power technique applied to Titan School generally, with no specific reference to the ALC. John believed that he was a visionary leader charged with changing Titan School's culture, and had engaged in numerous vision and mission activities with the school community. He did not like vague goals, preferring a focus on what schools and teachers can do. Specifically, he felt teaching should be exemplary, holding student interests first:

I talked about our mission and vision for exemplary teaching, because I think oftentimes mission and vision for a school tend to get really airy-fairy, and tends to be over creating global citizens. I'm here for students' learning, so we talk about our vision and mission as far as us as teachers; what happens actually in the school and the classroom. So we talk about our, you know, our vision – it is to be exemplary. (Titan, p. 3)

Through the process he led, the school community produced three school values: respect, compassion, and responsibility. Although these were a little different from his preferences, he supported them as outcomes of a legitimate process. These values and various provincial documents informed the teachers' professional growth plans.

4.2.7.2 *Power technique findings for student.*

Ted was a Grade 12 student who planned to study a hybrid of computer studies and fine art at an Ontario university after he graduated. As shown in Table 4.13, Ted's most frequent interview responses were associated with three related power techniques: *curriculum*, *freedom*, and *individualizing instruction*. No Titan School students completed the online student survey.

4.2.7.2.1 Curriculum.

Ted was re-taking his mathematics course to improve his grades and his chances for acceptance into an Ontario university. He was generally aware of program options in fine arts and computer studies that were available to him, but he had not enrolled in those classes, and it did not seem to matter much to him. About those and other options, he said, "I never really did any of them, but I'm sure I could have if I'd wanted to" (Titan, p. 32). He seemed to like his mathematics course, but much of his comfort came from taking it in the classroom during the first semester.

4.2.7.2.2 Freedom.

Ted believed that, through the ALC, the school was supporting him in his post-secondary aspirations. He said, ‘Well that was another way that they helped me...because I wanted to bring my mark up. And so, I asked if I could go into the Math to bring that up. And she didn’t have a problem with it’ (Titan, p. 31). He knew he had course options available, even if he chose not to pursue them. He felt that students should be able to take external distance education courses if it would help them, but he did not think many students would.

4.2.7.2.3 Individualizing instruction.

Ted’s interview responses associated with *curriculum* and *freedom* descriptors were also coded as *individualizing instruction*, because Titan School provided a blend of classroom and distance learning options aligned with Ted’s graduation and post-secondary goals. In addition, the school allowed him to take fewer classes in his second semester timetable, providing him with more time to focus on math.

4.2.8 **Case 8: Principal Scott and student Vince at Venus School.**

By May 2011, Scott had been principal of Venus School for six years, and vice-principal for six years before that. Venus School’s annual enrolment averaged 550 students in Grades 10 through 12, with a graduating class of about 175. The school had a Learning Centre (LC) to coordinate school-based access to distance education options. The LC was in its first year, serving about 40 full program students, and another 70 taking single classes to supplement classroom courses. The local community also hosted a Catholic high school and an Outreach centre. Vince, a Grade 12 student, planned to enroll in university economics and mathematics courses after high school graduation.

The power technique coding findings for Scott and Vince are presented in Table 4.14.

Scott's interview yielded 280 codable findings, compared to 50 for Vince. The disciplinary domain yielded the highest frequency of responses for Scott and Vince, at 62% and 43% respectively. For both Scott and Vince, pastoral power techniques were more frequently referenced than governmentality techniques. Twenty-three percent of Scott's responses were coded pastoral, and 15% were coded as governmentality. For Vince, 38% of his responses were identified as pastoral, and 21% as governmentality.

4.2.8.1 Power technique findings for principal.

Scott's six most frequently coded interview response categories, ranging from 7% to 16% of coded responses, were the disciplinary power techniques of *enclosure*, *partition*, *functional sites*, *curriculum*, and *normalization*; and the pastoral technique of *individualizing instruction*.

4.2.8.1.1 Enclosure.

Venus School was the largest high school in a large rural region. It offered academic, fine arts, and career/technical studies. Due to its size and corresponding breadth of programs, Venus attracted students from other communities. For Scott, this meant developing school programs that had to look beyond the immediate catchment area. Prior to opening the LC, the school referred many students to the Outreach site, but most of the Outreach services are now available through the LC at Venus.

4.2.8.1.2 Partition.

According to Scott, because the LC was a new area within the school, he and the staff are still working through implications. Many in the community viewed the LC as distinct from the regular classroom program, to the extent that some teachers view LC students as someone else's responsibility. The LC had not yet been equipped with computers for online classes, so it was creating competition for computer access in the three separate computer labs.

Table 4.14 Power Technique Findings for Principal Scott and Student Vince at Venus School

Power Technique	Principal			Student		
	Frequency Count	%	Impact Score	Frequency Count	%	Impact Score
Disciplinary Domain						
Enclosure	19	7	3	2	4	2
Partition	46	16	5	2	4	2
Functional Sites	19	7	3	3	6	2
Rank	7	3	1	0	0	1
Timetable	11	4	2	2	4	2
Exhaustive use	0	0	1	0	0	1
Curriculum	36	13	4	6	11	4
Surveillance	2	1	1	0	0	1
Documentation	4	1	1	0	0	1
Normalization	25	9	3	2	4	2
Punishment and reward	0	0	1	1	2	1
Examination	0	0	1	1	2	1
Knowledge of truth	0	0	1	0	0	1
Disseminating truth	3	1	1	0	0	1
Confession	0	0	1	3	6	2
Domain subtotal	174	62		22	42	
Governmentality domain						
Totalization	17	6	2	3	6	2
Freedom	4	1	1	7	13	4
Statistics	12	4	2	0	0	1
Police	8	3	1	1	2	1
Domain subtotal	41	15		11	21	
Pastoral domain						
Servanthood	12	4	2	0	0	1
Humility	6	2	1	2	4	2
Sacrifice	2	1	1	0	0	1
Care for Others	7	3	1	1	2	1
Modelling	1	0	1	0	0	1
Individualizing instruction	23	8	3	9	17	5
Self-regulation	2	1	1	8	15	3
Visioning	10	4	2	0	0	1
Obedience	2	1	1	0	0	1
Domain subtotal	65	23		20	38	
Total	280	100		53	100	

Scott believed the LC provided a significant innovation to support flexibility and provide options. Using at-risk learners as an example, he said, “So when you’re able to take those at-risk kids and those at-risk learners out; move them in and address their needs through a learning centre, it also relieves the pressure on the regular, sort of, mainstream class” (Venus, p. 7). The counselor also described its merits as a separate space:

And we do have a number of students who, I guess, through either behavioural issues or, they may even have jobs, find it difficult to abide by the rules and regulations of the school, and so, they’ve been directed into the learning centre to complete their education through distance. (Venus, p. 28)

Due to student management issues from the LC, particularly students’ predilection to use their LC time flexibly, Scott was considering creating a different LC schedule and installing a separate entrance.

4.2.8.1.3 Functional site.

The LC provided students with access to external distance education courses and resources, generally from the Alberta Distance Learning Centre. Scott planned to set up computers in the LC to improve access and reduce wandering. Its most effective feature, though, was the two teachers assigned to support LC students. Scott explained:

To be successful, that’s one of the things we created the Learning Centre for, was you could still do the distance learning modules. Pen and paper - if that’s what you needed, but at least you have a teacher there that can actually provide support, so when you run into an obstacle, then that teacher helped guide them or helped them with whatever difficulty that they were facing. (Venus, p. 6).

4.2.8.1.4 Curriculum.

Although Venus School was large enough to provide many choices through classroom instruction and off-site programs (e.g., apprenticeship), a growing immigrant community in the city meant that the school needed to expand its English-as-Second-Language programming. The options drew students from other school catchment areas. Scott regularly polled students regarding their interest in courses the school had not offered yet. Through the new LC, the school provided students with even more options. Scott explained how the LC helped resolve program challenges:

Because we're limited by size and by what teachers can teach, there are just some courses that we can't offer in a regular classroom setting, and certainly distance learning offers to do that. Again, we're restricted in that we can't offer a full slate of courses in every block, and we run into a problem every year. There's a kid, because of the machinations of the timetable, where they can't get certain courses, and so, the only way we can fill that need is by offering up learning, distance learning courses. (Venus, p. 5).

The school successfully piloted two new mathematics courses in the LC.

4.2.8.1.5 Normalization.

Scott believed that the LC was most appropriate for at-risk students and for providing courses that the school could not otherwise offer. He also thought that most students should take at least one online course before graduation. However, he expected students to take the classroom version of a course if it was available. Scott said, "What we do is we sort of make sure, or try and wherever possible, is to get those kids and their parents on board, that giving them -- that the classroom option is still their best option" (Venus, p.10). Both the school counselor and the student handbook made similar statements.

4.2.8.1.6 Individualizing instruction.

Although the LC was creating new issues for Scott to address, it helped to resolve other challenges even more. The LC allowed Venus School to offer more course options than previously, and provided a space more suitable for some students. Scott thought its appeal to students would increase over time:

The other thing is, we know more and more and more, is that kids don't necessarily learn well in a traditional bricks-and-mortar kind of school setting. And, they're really good at using technology, and they're really good at being able to work on their own, and that sort of thing, so they're really good with that environment. So, I think there's more and more kids that will be looking for an alternative way to provide education, whether it's one course, or a couple of courses, or maybe a whole program. (Venus, pp. 5-6)

The two teachers assigned to the LC provided additional individualization support, and it was easier to adjust attendance expectations for at-risk students in the LC.

4.2.8.2 *Power technique findings for student.*

Vince was a Grade 12 student who planned to study economics and mathematics at an Alberta university after he graduated. In addition to classroom courses, he was taking his senior social studies course through the LC, due to a timetable conflict. As shown in Table 4.14, Vince's most frequent interview responses were associated with the disciplinary power technique of *curriculum*, the governmentality technique of *freedom*, and the pastoral techniques of *individualizing instruction* and *self-regulation*. Five students completed the online student survey.

4.2.8.2.1 Curriculum.

Vince believed the school offered enough variety of classes. He felt he had opportunities

to take the courses he needed, including the social studies course through LC. He appreciated the career education programming the school provided. Regarding the quality of the LC courses, he said, “I think it covers the bases though, all the knowledge you need to know” (Venus, p. 36).

All five of the students that participated in the online student survey agreed that distance education allowed students to take courses that were meaningful to them.

4.2.8.2.2 Freedom.

Vince said that students at Venus School have many curricular and extra-curricular choices. Vince believed students tended to make choices based on avoiding work. When asked about whether students should seek permission from an administrator or counselor to take distance learning courses, Vince said:

Just because you can take something without permission to do it, doesn't mean you should do it....people just might take a distance learning class and just use it and abuse it, maybe as a spare, and not to do the class. (Venus, p. 37)

However, three of the five student survey respondents agreed that permission should not be required. One wrote, “I believe that if a student thinks they can handle the DE course, the school should not stand in their way” (Venus, p. 38).

4.2.8.2.3 Individualizing instruction.

Vince's comments on curriculum and other choices available at Venus were also coded with this descriptor, because he experienced the benefits of making his own choices. Regarding the school's response to his interest in the LC social studies course, he stated, “They encouraged it, because my marks were high enough that I could support a distance learning course” (Venus, p. 35). One of the students responding to the online survey wrote about how distance education helped them:

In my school, it is required to take Career and Life Management, many people enjoy this class saying that it is an "easy" class, but with my course load I did not want a "waste of time" class. Being able to take this class through correspondents [*sic*] over the summer, cleared up my schedule, and made it a slightly easier semester. (Anonymous survey respondent, May 10, 2011)

4.2.8.2.4 Self-regulation.

Although Vince found he was motivated to complete his LC social studies work, but he did not believe that was true for some of his peers. He said:

Your higher academic students probably would get it done, but it might just leave out the ones that need the guidance of a teacher, that need the classroom to do it....I think not as many people would graduate overall, again; they would abuse it to some extent, and not do the work. (Venus, p. 37)

4.2.9 *Case 9: Principal Murphy and student Zack at Zephyr School.*

By May 2011, Murphy had been principal of Zephyr School for six years. Zephyr School's annual enrolment averaged 120 students in Grades 10 through 12, with a graduating class of about 40. Murphy was one of three Catholic high school principals in the study, and one of the two female administrators. Zephyr School occupied the same campus as the local public high school and a satellite of the regional community college. The community hosted a separate Outreach site. Zephyr did not have its own distance education room, but the school had a teacher that organized access to external courses through the school. Zack, a Grade 12 student, hoped to become an auto-body mechanic after graduation. He took his Grade 11 religion course by distance education.

The power technique coding findings for Murphy and Zack are presented in Table 4.15.

Murphy's interview yielded 297 codable findings, compared to 92 for Zack. The disciplinary domain yielded the highest frequency of responses for Murphy and Zack, at 43% and 44% respectively. Murphy's pastoral and governmentality power technique references were about equal, at 29% and 28%. Zack's coded pastoral technique responses at 31% slightly exceeded his governmentality remarks at 25%.

4.2.9.1 Power technique findings for principal.

Murphy's seven most frequently coded interview response categories, ranging from 6% to 11% of coded responses, were the disciplinary power techniques of *enclosure*, *curriculum*, and *normalization*; the governmentality categories *totalization* and *police*; and the pastoral techniques of *servanthood* and *individualizing instruction*.

4.2.9.1.1 Enclosure.

Zephyr School was located in the same physical structure as the public high school and a regional college campus. Each organization had designated operational areas, but there were also shared spaces, including the library and technical training areas. Murphy's 12 teachers focused on academic and religious studies, along with a few electives. A Catholic school, public school, or college instructor may teach specialized courses in the facility. Murphy said, of the challenge to retain Zephyr's identity:

And I know a lot of our staff have worked hard at that too, is that we want it to be successful. We want, we need to still maintain that we are different from the public high school just down the hallway, and that we will provide a successful environment for our students - that (Zephyr School) is a place that teachers want to work at. (Zephyr, p. 8)

Table 4.15 Power Technique Findings for Principal Murphy and Student Zack at Zephyr School

Power Technique	Principal			Student		
	Frequency Count	%	Impact Score	Frequency Count	%	Impact Score
Disciplinary Domain						
Enclosure	26	9	4	10	11	4
Partition	6	2	1	2	2	1
Functional Sites	5	2	1	0	0	1
Rank	0	0	1	0	0	1
Timetable	6	2	1	3	3	1
Exhaustive use	0	0	1	0	0	1
Curriculum	28	9	4	9	10	3
Surveillance	7	2	1	1	1	1
Documentation	10	3	2	2	2	1
Normalization	23	8	4	8	9	3
Punishment and reward	0	0	1	1	1	1
Examination	5	2	1	1	1	1
Knowledge of truth	2	1	1	1	1	1
Disseminating truth	5	2	1	0	0	1
Confession	5	2	1	2	2	1
Domain subtotal	128	43		40	44	
Governmentality domain						
Totalization	36	12	5	7	8	3
Freedom	13	4	2	14	15	5
Statistics	14	5	2	0	0	1
Police	19	6	3	2	2	1
Domain subtotal	82	28		23	25	
Pastoral domain						
Servanthood	20	7	3	3	3	1
Humility	3	1	1	1	1	1
Sacrifice	2	1	1	0	0	1
Care for Others	9	3	2	5	5	2
Modelling	6	2	1	0	0	1
Individualizing instruction	32	11	5	15	16	5
Self-regulation	1	0	1	3	3	1
Visioning	14	5	2	0	0	0
Obedience	0	0	1	1	1	1
Domain subtotal	87	29		28	31	
Total	297	100		91	100	

Murphy preferred that her school manage student participation in distance education courses.

The school counselor believed that if students wanted to enroll directly with an external distance education provider, they should do their full programs that way.

4.2.9.1.2 Curriculum.

Zephyr School's shared campus meant that it provided students with more options than its size normally allowed. Distance education and Outreach options allowed even more flexibility. As a Catholic School, it incorporated service projects into the curriculum, and was offering a new leadership course.

Distance learning courses came from several providers, but religion courses came from a specific Catholic distance education program. Murphy believed offering options was important, but she expressed two concerns about distance education courses. Her first concern was that expectations in some courses seemed high, for example, the amount and quality of writing expected in an English course. Her second pertained to procedural delays, as well as the *documentation* and *examination* power techniques:

Just, I guess one that I see time-to-time as an administrator, is when a student completes a course, and then there's that lag when things have to be evaluated and they write their final. Sometimes that can be a fairly large chunk of time, especially if it's near the end of the year when we're looking at if students qualify for graduation. (Zephyr, p. 10)

4.2.9.1.3 Normalization.

Murphy described several general expectations for Zephyr School. Students were generally preparing themselves for post-secondary study, but also needed to participate in spiritual growth and service activities. Murphy expected staff members to model teamwork and academic preparation, and to know their students well.

Zephyr School tried to allow only capable students to take distance education courses.

Murphy explained:

We find the research base says “Yes, you need to be an independent learner to be successful in a cyberschool or to do distance learning”. It’s not for every student, because the results are pretty dictated by your choice, and given the right delivery of a course for assessment, you know, of and for learning...just the relationship building, that’s important to be successful. (Tethys, p. 13)

Students could not take a distance education course if a classroom option was available.

4.2.9.1.4 Totalization.

Murphy characterized Zephyr as faith-based, small, rural, and culturally homogeneous. She thought of her colleagues as a team with a good reputation in the community. Based on survey results and other evidence, students were satisfied with the school’s program options. Murphy surveyed all Grade 10 students each year about courses they would like to see the school offer.

Murphy felt that: (a) distance education offered more benefits to students than to the school, (b) distance education staff members were difficult to reach, (c) distance learning course expectations were too high, and (e) most students preferred classroom instruction. The counselor also believed that students preferred classroom instruction. Parents and students were generally unaware of the provincial distributed learning policy or its implications:

“I guess it’s – they typically don’t have the background to know how these relate to the diploma. They usually need to come and find out “Okay, well if I do this, you know, do I have enough credits in this area?” (Zephyr, p. 13).

4.2.9.1.5 Police.

Murphy believed she had a fair bit of freedom as a principal because Zephyr School was in a rural location some distance from the school division headquarters. She said, however, that division expectations for the school were high, and that district vision and mission statements and provincial school law definitely guided school policies. Further, the province's Accountability Pillars framework significantly informed school planning activities.

Murphy believed the provincial funding model penalized Zephyr School due to its small size, but she appreciated the province's subsidy to Alberta Distance Learning Centre for distance learning courses that she could also claim for full funding. She said, "Well, I do get a little bit of financial remuneration, and that might be fairly temporary, but I guess it also gives us a staff that isn't on site, and so that may help me if I'm overloaded" (Zephyr, p. 9).

4.2.9.1.6 Servanthood.

Murphy said that *servanthood* was a strong theme at every level of the school division and Zephyr School. She described herself as very organized and "able to focus on the needs of my staff, my students, my parents, so I'm very pro-active that way. I try and take care of the small things so that they're not having to address really big problems" (Zephyr, p. 4). The school counselor confirmed both the broad expectation and the way Murphy supported school staff. According to Murphy, Zephyr's teachers pitched in to help each other's students. Murphy said she herself would "assist that way, in either helping them fast-track, or in helping them if they're falling behind, helping them with how to catch up" (Zephyr, p. 12).

4.2.9.1.7 Individualizing instruction.

Murphy said that Zephyr provided significant proactive individualization through: (a) the facility it shared with the public high school and college, (b) the local Outreach centre, and (c)

public and Catholic distance education providers. She stated, “We pretty well, like, my career counselor meets with every student, and then they meet with the counselor who assists students in [sic] to find out more information about courses” (Zephyr, p. 11). The counselor said, “The school tries to focus on student needs, taking advantage of the versatility in a smaller school” (Zephyr, p. 28).

Although distance education courses are not an option for every student, Murphy believed it helped with graduation rates. She described several ways distance education helped her:

Distance learning or Alberta Distance Learning courses offer us an avenue to support a student course that we, you know. It also provides the opportunity to take a course in their area, and learning that might help them make a career choice. Or else they didn’t pass a course and they need to pick it up. And, if I’m not offering it that semester, then we let them take it by distance. (Zephyr, p. 9)

4.2.9.2 *Power technique findings for student.*

Zack was a Grade 12 student who thought he might train to be an auto-body mechanic after graduation. He had taken a religion course by distance learning, while in Grade 11. As shown in Table 4.15, Zack’s most frequent interview responses were associated with: (a) the disciplinary power techniques of *enclosure*, *curriculum*, and *normalization*; (b) the governmentality techniques of *totalization* and *freedom*; and (c) the pastoral technique of *individualizing instruction*. Nine students completed the online student survey; all were 16 years old and in Grade 10.

4.2.9.2.1 Enclosure:

Although Zack had attended the local Catholic schools in earlier grades, he chose to

attend the public high school in the same building in Grade 10, due to better course choices. In Grade 11, he returned to the Zephyr side because he preferred to be closer to his friends. His main concern was that in shared courses, more spaces were allotted to the public high school students. He said, “Like, if we want to do classes, we have to combine with the public school, and sometimes we don’t get in if we don’t sign up early enough, so sometimes I wish we had our own classes, like that” (Zephyr, p. 32).

4.2.9.2.2 Curriculum.

Other than his religion course through distance learning, Zack did not feel as though he had a lot of options, and he was not sure why. He was able to get most of the courses he wanted, though, and he said that teachers and counselors in the school helpfully recommended courses and provided support, even for external distance courses. Eight of the nine students who completed the survey agreed that distance learning allowed students to take meaningful courses.

4.2.9.2.3 Normalization.

Zack said that, at Zephyr, the principal and teachers expected that students wanted to graduate and backed it with encouragement and the occasional ‘push’. Students were expected to work on distance education courses independently and on their own time. Zack preferred classroom learning; he said, “I like learning through the teacher. I just find it easier. I don’t mind teaching myself, too. It’s just easier” (Zephyr, p. 32).

The students that responded to the online survey were not unanimous in their expectations about distance learning. Of the nine participants, six agreed that: (a) distance education met students’ educational needs, and (b) students should not need the school’s permission to take a distance education course. Five agreed that: (a) distance education is as good as classroom instruction; (b) they preferred distance education to classroom instruction; and

(c) the school supported students wanting to take a distance education course.

4.2.9.2.4 Totalization.

Zack believed that Zephyr teachers and counselors cared about students and were good at providing advice about programs in the school, but they did not provide enough advising about what to do after graduation. He felt that too many classes were combined with the public school, reducing his options. About online distance learning, he said, “It would be okay for some students if they had high-speed internet” (Zephyr, p. 33).

4.2.9.2.5 Freedom.

Zack exercised his freedom to enroll in either the Catholic or public high school. In Zephyr, he felt that sharing space with the public school reduced opportunities because Zephyr students received fewer slots. He chose to do his religion course by distance because the class was nearly full and he did not want to be in a big class. He agreed with the provincial policy allowing students to enroll directly in external classes because it would expand options, and he could do the coursework at home on a flexible schedule.

As mentioned in the previous section, six of nine student survey respondents agreed that students should have the freedom to enroll in external distance courses without the school’s permission. Students wrote (Zephyr, p. 34), “we as students should be able to do as we want” and “the students [*sic*] view on how he/she wants to learn should be available for him/her to take”. A student that disagreed wrote:

Well then the school would be able to know who is taking the DE course and be able to keep track because i [*sic*] don't think that the school will be able to know who is in it if they did it without the school administrator or counsellor's permission. (Zephyr, p. 34)

4.2.9.2.6 Individualizing instruction.

Zephyr School allowed Zack to take his religion course through distance learning to avoid a large class. Some of the courses he needed were not available to him as classroom options; he chose other classes instead of pursuing additional distance education or Outreach paths.

Eight of the nine online survey participants agreed that distance education options reduced timetable conflicts, provided access to meaningful courses, and allowed students to re-take courses. Only four agreed that distance learning was appropriate for Advanced Placement (AP) or dual credit, but that result could mean that the students were not sure what AP and dual credit were.

4.2.10 *From individual case findings to cross-case analysis.*

The preceding individual case findings fulfill Foucault's recommendations to describe and understand what happens at the capillaries (Foucault & Gordon, 1980), through thick, rich detail about principal and student discursive and nondiscursive practices. Through power technique lenses, the findings showed how individual principals and students were both targets and conveyors of power in a context of students being allowed to choose external distance education courses. The upcoming cross-case findings section implements an additional Foucault recommendation, which is to describe how mechanisms that began as local responses combined as larger social patterns.

4.3 Cross-case Findings

The main research question was "How do principals of conventional high schools in Alberta respond when students can choose supplemental courses from external distance education providers?" The sub-questions were:

What is the nature of the power relations that exist between principals and their students who seek supplemental distance education courses?

- a) What are principals' practices and discourses in this situation?
- b) What are students' practices and discourses in this situation?

The cross-case results will begin with general findings for principals and students sorted by the three power domains: (1) disciplinary, (2) governmentality, and (3) pastoral power. After that, specific *discursive/nondiscursive practices* that emerged from axial case coding for principals, and then students, will be presented under domain headings. Discursive practices are what individuals communicate through language; nondiscursive practices represent actions and behaviours.

Individual case findings represented Foucault's recommendation to describe and understand what happens at the capillaries of power networks (Foucault & Gordon, 1980). Cross-case analysis represents Foucault's next suggested step, to describe how the mechanisms that begin as local responses combine as larger social patterns. In this study, the researcher categorized local power techniques findings into *major*, *minor*, or *occasional* categories. The *major* and *minor* categories represented power techniques with enough evidence to describe larger patterns. Power techniques with a median impact score of '3' or more, as shown in Table 4.16, were considered *major* techniques. Power technique descriptors with findings from each participant, but with impact scores lower than 3, were designated *minor* techniques. Techniques that do not have results from every participant were designated of occasional importance, i.e., there were insufficient findings to associate them with larger social patterns.

4.3.1 *Comparing principal and student findings in three power domains.*

This section begins by comparing principal and student response patterns, aggregated at

the level of disciplinary, governmentality, and pastoral power domains. It concludes by categorizing principal and student power technique findings within each domain as major, minor, or occasional in importance. These findings create the initial framework for understanding larger patterns within the participant groups by ranking the power domains and power techniques according to their dominance in the principal and student data.

4.3.1.1 Findings: Power technique domains compared for principals and students.

The principal and student participants were found to have different response patterns between the disciplinary, governmentality, and pastoral power domains. The research design identified the nine principals as the primary data source; they provided many more coded findings than the students did. The principals provided an average of 296.56 coded findings ($SD = 81.71$), about quadruple the mean student response ($M = 69.89$, $SD = 23.57$).

A one-way ANOVA was conducted to determine whether there were statistically significant differences among principals with relation to their frequency of responses within power domains. The results revealed statistically significant differences between the domains, $F(2, 24) = 13.98$, $p < .001$. Post-hoc tests revealed statistically significant differences between the disciplinary domain ($M = 149.11$, $SD = 50.22$), and the governmentality domain ($M = 78.11$, $SD = 26.13$) and the pastoral domain ($M = 69.33$, $SD = 22.16$). Principals provided, on average, just under twice as many references to disciplinary techniques of power than to governmentality or pastoral techniques, and the differences were found to be significant. There was no significant difference found between governmentality and pastoral references.

A one-way ANOVA was also conducted to determine if there were statistically significant differences between the power domain references among students. The analysis found statistically significant differences, $F(2, 24) = 6.24$, $p = .007$. Post-hoc tests revealed statistically

significant differences between the governmentality domain ($M = 13.56$, $SD = 7.78$), and the disciplinary domain ($M = 29.78$, $SD = 10.50$) and the pastoral domain ($M = 26.56$, $SD = 12.20$). Students were found to provide about half as many references to governmentality techniques as disciplinary or pastoral techniques, and the differences were found to be significant. There was no significant difference between students' disciplinary and pastoral references.

Findings from Table 4.16 and the ANOVA results show that a blend of disciplinary, governmentality, and pastoral power techniques enter into the relationship between principals and students seeking external distance education courses. Principals' responses were found to represent disciplinary techniques significantly over governmentality and pastoral techniques. Students' responses represented disciplinary and pastoral techniques roughly equally, and governmentality techniques to a lesser extent. The difference in domain rankings means that within the distance education sphere, pastoral discursive/nondiscursive practices associated with students were as significant as disciplinary techniques, and more influential for students than governmentality.

4.3.2 *Relative importance of power techniques for principals and students.*

Findings from interview coding showed similarities and differences between principals and students in the prevalence and importance of 28 power techniques listed in Table 4.16. The techniques were categorized into importance categories in Table 4.17 to show the comparison more clearly.

The cross-case findings in this chapter discuss the major and minor power technique categories. Power techniques that were only occasionally coded were not included in detailed case-study or cross-case findings.

Table 4.16 Power Techniques: Principals' and Students' Coded Responses from 9 Cases

Power Technique	Principals			Students		
	Frequency Count, <i>M</i>	%, <i>M</i>	Impact Score, <i>Mdn</i>	Frequency Count, <i>M</i>	%, <i>M</i>	Impact Score, <i>Mdn</i>
Disciplinary Domain						
Enclosure	21	7	3	4	6	2
Partition	19	6	2	2	3	1
Functional Sites	10	4	2	2	3	1
Rank	2	1	1	0	0	1
Timetable	11	3	2	2	2	1
Exhaustive use	2	1	1	1	1	1
Curriculum	27	9	4	7	10	3
Surveillance	6	2	1	1	2	1
Documentation	6	2	1	1	2	1
Normalization	28	10	4	6	8	2
Punishment and reward	5	1	1	1	1	1
Examination	3	1	1	1	1	1
Knowledge of truth	1	0	1	0	0	1
Disseminating truth	4	2	1	0	0	1
Confession	4	1	1	2	3	1
Domain subtotal	149	50		30	44	
Governmentality domain						
Totalization	28	10	4	4	5	2
Freedom	17	5	3	8	11	3
Statistics	16	6	2	0	0	1
Police	17	6	3	1	2	1
Domain subtotal	78	27		14	19	
Pastoral domain						
Servanthood	12	4	2	4	5	2
Humility	6	2	1	1	2	1
Sacrifice	2	1	1	1	1	1
Care for Others	6	2	1	5	8	2
Modelling	1	0	1	0	0	1
Individualizing instruction	25	8	4	9	13	4
Self-regulation	3	1	1	4	5	2
Visioning	11	4	2	1	1	1
Obedience	3	1	1	1	2	1
Domain subtotal	69	24		27	37	
Total	297	100		70	100	

Table 4.17 shows that principals were found to be targets and conveyors of more major and minor techniques than students were, particularly in the disciplinary and governmentality domains. Power techniques for principals and students in the pastoral domain were found to be similar in importance.

Unlike the disciplinary and governmentality domains, principals were not incorporating as broad an array of pastoral techniques into their discourses and practices. Over half of the pastoral techniques had occasional status for principals, whereas the ratio is much less than half for the other two domains. Students had only one technique of major importance in each domain: (a) *curriculum*, in the disciplinary domain; (b) *freedom*; in the governmentality domain; and (c) *individualizing instruction*, in the pastoral domain. For students, between 20% and 25% of the techniques in each domain rated minor importance.

Both principal and student results showed similarly high emphasis on *curriculum*, *freedom*, and *individualizing instruction* techniques. The dominant idea linking these three techniques is the expectation to provide students with a range of approved program options to meet graduation requirements and prepare them for work or education after high school. The similar ranking for *partition* reinforces classrooms as preferred spaces (over distance education arrangements) for instructional delivery. The *care for others* results were based on administrators' convictions to support students in their primary goal (graduation), and students' appreciation of that support.

Two techniques rated as minor for students - *confession* and *self-regulation* – were found to receive only occasional attention from principals. As *confession*, students were more likely to mention conversations with school gatekeepers as part of their process in seeking distance education courses, whereas principals more frequently raised *timetable* issues.

Table 4.17 Cross-case Findings: Power Techniques Categorized for 9 Cases of Principals and Students

Category	Disciplinary		Governmentality		Pastoral	
	Principals	Students	Principals	Students	Principals	Students
Major	Enclosure Curriculum Normalization	Curriculum	Totalization Freedom Police	Freedom	Individualizing Instruction	Individualizing Instruction
Minor	Partition Functional Sites Timetable Surveillance Documentation Dissemination of Truth	Partition Normalization Confession	Statistics	Totalization	Servanthood Care for Others Visioning	Care for Others Self-regulation
Occasional	Rank Exhaustive Use Punishment and Reward Examination Knowledge of truth	Enclosure Functional sites Rank Exhaustive use Surveillance Documentation Punishment and Reward Examination Knowledge of Truth Dissemination of Truth		Statistics Police	Humility Sacrifice Modelling Self-regulation Obedience	Servant-hood Humility Sacrifice Modelling Visioning Obedience

In *self-regulation*, students commented on the self-motivation needed to be successful distance education students more consistently, and as a higher share of the overall interview comments, than for principals.

4.3.3 *Discursive and nondiscursive practices found for principals.*

The remainder of this chapter describes the contextual discursive and nondiscursive practices associated with the major (impact score of 3 or more) and minor power techniques as listed in Table 4.17. Findings regarding these practices will be discussed in disciplinary, governmentality, and pastoral power domain order for principals, and again in that order for students.

4.3.3.1 *Disciplinary techniques of power: Principals.*

Results in this section describe discursive/nondiscursive practices associated with disciplinary techniques of power that construct students as socially productive subjects. For principals, the major practices were associated with *enclosure*, *curriculum*, and *normalization*.

4.3.3.1.1 Principals and disciplinary techniques: Enclosure.

The principals identified strongly with the physical and program boundaries that their schools incorporated. Several principals operated schools that were located in communities with Outreach programs. These principals either had responsibility for Outreach (Victor), wished they had that responsibility (Emery and John), or were taking steps to reduce “losing” kids to them (Malcolm and Scott). With respect to access to distance education, every principal involved in this research institutionalized it, manoeuvring students to access distance learning through their school instead of enrolling directly with a distance education provider. Examples of manoeuvring behaviours included: (a) spotlighting the internal access options, and tolerating the occasional instances where students enrolled directly (Terri); and (b) excluding students that

avoided the internal arrangements and enrolled directly. For example, Mercury School had a learning centre that was actively profiled in the school, but students were also advised that enrolling directly with an external provider might have consequences. Milton said:

But they have all, they are informed that, hey, if you don't want to attend *Mercury* and be a registered student here, you can go online and you can register with *St. X*, or *St. Y*, or ADLC and take courses there. (Mercury, p. 12)

The nine principals varied in applying the related disciplinary techniques for spatial organization, *partition* and *functional site*: (a) no special spaces (Murphy and Terri); (b) supervised study in an existing classroom or library (Paul); or (c) a dedicated, equipped, and staffed facility under the principal's authority (Emery, Malcolm, Milton, Victor, and John). Scott was in the first year of shifting his school from coordinating access with no designated space to providing a fully functional specialized centre.

4.3.3.1.2 Principals and disciplinary techniques: Curriculum.

For all nine principals, Grade 12 graduation was the accepted signpost that students had received enough curriculum of the right mix to meet requirements and to address social and personal needs. As a result, they believed their schools should be providing the broadest range of curriculum and program options they could manage. Leaders in smaller schools had more limitations in what they could offer, but they each stated that distance learning allowed them to offer more curriculum options to their students in response to a combination of school limitations and student needs. School limitations included timetabling conflicts, too many or too few students for a class, and access to trained teachers. Student needs included having the right mix of credits for graduation, repeating a failed required course, and experiencing social, psychological, or lifestyle challenges. Terri explained:

Well, if they need to take a course that isn't being offered...either because it's not offered or out of synch of the rotation, kids have, you know, some interests that, you know, let's say Law or Psychology, that we haven't got. (Tethys, p. 4)

4.3.3.1.3 Principals and disciplinary techniques: Normalization.

In normalization, perceptions, experiences, and expectations were communicated as explicit and implicit rules, procedures, guidelines, and rituals. *Normalization* was a dominant power technique pervading nearly every aspect of school function. Only findings most relevant to the research questions and the distance education context will be presented here.

All schools shared two norms that applied to all students: (1) every student was expected to graduate, except for a small group of learners in special needs support programs: and (2) to increase the likelihood that students will graduate, they should be fully occupied in earning credits towards graduation. As an example of power technique polyvalence with *normalization*, schools applied the disciplinary *timetable* and *exhaustive use* techniques to keep students occupied. In seven of the nine schools, students were not allowed to have study spares in their timetable in Grades 10 and 11, and one spare in Grade 12. Two of the schools allowed Grade 11 students to have a spare. Limiting spares provided multiple benefits. Paul said:

That's a school policy that allows us to keep the kids busy – it's proven to be less trouble, less management issues, the busier they are, and it also helps us with finance when it comes to the end of the year. (Phoebe, p. 10)

The spare policy affects school finances because Alberta funds secondary schools based on credits earned (a governmentality technique). The counselor at Ether school described the role of their in-school distance education centre in supporting a limited spare policy:

But we've also changed our focus once we decided that we would no longer have Grade

10s or 11s have spares in their timetable, so that brought up the necessity to make sure we had enough options for students to fill up timetable, and that's one place where our distance learning really filled in. And, the second point that really brought in was that, with full timetables now we have more and more Grade 12s who have their requirements completed by half-way through their Grade 12 year. (Ether, p. 27).

Some principals, such as John, granted exceptions if students exceeded their graduation requirements early.

Delivering *curriculum* is a technique of power, and offering students the widest possible range of curriculum options was also a norm. Providing access to distance education courses assisted the principals in achieving that goal. However, another norm constrained completely open access to distance learning courses; every principal implemented a classroom-first policy for most students. If a student could take the course in a regular classroom with a classroom teacher, then they could not take it by distance. Further, if a timetable conflict pitted a major course against an elective, only the elective could be done through distance learning. One reason was a belief that classroom learning was more effective. Victor, for example, said that

We don't push DE courses here, we push FTF, be in the classroom, be in with the teacher, your classmates, you know – collaborate, discuss, all the group things and everything else. It's tough to push ideals of differentiated instruction, UDL, things like that, if students aren't in the classrooms and can't take part in them. (Saturn, p. 1)

Distance education was a less preferred option in non-routine circumstances, including students that: (a) worked part-time, (b) had medical or lifestyle issues, (c) were simply unsuited for classroom learning, (d) needed to repeat or upgrade a course, (e) experienced timetable conflicts, and (f) needed a course that the school did not offer.

Another consistent norm, demonstrating polyvalence with *enclosure*, has already been described: the expectation that students would access their distance education courses through the school instead of enrolling directly with the provider.

4.3.3.1.4 Principals and disciplinary techniques: Minor.

The participants' comments also consistently, but less frequently, invoked six other disciplinary techniques. These six techniques, shown in Table 4.18, were selected based on identifying at least one coded mention in each case. (These findings are presented in table form for brevity, because there are six power techniques in this category, and they are *minor*.) Table 4.18 reveals more linkages between power techniques, i.e., internal learning centres were *partitions* in *enclosures* with specialized attributes as *functional sites*, and *documentation* frequently recorded *surveillance* activities. Further, one of the stated benefits of an onsite learning centre was that it provided more effective *surveillance* through staffing and increased *documentation*.

The triggering condition for this study was the Alberta policy that allowed students aged 16 and over to enrol directly in a distance education program. The principal participants were asked how students were informed about the policy, and statements coded as *dissemination of truth* indicated that students were not pro-actively informed. Most principals said that students knew through word of mouth; the policy was common knowledge in some schools. For most, students using the provincial policy were rare occurrences. Through handbooks, assemblies, councillors, administrators and other means, schools guided students to distance education arrangements within the school *enclosure* instead.

4.3.3.2 Governmentality techniques of power: Principals.

Governmentality techniques of power describe processes that allow states to develop and

sustain populations that participate in their own regulation, including identification of populations and policy frameworks that create regulated freedoms. All nine principal interviews included remarks pertaining to the four governmentality variables. *Totalization*, *freedom*, and *police* met the definition of major techniques; *statistics* earned minor status.

4.3.3.2.1 Principals and governmentality techniques: Totalization.

Through *totalization*, principals developed and applied opinions, rules, and procedures for formal and informal populations in their schools. For example, Grade 10s and Grade 11s could not have spares, or some students were motivated and independent learners, and others were not.

Every principal had one or more categories of students for which distance education courses were appropriate, such as intrinsically motivated learners (Terri, for example) or conversely, at-risk students (Scott, Malcolm). Sometimes, the totalization technique was polyvalent with *normalization* – a common example was the expectation that the typical student should learn in a classroom setting. Scott said, “I still think if the, you know, if the environment was there, we’re talking about teen-aged kids. So if the environment is there for them to be in the classroom setting, that’s my first preference” (Venus, p. 8).

Other totalizations were less pervasive. Malcolm, John, and Emery stated that students expected choices. Murphy, Scott, and Terri said that students were satisfied with the course options available through their school. Most students were unaware of the provincial distance education policy, according to Murphy, Scott, and Victor.

Table 4.18 Principals and Disciplinary Techniques of Power: Minor Findings

Technique	Finding	Representative quotations
Partition	The classroom was the primary locus of action in every school.	“In that classroom, we have the opportunity to speak directly to the kids, and that is a bit of a platform to make sure that we are encouraging growth in our faith” (Phoebe, p. 10).
Functional sites	Six of nine principals (Milton, Malcolm, Scott, Victor, Emery and John) had a dedicated and supervised space for students taking distance learning courses.	“We do have a very successful cyber school program, and again it’s because we do have a coordinator in there” (Mercury, p. 9).
	Three principals ((Paul, Murphy, and Terri) managed with existing general-purpose classrooms and libraries.	“A lot of students don’t necessarily do their off-campus all at the same time, they’re scattered throughout the school day and the school week” (Tethys, p. 23).
Timetable	Every school used a timetable. Distance learning courses helped solve timetable conflicts.	“...sometimes it’s somebody upgrading, somebody who, for timetable reasons, can’t get a particular course and needs to take it for graduation” (Saturn, p. 2).
Surveillance	Principals were concerned over challenges in monitoring student performance and attendance when students enrolled directly in external courses.	“I’d see a major administrative problem in regards to them completing and being on track, you know. Monitoring their progress is just too difficult” (Mercury, p. 12).
	Principals of schools without learning centres (see Functional sites) set up alternative monitoring strategies.	“It does take a bit of staffing time. I usually have a staff assigned to track the students and provide supervision” (Zephyr, p. 10).

table continues

Technique	Finding	Representative quotations
Documentation	Tracking course credits for graduation and funding when students enrol directly in an external program created complications and benefits (Emery, John, Malcolm, Murphy, Paul, Terri)	...and the kids are willing to work harder, they can earn more CEUs than they would in a classroom” (Titan, p. 5). “There’s a piece missing, that there are requirements they haven’t met, or they’ve got credits in two or three different school boards and we can’t, we can’t assess what’s completed and what isn’t” (Phoebe, p. 13).
	Providing internal access to distance education courses required more complex registering and tracking than regular classrooms (John, Malcolm, Milton, Terri, Scott, Victor)	“We find that if we don’t have that cyber school coordinator in there pushing it, informing us, and we’re contacting parents, and we’re calling the student in during lunch hour to get caught up – all that kind of tracking causes problems for us, right now” (Mercury, p. 13).
Dissemination of truth	No school publicized an option to enrol in external distance education courses, although some students knew about the option through other means.	“We’ll get kids asking to take it, but I’m not advertising it” (Tethys, p. 6).

4.3.3.2.2 Principals and governmentality techniques: Freedom.

Every principal believed that students needed program and course options, and that distance education courses helped satisfy the need. Murphy said, “It supports our students to ensure high graduation rates... it’s all student-driven and it does give our school the opportunity for additional choices” (Zephyr, p. 9). At Tethys School, with its in-class and online options, Terri stated, “Combining the two, you can get almost anything you want” (Tethys, p. 5).

Every school also had guidelines or rules to regulate access to external courses, such as steering students to enroll through the school’s own mechanisms instead of enrolling directly, or requiring students to take the classroom option if it was available. Scott, Terri, and Victor stated that they usually granted permission once students conformed to those requirements.

The *freedom* technique also applied to the flexibility to make other life or education choices because distance education courses were available. John described how his school supported students taking courses in the summer. Scott mentioned that it allowed students who had started or completed courses elsewhere to arrive mid-year and complete their graduation requirements. Ellen, the student at Emery's school, could go on a European exchange program and use distance education courses to catch up afterwards.

4.3.3.2.3 Principals and governmentality techniques: Police.

Police techniques of power in this study appeared as policy levers that the provincial and school division governments applied to create positive social outcomes in the schools. A key aim for governmentality is developing individuals and institutions that autonomously accept social directions with a minimal degree of direct supervision. Most principals stated that they had considerable autonomy in directing their schools within provincial and school district policy frameworks; Terri and Milton described a relatively higher level of intervention from division central offices.

The provincial funding framework was the dominant element found in this research that demonstrated the *police* technique. The course credits that students earned through completing courses triggered provincial funding allocations. If students earned fewer credits, or achieved them at another school, the province provided less funding. Scott, Terri, Murphy, and Milton tended to view this as a risk to the school, particularly if students enrolled directly in another school and there was no chance to claim the credits, or if it reduced classes to an unviable size. Terri explained, "It has financial implications for us. We have to be able to make ends meet. If we can cancel the class, that's fine. But if it just takes the number from 20 to 10, it's not viable anymore" (Tethys, p. 4).

Further, if students tended not to complete the distance education courses acquired through the school, then the credit-based funding allocation was at additional risk. Milton explained:

When the student does not achieve their requirements for the funding to go through, and the requirements are simply: must have 50% or more attendance; must have completed 50% of the assessment values, of the evaluations or assessments; must have achieved a mark of 25% or higher. If all of those are met, you get the funding. But, a lot of times, if they're on cyber, if they don't complete 50% of the course in the assessment, it doesn't matter what their mark is, you don't get funding. And so, therefore, the dropout rate and the incomplete rate is pretty high. (Mercury, pp. 12-13)

For Malcolm, Milton, and Scott, students were not earning quite enough credits in the school learning centres to cover the centre's costs. Working with the Alberta Distance Learning Centre (ADLC) helped, because ADLC also received a supplement from the province to support school-based students, reducing the cost to the local school. In each case, the principals said that benefits for students justified the financial risk.

John, Paul, and Emery viewed the funding model as an opportunity, based on students' ability to earn many credits through distance education. Paul invested the funding in additional programming. John and Emery implemented a revenue-sharing program tied to additional credits that students could earn; students received scholarships and the school gained income for program and capital investments. Emery described improvements at Ether School attributed to distance education credit funding:

When it comes to capital expenditures, because the extra revenue that we generated because our kids are working so hard, earning so many CEUs, we just recently purchased

a brand new gymnasium projector, screen, and divider so that we have two classes at the same time in our gym. (Ether, p. 9).

None of the principals promoted the provincial policy that allowed high school students to choose external courses without local permission. As reasons, they most frequently mentioned funding impacts, followed by tracking and supervising students and their records. John explained his concerns arising from students that enrolled in external courses, and the change when he institutionalized access through his school:

It would kill the school....The year I got here we ran a deficit. Last year we had a surplus in our budget. That is mainly...mainly because we stopped losing kids who were taking one class a day and losing all our credits to ADLC, and mostly because we gave those kids a home here, where they can do those classes in the school. And it's forcing regular attendance and regular participation in the school. (Titan, p. 10).

As mentioned previously, all supported the intent behind the policy to support choice by institutionalizing access through their own schools. They thus kept full control over a student's program, retained credit-based funding, reduced the administrative overhead associated with tracking, and provided greater program options for students.

4.3.3.2.4 Principals and governmentality techniques: Minor.

Although not as dominant as the other governmentality techniques of power, every principal invoked the final governmentality technique, *statistics*. They each could provide key statistics about students and teachers, usually in conjunction with *totalization* and *police* techniques in the context of funding and resource allocation. John, for example, summarized his student population: "About 470 students currently, dual track, French Immersion/English, 8 to 12" (Titan, p. 1); or later, about students enrolled in another program, he said:

Those kids who are on that list there, 17 kids at off-campus, they're basically attendance-poor kids. They're kids who refuse to attend school, they say, "Well I want to be here, but I don't...I only want to show up 30% of the time." (Titan, p. 10).

An unanticipated finding in this study was the role of Alberta's Accountability Pillars Framework in shaping principals' behaviours. The framework emerged without prompting as a policy lever that guided direction. In the framework, the provincial government combined achievement, satisfaction survey, and other indicators into a report with colour-coded indicators for school or district performance and improvement. Schools then created improvement plans to sustain or improve performance. Murphy stated, "This is quite an important document for our schools as we use this as a basis for our annual School Improvement Plan" (Zephyr, p. 13). One of the indicators referred to the breadth of program options available to students. Emery, Scott, Malcolm, Murphy, and Victor cited this indicator as evidence for student, parent, and teacher support for local choices. Scott, for example, said, "According to accountability pillar results, that's very high, so...84.5% of our parents, teachers, and students are saying that they're very, very satisfied or very happy with the choice that they have at our school" (Venus, p. 10).

Among the interviewees, three participants - John, Terri, and Paul – had not referred to Accountability Frameworks in the interview, although John and Paul included distance education strategies in their improvement plans. Paul's plan said that the school "will further coordinate opportunities for students to take classes...through team teaching agreements with Alberta Distance Learning" (Phoebe, p. 49). Most schools, however, did not refer to external or internal distance education activities in their improvement plans.

4.3.3.3 Pastoral techniques of power: Principals.

Results in this section describe techniques intended to shape students into self-conducting

individuals who also participate in an ordered society, following the metaphor of the shepherd guiding sheep as both individuals and as members of a flock. For principals, *individualizing instruction* was the only major pastoral technique found. *Servanthood*, *care for others*, and *visioning* techniques were also identified in each principal's interview, but overall ranked as minor techniques.

4.3.3.3.1 Principals and pastoral techniques: Individualizing instruction.

Individualizing instruction featured as a major technique in seven cases -- Paul and Terri were the exceptions. All principals, however, spoke to the need for a combination of classroom and distance education options to provide curriculum options for students, indicating polyvalence with disciplinary *curriculum* and governmentality *freedom* techniques.

Participants provided multiple rationales for individualization, including: (a) resolving scheduling conflicts so that students could get the right graduation credits or appropriate programs for post-secondary training or apprenticeships; (b) responding to variations in student learning styles or requirements; and (c) addressing student life circumstances, such as needing to work part-time. For example, Victor said, "The reality is that it allows for flexibility in timetabling for students, it allows for students who, you know, for whatever reason can't complete their program here in this building, to complete in another fashion" (Saturn, p. 9). A common situation is students that arrive at a school or need to transfer out of a class partway through the school year. John explained how his learning centre helped:

We have a kid who gets withdraw from a class for whatever reason, part way through, and it's too late to stick them in a regular class, or they show up part way through the semester, the flexibility there that they can do it in ALC class and they don't have to try and jam them half way through into a math class. (Titan, p. 5).

4.3.3.3.2 Principals and pastoral techniques: Minor.

Three pastoral techniques yielded coded findings from all participants, but to a lesser extent than *individualizing instruction: servanthood, care for others, and visioning*.

Servanthood findings for Malcolm and Murphy are detailed in their case study sections. Except for Milton, the principals self-identified as servant leaders, and the interviewed staff members confirmed this. (Milton's response to his leadership approach tended towards distributed leadership.) Murphy, for example, explained that *servanthood* was a strong theme for everyone at her school, and her counselor stated, "We are all servant leaders" (Zephyr, p. 27). Murphy modeled *servanthood* with students in her school: "Actually I myself assist that way, in either helping them fast-track, or in helping them if they're falling behind, helping them with how to catch up" (Zephyr, p. 12). Seven principals made statements about putting student needs first. For example, Emery said of school planning, "What are things that maybe we can tweak a little to do what's in the best interest of our kids" (Ether, pp. 3-4)? John took a similar line with his staff: "I would say, you know, when I rephrase to teachers all the time: 'It's not about me, it's not about you, it's about what's best for kids'" (Titan, p. 4).

As a technique, *care for others* findings demonstrated polyvalence with *servanthood*. Among the principals, only Malcolm's case study reports on *care for others* results. For most schools with internal learning centres (Emery, John, Malcolm, Scott, Victor), helping students succeed was one of the roles assigned to the centres and centre staff members. The student handbook at Victor's school, for example, states that one of the centre's mandates is to "Create and maintain a positive, safe, and supportive learning environment" (Saturn, p. 58). The other principals (Milton, Murphy, Paul, and Terri) communicated high expectations for teachers in the school to support students. Terri said, "And we definitely have - we have lots of student

assistance for education, you know, teachers provide tutorials before exams, and lots of our teachers are definitely there after school or at lunches helping students” (Tethys, pp. 19-20).

Each principal was asked about his or her approach to developing or maintaining a school vision to gain insights into leadership approaches. Among the principals, only John’s case study spotlights *visioning* findings. None of the responses had direct relevance to distance learning. Every principal had led a visioning exercise, but the scope varied from the entire community, to parents and staff, to staff only. Emery, Malcolm, Milton, Murphy, and Scott linked their vision development and updating to the Accountability Pillars planning cycle, and Terri linked it more generally to school reporting responsibilities. Schools often incorporated provincial, school division, and local school goals, as Murphy described:

We opened in a new school in 2005, so that gave us a great opportunity....we had some professional development days slated before school opened, so we went to a retreat just west of town here, and...we wrote the mission statement. Then, within that year, we then crafted a vision statement....We do revisit it from time to time, with, you know, including it on a lot of our literature that we have: report cards, web site....And actually it’s been very easy because our staff created it; they know what it’s about....And our division has a mission and vision statement too, so we also include it in our statement, and that actually helped us to, you know, give some starting point for our mission and vision statement....And so we try to use this as a basis for decision-making – it guides us, along with, of course, the School Act, you know, from Alberta Ed. (Zephyr, p. 5).

4.3.4 *Discursive and nondiscursive practices found for students.*

This section explores the contextual discourses, rationalities, and practices that appeared as themes associated with the major (impact rating of 3 or more) and minor power techniques in

the student results. The presentation order will be the same as for principals: disciplinary, then governmentality, and concluding with pastoral power.

4.3.4.1 Disciplinary techniques of power: Students.

Within the disciplinary domain, *curriculum* was the dominant technique of power that students experienced, based on their coded responses. The techniques of *partition*, *normalization*, and *confession* were associated with every student, but to a lesser degree than curriculum.

4.3.4.1.1 Students and disciplinary power techniques: Curriculum.

Except for Sandra, the students all described the distance education courses they took through the school. They all had a common desire to graduate, but unique reasons for taking distance education courses. Sandra had never taken a distance education course, although she briefly considered taking a Grade 12 French course, then rejecting the idea because there was an associated provincial exam. Two of the students, Brianne and Mark, experienced the majority of their curriculum through internally arranged distance education courses – Brianne continued schooling via distance learning during pregnancy and maternity, and Mark for diagnosed psychological reasons. Pam took Social Studies 11 during Grade 10 to make space for another course in Grade 11, whereas Vince took his course due to a timetable conflict. Ellen took several courses to catch up after an exchange trip to Europe, and took even more credits to earn the special scholarship at Emery’s school. Mitch took several distance education courses because his apprenticeship schedule did not mesh with the school timetable. Mitch said, “Because most of my classes didn’t fit in, that way it helps because I can still get the credits and still get the class in, so I can be up for graduating” (Mercury, p. 33). Ted was taking Mathematics again to improve his grades for his post-secondary application.

4.3.4.1.2 Students and disciplinary power techniques: Minor.

Three disciplinary techniques referenced by all students, but to a lesser degree than curriculum, were *partition*, *normalization*, and *confession*.

The *partition* technique of power manifested during all interviews as references to various rooms and areas of the schools, including internal learning centres. As previously shown, principals demonstrated the *normalization* technique with a strong classroom-first bias, that is, between a classroom option and a distance learning version of the same course, principals generally insisted on classroom delivery. In return, eight of the students seemed to prefer it. Many student responses that were coded as *partition*, and sometimes as *functional sites*, identified the classroom as a preferred learning area. Ellen explained:

I think the students that know that they want to go on to post-secondary would rather be in the classroom with the teacher teaching them, instead of, kind of teaching yourself, because then you know that the teacher's know what they're talking about. (Ether, p. 37)

Ted made a similar comment about the classroom, "Well, you're learning it from someone who knows what they're talking about and not just from some books" (Titan, p. 32).

Mark was the exception because he preferred the Mars Learning Centre to the classroom.

The *normalization* power technique also mainly expressed itself in the students as acceptance of principals' beliefs that teacher-led classrooms were the preferred places to learn, particularly for academic courses. In most cases, the students were also speaking from their own experience. For example, Pam said, "I know that I like having a teacher kind of keep us in line, planning out our days, knowing what we're doing what day" (Phoebe, p. 36). Even Mark acknowledged that most students preferred classroom-based learning.

Of the minor disciplinary techniques that students consistently experienced, *confession* is

the last to discuss here. Every school had one or more gate-keeper individuals that students had to speak to and obtain permission from, before they could start a distance education course. The students could not simply sign up for a course and begin. None of the interviewed students were denied permission, but they needed to provide rationales that on occasion were deeply personal. However, the interviewed students considered these conversations to be helpful. Ellen said, “I could just go in and see him any time and he would give me his advice and tell me what would be the best choice for me, and they’re always open to help and listen or talk” (Ether, p. 35).

4.3.4.2 Governmentality techniques of power: Students.

Within the governmentality domain, *freedom* was the dominant technique of power that students experienced, based on their coded responses. The *totalization* technique was also associated with every student, but to a lesser degree than *freedom*.

4.3.4.2.1 Students and governmentality techniques: Freedom.

The *freedom* technique was highly polyvalent with *curriculum*, a similarity with the principals. Eight case study student findings included *freedom* results as a major technique. Eight students appreciated access to the choice of courses and programs available at their school. For example, Pam (for whom *freedom* was a minor technique) said, “Kind of whatever you’re interested in, you can take” (Phoebe, p. 36). Zack expressed the same expectations for Zephyr School, but was frustrated with the lack of options. Mitch and Sandra stated that their schools should continue to find ways to provide even more selections. The expectation that options should be available meant that the *freedom* technique was also polyvalent with the *normalization* technique and, looking ahead, with the *individualizing instruction* technique.

The students raised other practices and rationalities, but to a lesser extent than course choice. Brianne, Ellen, Mitch, and Zack described how access to distance education created

flexibility in how and where students worked. Zack said that one of the benefits for distance education was “we could just do it at home when we want” (Zephyr, p. 33). Mitch stated, “For students who have other big difficulties, if they can’t fit it in at school at all, they need to take it out of school hours, it could help a bit” (Mercury, p. 34).

The students divided on whether they should need a principal’s permission to take a distance education course. Brianne, Ted, and Zack believed approval should not be required. Ted said, “I mean if the program they’re interested in isn’t through the school, then I don’t see why they wouldn’t be able to just take it someplace else” (Titan, p. 32). For the others, permission seemed to be a reasonable precaution, as Vince stated, “Just because you can take something without permission to do it, doesn’t mean you should do it” (Venus, p. 37).

4.3.4.2.2 Students and governmentality techniques: Minor.

Totalization was the only other governmentality technique of power identified in all students’ interviews. For Zack and Brianne, it was a major power technique, but less significant for the others. References to *statistics* or *police* techniques were sporadic.

The nine interviewed students all employed the *totalization* technique when referring to teachers or groups of students. They commonly characterized a sub-group of students as unmotivated, lacking self-discipline, or working better under a teacher’s supervision, and therefore not likely to succeed with distance education courses. Pam said, for example, “Doing everything on their own is not easy for some students” (Phoebe, p. 36). Also, recall Vince’s *self-regulation* comment, which was also an example of *totalization*: “People just might take a distance learning class and just use it and abuse it, maybe as a spare, and not to do the class” (Venus, p. 37).

Brianne, Ellen, Mitch, Pam, Sandra, and Zack categorized teachers as positive and

helpful. Zack commented, “All the teachers, they’re always asking about us, making sure that we want to graduate” (Zephyr, p. 31). However, Mark said, “teachers move too slow for me” (Mars, p. 27).

4.3.4.3 Pastoral techniques of power: Students.

Results in this section describe techniques, as experienced by students, intended to shape students into self-conducting individuals who also participate in an ordered society. As with the principals, *individualizing instruction* was the only major pastoral technique found, and *care for others* emerged as a minor technique. Unlike the principals, *self-regulation* was also identified as a minor technique among the students.

4.3.4.3.1 Students and pastoral techniques: Individualizing instruction.

Individualizing instruction was previously reported as a major technique in eight student cases; Pam was the exception. Consistent with the principals, all students spoke to the need for a combination of classroom and distance education options to provide curriculum options, indicating polyvalence with disciplinary *curriculum* and governmentality *freedom* techniques. Except for Sandra, each student had an individual need that his or her school addressed by providing a distance education option, Sandra was taking classroom courses that met her requirements (see *Students and disciplinary power techniques: Curriculum* for findings). For example, as Mitch described his distance education situation:

Well, I really didn’t ask to take it. It was just that I was going into the RAP [*apprenticeship*] program, so the classes in school weren’t available at the times that I needed them. So then they just put me into the cyberschool program....Because most of my classes didn’t fit in, that way it helps because I can still get the credits and still get the class in, so I can be up for graduating. (Mercury, p. 33)

4.3.4.3.2 Students and pastoral techniques: Minor.

Two pastoral techniques, *care for others* and *self-regulation*, yielded coded responses from all students, but to a lesser extent than *individualizing instruction*, thus rating minor importance.

Care for others findings for Brianne, Mark, and Mitch are detailed in their case study sections. The students made comments regarding general learning support from most or all of the school's counselors and educators. For example, Ted reported:

Well, I'm going pretty far away after high school, like, to a different province and that's not that common, but they've helped me out a lot, like, the guidance counselors have done a lot to get me into the school and sending transcripts off and stuff like that.

(Titan, p. 30)

Brianne, Pam, and Sandra spoke to their principals' caring attributes. Pam said of Paul, "...he wants this to be safe for us, and so, yeah, he really cares" (Phoebe, p. 34); and Sandra said of Victor, "He cares. And he'd do anything for anyone" (Saturn, p. 37). Conversely, several students (Ellen, Mark, Ted, Vince, and Zack) reported limited or hallway-only interactions with their principals.

Self-regulation findings for Brianne and Vince are detailed in their case study sections. In this study, *self-regulation* applies to autonomous acts and to personal determination towards a goal. As a whole, the students believed that many of their peers did not have the self-discipline or motivation to succeed with distance education courses.

For most of the students, decisions to participate in distance education courses reflected conscious choices. Sandra, for example, chose not to take a distance education French course to protect her GPA, selecting a classroom course instead. Mark was determinedly independent,

preferring distance education courses because he could control his own pace and environment.

Ted decided to take a mathematics course again to improve his university admission chances.

Ellen described interactions with her advisor that supported her decision-making:

Like, one of the student advisors, he's like pushed me in the right direction and he's made me think a lot about what I want to do and how I should do it. And, he doesn't tell me what to do, but he makes me think about it. (Ether, p. 35)

Table 4.19 presents a summary of findings for principals' discursive and nondiscursive practices associated with major and minor power techniques. The *major* and *minor* designations allow the aggregation of local findings into larger social patterns. As a reminder, major power techniques were found to be relatively dominant in most cases, represented by a median impact score of at least '3'. Minor power techniques lacked the same degree of dominance in the data, but were found through practices in nearly all cases.

Several practices were found to be associated with multiple major and minor power techniques (*curriculum, normalization, freedom, individualizing instruction, statistics*), acting through polyvalence to support providing choices for students. A separate group of practices, that were found to be linked to institutionalizing course choice within the school, represented another nexus of techniques (*enclosure, partition, functional sites, surveillance, and documentation*) working in a polyvalent manner to support student choice in a regulated fashion. Several practices, particularly in the pastoral domain, applied to all students under a principal's authority, defining a broader canvas of discourses, rationalities, and practices, within which distance education defines a smaller region of activity.

Table 4.20 presents a summary of the student findings for discursive and nondiscursive practices associated with major and minor power techniques. The dominant practices, parallel

with the principals, were students' expectations to choose courses they needed, that interested them, and that led to graduation. A second cluster of power techniques (*partition, normalization, totalization, and self-regulation*) was found in the students' discursive preference for classroom learning supported by a teacher.

Table 4.19 Principals' Discursive and Nondiscursive Practices; Findings by Power Technique

Power Techniques	Major/Minor Findings	Practices	Presenting Principals
Disciplinary power			
Enclosure	Major	Institutionalize access to distance education courses via school's internal processes.	All
Curriculum	Major	Use distance education to support student success with access to more courses.	All
Normalization	Major	Support success for every student by ensuring they achieve Grade 12 graduation.	All
		Keep students busy earning credits by limiting timetable spares and by using distance education as options to fill spares.	All
		Students should be able to make choices about their programs of study and courses.	All
		Assign student to a classroom option over a distance education option, except in special circumstances.	All
Partition	Minor	Establish classrooms as primary learning spaces in schools.	All
Functional site	Minor	Create a specialized internal learning centre for distance education.	Emery, John, Malcolm, Milton, Victor
Timetable	Minor	Use distance education to resolve timetable challenges.	All
Surveillance	Minor	Use learning centre or dedicated staff members to supervise students working on distance education courses.	All
Documentation	Minor	Distance education increases student documentation burdens, especially when they enroll directly with providers.	All

table continues

Power Techniques	Major/Minor Findings	Practices	Presenting Principals
Disseminating truth	Minor	Do not provide students with information about direct enrolment with external distance education schools; redirect them to internal processes.	All
Governmentality power			
Totalization	Major	Provide access to distance education based on formal or informal population categories (e.g., Grade 10, university-bound, or having timetable problems).	All
Freedom	Major	Allow students to choose from many program and course options, including distance education courses, subject to local norms.	All
Police	Major	Distance education is a threat to school budget if it draws resources away from regular classroom options. Distance education is a benefit if it creates additional revenues when students earn additional course credits.	Milton, Murphy, Scott, Terri Emery, John, Paul
Statistics	Minor	Use program options indicator in provincial accountability statistics framework to shape school practice.	
Pastoral power			
Individualizing instruction	Major	Address students' life and learning needs through a broad range of program and course options, including distance education.	All
Servanthood	Minor	Principals attempt to do what is best for students, most claiming servant leadership.	All
Care for others	Minor	Principals expect teachers, counselors, and selves to help students succeed.	All
Visioning	Minor	Link vision/mission activities to school planning process, especially processes associated with accountability framework.	All

Table 4.20 Students' Discursive and Nondiscursive Practices; Findings by Power Technique

Power Techniques	Major/Minor Findings	Practices	Presenting Students
Disciplinary power			
Curriculum	Major	Students could take a wide variety of programs and courses leading to graduation, including through distance education.	All
Partition	Minor	Students said the regular classroom is the primary learning site in the school.	Ellen, Mark, Mitch, Pam, Ted, Vince, Zack
Normalization	Minor	Students said the regular classroom is the preferred learning site in the school.	All
Confession	Minor	Students shared inner purposes and ambitions with school educators or administrators before accessing distance education courses.	All
Governmentality power			
Freedom	Major	Students chose programs or courses of need or interest, including distance education. Students should not need local permission to take a distance education course.	All In favour: Brienne, Ted, Zack Opposed: Ellen, Mark, Mitch, Pam, Vince, Zack
Totalization	Minor	Students said that distance education courses are appropriate for students who can manage independent study.	All

table continues

Power Techniques	Major/Minor Findings	Practices	Presenting Students
Pastoral power			
Individualizing instruction	Major	Student learning requirements and life circumstances were addressed through classroom and distance education offerings.	All
Care for others	Minor	Students said that schools provide safe and supportive places to learn, including internal learning centres.	All
Self-regulation	Minor	Students said distance education provided an opportunity to develop self-regulation; independent study is more challenging for students that lack self-regulation	All

Chapter Five: Analysis

The main research question in this study is “How do principals of conventional high schools in Alberta respond when students can choose supplemental courses from external distance education providers?” The subquestions are:

What is the nature of the power relations that exist between principals and their students who seek supplemental distance education courses?

- a) What are principals’ practices and discourses in this situation?
- b) What are students’ practices and discourses in this situation?

The findings presented in Chapter 4 described in detail how nine principals and students experienced an array of Foucauldian disciplinary, governmentality, and pastoral power techniques in a context that allowed high school students to enroll in distance education courses provided by an external distance education school, such as the Alberta Distance Learning Centre. The multiple-case methodology generated thick, rich descriptions of the capillary effects of power, in this context, on individual principals and students, but also enabled the identification of broader patterns of power techniques and practices. In this chapter, the researcher makes sense of these descriptions by attaching meaning to the power techniques and practices found in the data to understand why principals and students acted the way they did in schools where distance education is a course choice.

This chapter begins with a brief note on theoretical generalizations in a post-structural context. It then moves to considerations of power, beginning with the nature of power relations between principals and students through the filters of disciplinary, governmentality, and pastoral power. The following sections interpret findings for key discursive/nondiscursive practices, first for principals and then students. The final section offers supplementary findings and analysis

that fall outside this study's power/knowledge framework, but are relevant to the broader question of how principals respond.

5.1 On Theoretical Generalizations and Post-structuralism

According to Yin (2009), case studies are not intended to produce statistical generalizations, but should produce theoretical generalizations. He stated that "case studies, like experiments, are generalizable to theoretical propositions" (p. 15). The replications in multiple case studies, as done here, add strength to generalizations. Theoretical generalizations should address theoretical propositions that shaped the research questions and design (Yin). However, this study shifted towards post-structuralism when it adopted Foucault's power/knowledge theoretical framework. In post-structuralism, there is no way to guarantee that appearance is reality, and results are localized and situated (Stone, 2005b). "It's utility, as all inquiry is local, is particular and short-lived" (Stone, p. 248). This chapter presents the researcher's generalizations emerging from the findings in Chapter 4 as they offer a path toward answering the research questions.

5.2 Power Relations between Principals and Students

One of the theoretical propositions informing this research is that a context that allowed students to take external courses without permission is describable and understandable through power relations. In Chapter 4, there were found to be differences in the presence of disciplinary, governmentality, and pastoral power in principals and students, as shown in Tables 4.16 and 4.17. Table 4.16 shows the findings for power descriptor coding frequencies and Table 4.17 indicates the ranking of power techniques as major, minor, or occasional descriptors in the data. This section identifies the significance of these differences, beginning with the findings for principals.

The researcher reorganized Tables 4.19 and 4.20 from Chapter 4 as Table 5.1 to support connections between analysis and findings. Table 5.1 places greater emphasis on practices that mattered in the findings than on disciplinary techniques. In Table 5.1, an *N* in the principal or student findings column means that it was not consistently found across multiple cases; the practices listed in Table 5.1 were found in multiple cases for each participant type. The table identifies the main type and technique of power first, and then lists underneath the techniques found to be polyvalent with the practice. Finally, for the rest of the chapter, references to practices in Table 5.1 are designated as P###. For example, P15 is the disciplinary practice: *use distance education to resolve timetable challenges*.

5.2.1 Disciplinary, governmentality, and pastoral power relations in principals.

The findings in Chapter 4, as shown in Table 4.16, revealed that the nine participating principals in this study referenced disciplinary power to a larger extent than governmentality or pastoral acts. To be more specific, disciplinary power findings were coded about twice as often as either governmentality or pastoral findings. This result means that, in this context, principals were found to be creating productive subjects through disciplinary power; the development of students as autonomous participants in contemporary society through pastoral and governmentality power was a secondary effect, albeit a concurrent one.

The evidence calls for a multifaceted explanation. The first facet is that the schools studied were found as disciplinary institutions intended to create disciplined and productive subjects, as Foucault described (Foucault, 1977). Major disciplinary practices identified in the findings included: (a) principals supported success for every student, defined for most students as Grade 12 graduation (normalization, P1), and (b) schools provided a broad range of approved programs and courses leading to graduation (curriculum, P5).

In Foucault's framework, curriculum defined what a productive subject should know and do, and for the principals in this study, graduation was the socially accepted standard for developmentally- appropriate knowledge and competencies acquired at school. The second facet is the significantly lower occurrence of pastoral practices found in the principals' data, .i.e., the principals infrequently described opportunities for the ethical development of students into self-governing individuals. For example, a common reservation found among the principals regarding distance education courses was that most students (totalization) lacked the discipline (self-regulation) to succeed with them, i.e., the governmentality technique totalization provided justification for engaging in disciplinary techniques such as surveillance instead of providing opportunities to develop self-regulation in students as a pastoral power practice (P16, P22). Although disciplinary power techniques were the most prevalent among principals, governmentality and pastoral power techniques were also found, often working in complex and multiple ways. For example, principals were well aware of their role in mediating provincial, school division, and local policies and practices at their schools. In Foucault's framework, they were constituted as subjects in a network of governmentality power/knowledge relations that entrusted them with responsibility for creating disciplined and productive individuals within limited but effective government controls, through techniques such as police and statistics. As another example, providing access to distance education courses in the nine schools was concurrently a disciplinary, governmentality, and pastoral practice through which multiple power techniques manifested – normalization, curriculum, freedom, and individualizing instruction (P3, P5, P8, P9).

Table 5.1 Power Technique Practices Findings for Principals and Students in Nine Schools

Practice #	Practice Description	Power Techniques	Power Type	Principal Finding? (Y/N)	Student Finding? (Y/N)
1.	Support success for every student by ensuring they achieve Grade 12 graduation.	Normalization	Disciplinary	Y	Y
2.	Keep students busy earning credits by limiting timetable spares and using distance education options to fill spares.	Normalization Totalization	Disciplinary Governmentality	Y	N
3.	Students can make choices about their programs of study and courses.	Normalization	Disciplinary	Y	Y
4.	Assign student to classroom option over a distance education option, except in special circumstances.	Normalization	Disciplinary	Y	Y
5.	Students take a wide variety of programs and courses leading to graduation, including through distance education.	Curriculum Normalization	Disciplinary Disciplinary	Y	Y
6.	Provide access to distance education based on formal or informal population categories (e.g., Grade 10, university-bound, or having timetable problems).	Totalization	Governmentality	Y	N
7.	Distance education courses are appropriate for students who can manage independent study.	Totalization Self-regulation	Governmentality Pastoral	Y	Y
8.	Students allowed to choose from many program and course options, including distance education courses, subject to local norms.	Freedom	Governmentality	Y	Y
9.	Student learning requirements and life circumstances addressed through classroom and distance education offerings.	Individualizing Instruction	Pastoral	Y	Y

table continues

Practice #	Practice Description	Power Techniques	Power Type	Principal Finding? (Y/N)	Student Finding? (Y/N)
10.	Institutionalize access to distance education courses via school's internal processes.	Enclosure	Disciplinary	Y	N
11.	The regular classroom is the primary learning site in the school.	Partition Normalization	Disciplinary Disciplinary	Y	Y (7 of 9)
12.	Create a specialized internal learning centre for distance education.	Functional Site Partition	Disciplinary Disciplinary	Y (5 of 9)	N
13.	Funding: Distance education is a threat to school budget if it draws resources away from regular classroom options. Distance education is a benefit if it creates additional revenues when students earn additional course credits.	Police	Governmentality	Y	N
14.	Students shared inner purposes and ambitions with school educators or administrators before accessing distance education courses.	Confession	Disciplinary	N	Y
15.	Use distance education to resolve timetable challenges.	Timetable	Disciplinary	Y	N
16.	Use learning centre or dedicated staff members to supervise students working on distance education courses.	Surveillance Functional Site	Disciplinary Disciplinary	Y	N

table continues

Practice #	Practice Description	Power Techniques	Power Type	Principal Finding? (Y/N)	Student Finding? (Y/N)
17.	Distance education increases student documentation burdens, especially when they enroll directly with providers.	Documentation	Disciplinary	Y	N
18.	Do not provide students with information about direct enrolment with external distance education schools; redirect them to internal processes.	Disseminating Truth	Disciplinary	Y	N
19.	Use program options indicator in provincial accountability statistics framework to shape school practice.	Statistics Normalization	Governmentality Disciplinary	Y	N
20.	Schools provide safe and supportive places to learn, including internal learning centres.	Care for Others	Pastoral	N	Y
21.	Principals expect teachers, counselors, and selves to help students succeed	Care for Others Servanthood	Pastoral Pastoral	Y	N
22.	Independent study is more challenging for students that lack self-regulation	Self-regulation Totalization	Pastoral Governmentality	Y	Y
23.	Principals attempt to do what is best for students, most claiming servant leadership.	Servanthood	Pastoral	Y	N
24.	Link vision/mission activities to school planning process, especially processes associated with accountability framework.	Visioning Statistics	Pastoral Governmentality	Y	N

Principals rarely interacted directly with students seeking distance education options. Foucault's definition of the pastoral power technique humility encompassed regular interaction between the leader and the led. The principal data only occasionally provided humility findings, as shown in Table 4.17, and then most commonly with reference to other student feedback processes, e.g., Milton ran grade forums at Mercury school to gather student concerns and ideas about matters such as cell phone rules. Disciplinary, governmentality, and pastoral power flowed from principals to students through indirect means as principals manipulated space, staff, resources, operational policies, and communications to balance student, school community, school division, and provincial interests. Providing or limiting access to distance education courses through these manipulations assisted the principals, in their minds, in graduating productive students as they proceeded to post-secondary education or the world of work.

5.2.2 Disciplinary, governmentality, and pastoral power relations in students.

The findings in Chapter 4, as shown in Table 4.16, revealed that the nine students in this study experienced equal measures of disciplinary and pastoral techniques of power, each at about twice the level of governmentality techniques. The disciplinary technique finding represented the aggregate effects of multiple techniques; the major and minor disciplinary power techniques were found to be normalization, curriculum, partition, timetable, confession (P1, P3, P4, P5, P11, P14). For students, though, the pastoral aspects were found to be just as important, such as adults that provided care and support (care for others) and programs suited to the students' needs (individualizing instruction) (P9, P20). Governmentality matters of statistics and police that shaped their schools were found only occasionally in their responses, as shown in Table 4.17. Returning to the shepherd and sheep metaphor, the sheep acknowledged the shepherd and his staff, and perhaps were able to choose their own grass, but were not necessarily concerned with

how the meadow became the meadow.

The student participants reported very few direct interactions with principals. As shown in Table 4.17, the student data occasionally provided humility findings, a similarity with the principal data. The power/knowledge relationship between these students and their principals in this distance education context was found to be mediated through discursive devices such as school policies and procedures, but primarily through the practices of adults in the school community such as counselors, vice-principals, teachers, and education assistants.

5.3 Practices in Principal and Student Power Relations

One of the theoretical propositions informing this research is that a context that allowed students to take distance education courses without the principal's permission could be described and understood through the discursive/nondiscursive practices through which power relations manifested themselves. The individual case studies and cross-case analyses in Chapter 4 provided detailed descriptions of the capillary effects of power in local contexts and as broader patterns. Subjects in this study experience practices as either targets or conveyors of power, although principals tended to be conveyors and students were found to be targets. The next sections focus on understanding the phenomenon of distance education course choice through these patterns of power technique practices.

5.3.1 *Power techniques and principals' practices.*

The power techniques identified as major in the findings were enclosure, curriculum, normalization, totalization, freedom, police, and individualizing instruction, as Table 4.17 shows. In the pattern of techniques and practices found in the cross-case findings, four techniques -- normalization, enclosure, police, and individualizing instruction -- appeared to be organizing nodes for the rest. .

5.3.1.1 The primacy of normalization.

Normalization, a disciplinary technique, describes the expectations that individuals carry about their relationships with others, and for which unmet expectations carry tangible and intangible consequences such as pride, shame, or social capital. Through governmentality, a web of power/knowledge relations extends from the province, through the school division, and into the school community. Through funding (police, P13) and accountability framework (statistics, P19) practices, the principal as target of power became at the same time a conveyor of power by creating or reinforcing norms through discursive/nondiscursive practices such as school rules, course selection, newsletters, resource allocation, and visioning exercises (e.g., P2, P5, P24). Normalization rarely operated on its own in this study, it acted in polyvalence with other techniques. Key norms found in the principals' data as discursive practices, and discussed in detail below, were (a) the expectation that students should graduate, and be kept fully occupied towards that end (P1, P2); (b) acceptance that students should have program and course choices available to them (P3); and (c) the belief that classroom-based learning is superior to distance learning (P4, P11).

5.3.1.1.1 Students should graduate.

In this study, a key discursive practice found in this study that shaped many other power/knowledge relations was that students must graduate. The province incented this through its funding model (police), and Accountability Pillar framework (statistics), but the students also internalized this norm as their purpose for being in school, holding themselves and the school accountable to achieving graduation (P1, P13, P19). Space (enclosure, partition, functional sites) and time (timetable) were rearranged routinely through the course selection and timetable-building exercises, and rearranged non-routinely to initiate new efforts to improve graduation

results, e.g., the creation of an internal learning centre at Scott's school, Venus (P12). To graduate, students enrolled in approved programs and courses (curriculum) which were organized into credit units (P5). To ensure graduation, principals expressed another norm through discursive/nondiscursive practices: keep the students busy working on the credits they need to graduate by limiting spares in the timetable. Every school stated such limits, most frequently allowing no spares until Grade 12 (P2).

5.3.1.1.2 Students should have choices - within the school.

A second major norm found in this context of students choosing external distance education courses was that students should have program and course choices (P3). Power flows associated with this norm circulated through networks and techniques closely coupled with the graduation norm (P1): provincial and school division policies promoted, documented, and passed judgment on it through an accountability framework (statistics, P19); school communities, particularly parents and students, expected it (normalization); and schools shaped their spaces to support it (partition, functional sites,) (P11, P12). However, major effects were associated with three other polyvalent power techniques – curriculum, freedom, and individualizing instruction – magnified this expectation's normalizing effects (P5, P8, P9). In Foucault's framework these three power techniques operated through course choice practice to produce multiple effects on the student subject. Through course choice: (a) curriculum options create productive individuals for multiple purposes; (b) students gain experience in governing themselves through gradually increasing freedoms to select courses; and (c) schools meet the specific needs of students to be individuals in a democratic population. In other words, choice appeared to support society's need for productive and self-governing graduates.

For principals, it was found that the benefits associated with choice stopped at the school

door, i.e., if students sought to enroll directly with an external provider. Direct enrolment with an external school (either distance education or a local outreach centre) was found to create disruptions and stresses in the power/knowledge relationship with the student. First, based on principals' comments found in the case studies, it disrupted the disciplinary techniques associated with the school's panoptic attributes (and a principal's comfort in meeting graduation expectations), such as: (a) enclosure, because some portion of the student's program happened outside the institution; (b) timetable, as the student created a potential scheduling anomaly or reduced class size threatened the elimination of a class; (c) partition, as the student may be working on the external course in an unassigned area; (d) surveillance – responsibility for monitoring the student was ambiguous; and (e) documentation, because two schools with enrolling responsibilities needed to coordinate information with each other and with higher governance levels. Second, it was found that, for some principals, external enrolment appeared to create governmentality contradictions and disincentives by taking funding away from the school that owned primary responsibility for the student's success, similar to concerns that have been expressed about dual credit (McCarthy, 1999).

5.3.1.1.3 Classroom-based learning trumped distance education.

In every case, it was found that principals identified distance education as a way to support graduation and to provide choice, as long as a classroom option was not available (P4, P5). In the case studies, principals described circumstances that suited a distance education alternative over a classroom experience, such as:

- timetable conflicts (P15);
- students in life circumstances that prevented full-time attendance (P9);
- over-subscribed classes (P15);

- cancelled classes (P15);
- courses the school could not offer;
- students moving to school half-way through a term (P9);
- discipline matters;
- students that were unsuited for classroom learning (P9);
- students in off-campus programs that were out of step with classroom schedules (e.g., apprenticeships) (P15);
- students needing to take a failed course over again (P9); and
- interesting courses students could take to implement a no-spare policy (P2, P8).

Principals frequently described students in these circumstances in totalization discourses, i.e. as subpopulations with particular characteristics (P6).

Participants believed that classroom learning was generally superior for reasons that included: better interpersonal interactions, immediate access to teacher support, quicker turn-around between assignments and assessment, student difficulties with independent study, and opportunities for collaborative work (P4, P10, P22). The general quality of distance education course content was found to be an occasional concern in specific cases.

5.3.1.2 Enclosure: bigger on the inside.

The disciplinary technique of enclosure, along with the related partition and functional site techniques, segregated individuals into ideal physical spaces within school boundaries to ease supervision (surveillance) and improve productivity (P10, P11, P12, P16). Along with timetable, documentation, and other techniques, enclosure enables panopticism, which is the capacity to convince subjects that they are under constant supervision, even when they are not.

From a power/knowledge perspective, student direct enrolment in other schools appears to

disrupt the panoptic effect, based on principals concerns, whereas facilitating distance education within the institution may have extended it by expanding the school's operational scope.

A consistent finding in this study is that the principals preferred to manage every aspect of a student's program through their schools, rather than supporting a parallel enrolment with an external distance education school. The provincial government funded every credit completion reported by the enrolling school (police), thus incenting principals to provide access to external distance education courses through their schools (P13). Principals expanded curriculum depth and breadth significantly with minimal additional infrastructure changes, ranging from supervision within existing spaces (surveillance) to creating specialized on-site learning centre rooms (partition and functional sites). Through distance education and other off-campus programs such as apprenticeships (P5), school educational footprints expanded well beyond the normal capacity of the physical enclosure and classrooms. Principals described additional benefits discussed in the previous normalization section.

5.3.1.3 Police: Funding mattered.

Police refers to the mechanisms that governments create to allow individuals, ideas, and materials to circulate within a network of regulated freedoms. Governmentality practices under this technique include laws, policies, procedures incentives, and penalties, for example, school funding or accountability frameworks.

In 2011, Alberta's funding model encouraged choice because it incented course completions instead of enrolments, based on the assumption that learners were more likely to complete courses they needed or wanted, and in which they received effective educational support (P13). Three additional elements of Alberta's funding model influenced principal behaviour: (1) the province did not have an upper limit for reporting course completions; (2)

funding went to the school reporting the enrolment and completion, not necessarily to the school delivering the instruction; and (3) the Alberta Distance Learning Centre received additional partial funding when it taught students enrolled in another school. These elements combined to create a palatable alternative to the province's distance education policy -- schools could create their own mechanisms to support student choices, without losing control over portions of the students' academic programs (P10). John and Emery, in particular, brought an entrepreneurial approach to distance education and classroom funding by financially awarding students who completed additional course credits through distance education. The norm to provide choice generally superseded the need for distance education courses to be revenue-neutral or revenue generating (P3), but holding to the classroom-first discursive practice (P4), and within limits that principals appeared to establish through individual cost-benefit calculations.

5.3.1.4 Individualizing instruction: Pastoral power's best foot forward.

In this study, the researcher found individualizing instruction was strongly coupled with the curriculum (disciplinary) and freedom (governmentality) techniques of power, because allowing students to choose courses they wanted within a choice-enabled environment was a common way to individualize instruction (P5, P8, P9). Distance education also expanded pedagogical interventions to support individualized instruction, especially for students that struggled with classroom learning, or needed instruction disconnected from the timetable. Individualizing instruction was also a means by which principals demonstrated sensitivity to student needs, polyvalent with pastoral care for others and servanthood techniques and practices (P21, P23). However, choice was not a mandatory co-requisite for individualizing instruction; a school could prescribe an individualized instruction program for its students, but that did not occur in this study.

5.3.2 *Power techniques and students' practices.*

For students, the dominant techniques were found to be curriculum, freedom, and individualizing instruction (P5, P8, P9). The students described school practices characterized by access to a wide range of curriculum and program choices suitable to their intended future choices and current life situations, i.e., access to options appeared to be a norm upon which they could act (P3). Only Zack expressed frustration with Zephyr School's unique co-location with a public school, but even he was allowed to take a religion course by distance to avoid a large class (P9). Students shared the principals' norm that they should graduate under the content and credit (curriculum) regime established by the province and school divisions, at least in part because they had personally relevant options available through the school (P1, P3). They were generally unaware that they could enroll directly with a distance education provider, as per provincial policy, but they also did not think knowing about the policy would change their program approach, often alluding to pastoral techniques such as local teacher support or a counselor's advice (care for others, P20).

The students generally internalized or accepted the application of other power techniques. Through partition and normalization, the classroom was the primary and preferred learning site in the school (P4, P11). Even Mark, who personally could not tolerate classrooms, considered himself an exception to the norm. They did not question why they needed to share their ambitions or life situations, i.e., acts of confession, to receive permission to participate in a distance education course (P14). The students echoed a totalization discourse of principals: many students have not developed self-regulation to the extent that they could manage independent study (P22); however, other students can use distance education courses as a way to develop and demonstrate self-regulation (P7).

5.4 Supplemental Findings and Analysis.

This section presents findings and analyses from evidence gathered during the study, but extend beyond those that could be described with the power technique theoretical frame. These are supplemental findings that introduce additional factors that may influence principal and student practices in the context of students choosing external distance education courses.

The first finding is the possibility that school size is a factor in establishing an onsite learning centre. The second finding concerns the relative prevalence of print-based or online distance education courses.

5.4.1 *School size.*

A majority of the principals in this study managed schools with onsite learning centres. A review of the graduating class size data in Table 4.2 shows a possible connection between size and the operation of a learning centre. The four smallest schools, by graduating class size, were Phoebe, Tethys, Saturn, and Zephyr. Of these, only Saturn incorporated a facility for access to external courses. However, Saturn was also different from the other small schools in two observed ways. First, principal Victor was also responsible for the outreach program for adult and alternative students in his town; outreach also served students needing distance education courses. Second, Saturn's outreach program operated out of a separate space two blocks away from the main building, even though it was part of the Saturn program. For Phoebe, Tethys, and Zephyr, the local outreach program was administered separately. This observation suggests that the Functional Site power technique may only be a viable strategy in connection with scale and scope of service.

The relationship between support for distance education as measured by the Phase 1 survey, and the presence of in-school learning centres, is tenuous. Three principals had lower

distance education support scores than the mean: Malcolm, Terri, and Paul. However, Malcolm's school featured the most strongly supported learning centre among Phase 2 participants. Terri and Paul also had small schools, supporting school size as an influencing factor.

5.4.2 *Prevalence of print or online delivery.*

The nine schools in this study demonstrated little consistency in the prevalence of print-based or online distance education course delivery used in their schools, based on interview data. The blend of delivery methods spanned a continuum from Mercury School's primarily online Cyberschool to Titan School's exclusive use of print booklets. Zephyr School appeared to be the middle school on the continuum, blending both approaches.

Four schools appeared to be print dominant: Ether, Saturn, Titan, and Venus. Victor explained his preference for booklets, saying, "We haven't had too many positive experiences with our online environment. I don't think there's been the stress or the importance put on online learning, as there has been on, you know, being in the classroom" (Saturn, p. 4). At Venus School, where the onsite Learning Centres was in its first year, Scott signalled his intent to move towards more online delivery:

Well, I think more access to some good quality online learning resources, like Moodle, like Moodle courses. I think, I think that's probably the direction we should go. I don't think there's going to be, we're not going to completely dispatch with the paper – pen and paper modules – I think there's always going to be a place for that. But I really see, for these to be successful, that a kind of an online learning environment is probably where to be. (Venus, p. 8)

One limitation for Venus was that the Learning Centre did not have its own computers to access

online courses, placing pressure on the other computer labs in the school for access.

Four schools seemed to favour online courses: Mars, Mercury, Phoebe, and Tethys. The onsite learning centre at Mercury School is named 'CyberSchool' to reflect the dominance of online delivery, although it provides a few print courses:

The majority are online, but we do have print as well. The psychology courses that we do through distance learning are all print. The new math curriculum, we found that they offer both, like Alberta Distance Learning offers both print and online, and some of the math students have found it easier to do the print rather than the online. (Mercury, p. 28)

This latter comment also unveils a related finding in this study -- the Alberta Distance Learning Centre (ADLC) was the dominant non-exclusive external provider of supplemental distance learning courses to the nine schools. Cited reasons included: (a) an attractive funding model, where the province funded both the enrolling school and ADLC, (b) the wide selection of courses available with ADLC teacher support, and (c) courses were available in both modalities. The Alberta government recently initiated a review of ADLC and other distance education programs and services (Alberta Education, 2014). Decisions arising from that review would likely change the broad pattern of power techniques and associated practices that were observed in this study.

These findings suggest that schools are working towards increased online learning options, but not quickly or evenly. Reasons mentioned by principals for slow adoption included lack of access to equipment, concerns over quality relative to classroom experience, lack of course availability in online format, and convenience of course booklets.

5.5 Summary of Analysis

The findings in Chapter 4 and the analysis in this chapter offer the following theoretical

generalizations to the theoretical propositions (Yin, 2009) that shaped the research question and subquestions. First, how principals of conventional high schools in Alberta respond when students can choose supplemental courses from external distance education providers can be described and understood through a framework of power relations, techniques, and practices – in this case, Michel Foucault’s power/knowledge theory. Second, from the application of Foucault’s framework in this context, additional generalizations emerged on the path to answering the research questions.

In answer to the sub-question concerning power relations, techniques and practices within three power domains – disciplinary, governmentality, and pastoral - constituted complex and multiple flows of power between the principals and students in this study. The profile of power operating through principals was different from the student profile. In principals, disciplinary power predominated, indicating that the production of disciplined subjects prevailed over developing autonomous citizens, i.e., both developmental goals were underway, but at different degrees of emphasis. Students experienced disciplinary power and pastoral power in equal measure, generally as targets. Without recourse to techniques and practices, these findings indicate that student course choice operated in a primarily disciplinary regime, but students placed greater relative weight on the autonomy and future opportunity it represented.

Principals experienced a broader variety of power techniques and associated practices than the students did. For principals, several power techniques mattered more in this context than others -- normalizing, enclosure, police, and individualizing instruction – although these four frequently operated in polyvalence with other techniques. The discourses associated with normalization included: (a) students should graduate, (b) students should have choices, and (c) classroom learning is preferable to distance education, except in special circumstances. Through

enclosure practices, principals institutionalized access to distance education courses to retain full control of the student. Police practices that mattered most to principals had the provincial funding model as their object. By offering an internal process to access distance education courses in response to the external course enrolment option, principals also engaged in individualized instruction practices for students needing educational programming that the school could not supply. Furthermore, offering course choice in this fashion was also a polyvalent practice within the power techniques enclosure, normalization, curriculum, and freedom.

Course choice was found to be the dominant power practice that students experienced in this study's context, always through the institutionalized processes that the schools established to provide access to external distance education courses. Course choice in this context constituted students as both targets and conveyors of power as they made individualized choices from provincially approved curriculum through additional power practices that the school established to regulate access.

The findings from Chapter 4 and the analysis in this chapter are localized to the study's participants and schools. However, the thick, rich descriptions of the nine cases, the broader patterns that emerged in the cross-case findings, and this analysis offer opportunities for further research and implications for policy-makers, practitioners, and students/parents.

Chapter Six: Implications and Conclusion

This study used Foucault's disciplinary, governmentality, and pastoral power/knowledge framework to describe how nine principals of conventional schools in Alberta responded in a context where students were allowed to enroll directly in external distance education courses. This section presents implications and recommendations from this research for scholars, policy-makers, practitioners, and students and parents. The findings in this study led to observations that may spark further scholarly inquiry, and to implications for policy-makers, school leaders, and students and parents.

6.1 Implications for Scholars of Leadership, Power, and Distance Education

The scholarly community has identified the need to explore the power mechanisms associated with leadership (Greenfield, 1998; Gronn, 2003; Niesche, 2013). This study followed Foucault's recommendation to focus on practices and perceptions of practice as relevant factors (Foucault & Gordon, 1980). By doing so, it demonstrated that Foucault's power techniques may be used to provide an atypical but empirical approach to studying leadership. As Niesche stated, "this works against the models of leadership that stress particular traits or characteristics of 'good leadership' or 'what counts' in school effectiveness and improvement, thus casting a different line of thinking about school leadership practice" (2013, p. 149). Principals have many contexts within which to practice leadership acts, thereby presenting researchers with numerous opportunities to describe and understand practices through a power lens.

Foucault's first published essay on governmentality power (Foucault, 1991) led to a new academic discipline of governmentality studies, extending occasionally to education (Miller & Rose, 2008; Niesche, 2013; Senellart, 2007). The recent translation of Foucault's series of lectures unfolded even more concepts, such as pastoral power, thereby supporting additional

academic debate and research based on Foucault's evolving thinking, and upon related academic commentary (Niesche, 2013; Senellart, 2007). For example, the catalogue of disciplinary, pastoral, and governmentality techniques used in this study drew upon a selection of Foucault's works (Foucault, 1977; Foucault & Gordon; Foucault & Hurley, 1990; Foucault et al., 2007) that could be further expanded, debated, and refined in more research on the connections between power and leadership.

Foucault's common analytical methods are referred to as archaeology and genealogy (Jardine, 2005). The magnitude of controversy and rhetoric surrounding the recent increase in distance education, especially online learning, suggests external course choice as a candidate for either archaeological or genealogical analysis. For example, an archaeological investigation could seek to describe and explain the historical evolution of virtual schools in the United States as a phenomenon of social/technical influences, including communications technologies and educational reform (hypothetically speaking, because the findings of such a study would include identifying the influences). A genealogical study would also seek to discover these historical influences, but through the added analytical lens of power knowledge/relationships between actors involved in promoting, implementing, and participating in external course choice contexts.

This study specifically addressed distance education course choice for high school students as a phenomenon. The individual cases illustrated local responses within a particular jurisdiction, and the analysis showed that principals adjusted their practices to respond in both unique and general ways. Although comparative policy reports exist (Barbour, 2012; Watson et al., 2013), the expansion of distance education course choice legislation and policy highlights the need for additional empirical research into the effects of course choice on school leadership practices in various settings.

6.2 Recommendations for future research in this context.

The theoretical generalizations in Chapter 5 provide the basis for a future research program. The first reason draws from Yin's (2009) distinction between literal and theoretical replications in light of this study's limitations and delimitations. The second reflects the post-structural perspective that something is always different from something else (Stone, 2005), implying that every replication should provide new understanding. Two types of recommendations for replication studies are presented here: changes to method and expansion in scope. The first addresses limitations, the second takes on delimitations.

The main suggested method changes pertain to using students as subjects. This study about principal leadership included two types of student participants at most Phase 2 schools, an interviewee and online survey respondents. The interviewees, under more controlled conditions, provided richer data than the survey respondents did. Future replications of this study should consider ways to provide more robust student data. Ways to accomplish this include additional student interviewees or using student focus groups. By design, student data collection in this study was secondary to the principal's data in each case. Future studies should improve the balance between principals and students in data collection design to provide richer evidence to answer the research subquestions about student discourses and practices.

The first change to expand scope would be to include more members of the school community. Principals and students in this research represented only two nodes in a school's power/knowledge network. Leadership responses to student requests for external courses also affect counselors, teachers, other administrators, school division leaders, and parents.

The second adjustment in scope would be to research power techniques in other types of schools. Principals in metropolitan centres such as Edmonton and Calgary exist in environments

where students have realistic choices between schools in addition to external course options. Further, principals of outreach centres, distance education providers, special population schools, and very small schools will exist in contexts associated with different power techniques, with the same techniques associated with different practices, or with variations in degree.

Replicating the study in another province or state represents a third change in scope. By maintaining the other delimitations in the current study, any changes in result patterns could represent differences in governmentality practices and discourses, but these could also be associated with different norms.

As mentioned in Chapter 5, the Alberta government recently initiated an external review of distance education programs and services in the province (Alberta Education, 2014). The implementation of the external review recommendations will provide an opportunity to replicate this research in a potentially altered context within the same jurisdiction.

From the possibilities suggested here, two studies seem most appropriate. The first of these would be to conduct new case study research in Alberta that incorporates the larger metropolitan areas of Calgary and Edmonton and the province's new distance education policy changes. This study would provide scholars with urban-rural comparisons within a common provincial policy framework, along with insights into how recent changes in *governmentality/policy* techniques may change discursive/nondiscursive practices. The second study would also be multiple case study research in another state or province that does not have legislation or policy that allows students to enrol directly with external distance education providers. Of particular interest in this study would be the degree to which apparent lack of choice affects student expressions of power.

6.3 Implications for Policy-makers

Education policy rarely targets students directly, but instead creates conditions that influence student experiences and outcomes. One of the exceptions, as in the Alberta situation, is establishing an entitlement. In this study, the province created an entitlement for secondary school students to enroll directly with distance education providers, without permission from the local school. The principals in this study did not support the entitlement in the way the policy intended, but instead used other policies to create an alternative mechanism for choice. The students were generally unaware of the provincial policy, although some thought it possibly helpful when it was described to them. Overall, the provincial policy seemed irrelevant to the students in this study because the school supplied adequate classroom and distance learning choices instead. The schools' discourses and practices about course and program choice occluded reference to a higher authority. For policy-makers, this could mean adopting an approach based on setting standards and monitoring outcomes about student experiences, and disseminating information about practices that lead to the desired results.

The observations from this study suggest that a policy framework designed to provide students with a wide range of course choices should encompass distance education offerings facilitated through the bricks and mortar schools that students are attending, rather than focusing on direct access to external providers. Principals resisted the policy that focused on direct enrolment with external distance education providers because it appeared to draw away resources, reduced control over student outcomes without reducing accountability, and introduced administrative complications. The internal facilitation strategy appeared to increase a principal's power to achieve results, whereas the external provider strategy reduced it. This research generated the following observations pertaining to a choice strategy:

- Establish choice as a norm by incorporating it into accountability frameworks with statistical and evaluative outcomes.
- Support numerous and credible course choices for students through one or more distance education providers.
- Allow bricks and mortar schools to own the enrolments and corresponding funding allocations of students taking external distance education courses.
- An individual student is not the same as a full-time equivalent (FTE); therefore, choice includes the capacity to study as many courses as time and talent permit.

These results do not necessarily mean that jurisdictions should prevent students from enrolling directly with external distance education providers. Direct enrolment provisions appear to help establish access to distance education as a norm, and to motivate principals to develop internal approaches that may be more effective. However, a choice model based exclusively on direct enrolment with providers will likely generate resistance from many school principals, and require policy-makers to use information dissemination channels to parents and students that do not rely on school administrators or counselors.

The principals expressed a strong classroom-first bias, indicating that any framework that positioned distance education courses at the same quality level as classroom learning would meet with significant resistance. Positioning the many ways in which distance education reduced other program and administration challenges appeared to fit how principals constituted themselves as school leaders.

6.4 Implication for Practitioners

This study generated two categories of implications for practitioners. The first category attends to leadership practices in the context of a particular distance education environment. The

second category speaks to understanding the effects of power techniques in principals' power/knowledge relationships with students.

6.4.1 *Implications for practice.*

The administrators in this study described numerous ways in which access to distance education utilizes, expands, and magnifies power relations to create productive individuals. They also identified strategies for incorporating distance education offerings into expanded program options.

One of the strongest implications for practitioners interested in expanding choice is to consider creating a specialized learning centre in the school to coordinate access to external courses. As a strategy, the learning centres in this study integrated the *enclosure, partition, and functional sites* disciplinary techniques to address *timetable* issues, improve *surveillance*, and expedite *documentation*. A learning centre created a space where students had more *freedom* of choice in otherwise unavailable courses, and where the range of additional courses and the alternate learning environment supported *individualizing instruction*. Schools with internal learning centres reported fewer instances of students directly enrolling with distance education providers, because the students had no need to. Without a centre, providing an internal process to provide student access to distance education courses brought similar benefits, but on a smaller scale.

Providing students with a broader range of course choices seemed to make positive contributions to student graduation rates and to satisfaction with school program ratings. Cost-benefit observations from study participants, under Alberta's funding model, landed on the benefits side, although not always clearly. In some schools, the educational and social benefits justified actual net costs, but other principals reported such benefits in addition to real net

revenues.

Most of the principals in this study instigated mechanisms to consult with students on practices, policies, and program options, ranging from formal councils to periodic pizza forums with students selected at random. This did not guarantee direct interaction between a principal and each student, because only one student had participated in these – Sandra was on Saturn School’s leadership council. The students had a general appreciation for their principals’ engagement in the day-to-day affairs of the school. In other words, nurturing student voice and empowering student leadership were ways that principals leveraged pastoral power effects, which in turn appeared to reduce student resistance.

The student data supported providing students with course and program choices as a school strategy. In smaller schools, more of these choices needed to be sourced through distance education schools or outreach centres. The flexibility and personalization that a choice strategy supported seemed to provide students with more confidence about their graduation paths, and reduced resistance associated with irrelevant course options. Students appeared to accept course advising and screening conversations as appropriate, or even beneficial, although from the sporadic student survey responses, there also seemed to be a small group that believed the process should be completely open.

6.4.2 *Implications of power techniques.*

Foucault did not intend his power/knowledge ontology to become a manual of techniques for applying power; his interest in techniques arose from a desire to study and talk about the effects of power (Gordon, 1980). In this research, principals ranked high in the power/knowledge hierarchy. Niesche (2013) stated that:

The school principal, for instance, is constituted through intersecting discourses as they

subject others (for example, teachers and students) through their pronouncements and actions and they are also the target of and subjected to particular leadership, managerialist and disciplinary practices and discourses themselves. (p. 148)

The principals in this study subjected students to practices and were the subjects of other practices without being mindful of the underlying dynamics or effects of power upon their students or themselves.

Just as Foucault used his power construct to understand the constitution of subjects and social institutions, his power techniques provide practitioners with tools for mindfulness about the effects of their practices upon subjects. For example, in this study, an observed norm was that classroom learning was better than distance education. An understanding of power techniques might challenge a principal to question whether the norm represented a form of subjugation in the development of useful subjects, or instead represented a supportive environment that fostered self-reliant participants in contemporary society. For practitioners, power technique awareness would assist in understanding the relationships between norms, acts of resistance, and social expectations for students. More broadly speaking, the power techniques provide tools to understand the connections between social purposes, principals' identities as subjects, and discursive/nondiscursive actions.

6.5 Implications for Students and Parents

The implications of this study for students and parents are associated with the main research question regarding how principals respond when presented with requests for external course choices. Based on these findings, students and parents should expect several responses linked to power techniques:

- *Confession.* This study found that all the interviewed students had undergone confession

experiences to access internal or external courses. This implies that an administrator, counselor, or teacher may need to hear a rationale for an alternative to the student's timetabled program. This may be accompanied by a need for *documentation*. This is not necessarily obstructive, but the school may wish to propose its own options.

- *Normalization*. From the findings, administrators viewed classroom-based instruction as a better experience for most students. Therefore, school staff may suggest other classroom options before looking at off-site programming.
- *Enclosure*. If a school had an onsite learning space specifically designed to support access to online courses, this study found that school personnel arranged for the student to participate there. If the school did not have a special area, personnel still coordinated arrangements with an external provider, but the student undertook coursework in the library or another supervised area. Based on these findings, expect school personnel to resist direct enrolment with an external provider and redirect to an internal service.
- *Individualizing instruction*. The interviewed principals were interested in seeing every student succeed, and believed that program and course choices support that success. In Alberta, they were also expected to provide diverse learning opportunities through the accountability framework. As a result, they accepted distance education courses as an important mechanism to support choice, but within the conditions previously mentioned.

Based on results in this study, students and parents should not expect that a principal or her colleague would reveal every option that government or school division policy permits. She would likely provide information about competitive or external course options if specifically asked, but would not necessarily volunteer it. Further, a principal may not support direct enrolment in an external course with the same degree of school assistance as would be provided

for a course arranged through the school. For the principals in these case studies, their responses and practices appeared to reflect sincere interest in the student's success, but they would not yield completely to an individual student's specific desires due to perceived risks to the student or to the school.

6.6 Summary of Implications

This study's findings and analysis advance understanding of the complexities of principal and student power relationships in the context of high school students being allowed to choose external distance education courses. This chapter offered multiple implications for scholars, policy-makers, practitioners, and students and their parents.

For scholars, this study offers validation for conducting empirical research into the effects of Foucault's power techniques on subjects in educational settings. Furthermore, Foucault's lenses shift the emphasis of leadership research away from describing characteristics and towards what leaders do and say in a context, i.e., their discursive and nondiscursive practices. For distance education scholars, this study points to fertile research material on the demand (recipient) side of supplemental distance education course delivery, moving beyond the typical descriptions and analyses of pedagogy and achievement on the supply (provider) side.

For policy-makers, the individual case findings reported here reinforce the importance of knowing the actual effects of policy on subjects in specific settings, such as found in this case, where schools established internal learning centres or implemented other practices to capture the enrolment locally, while still providing students with external course choices. This study also found that developing and reinforcing norms through multiple power techniques may produce desirable outcomes more effectively than proclamations alone. For example, in Alberta, the policy statement, funding model, curriculum structure, accountability framework, and

parent/student expectations for choice were all practices that sustained the norm that students should be able to choose supplemental distance education courses. At the same time, providing this freedom to choose plays a role in the development of autonomous subjects working towards social goals, which is the principle aim for governmentality power.

Practitioners may be more interested in the specific discursive and nondiscursive practices used in particular cases or that were found in multiple cases. Two practical suggestions offered for consideration are: (1) the social and educational benefits of allowing students to make choices through the school appear to outweigh the additional costs; and (2) creating a separate *functional site* within the school, often referred to as a learning centre, appears to improve the effectiveness of distance education courses. However, the more important implication for practitioners is the value of the power techniques as a toolkit for mindfulness about leadership practices and educational intents for students, i.e., do specific practices target students as future disciplined and productive subjects, or do they have as their ends the construction of autonomous individuals in a democratic society, or even both at once.

The main implication for students and parents is that principals and other school staff members will respond to queries about course choices in the context of local norms. In many cases, principals will not share everything needed to make a fully informed decision, but they will commonly offer alternative options that meet the parents' or students' needs. These responses occur because principals are reluctant to allow practices that they perceive will be detrimental to the student or to other students.

6.7 Conclusion

In 2011, when Alberta high school students could choose supplemental courses from external distance education providers, the nine principals in this study were found to respond

through discursive and nondiscursive practices to retain these students as subjects entirely under the principals' authority. Through the theoretical lenses of Foucault's power/knowledge framework, specifically his disciplinary, governmentality, and pastoral power constructs, this study found that the school leaders in this context experienced power relationships differently from students, in variety and intensity. Principals conveyed power, and were targets of it, through a broad suite of power techniques. Students experienced a more limited range, however. Disciplinary power techniques most predominately described principals' practices. Student accounts confirmed being the targets of disciplinary techniques, but students also experienced pastoral power techniques to the same extent as disciplinary power techniques.

Each case study provided rich, thick descriptions of the capillary effects of power techniques and practices on principal and student subjects. However, cross-case analysis identified predominant and common power technique practices and discourses that constituted a more general social pattern among the cases. For most of the practices associated with principals in this context, the school leaders were conveyors of power. From the principal data findings, the most significant school leadership practices affecting students were: (a) institutionalizing access to distance education courses through the school; (b) supporting course and program choice to increase graduation rates, keep students busy, earn credit funding from the province, and address the life and learning needs of specific students; and (c) assigning students to the classroom option, except in special situations, if both distance education and classroom options were available.

The student data findings, however, unfolded a simpler pattern of practices. For the majority of practices associated with students, the learners were targets of power, although in choosing courses, students were simultaneously conveyors (through freedom to act) and targets

(within approved provincial curriculum). Three practices aligned synergistically around course choice: (1) the province, through the school (including its distance education brokering) offered numerous approved programs and choices (*curriculum*); (2) students chose classroom and distance education programs or courses they needed or that represented interests (*freedom*); and (3) the school accommodated special life circumstances or learning requirements through classroom and distance education offerings (*individualizing instruction*).

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Appendix A: Phase 1 Principal Survey

Survey Introduction and Informed Consent

You are invited to participate in a survey that asks Alberta secondary principals about their leadership characteristics and their perspectives on online distance learning courses, sometimes referred to as supplemental virtual school courses. The purpose of the study is to explore the relationship between secondary principals' leadership characteristics, their opinions concerning online distance learning courses, and how these are shaped by a specific provincial policy (i.e., students over the age of 16 that are enrolled in regular schools are also allowed to enroll in distance education courses without the permission of the local school).

This research is being conducted to fulfill requirements of a Doctor of Education degree in Educational Leadership from the University of Calgary. Your answers will be used primarily for the dissertation project, and retained for follow-up research. The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

If you agree to participate, I ask that you complete this web-based survey that will take about 20 minutes (findings below). Responses will be logged, so that reminder notices are not sent to participants who have responded, but also to identify a smaller group of principals to continue with the second phase of the study. The survey incorporates an access code to maximize confidentiality and anonymity.

Participation in this first phase of the study is voluntary, confidential, and anonymous. You and your school will not be identified by name. You may refuse to participate, refuse to answer any questions or withdraw at anytime. If you do not wish to respond to particular questions, please skip over them. Data from partial surveys will be retained for analysis.

Data Security

The online survey is being administered by SurveyMonkey®, an American software company. As such, your responses are subject to U.S. laws, including the USA Patriot Act. The risks associated with participation are minimal, however, and similar to those associated with many e-mail programs, such as Hotmail® and social utilities spaces, such as Facebook® and MySpace®.

The SurveyMonkey data will be exported to data analysis files on the secure (password protected and encrypted) University of Calgary Webdisk service, then deleted from Survey Monkey within 3 months of final survey submission. The researcher's supervisor will also be able to access from this location. The Webdisk service will be the primary file storage area for this project.

Working files will be located on the applicant's employment workstation (provincial government issue, password/biometric log-on to use workstation, SSL encrypted network). Data folders for this project will be assigned additional encryption. A secure portable USB drive (password protected, encrypted) will be used for transporting files that cannot be sent over network, or to work on other computers. No data will be stored in other network drives or local workstation drives. Hard-copy Files will be kept in a locked desk drawer at researcher's work site and

transported in a lockable briefcase.

Data collected for this research will be stored indefinitely, and will be shredded or permanently erased when no longer required.

Questions/Concerns

If you have any further questions or want clarification regarding this research and /or your participation, please contact:

Tim Winkelmanns
Graduate Division of Educational Research/Faculty of Education
250-356-7039, ptwinkel@ucalgary.ca

And

Dr. Eugene Kowch,
Graduate Division of Educational Research/Faculty of Education
403-220-5636, ekowch@ucalgary.ca

If you have comments or complaints about your participation, please contact the Senior Ethics Resource Officer (rburrows@ucalgary.ca, 403-220-3782).

Completion of the survey indicates your consent to participate in this research. There are no known risks to participating in this Phase 1 research survey.

The survey will be available for your response until **Month/Day/2010**. The survey has multiple pages, and you do not have to complete the survey in one sitting.

You can indicate consent preferences below. "Not Sure" indicates that you would like to postpone a decision on further participation until Phase 2 begins.:

1. **Please enter your access code here** (To avoid typing errors, please copy and paste the access code from your e-mail). _____

2. Please select your choice below.

Clicking on the "agree" button below indicates that:

- you have read the informed consent information
- you voluntarily agree to participate

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

_____ Agree
_____ Disagree

Pt. 1: Demographic Information

Please check the appropriate response for each item.

1. My gender is

- Female
- Male
- No Response

2. My educational experience is

- 30 or more years
- 20 to 29 years
- 10 to 19 years
- Less than 10 years
- No Response

3. My highest earned academic degree is

- Bachelor's
- Master's
- Doctorate
- Other (specify) _____
- No Response

4. My experience in education administration and leadership (vice-principal, principal, or higher) is

- 15 or more years
- 10 to 14 years
- 5 to 9 years
- 2 to 5 years
- Less than 2 years
- No Response

5. My administrative experience at my current school is

- 15 or more years
- 10 to 14 years
- 5 to 9 years
- 2 to 5 years
- Less than 2 years
- No Response

Pt. 2: Self-Assessment of Servant Leadership Profile

This instrument was designed for individuals to monitor themselves on several leadership characteristics. Please use the following scale to indicate your agreement or disagreement with each of the descriptors of your leadership.

1	2	3	4	5	6	7
Strongly Disagree		Undecided			Strongly Agree	
(SD)					(SA)	

For example, if you strongly agree, you may circle 7, if you mildly disagree, you may circle 3. If you are undecided, circle 4, but use this category sparingly.

	SD						SA
1. I am genuine and candid with people.	1	2	3	4	5	6	7
2. I learn from subordinates whom I serve.	1	2	3	4	5	6	7
3. I am willing to make personal sacrifices in serving others.	1	2	3	4	5	6	7
4. I genuinely care for the welfare of people working with me.	1	2	3	4	5	6	7
5. I consistently encourage others to take initiative.	1	2	3	4	5	6	7
6. I have great satisfaction in bringing out the best in others.	1	2	3	4	5	6	7
7. My leadership is based on a strong sense of mission.	1	2	3	4	5	6	7
8. I am very focused and disciplined at work.	1	2	3	4	5	6	7
9. I usually come up with solutions accepted by others as helpful and effective.	1	2	3	4	5	6	7
10. I lead by example.	1	2	3	4	5	6	7
11. I am willing to sacrifice personal benefits to promote group harmony and team success.	1	2	3	4	5	6	7
12. I am willing to have my ideas challenged.	1	2	3	4	5	6	7
13. I practice what I preach.	1	2	3	4	5	6	7
14. I readily admit when I am wrong.	1	2	3	4	5	6	7
15. I have a heart to serve others.	1	2	3	4	5	6	7
16. Many people come to me with their problems, because I listen to them with empathy	1	2	3	4	5	6	7
17. I continuously appreciate, recognize and encourage the work of others.	1	2	3	4	5	6	7
18. I invest considerable time and energy equipping others.	1	2	3	4	5	6	7
19. I am able to inspire others with my enthusiasm and confidence for what can be accomplished.	1	2	3	4	5	6	7
20. I am able to motivate others to achieve beyond their own expectations in getting a job done.	1	2	3	4	5	6	7
21. I try to match people with their jobs in order to optimize productivity.	1	2	3	4	5	6	7
22. I often demonstrate for others how to make decisions and solve problems.	1	2	3	4	5	6	7
23. I encourage cooperation rather than competition through the group.	1	2	3	4	5	6	7

24. I place the greatest amount of decision-making in the hands of those most affected by the decision. 1 2 3 4 5 6 7

Pt. 3: Distance Education Survey

Alberta government policy allows secondary school students over the age of 16 to enroll in external distance learning courses in addition to the courses they take at your school. These questions apply to any credit-earning distance education (DE) courses in which students in your school enrolled, either from your own school division or an outside organization, including Advanced Placement or college-level courses.

Please identify your **level of agreement** with the following statements about external online DE courses.

	SD	SA
1. My school communicates the provincial DE policy to eligible students.	1 2 3 4 5 6 7	
2. DE courses fulfill an important educational need for my students.	1 2 3 4 5 6 7	
3. I support the provincial DE policy for students over the age of 16.	1 2 3 4 5 6 7	
4. I allow student taking DE courses to work on them while at school.	1 2 3 4 5 6 7	
5. DE courses are comparable in quality to face-to-face instruction.	1 2 3 4 5 6 7	
6. Students prefer DE course activities to face-to-face activities.	1 2 3 4 5 6 7	
7. DE courses allow students to personalize their learning.	1 2 3 4 5 6 7	
8. DE courses are appropriate when qualified teachers are not available in my school to teach face-to-face courses.	1 2 3 4 5 6 7	
9. DE courses are appropriate for Advanced Placement or post-secondary courses that also provide high school credit.	1 2 3 4 5 6 7	
10. DE courses are appropriate to help reduce scheduling conflicts for students.	1 2 3 4 5 6 7	
11. DE courses are appropriate for allowing students who fail courses to take them again.	1 2 3 4 5 6 7	
12. Students at my school have access to technologies that allow them to take online DE courses.	1 2 3 4 5 6 7	
13. Provincial funding rules allow me to support students taking external DE courses.	1 2 3 4 5 6 7	
14. School division funding rules allow me to support students taking external DE courses.	1 2 3 4 5 6 7	
15. Provincial educational policies allow me to support students taking external DE courses.	1 2 3 4 5 6 7	
16. School division policies allow me to support students taking external DE courses.	1 2 3 4 5 6 7	

Appendix B: Phase 2 Principal Semi-structured Interview Protocol

Case Identity (pseudonym): _____

1) Introductory Remarks (in advance by phone and reviewed at interview)

- a) Confirm convenience of time
- b) Present researcher credentials
- c) Purpose of research: principal leadership characteristics and DE attitudes within context of specific Alberta policy
- d) Review & confirm informed consent
 - i. discussion of minor risks re student survey
 - ii. permission to record
 - iii. stop at any time
 - iv. do not have to answer any question
 - v. responses are kept confidential
 - vi. opportunity to review transcript

2) Context Questions

- a) School:
 - i. variety of programs
 - ii. demographic trends
 - iii. academic trends
 - iv. student aspirations
- b) Principal:
 - i. How training and experience prepared for current role

3) Leadership

- a) Describe your strengths as a leader:
- b) Describe your challenges as a leader
- c) How would you (or did you) go about creating and implementing a vision and mission for the school?
- d) This study is looking at a form of leadership which places the needs of constituents (students in this case) ahead of the needs of the leader or the organization.
 - i. How does this fit with your approach?
- e) Student interactions, policies, and opportunities
- f) Other stakeholder interactions, policies, and opportunities
- g) What role does the school division play in your ability to be a school leader?
 - i. How are you empowered?
 - ii. How are you constrained?
- h) What else would you like to tell me about your role as a leader here?

4) Distance Learning and alternatives

- a) What are the benefits of distance learning courses
 - i. For students?
 - ii. For your school?

- iii. For you as a leader?
- b) What are the drawbacks or challenges of distance learning courses
 - i. For students?
 - ii. For your school? (ask about funding)
 - iii. For you as a leader?
- c) How would improvements in the quality of DE courses influence your responses to students who wish to take them?
- d) How much choice do your students have in selecting alternatives?
- e) How does the course or program advising function work in the school?
 - i. Relationship to principal's role
- f) Are students satisfied with the options made available to them, and how do you know?

5) The Alberta Ministry policy – (students who are 16 years old or older can enrol in distance learning without the principal's permission)

- a) How are students informed of the policy?
- b) If students were(are) aware of the policy, to what extent would(do) they act upon it?
- c) Would exercising this choice be beneficial to students? Why or why not?
- d) How would students using the policy to choose courses affect your role as a leader and administrator in this school?

Appendix C: Phase 2 Student Semi-structured Interview Protocol

Case Identity (pseudonym): _____

1) Introductory Remarks (in advance by phone and reviewed at interview)

- a) Confirm convenience of time
- b) Present researcher credentials
- c) Purpose of research: case study of school operations and distance education opportunities
- d) Review & confirm informed consent
 - i) permission to record
 - ii) stop at any time
 - iii) do not have to answer any question
 - iv) responses are kept confidential
 - v) opportunity to review transcript

2) Context Questions

- i) General perceptions of school
- ii) Student's history with or awareness of DE courses.
- iii) General perceptions of principal
- iv) School and post-graduation ambitions

3) Leadership

- a) In what ways does the school support or empower students to achieve their goals and ambitions?
- b) In what ways has it supported you?
- c) How could the school be more supportive or empowering?

4) Distance education (DE) and alternatives

- a) **To you, what is the difference between online courses and distance education courses?**
- b) **What happened when you asked about taking a DE course?**
 - i) Who did you talk to?
 - ii) Were you encouraged or discouraged?
 - iii) What was the outcome?
 - iv) What were the reasons for the outcome?
 - v) What was your reaction?

- c) **What do you think about the quality of DE courses?**
 - d) **Do you think students prefer FTF courses over DE courses? Please elaborate.**
 - e) **Alternative programs.**
 - i) What access do you have to these or other alternative programs?
 - ii) How do these options operate in your school, (if available)?
 - iii) How much choice do you have in selecting alternatives?
 - iv) Are you satisfied with the options available to you? Why or why not
- 5) **Ministry DE policy** – (students who are 16 years old or older can enroll in DE without the principal’s permission)
- a) If you were (are) aware of the policy, would it have changed your experience as a student in the school? How?
 - b) Would exercising this choice be beneficial to you? To other students? Why or why not?
 - c) How would students using the policy to choose courses affect the school?
 - d) In your opinion, describe the appropriate balance between students’ needs and the schools’ needs.
- 6) **Do you have any other comments you would like to add about DE courses for secondary school students?**
- 7) **Would you like to add anything to earlier answers?**
- 8) **Closing Remarks**
- a) Thank you
 - b) Reminder that participant will have opportunity to review interview transcript

Appendix D: Phase 2 Staff Member Semi-structured Interview Protocol

Case Identity (pseudonym): _____

1) Introductory Remarks (in advance by phone and reviewed at interview)

- a) Confirm convenience of time
- b) Present researcher credentials
- c) Purpose of research: case study of principal leadership characteristics and DE attitudes within context of specific Alberta policy
- d) Review & confirm informed consent
 - i) permission to record
 - ii) stop at any time
 - iii) do not have to answer any question
 - iv) responses are kept confidential
 - v) opportunity to review transcript

2) Context Questions

- a) **Interviewee:**
 - i) Overall experience
 - ii) Experience at school
 - iii) Roles in school
- b) **School:**
 - i) variety of programs
 - ii) community context
 - iii) student aspirations

3) Leadership

- a) **This study is concerned with a variant of transformative leadership called servant leadership, which places the needs of others ahead of the leader or the organization.**
 - i) How does this fit with principal's approach?
 - (1) Staff interactions, policies, and opportunities
 - (2) Student interactions, policies, and opportunities
 - (3) Divisional interactions, policies, and opportunities

4) Distance education (DE) and alternatives

- a) **To you, what is the difference between online courses and distance education courses?**

- b) **In general, what happens when a student asks about taking DE courses?**
 - i) What is the general approach? How was this developed?
 - ii) Student considerations
 - iii) School considerations
 - iv) Outcomes and reactions
 - c) **What do you think about the quality of DE courses?**
 - i) Would improvements in the quality of DE courses influence your responses to students who wish to take them?
 - d) **Do you think students prefer FTF courses over DE courses? Please elaborate?**
 - e) **ADLC “team-teaching”, in-division DE courses, or Outreach programs.**
 - i) What access do students have to these or other alternative programs?
 - ii) How do these options operate in your school, (if available)?
 - (1) Student access and awareness
 - (2) Relationship to provider
 - (3) Impact on funding, program, school resources
 - iii) How much choice do your students have in selecting alternatives? Are they satisfied with the options available to them, and how do you know?
- 5) **Ministry DE policy** – (students who are 16 years old or older can enroll in DE without the principal’s permission)
- a) If students were (are) aware of the policy, to what extent would (do) they act upon it?
 - b) Would exercising this choice be beneficial to students? Why or why not?
 - c) How would students using the policy to choose courses affect the school?
 - d) In your opinion, describe the appropriate balance between the students’ needs and the schools’ needs.
- 6) **Do you have any other comments you would like to add about DE courses for secondary school students?**
- 7) **Would you like to add anything to earlier answers?**
- 8) **Closing Remarks**
- a) Thank you
 - b) Reminder that participant will have opportunity to review interview transcript

Appendix E: Phase 2 Online Student Survey

Welcome!

You are being invited to participate in a survey about your perceptions and experiences, if any, about distance education (DE) courses.

If you agree to participate, we ask that you complete this web-based survey that will take about 15 minutes.

Before deciding to participate in this study it is important for you to understand the following:

- Participation in this study is voluntary.
- Participation in the survey indicates your consent to participate in this study.
- You may refuse to participate; you may withdraw at anytime by closing your browser.
- If you do not wish to respond to particular questions, please skip over them.
- If you start the survey and decide not to finish the survey, responses to the questions you answered may still be used in the research.
- Your answers will be used for dissertation and related research.
- Responses to this survey are anonymous and confidential.

Please enter your school's survey code (found on the information notice):

Please indicate whether or not you consent to participate in this study.

Click on the "Agree" button to show that:

- you have read the informed consent information
- you voluntarily agree to participate
- you are at least 18 years of age OR you have the consent of your parent/guardian to participate

Click on the "Disagree" button to decline participation in the study.

_____ Agree

_____ Disagree

Pt. 1: Demographic Data

Please check the appropriate response for each item.

Are you a parent of a student attending this school?

(Note: Parents can "take" this survey to see the questions, but responses will not be used for this study).

_____ Yes

_____ No

1. Gender

Female

Male

2. Your assigned grade level, based on most of your courses

9

10

11

12

3. What birthday do you celebrate in 2011?

Lower than 15th

15th

16th

17th

18th

Higher than 18th

4. Will you graduate this year?

Yes

No

Pt. 2: Distance Education Survey

Alberta government policy allows secondary school students over the age of 16 to enroll in external distance learning courses in addition to the courses they take at your school. These questions apply to any credit-earning distance education (DE) courses. The DE courses may be from your own school division or an outside organization. The DE courses may include Advanced Placement or college-level courses. You do not have to answer any or all of the questions.

Please check the appropriate response for the following items

1. Please describe your DE course history and plans. (Please choose all that apply)

I was not aware that I could take a DE course.

I have taken at least one (1) DE course before this school year.

I am taking at least one (1) DE course this school year

I plan to take at least (1) DE course next school year.

_____ I do not plan to take any DE courses

_____ I have never taken a DE course

Please identify your **level of agreement** with the following statements about external online DE courses.

	SD			SA			
2. DE courses fulfill an important educational need for students.	1	2	3	4	5	6	7
3. DE courses are as good as face-to-face classroom instruction.	1	2	3	4	5	6	7
4. I prefer DE course activities over face-to-face (or I think I would).	1	2	3	4	5	6	7
5. DE courses are appropriate when qualified teachers are not available in my school to teach face-to-face courses.	1	2	3	4	5	6	7
6. DE courses are appropriate for Advanced Placement or college level courses.	1	2	3	4	5	6	7
7. DE courses help reduce timetable problems for students.	1	2	3	4	5	6	7
8. Access to DE courses allows students to take courses that are meaningful to them.	1	2	3	4	5	6	7
9. DE courses are important in allowing students who fail courses to take them again.	1	2	3	4	5	6	7
10. My school usually supports students that want a DE course.	1	2	3	4	5	6	7
11. I should be able to take a DE course without my school administrator's or counselor's permission.	1	2	3	4	5	6	7

Please explain your answer

12. Please describe how access to DE courses has changed (or could change) your experience as a student in your school.

13. In your school, who do you talk to about your course selection options?

14. Did you ever talk to your school administrators about taking a DE course?

_____ No

_____ Yes →b) In the space provided, describe the administrator's reaction when you asked.

15. Do you have additional comments about these questions?

Appendix F: Permission to Use Self-Assessment of Servant Leadership

-----Original Message-----

From: Tim Taylor
Sent: Tuesday, January 5, 2010 8:43 AM
To: Winkelmans, Tim EDUC:EX
Subject: RE: Servant Leadership Study

Tim,

Good to hear from you and to know research on SL continues. You are welcome to use the abbreviated version of the survey I developed for my research. If there is any way I can help you don't hesitate to contact me. My direct office number is xxx-xxx-xxxx.

Thought it might help to have the surveys in a digital format so I have attached Page and Wong's original survey and the shorter one I developed.

Dr. Tim Taylor, Superintendent
Hollister R-V School District

-----Original Message-----

From: Winkelmans, Tim EDUC:EX
Sent: Monday, January 04, 2010 6:02 PM
To: Tim Taylor
Subject: FW: Servant Leadership Study

Dear Dr. Taylor:

Dr. Barbara Martin advised that I contact you, as the IJLE article cited below is based on your dissertation, which I have now sourced (and which would have been useful in my proposal). The article was a key element in my proposal's theoretical framework.

I am a doctoral candidate at the University of Calgary, interested in the relationship between servant leadership characteristics and secondary school principals' responses to

virtual school courses. In my proposed framework and methodology, I expressed an interest in using the 24-item SASL instrument described in the IJLE article referenced below.

I have successfully completed candidacy requirements and am working on my ethics documentation, which needs to include the survey items as per your dissertation appendices.

Taylor, Tim, Martin, Barbara N., Hutchinson, Sandy and Jinks, Michael.
(2007). Examination of leadership practices of principals identified as servant leaders.
International Journal of Leadership in
Education, 10:4, 401 - 419

In my proposed design, the principals in my study will need to complete an additional survey on attitudes/reactions to virtual school courses. Therefore, a servant leadership measure that demonstrates the attributes of the SASL instrument used in your research would be very helpful.

If I need to provide additional details, please let me know.

Thank you for your assistance in this matter.

Sincerely

Tim Winkelmans