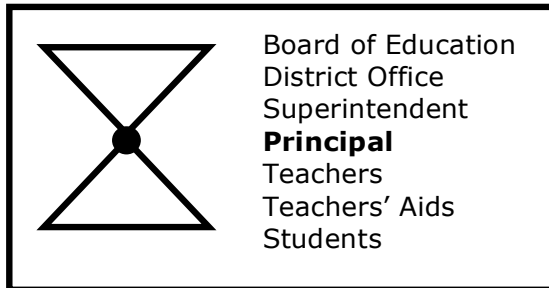


Life History: Principal as Key Informant



The education system according to respondent.

Hypothesis: The respondent's impressions will match those features of his role in the education system that are outlined by my analytical framework. As a corollary to this, the difficulties he lists and the ideals he expresses can both be reduced to (and contextualized by) this same model.

Methodology:

- Construct questions whose underlying intent cannot be deduced by the respondent, and order them in a logic that indicates a different object of research that is by nature open-ended (e.g. journalist's approach, biographer's, etc.).
- Assume that the most striking impressions will be the ones listed first, attempt to rationalize the order and significance of these responses in terms of my larger hypothesis.
- Pay particular attention to the extra layers of discourse implied by choice of words, and incorporate these into observations.

Observations:

- Biggest source of problems (as described by respondent)
 - o Limitation of authority (equal in the eyes of the union)
 - o Parents' inability to understand actual challenges involved in day-to-day
 - o Province's lack of resources to maintain political correct programmes
- Meta-deconstruction
 - o "Today's society expects schools to be all things to all people."
 - o Consistent use of pragmatic language
 - "...too abstract..." (on district office positions)
 - o "... blocking out bureaucratic nonsense as it comes down..." (on his function in the education system)
- Agreement with my hypothesis as reflected in my ethnographic problem?
 - o Misgivings about moving high-school system of discrete courses down to middle-school level; tempted to return to elementary.
 - o Believes school has an active role in acculturating the youth, but indirectly concedes that this goal is obscured through policy.

Analysis: Not everything the respondent described could easily be re-interpreted through my lens. Respondent provided unforeseen causes for key problems that can only be rationalized by modifying my hypothesis.

Conclusion: Old paradigm had its problems too. Who'da thunk it?

