

**School principals conceptions about implementing
Collaborative & Proactive Solutions (CPS) as a way
to develop the school learning environment,
pedagogic leadership and student health care –
a qualitative assessment**

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Abstract

The purpose of this study is to examine school principals conceptions about implementing Collaborative & Proactive Solutions (CPS), during the spring 2016-2018, and if the implementation had an effect on enhanced student health and preventive work in their respective schools, with respect to the schools learning environment, leadership and student health care.

The study is completed at six schools (age 6-15) through interviewing school principals included in the implementation programme during two academic years. The processing of quality data was done with inductive thematic analysis.

The results of this study show that the school principals all experience a change in their school staff, regarding how the teachers view students and regarding the teachers values. The school principals mention that CPS has contributed to a consensus and a common language in dialogue about students and with students. The principals also mention the positive effect of having a method to support them in their pedagogic leadership. Having a method helps them to further anchor existing value base, to get more teachers on track, and also to have “difficult conversations” with staff and parents. The majority of principals even mention that they can distinguish a changed and warmer school climate. Implementing CPS in the school environment has highlighted the importance of high expectations for the principals. Expectations that include staff wearing the attitude that CPS rests on.

The principals describes that the teachers have developed a changed approach and treatment of the students. However, a bit of an uneven dispersion appears. The results suggest that participation in the CPS-implementation has lead to increased teacher-student-relations, but not as much for all teachers. The results show that teachers included in the training have better working tools. These teachers are found to a lesser extent involved in conflicts with their students.

The principals mention that CPS has contributed to a direction in the student health care, where the responsibility for the student health care has been places on the teachers and the team. The principals talks about an increased collegiate cooperation and at the same time less support sought from the principals.

The changed working methods suggest better preparation for student health meetings, and also how the teachers talk about students in these meetings. Principals also describe some difficulties for teachers to maintain this change in acute situations or when they are in some kind of crisis. The working direction towards a more relational (transactional) perspective then falls back to a more categorical (where you see problems within the child) perspective. The principals also express an uncertainty if CPS as far as the implementation has come to date can manage the most challenging students yet.