Abstract

This case study explores the policies, practices, and ethos in one particular Atlantic Canadian school district as they relate to hiring women as school principals. Data were collected and analyzed from interviews with past and present female school administrators in this school district and from documents created by the organization, the provincial teachers' union, and the provincial department of education. In seeking to explain the inequitable gender representation of principals in this school district, power and privilege were identified as the pivotal factors that influenced the organization's policies, practices, and ethos. These factors appear to affect acceptance of differing approaches to leadership, supports in recruiting and training, mentoring, and hiring, and supports to allow women to effectively balance work and family life. These ideas have emerged as the central themes of this study and aid in understanding the impact of power and privilege in the Haddow School District. Recommendations are provided to aid the organization in achieving equitable gender representation among its school principals.