

Australian Principals Federation

President's Message—Julie Podbury



There is an explosion in dissatisfaction from our members regarding the Regional Principal Forums in this issue. I am attending the NE Region Forum. So while considerable discontent has been expressed about the late notice and the cost, especially for the AP's, I want to keep my powder dry regarding the content until I have participated. I think you will all appreciate hearing from Mary-Jean Gallagher, who has driven incredible success in her work improving the outcomes for students in Ontario. The following is from the DET Program, with members feedback elsewhere in this newsletter.

PROGRAM AT A GLANCE

The Regional Principal Forums will enable school leaders to connect, collaborate and explore purposeful direction in ensuring high leverage teaching practices and conditions are in place to maximise student learning growth.

The theme of the 2017 Regional Forums is *Inspired Teaching and Learning: Creating the Education State*. The forums have been designed to excite school leaders through hands-on and collaborative key-notes and workshops.

The focus for Day 1 is how system leaders can transform our education system through collaborating and focussing on excellence in teaching and learning. Through workshops and keynotes concentrating on systemic transformation achieved in London and Ontario, school leaders will reflect on their role and practices in leading excellence in teaching and learning, the importance of their collective role and what they can do in the Education State reform transformation.

Day 2, the focus will be on practical strategies that will deepen the learning culture within a school that will result in significant improvement in student learning outcomes. Through the participation of students and parents, the final segment of Day 2 will explore perspectives and practices that create a positive climate for learning, and effective strategies to engage the parent community.

In this newsletter: This is another opinion and information packed newsletter. A rather excellent article that tries to identify why we are all struggling so much at present, which when combined with members feedback makes for compelling reading. The alert reader is worth being familiar with, and there is a reminder to get your registration in for the Annual Dinner.

Click on the link to the page where the information appears:

- ◇ [Martydom: The problem, cause and solution, Kevin Mackay and Julie Podbury](#)
- ◇ [Annual Dinner and AGM](#) information & registration
- ◇ [Membership information](#), Angela Stefani
- ◇ [goctor—online medical certificates](#)
- ◇ [SRP Consultative Committee Report, May 2107, Kathy Arnold](#)
- ◇ [Members feedback](#)
- ◇ [Initial Teacher Education Framework & Guidelines](#)
- ◇ [Coaching, Mentoring and Support for Principals](#)



Suite 1315A

401 Docklands Drive

Docklands Vic 3008

Tel: +613 8566 7627

email:apf@apf.net.au

TEACHERS FOR REFUGEES

Germany has recruited 8,500 new teachers to teach German to the 196,000 refugees who have entered its education system.

More than 8,000 special classes have been set up in schools to help the new pupils with learning German. A total of 325,000 school-aged children from Syria, Afghanistan, and African countries arrived in Germany in 2015, and the country is likely to need up to 20,000 new teachers to fill the gap in teaching personnel. But the challenge is far larger than simply teaching the foreign students a new language. Many refugee children have lost years of education (2.6 million Syrian children are not in school); some of them don't know a single written language. One in five of the children arriving in Germany as refugees have post-traumatic stress disorder (PTSD) and half have experienced significant trauma.

Written by Hanna Kozłowska, in Quartz, December, 2015

From Hippocampus, an email publication of Principal's Digest

The industrial organisation for the Principal Class

Martyrdom: The problem, the cause and solution? Kevin Mackay & Julie Podbury



It's a shocking habit and many of us are guilty of this "crime" against themselves and their families. It happens because we work in a severely cash strapped organisation that exists for the education of children.

Many Principal Class Employee's (PCE) undertake maintenance and gardening tasks to save a few dollars. Many set aside much needed Professional Development opportunities, to keep the funds for the children and staff.

It is the same challenge faced when needing to delegate roles and tasks to others. How can we delegate when everyone is already working at maximum capacity? PCE's take on more and more and more, as the centre issues more programs and projects and processes. Almost all Principal Class are guilty of this "crime". Why? It is the nature of the types of individuals attracted into education. We care about others, and cannot delegate more to people who are already overloaded. There are two choices: employ someone to do the work or do it yourself. In fact it is our belief that school leadership teams have steadily reduced in size over the last decade, so that funds can be redirected to other needs. Principals and Assistant Principals are increasingly taking on roles that might be better shared with others, if the resources were there.

We are employed to work 38 hours a week, and we all know this job is nearly double that and growing.

We cannot continue in this way. **The EVIDENCE in Ass. Prof. Phil Riley's research points to the need to a solution:**

- **"Take the moral choice of reducing job demands, or increase resources to cope with increased demands. Better still, do both. This will help to increase the level of social capital in schools.**
- **Trust rather than rule educators. Leave the mechanisms for producing the best educators to the educators. This will also increase social capital. Long term increases in social capital helped Finland become the world leader.**

And the benefits will be better outcomes and more effective and potentially longer-serving school leaders. Who wouldn't want that?

We can learn a great deal from how Finland, a country now admired for its educational outcomes, coped with a similar cross-roads moment in their history. At a time of economic difficulty ~40 years ago, they took a powerful and radical decision to invest in their people: the most important resource any country has. The major policy shift Finland collectively decided upon was to depoliticize education. Since then they

have had 20 changes of government, but education was not a political issue and did not feature much in election rhetoric. Then, steadily, Finland became one of the best education systems in the world. It took a long time. It will take time in Australia too. Education systems are simply too complex for quick fixes.

Since Finland ascended to the top of the PISA table at the turn of this century, researchers from many other countries have been trying to find the 'secret' of their success. Local academics, who know Finland from the inside as well as education systems worldwide, such as Pasi Sahlberg, pictured left, suggest that Finland's educational success, along with most other countries at the top of the table, is due in large part to forces outside education directly:

equity, collaboration, creativity, trust-based responsibility and professionalism. This was confirmed by large studies carried out by the OECD. The "highest performing education systems are those that combine excellence with equity" (OECD, 2013). Sahlberg (2015) has also identified the **forces that impede school system improvement: competition, standardization, test-based accountability, de-professionalization and school choice. These forces are all on the increase in Australia**, and in many other countries (Sellar & Lingard, 2014), in the absence of evidence of long-term positive effect.

Sahlberg's (2015) *"Finnish Lessons ...* portrays an alternate universe, one that respects educators and enables them to do their best work, one that recognizes that society has an obligation to ensure the health and well-being of children. Sahlberg knew that the Finnish story stood in sharp contrast with what was happening in the United States and other countries" Diane Ravich (2015, Foreword, para 8).

If Australia were to adopt a similarly courageous decision to the one Finland took five decades ago, and use the best minds in the country to develop, elaborate and evaluate effective, context-derived, educational policy in a cycle of continuous improvement, we could expect to achieve similar national gains. However,



"Short-term political cycles coupled with heavily politicized educational stand-points from major parties, has led to slogans rather than policy and short-term interventions open to further politicization and polemic. This is no surprise. Politicians are experts in politics not education."

Associate Professor
Phillip Riley, ACU

The industrial organisation for the Principal Class

Australia's mix of 3- and 4-year political cycles that intersect across states, territories and nationally does not lend itself to the development of long-term solutions or long-term evaluation and promulgation of best practice, so we must start with the fundamentals. If we do not, we are simply deluding ourselves that we can effect significant change.

Short-term political cycles coupled with heavily politicized educational standpoints from major parties, **has led to slogans rather than policy and short-term interventions open to further politicization and polemic.** This is no surprise. Politicians are experts in politics not education. For Australian education to progress, we need the healthy clash of ideas in a complex discussion where experts and communities share the common goal of making schools the best places for our children; giving them the best opportunities in life. This would also provide the nation with sustainable, social and therefore economic benefit. Depoliticizing education would allow conversations aimed at building cases for change with highest quality evidence drawn from many sources and not driven by short-term political advantage. As the Finns realized, education is far too important for that.

The evidence from this report and many other studies carried out by the research community demonstrate that the successful ingredients to a continuously improving system that are abundant in Finland are generally diminishing in Australia, not growing. However, the good news from this project is that this is not universally true. The social capital data in particular show that many Australian schools, from all sectors, states and territories, right around the country have been able to thrive despite the issues outlined in the main report. We need to learn from these schools and rapidly mobilize the knowledge so that the others can adopt and adapt their schools with the new knowledge. **It appears we are currently enclosed in a system that nobody wants.** Equally important is that no one group is to blame for getting us in this situation. However, we are all responsible for the continuation of this system because we are co-creating it every day. In light of the evidence reported in this year's summary and taking previous years' evidence into account, Australia would do well to have a national conversation about the best way forward."



Some prime examples of ineptitude, lack of trust and burgeoning workload:

- Performance Management – Increase in goals and targets to include FISO "mid-cycle". Not only produce the evidence of goal achievement but describe it in finite detail, have it ticked-off and then upload it to a system that crashes if you look sideways at it. If performance management has been operating for about 10 years and school performances have not been rising during that time, why do we continue to do what we have been doing whilst expecting a different outcome?
- Additional documentation for Child-Safe requirements and statutory declarations required - clearly implying a lack of trust and/or autonomous leadership
- ANNUAL improvement plans that have now morphed into Half yearly Implementation Plans – and , remember, we started with 3 – year strategic plans. Will they have school leaders doing weekly work-programmes, next?
- Peer reviews - That's how reviews should be conducted. Remember the last EBA negotiations when we committed to them ? Accountability extension meant that people who had often captained failing schools were placed on the team as a substitute for one of the "peers", and the other one was re-badged as a "challenge partner" and aligned with the other side of an adversarial team. THEN the instructions to REVIEWER contractors were ramped up in terms of deficit identification, with embargos placed on any encouraging acknowledgement or praise for individuals. Why are we not privy to the "guidelines for reviewers" since we have a vested interest in the entire enterprise ? Why do "challenge Partners" not automatically get a copy of the draft review report to confirm that the report accurately depicts what actually took place during the review?
- Software packages designed by Oracle and insufficiently trialled by non-geeks have consistently ADDED to PCE workload. Example – travel applications, Performance plans, online, AMP (Asset Management program) documentation for master-planning, etc.



Suite 1315A
401 Docklands Drive
Docklands Vic 3008
Tel: +613 8566 7627
email: apf@apf.net.au



Mark Arkinstall
APF Industrial Officer
0418 551 375

If you become aware of a colleague who is not coping or who needs help, please contact the APF without delay.

We are here to support and offer advice to all members at any time.

Julie - 0419 103 664

jpodbury@apf.net.au

Mark - 0418 551 375

industrialofficer@apf.net.au



Steve Durkin
Vice President
Vic Branch



A unique learning enablement and cybersafety solution for K-12 schools



1300 737 060 / cyberhound.com / info@cyberhound.com

qdoctor - Online Medical Certificates

One of our members brought this to our attention, having received a number of these from staff. This information from the internet is presented for you, as well as a response from DET regarding their acceptability.

A medical certificate is a document issued by a doctor, confirming that you were ill and thus unfit to attend work, university or another scheduled commitment. If you have a minor ailment, you may require a medical certificate, but not actually need to see a doctor in person. Common examples include: Common cold, Viral illnesses, Sore throat, Gastro, Migraines, Back pain, Period pain

Australian employees are entitled to some paid sick leave each year, if they provide a valid medical certificate. Until now, this was usually obtained by seeing a doctor in person – but now it's possible to get an **online medical certificate** via qdoctor.

There are a number of advantages of getting your medical certificate online:

- Saves time- no commuting or queueing- instead it's a 5 minute consultation with an online doctor. You don't even need to leave your bed!
- Saves money- a medical certificate from an online doctor is cheaper for you and for the taxpayer

Click on the link below, pay the tiny fee and speak with a GP who can provide an **online medical certificate**- and if it's not possible, you get a full refund!

Feedback From the DET: We have looked into this and confirm that provided they are issued by a registered health practitioner within the meaning of the Health Practitioner Regulation National Law (Victoria) Act 2009 (Vic) they are valid. As is currently the case where there is cause to doubt the cause of an illness or injury or the reason for absence the principal may refer any certificate to a medical practitioner for report or contact the Medical Advisory Service for advice.

We also note that the website allows an employer to check the validity of the certificate, see below from the website:

Your employee has accessed a medical or carer's certificate via a consultation with an online doctor at qdoctor.com.au – this means:

They spoke with an Australian-registered practitioner; they recognised that, while they couldn't be at work, they didn't need to attend a GP surgery in person; they spent their time recovering or caring for someone, they saved the taxpayer money by not using Medicare, they didn't expose themselves to infections in a doctor's waiting room.

qdoctor is unable to divulge the exact details of a consultation due to doctor-patient confidentiality. If you wish to check the authenticity of a certificate, please fill out details below.

Please Enter the Reference Number (mentioned on certificate) and Surname Of Patient

Annual APF Dinner and AGM

Thursday 19th October 2017

Pullman Melbourne Albert Park

65 Queens Road Melbourne

6.30 - 9.30pm

Guest speaker, Lachlan Bunn, CEO of Antipodeans.

He is offering an incredible prize to a member.

Members \$125, Non-members \$150



Discount Accommodation

Accor will offer special room rates inclusive of breakfast and complementary Wifi. Reference 'Australian Principals Federation' when making the reservation.

Link to Registration: <http://apf.net.au/apf-agm-2017/>



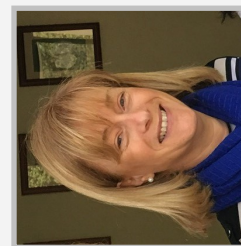
Suite 1315A
401 Docklands Drive
Docklands Vic 3008
Tel: +613 8566 7627

email: apf@apf.net.au

**I'm exhausted...
and need to lay
down**

Because I'm spending so much time adding new members to our database

Thank you!!!



Angela Stefani
APF Executive
Officer

astefani@apf.net.au

Join the APF

www.apf.net.au

Forms can be
completed on line.



The industrial organisation for the Principal Class

SRP Consultative Committee, 25th May, 2017, Kathy Arnold

National Disability Insurance Scheme, Georgia Lyell

Looking at how Personal Care in schools can be operational. 75 government school in Barwon area have been trialled. Consideration to developmental delays receiving 'capacity building' supports. There have been 25 case studies collected.

Government have agreed to maintain specialist transport until 31/12/19. They are investigating alternatives but did not mention what these may be. Their starting point is consulting with parents, consideration for safety, broadening the dialogue and scope of options.

School Assurance Dialogue, Jonathan Kaplan

There are 6 topic audits being implemented in schools. Jonathan reported that the main point is communication and management. In regards to conflict of interest he saw their role as helping people understand where there is conflict and that NOT ALL conflicts are a bad thing.

Feedback to Jonathan was the use of terminology by the auditors – we do not use the terms Profit & Loss when talking about camps or excursions. The time line for notifications given for audits is too brief, more time required to get everything prepared.

All other areas discussed by Jonathan were addressed in his presentation to us in Geelong.

Workforce Bridging Liam Fitzgerald

Final number of schools approved for WFB in 2016 was 46 with total amount of \$7.75 million once adjustments were undertaken. WFB expectation is a 3 year planner rather than 1 year. Some schools on 'merry-go-round' and can't get off. Biggest cause for schools requiring WFB is declining enrolment. The pattern is when school's enrolment decrease by 8% they require WFB.

Looking at SRP and WFB training to move some elements of current training moving to online delivery. I raised my concerns that this requires the Principal to have uninterrupted time to complete this; as we know this is not possible during school hours and I stated that this would become another tasks for Principals to complete after hours.

VSBA Infrastructure Chris Keating

Most of what Chris spoke about has been reported by Cheryle Osborne on behalf of the VSBA reference group. He stated that only Tier 1 hygienists were used to assess the rating of asbestos in the school setting. Any school that has capital works completed will have all asbestos removed.

The question was asked if there has been any evidence gathered looking at the differentials between cost, quality and time of using modules in comparison to the current building process. He stated there had not been any done, but said the cost would be equal or greater than onsite builds, quality would be greater and time (disruption to schools) would be less.

Rolling facilities evaluation program to be introduced. A 5 year maintenance budget to be developed at this time. They are reviewing the facilities entitlement framework.

General Business

Representatives will be informed at the next meeting about the SRP adjustments to meet the EBA.

Members Feedback, Allegations article from issue 104

Hi Julie,

Thanks for the newsletter. I really enjoy reading it and connecting with others. Some very worthwhile articles – some which I really relate to and read with interest – particularly the information about how the Region deals with complaints against Principals. Glad to see that some thought is going into this. We must feel sure that we are considered innocent until proven guilty. This, however, in itself is problematic when dealing with very unreasonable people (parents / staff) who can basically make any claim they like against a Principal and then the onus falls on the Principal to prove that this is a nonsense. So my message to any Principal is... document, document and document!

You're doing a fabulous job!



"If I had to distil our job as elementary teachers to a few fundamentals, at the heart would be: Make sure our students love to read."

Justin Minkel

"THE SUCCESS OF READING RECOVERY

One of the very, very few unquestioned success stories of evidence-based reform is Reading Recovery, first brought to the USA from New Zealand in 1984 and now involving about 6,000 teachers and 47,000 students in 42 states.

Three factors for success:

Evidence – Studies have established the success of Reading Recovery since the 1980s, establishing that struggling readers can readily be taught to read. The evidence establishes, beyond any doubt, these children are not doomed to fail in reading.

Professionalism – The key has been high-quality professional development, well-defined procedures and adaptation in light of new data.

Community – Reading Recovery works through partnerships between schools and universities, engaged in a process of contributing intellectually to a whole that is bigger than themselves. The problem is that Reading Recovery is reaching only a small minority of first graders with moderate to severe reading difficulties. Why can't educators use what they know to solve the problems they can solve, while working at the same time to expand their knowledge?

"Getting to Scale: Evidence, Professionalism, and Community" by Robert Slavin in an issue of *Journal of Education for Students Placed at Risk* devoted to Reading Recovery, January-March 2016

Quote

from Hippocampus,
an email publication of
Principal's Digest

The industrial organisation for the Principal Class

Member feedback – Regional Principal Meetings

Dear Julie

Many thanks for your update this morning re the Regional Forums. I appreciate the APF asking the questions but am totally dissatisfied with the response from Bruce Armstrong. If the RSG budget and limitations of venues are the reasons for the charging Principals to attend then there is something wrong with their planning and budgeting and that needs to be addressed by them not the schools. Perhaps the RSG could have a cake stall to cover this unexpected cost?

I also question having to pay for something that our employer should be providing for us as part of a commitment to their employees. They seem to be doing this for their regional staff. I note on the registration form that regional staff are not requested to pay on registration.

My school has paid the registration - to keep my head clear and also to prevent any consequences.

∞ ∞ ∞

Julie - I am questioning the ethical decisions being made to charge for something that should have been properly planned and subsequently provided.



Sadly too late for those of us who have booked and paid for accommodation expenses already.

I know there is significant variation in the way schools fund PD for their Principal Team. The 'system' needs to be clear on what it funds.

PS. Should have mentioned the stress the dates have placed on our Region's schools.

I cannot fathom how system leaders could have designed a conference that clashes with the GAT. No chance that my most senior AP can attend the Forum.

∞ ∞ ∞

Hi Julie,

Thanks for the email. You will obviously understand my frustration with the whole situation.

I have used school funds for my attendance, however it makes it expensive to then bring both Assistant Principals.

It is all very well for our Deputy Secretary to say that "all Assistant Principals who wish to attend should be able to be accommodated." There has been no increase to budget to cover the cost of this unprecedented expense.

This is further complicated by the fact that we were unaware of the need to fund attendance to a Principal Forum when we completed our budgets for 2017.

With this in mind our budget does not include the cost for one person, let alone three.

Like so many schools we are trying to explain to staff that our Professional Learning budget is limited and cannot accommodate all their requests for attendance at professional learning, no matter how relevant.

We put in place a strategy for funding all relevant professional learning on weekends and holidays, or where the timetable can be changed to accommodate their requests.

The staff uptake has been fantastic and now I have to explain that I will be away for two school days, fully funded by the school professional learning budget.



This is further complicated by the fact that although I am expected to attend, it is not 'my choice'.

As a principal I am tired of being 'told' and not consulted or even informed with enough notice to make adjustments to the budget.

Another example to me of the disregard with which we are treated by the Department.



Annual APF Dinner & AGM

Thursday 19th
October

Melbourne Pullman
Albert Park

Register now!

Arrange a table with
your friends & colleagues

[See page 4 for more
information and link to
registration.](#)



Thanking Prof. Bill Lucas
for his outstanding
presentation at the 2016
Dinner, in Melbourne.

The industrial organisation for the Principal Class

Member feedback – Regional Principal Meetings continued....



Hi Julie,

I recently wrote to my Area Manager regarding the Regional Symposium, particularly the late notification timeline and the unexpected costs. All I received in return of course was a defensive letter trying to justify the process and the costs with no acceptance of the difficulty for some Principals, the disruption to schools or their responsibility to provide timely notification. I have reproduced my email and the response below.

I know of a couple of colleagues in small school who will simply not be attending due the costs and the disruption to their schools. It seems that DET are absolutely fixated on ensuring that we meet

specified timelines and yet they fail to do so in so many circumstances. The reciprocity of accountability has disappeared, if it was ever there at all. I am in a large school in the growth corridor and so the cost and disruption for me is low. However, if I was in my previous smaller school, operating in deficit with no flexibility from a staffing perspective, I would also need to consider not attending. This, of course, brings to question what the term “expectation” means in relation to Principal attendance. What ramifications might there be in the current environment for Principals who, for their own valid reasons, can’t attend the symposium?

The accountability framework and the PDP process is currently unbearable. The word “evidence” is used as a pseudonym for “proof”, in an environment where trust has disappeared. More and more, SEIL’s are being seen, and seeing themselves as, Executive Principals of a network of schools and the professionalism, commitment and local knowledge of school Principals and school staff is being marginalised with a “cookie cutter” approach to improving student learning. I fear, from my conversations with regional and former colleagues, that this will only become worse.

Last year, I visited Finland for the ICP and I also visited schools. The one thing that struck me, more than any other feature of their system, was the level of trust that exists all the way up and down the line of educational leadership from the students and their families, all the way up the to the Minister, including everyone in between.

I’m expecting that the speakers chosen for the Regional Symposium will be supporters of this “cookie cutter” approach with no consideration for the context of schools so acutely understood by Principals and teachers. The micro management from the Deputy Secretary down is of a scale I’ve never experienced before in my 17 years as a Principal and it is driving many Principals to the wall. If we had a health and well-being issue before, we are on the cusp of an epidemic at the moment.

Thank you for putting our case to Bruce Armstrong and for the work you do. We all need to unite to protect our professionalism, our autonomy and our school communities from the current “top-down” mandates that increasingly dictate our work and our work environment.



Hi Julie, No apology needed for interrupting my weekend as most of my weekends are spent trying to catch up on admin work from school that has not been done because I have been teaching for most of each day – I know you know this story, but I’m just saying it anyway.

I expect I will be receiving a grant to attend this conference (I haven’t received it yet) as I clearly fit the criteria, but I had already made the decision that I have had to make so many times before – that without direct assistance, I would not attend such meetings – thankfully on this occasion it looks as though I will.

As the principal of a small rural school with a significant teaching load, I am regularly left with having to make the decision as to whether or not to attend the many, many meetings that are expected. This decision, however, is ultimately a moral one: If my highest priority is to use the modest resources provided in the best interests and education of the students, then why should I take money from this highest priority area – from the students – to hire a CRT to attend a meeting that is ultimately lower in the moral domain? As a result, over the last 6 years my attendance and engagement at Principal level meetings and other professional development activities has been much less than what I consider acceptable and certainly harms me professionally when it next comes time for applying for positions for all the obvious reasons. I can’t help but feel like a second-class principal in this system, disadvantaged professionally for putting students first.

In providing this feedback, I want to assure you that at a school level I am thoroughly engaged and motivated in my work. XXX PS has had for a number of years now one of the highest attendance rates in the state, and our On Demand results over the last few years show that average student results (from Years 2 – 6) are about one year ahead in literacy and about 0.7 years ahead in mathematics of their age peers. I believe that these sample results would answer any who would contend an alternative moral framework.

I will also take this opportunity to thank you and the APF for the quality and untiring work you do for the system.



“Last year, I visited Finland for the ICP and I also visited schools. The one thing that struck me, more than any other feature of their system, was the level of trust that exists all the way up and down the line of educational leadership from the students and their families, all the way up the to the Minister, including everyone in between.”

**Victorian Govt.
School Principal**

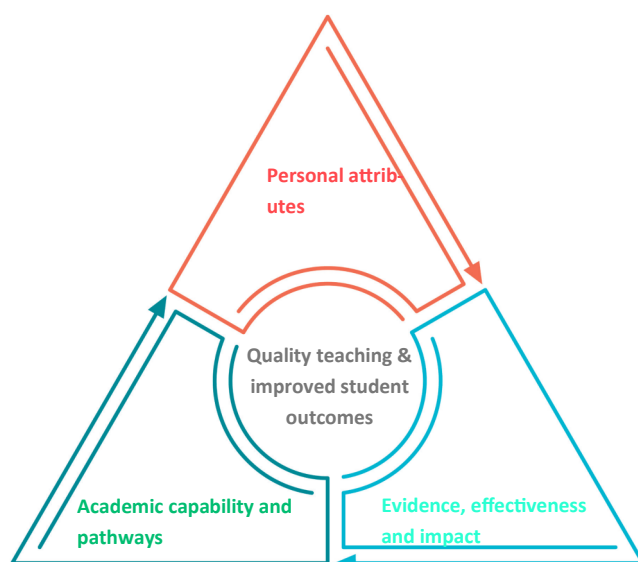
The industrial organisation for the Principal Class

Victorian Framework for selection into Initial Teacher Education

Endorsed by the Minister for Education on 26 May 2017, the Victorian selection framework delivers on the Victorian Government's announcement of the Excellence in Teacher Education reforms on 23 November 2016, to raise entry standards and attract high quality candidates from diverse backgrounds into the teaching profession.

Designed collaboratively with the Victorian Institute of Teaching, and supported by Victorian initial teacher education providers, the criteria for selection is based on academic capabilities and personal attributes.

The Victorian Institute of Teaching will work with initial teacher education providers to implement the selection framework, ensuring that students commencing studies in 2018 will meet the new entry requirements.



Please note that the DET website and additional DET communications to regions and schools will be updated with further information in the coming days and that the VIT website now has a notice up (please see the link below). VIT in particular will be updating its website as implementation is progressed.

<http://www.vit.vic.edu.au/news/news/ite-selection-framework-will-deliver-quality-teaching>

For further information see: [The Selection Criteria Guideline](#) and or [The Framework](#)

Coaching, Mentoring and Support

The APF has established an outstanding panel of retired Principals, SEILs, Assistant Regional Directors, and Regional Directors who are available to offer individual Principals support, coaching and or mentoring. These highly skilled individuals are able to assist you in a variety of ways. We will match you with the most suitable individual and it will be up to you to negotiate the terms and conditions, however, It is acknowledged that \$200-\$220 an hour is the going rate for this level of consultancy. The individual school will need to make all necessary arrangements and pay on invoice.

These individuals have expertise in school improvement and effectiveness, managing difficult people, building effective teams, policy development, school development, curriculum development, Autism Spectrum Disorder and Students with Special needs. Contact the APF for a referral.



"If kids come to us from strong, healthy, functioning families, it makes our job easier. If they do not come from, strong, healthy, functioning families, it makes our job more important."

Barbara Colorose

The industrial organisation for the Principal Class