

Australian Principals Federation



Acting President's Message—Tina King

As we approach mid-term, it is important to reflect on the incredible work already undertaken by school leaders in navigating the challenges to the start of the new year. The recent circuit breaker lockdown provided additional obstacles and reminders of how volatile, challenging and unpredictable the pandemic continues to be. Nonetheless, school leaders, who continue to have care and responsibility for the wellbeing of everyone in their respective school communities, once again stood tall and did what they do best. The provision of such care and support however, should not come at the expense of the individual.

Attending to our individual wellbeing is as pertinent and crucial as looking after the wellbeing of others. For some, this may come in the form of close collegiate support and connections. For others, it may require access to the DE&T's health and wellbeing support programs and strategies. In certain instances, it may be a combination of both. We cannot be at our best and do our best if we are suffering in silence.

The DE&T's Principal Health & Wellbeing strategy helps support our leaders in managing and promoting mental and physical health. These are dedicated services for principal class employees and we encourage members to access the services as required. The range of services is inclusive of health checks, mentoring program and the Early Intervention Program. These services are available to Principals and Assistant Principals and may be accessed at [Principal Health and Wellbeing Strategy](#).

T. King

Performance and Development Process 2021

Following consultation with key stakeholders, the DE&T Schools Update of 16 February provided information relating to the Performance and Development Process (PDP) for this year. The **2021 Statement of Expectations (SoEs)** process has been offered to all school staff as an optional alternative to the standard PDP process. Key changes and enhancements to 2021 SoEs include:

- Development of three SoEs supporting differentiation according to classification, role and setting. That is Principal, Teacher and Education Support class.
- Points of reference remain the School's Strategic Plan and AIP.
- The SoE element titles are framed around the 2021 DET priority areas (and the AIP).
- Continued recognition that the conversation and discussion between the reviewer and the employee is the critical aspect of the process.

Irrespective of which PDP process is followed, a suite of tools and resources should be used to support the development of staff professional practice. This is inclusive of DET's Practice Principles for Excellence in Teaching and Learning, AITSL Professional Standards, and VGSA 2017 Roles and Responsibilities. Such tools and resources are pertinent and important points of reference, especially when dealing with underperformance.

Tutor Learning Initiative

Implementation of the TLI has proceeded with great speed with many schools now having finalised onboarding of tutors and work commencing with identified students and cohorts. Members have been seeking clarification in relation to the financials of the program, specifically funding for professional practice days and salary oncosts.

In relation to TLI salaries, this is treated in the same way as all teaching and non-teaching staff centrally employed. Each schools SRP budget management report has listed the learning tutor in



In this Issue:

Information about the **2021 P&D process** is on P1.

An update on the **Tutor Learning Initiative** begins on P1.

Mark Arkinstall provides us with a detailed reminder about the important aspects of managing **Worker 's Comp** in our schools on P2.

John Handley provides his view about the **teacher shortage**, "*The current and potential shortages of staff for schools starts with how the most suitable and talented people are attracted to pre-teaching courses and in big numbers!*" on P4.

A request re the Principal Health & Wellbeing Survey is on P5.

Mark McKelson's blog No.28 on P6 is a thought provoking read.

Have Your Say about eduPay. Details on P7.

APF Website

<https://apf.net.au>

the expenditure item with payroll tax and superannuation charges identified. These oncosts are charged to the school directly.

What is not listed in the budget is the actual TLI funding. This will appear once SRPs are recalculated (based on census information) and released to schools on 31 March. Once the TLI revenue is added, the school SRP credit will increase as will the super charge associated with it.

It should be noted that tutors are eligible for Professional Practice Days, however there are no provisions in the SRP for additional funding. Schools will need to consider the need to replace tutors when undertaking PPDs as it may not be necessary to engage CRTs to cover tutor release. If a school does elect to engage CRTs, then existing PPD funding will need to be accessed as provided through the SRP.



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You, Your School and Workers Compensation, Mark Arkinstall, Industrial Officer



At any given time we support members in this space, often when dealing with a claim of their own and often when dealing with claims made by members of staff. For further advice and support in this complex area, please feel free to contact our office. We also recommend you visit <http://www.education.vic.gov.au/school/principals/management/Pages/worksafemgkit.aspx> for further detailed information.

For your interest, some key points include:

- Gallagher Bassett is the Department's Workers' Compensation Agent. All claims received from Department employees must be sent to Gallagher Bassett for management.
- Timelines are very important in responding to or submitting claims.
- Making a workers' compensation claim does not automatically mean it is accepted. Gallagher Bassett will determine whether the claim is accepted or rejected.
- If an employee sustains a work related injury, or advises that they wish to lodge a WorkSafe claim, ensure that the incident has been reported in eduSafe.
- All paperwork relating to the claim must be forwarded to Gallagher Bassett within 10 days from the date you received the claim form from the employee.
- Employees must notify the employer of a work related claim or injury within 30 days of becoming aware of it.
- Keep everything documented.
- Gallagher Bassett will contact the principal within 48 hours of receiving the claim to discuss it.
- Gallagher Bassett will advise the claimant in writing if the claim has been accepted or rejected. They will do this within 28 days of receiving the claim.



Injured employees are required to:

1. notify their employer of a work related injury or illness within 30 days of becoming aware of it,
2. participate in assessments of their capacity for work and approved rehabilitation programs and make reasonable attempts to return to work in suitable employment if they have an accepted WorkSafe claim,
3. provide evidence of current weekly earnings to both Gallagher Bassett and the school principal to ensure that the correct rate of compensation is applied,
4. cooperate with their employer's attempts to return them to work,
5. provide valid WorkSafe Certificates of Capacity if there is an entitlement to receive

**Thank you for
advocating for
the APF—our
membership
continues to
grow.**

**I am available to
assist you
Monday to
Friday.**



Gemma Naylor
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Officer

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Join the APF

<https://apf.net.au>

Forms can be
completed on-line.

weekly compensation payments.

Some things you may not have known:

For claims of Mental Injury (stress, anxiety) you will have a role to play in supporting Gallagher Bassett when they make their decision. Generally speaking, claims arising from reasonable management actions will not be accepted. Eg. Appraisal of work performance, investigations of misconduct, contract non-renewal, etc. So, an employee can't disagree with a reasonable management action and opt for WorkSafe instead, the claim would be rejected.

Gallagher Bassett outsource a variety of functions. These include contracting private companies to:

- Assess the circumstances of a claim.
- Provide assistance to WorkSafe claimants with their rehabilitation and return to work. NOTE: There is a huge focus on getting the injured worker back to work.

Make Up Period: Initially, Gallagher Bassett pay the bulk of weekly payments with the department "topping this up" for the first 1984 hours of absence (or a prorated number of hours for part time employees) while the claimant continues to be employed by the DET. This is known as the make up period. During the make up period a claimant's total weekly pay will be the same as their usual pay for the applicable period and will comprise weekly Gallagher Bassett benefits and DET make up pay.

The following entitlements continue to accrue during the make up pay period:

- Personal leave
- Long service leave
- Annual leave loading
- Recreation leave (non-teaching staff)
- Employer superannuation contributions

After the make up pay period ends, employees are deemed to be on unpaid leave for the purpose of accrual of service entitlements.

When WorkSafe weekly compensation payments continue beyond the make up pay period, the claimant only receives as a salary payment the weekly WorkSafe benefit paid by Gallagher Bassett. This is based on the PIAWE (Pre Injury Average Weekly Earnings) and is calculated on the 52 weeks prior to injury. The weekly compensation payment will be 80% of the PIAWE. Note that EBA pay rises and increment rises that came after the injury date will not apply once the make up period is over. The drop in salary is significant.

Superannuation: Claimants should make contact with their superannuation fund for further information on how their entitlements might be impacted.

Claims Liability Dispute Resolution: If a claimant disagrees with the Gallagher Bassett decision on the claim they can:

- Request Gallagher Bassett to conduct a 'senior officer' review of the claim decision.
- Refer the dispute to the Accident Compensation Conciliation Service. (We've been increasingly supporting our members in this area and have found the service to be excellent and fair to all.)
- Appeal to the appropriate court. (Incredibly expensive and risky.)

If the claimant has not returned to work, the entitlement to weekly benefits will cease at 130 weeks if they have been assessed as having any capacity for work. (Not necessarily in their former role.)

For employees who have no capacity for work, entitlement to weekly benefits may continue beyond 130 weeks until they reach 65 years of age, provided they continue to have no capacity for work.

Please feel free to contact the APF for further support in this area, we're here to help.



EDUCATION RESEARCH FINDINGS FROM 2020, Part 1

Technology and ease of access to content are key to successful remote learning.

Students must have a good Internet connection, a workable device, a single, dedicated hub for curriculum content and assignments, and clear communication from teachers via e-mail or text. It's also helpful to reduce visual clutter, hard-to-read fonts and unnecessary decorations in virtual spaces. Students should be regularly asked questions like, *Have you encountered any technical issues?* and *Can you easily locate your assignments?*

Principal's Digest, February 2021

"The 10 Most Significant Education Studies of 2020" by Youki Terada and Stephen Merrill in *Edutopia*, December 4, 2020

Commentary on Initial Teacher Education (ITE) Reference Group Meeting 16 Feb 2021—John Handley, APF Advisor



At our recent meeting in the ITE Reference Group, the most salient issue discussed was regarding the challenges in building a sustainable teaching workforce.

Principals in schools across the state have recognised over time the increasing difficulty in recruitment and retention. Our workforce is ageing; people are leaving for retirement or other employment. The number of suitable applicants is highly variable, and particularly so for regional, rural and remote schools, and often for schools with higher numbers of disadvantaged students.

And we know that school staff (the leaders, teachers and support staff) have more and more expected of them over time. This is just as true for many in Regional and Central offices of DET. Never has it been more obvious than throughout this COVID pandemic. The pressures and expectations continue to increase, and the supports and opportunities for growth and development seem to be outweighed by sheer workload. As such, never has it been more important than now to have a workforce model that is sustainable.



A career in teaching and its related services has been, and can be, for many of us such a rewarding experience. But as expectations and pressures grow, it is becoming more difficult to balance workload, support, growth and development. For it is through a strong, explicit and evident emphasis on this balance that we build a sustainably fulfilling and resilient work life for ourselves and our staff, and consequently a powerful sense of community. Unfortunately, even at the 'micro' level of each school, there is highly variable and inconsistent approaches to meeting this challenge for reasons often beyond our control at the local level.

This ITE Reference Group does not include in its scope how this problem should or could be addressed, except that we have the opportunity of hearing what our tertiary sector is doing to attract candidates for teaching. The current and potential shortages of staff for schools starts with how the most suitable and talented people are attracted to pre-teaching courses and in big numbers! Be it directly into teacher education courses or post-grad courses.

Our tertiary providers recognise how important it is to prepare the 'person' as much as the 'teacher'. One such program for post grads looking to be secondary teachers is the NEXUS program at Latrobe University. It emphasises the education of participants in Social Justice, and it promotes attracting candidates who wish to work in the communities from where they have developed. Hence, encouraging the attraction of good people with talent to qualify to work across our state in regional, rural, remote and disadvantaged communities. (<https://www.latrobe.edu.au/school-education/nexus-program>)

Clearly this begs the question of how we attract and provide opportunities for people of all ethnicities and cultural backgrounds to consider teaching as an exciting and rewarding career. The current media advertisements don't seem to address this issue.

There is no doubt in my mind that this issue is one of the most important medium to longer term challenges for state education. And I'm not sure how much 'airtime' it is getting!

In the short term it is important for the Principals in our schools to do their own 'imagineeering' as to what and how best we can build and sustain our own fulfilled and resilient workforce!



Support for members

We are here to support and offer advice to all members at any time. If you are concerned about a colleague, please let us know.

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Ring us direct

EDUCATION RE-SEARCH FINDINGS FROM 2020, Part 2

When students generate questions about the content they're studying, they are more engaged, think more deeply, and have better retention.

Asking questions is significantly more effective than conventional study strategies like re-reading, highlighting, and underlining key sentences.

•Vocabulary 'sticks' when students act words out. When students are learning new vocabulary, retention doubles when they use their hands and bodies to dramatise the words. Drawing or looking at pictures is also helpful.

Principal Health and Wellbeing Survey

The results from the 2020 Australian Principal Occupational, Health, Safety and Wellbeing Survey are about to be released publicly on Sunday 14 March 2021. The study, now in its 10th year, is jointly conducted by researchers at Australian Catholic University and Deakin University. It gives an intriguing insight into an unprecedented 12 months in the education system, in a year marred by bushfires, floods and the COVID19 global pandemic.

Case studies

Critical to the success of the media launch, are school principals (former, retired or serving) willing to step forward to the media to explain the challenges of their complex roles.

Case studies help to explain the issues and give credibility to research. Case studies bring the media 'story' to life for the audience and help journalists apply important pressure on government and key stakeholders.

In short, principal case studies help to effect positive change.

Can you help?

The media team are seeking people willing to speak out – in the past case studies have included retiring or recently retired principals, as well as former principals still working in the education system.

These case studies can take the form of anonymous or de-identified statements, Open Letters to parents, personal stories in statement form for use in the media or radio, TV or print interviews using your name and identifying you. All of these are very helpful in informing the Australian public about your experiences. If you are willing to help with media coverage in response to the research findings, or you have any queries about what would be involved, please contact:

Jo Stone, from Sticks & Stones PR by email at: jo@sticksandstonespr.com.au or mobile: 0414 384 407. Jo has been appointed to help our association with media support when the report is released. Jo will share an embargoed copy of the report with you if you agree to being a case study and help you through the media process.

The published report will be available to everyone from 12:05am. Sunday 14 March at: www.principalhealth.org/au/reports

Thank you for your consideration of this request.



EDUCATION RESEARCH FINDINGS FROM 2020, Part 3

Once students master decoding, they will become better readers if they spend more time learning about the world – especially social studies (history, geography, civics, and law). Focusing on reading skills (like finding the main idea) is not a good use of students' time.

Writing by hand (or drawing) produces deeper learning than typing or tracing words. However, keyboarding is a useful skill, especially for students with dyslexia.

Clear standards and a scoring rubric mitigate implicit biases that teachers may have. Vague, holistic grading criteria, on the other hand, allow biases to work against minority students.

When learning to code, mathematical prowess is less important than language skills. This suggests that passing advanced maths tests should not be a criterion for admission to programming classes.

"The 10 Most Significant Education Studies of 2020" by Youki Terada and Stephen Merrill in *Edutopia*, December 4, 2020

Principal's Digest, Feb 2021

The Union exclusively for the Principal Class

101 Things you need to know about being a principal, Mark McKelson



Blog 28 - What Are You Reading?

I was walking through a bookshop during January (how 90s of me) and stumbled on a cover that grabbed my attention. Yes I know, don't judge a book by its cover. But this one did! *Surrounded By Idiots - The four types of human behaviour (or, How to Understand those who cannot be understood)* by Swedish Author Thomas Erikson.

He has divided human behaviour into four colours. Using these as a code to describe their personalities, traits, habits and functions.

Blue - Conscientious, Systematic, Analytical, Perfectionist

Red - Ambitious, Goal-Oriented, Powerful, Intense

Green - Patient, Relaxed, Self-Controlled, Kind

Yellow - Enthusiastic, Charming, Inspiring, Sociable

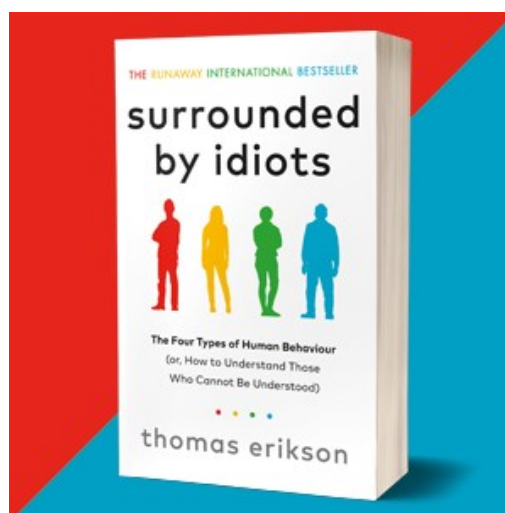
Interestingly, he has discovered about 80% of people have a combination of two colours, 5% one colour and the rest are dominated by three colours. My favourite part of the book describes how the four different colours would put together a piece of furniture from IKEA.

Reds, confident that they can easily do this, start screwing and putting together the various parts without even looking to see the rest of the box or instructions. Yellows tear up everything, exclaiming that it's going to be great fun to get the furniture in place. They put it together a little haphazardly, without much effort. Full of excitement for the new cabinet on the right wall of the bedroom. A Green DIY guy leans the enormous box against the wall and has a coffee break. There really isn't a hurry. A Blue reads the instructions twice, examines what everything looks like and confirms the different pieces of the new cabinet match the pictures in the instructions. He tallies the number of screws in the box so he won't be surprised at the end if anything is missing. It may take a little extra time for a blue to put it together, but once it's done you can be sure that it will stand forever.

So, after reading it on the holidays I thought i'd work through it with my School Improvement Team. We have done some work on the differences between friendship and professional relationships and I thought this would follow on well. I wanted discussions about how my leaders work with different personalities and how to get the best out of the people in their team, not just their friends.

I think it's also a useful goal setting tool. Reading through the chapters, I quickly made links to the people I work with and how their work habits differ from mine. I was able to identify the elements in Blue that I certainly need to take on board and pay more attention to. So much of our professional development is around our AIP and Strategic Plan and it's easy to ignore the personal and leadership development that is vital in our roles.

So what are you reading? Are you sharing with your leadership teams? Are they putting it into practice? It's worth thinking about!



APF Member, Mark McKelson, has been a member of the principal class at a number of schools across Victoria. He is currently Principal at Camberwell South PS. He is writing these "blogs" based on his experiences, in support of new or acting principal members of the APF, and has endless topics that he will write about which will appear in issues of the Vic Branch, APF Newsletter. From time to time Mark will write opinion pieces for all members. The opinions expressed are his own and do not necessarily reflect the position or opinion of the APF.

School Leadership Quotes

Don't find fault, find a remedy.
(Henry Ford)

Innovation distinguishes between a leader and a follower.
(Steve Jobs)

Leaders become great not because of their power, but, because of their ability to empower others.
(John C Maxwell)

Being positive in a negative situation is not naive....It's leadership
(Curiano)

The greatest leader is not necessarily the one who does the greatest things...
(Ronald Reagan)

Leadership and learning are indispensable to each other. (JFK)

Education is the mother of leadership.
(Wendell Willkie)

The Union exclusively for the Principal Class

eduPay – have your say!

The team at eduPay reimagined HQ have another big year planned where 2021 will see a continued focus on relieving our administrative burden by streamlining processes, automating repetitive tasks and making eduPay look and feel even better.

The team are currently running a series of feedback workshops which includes a pulse check - looking back, and their roadmap - looking forward.

This will be an opportunity for you to provide feedback on what they've launched in 2020 and provide suggestions on their proposed 2021 roadmap. All you need is an hour!

So if you've got a ghastly gremlin your grappling with, and wish you could tell the team who can make a difference – don't be shy – join in the eduPay – have your say workshop.

All you need to do is register your interest here or email tania.rann@education.vic.gov.au - by Wednesday 9th March - and you'll be sent an invite to the next available one hour session.

You'll be part of an exclusive team who is shaping our eduPay reimagined 2021 roadmap.



Role of the APF:

Industrial Relations—101

At the **APF** consistent with industrial relations '101' we are concerned with matters such as your salaries, classification, entitlements, protections, contracts of employment and amongst other matters, the manner in which you are assessed and the consequences thereof.

Further, your access to industrial and/or legal advice, advocacy and support in relation to matters of discipline, conflict resolution, conflict of interest, complaints and/ or performance.

Industrial Relations—102

Industrial matters arising from the management and implementation of one's professional role. Specifically as a function of the Principal Class Employee interpreting and performing their accountabilities and obligations as defined by their contract of employment; the operation of industrial agreements, Ministerial Orders and the changing compliance environment determined by legislation, regulations and policy.



Choice?

“I make it very clear, if I had to pick between an amazing teacher or amazing technology for myself or my own kids or anyone's kids, I'd pick the amazing teacher, in person, any day.”

Salman Khan, Khan Academy



Quote
from Hippocampus,
an email publication of
Principal's Digest

The Union exclusively for the Principal Class