

Australian Principals Federation

APF AGM & Professional Development – last chance to register



Thriving and Surviving in Challenging Times

Thursday 2 December 2021, from 9:00 am to 3:30 pm

Riversdale Golf Club

(200-280 Huntingdale Road, Mount Waverley VIC 3149)

Members: \$100 Non-Members: \$120

You may register by visiting our website or by following this [link](#).

Limited places available with registration closing this Friday 26th November, 2021.

Please contact Gemma Needs on 0400 413 817 for any queries and support with registration.

Thank you to our partners for their ongoing support and sponsorship of this event.



President's Report— Tina King

Registration for our upcoming AGM and PD will be closing this Friday, with only a very limited number of places still available. We have been overwhelmed by the level of interest and looking forward to hosting the event onsite at Riversdale Golf Club thus providing opportunity for in person collegiate interaction and engagement.

After a year of covid interruptions, the Australian Electoral Commission has finalised the election result for casual vacancies and we extend our congratulations to the elected candidates (see on following pages). APF councillors are looking forward to continuing to engage with you regarding matters of mutual interest and in relation to the support and welfare of Principal Class Employees across Victoria, as they continue to commit themselves to the development of Government Schools and improved student outcomes.

This term has seen new and ongoing challenges faced by schools as the state returned to on-site learning. The associated challenges and workload experienced by staff, especially Principals and APs, has simply been immense and immeasurable, particularly in covid hot spot areas.

School staff have been tasked with the management of covid cases with many feeling that they are undertaking the role and work of Department of Health. This is in addition to the demands Term 4 usually brings in relation to budgets, workforce planning, recruitment, staff and student allocations, timetabling (the list goes on).

Principals are feeling there has been absence of consideration and thought, as leaders continue to be burdened with demands and requirements – NAPLAN data analysis, AIP end of year review and

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APF Website

<https://apf.net.au>

The Union exclusively for the Principal Class

development for 2022, survey invitations. In relation to current workload, one member wrote:

Principal Health and Wellbeing – really?

I have to question the genuine intentions of the department in relation to principal health and wellbeing.

There is a constant message of ‘please look after yourselves’ however, this does not translate into workload and those extra responsibilities that appear to be introduced with no consultation or understanding of what is currently occurring in schools.

We are now contact tracers, administers and ‘checkers’ of rapid test packs and having to be the eternal diplomat when requesting to see the vaccination status of anyone who attends onsite.

So, I ask DET to please stop being so insincere. Cease asking, ‘how we are and are we looking after ourselves.’ The truth is, we are tired, we have had enough and if there was genuine concern, the workload would not be increasing and expanding.

Principal – Secondary NEVR

One of the roles of a school leader is to provide shielding and buffering for staff relating to matters of workload demands and challenges. The pertinent question is who provides the shielding and buffering for principals? It certainly is a duty and responsibility incumbent upon the employer, with DET staff indicating awareness and expressed concern of the difficulties facing schools at the moment. There is no doubt that in managing covid outbreaks, extra demands have fallen upon schools with limitations in relation to additional support and consideration.

Leaders, with the assistance of their staff, are doing their utmost to implement protective school measures and whilst we must applaud the efforts made, it is coming at a personal cost and price. The current situation is no one’s fault, however increased supports and interventions are urgently needed to assist schools in managing covid school outbreaks.

We urge you to take time to be gentle and kind to yourself and assume best effort whenever you can. At times like this, it is important to reach out and seek support be it from a colleague, regional and central staff and/or the APF. Do not be fearful of judgment as many are struggling with similar demands and challenges. Most importantly, remember that you are doing an exceptional job in exceptional times.

Election Result

As you will be aware, the Australian Electoral Commission (AEC), has declared the result of APF casual vacancies. As the number of nominations did not exceed the number of positions to be filled, all candidates have been duly elected. This being the case, elected councillors for the Victorian Branch are as follows:

Councillors	Primary	Secondary
Federal	Chris Chant Bronwyn Morgan	Rod Kendall Wendy Powson
Victorian Branch Council: Statewide	Henry Grosseck	Ann Stratford
Victorian Branch Council: North East Region	Andrew Cock Margaret Staley	Phil Rogers Wendy Powson
Victorian Branch Council: North West Region	Tina King Loretta Piazza	Sue Harrap Simon Wood
Victorian Branch Council: South East Region	Kathie Arnold Kevin Mackay	Richard Minack Johanna Walker
Victorian Branch Council: South West Region	Michelle Wilson Laban Toose	Meridith Walker Rod Kendall
Victorian Branch Council: Comprehensive Sector	John Mooney Sally Naylor	



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Any changes to schools, addresses and credit card details, should be notified to me ASAP, so I can keep my database up to date.



Gemma Needs
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Join the APF

<https://apf.net.au>

Forms can be
completed on-line.

Stage 2 of the election process required the election of councillors to the APF Executive. Consistent with the certified rules of the *Australian Principals Federation*, September 2007 and specifically the provisions of Section 47, clause 23 (b), the ACE has declared the results of the election for the following APF office vacancies:

Federal President	Chris Chant
Victorian Branch President	Tina King
Vic Branch Vice President	Wendy Powson
Vic Branch Treasurer	Andrew Cock
Vic Branch Executive Member - Primary	Michelle Wilson
Vic Branch Executive Member - Secondary	Phil Rogers
Vic Branch Executive Member - Comprehensive	Sally Naylor

We congratulate all on their election and extend our heartfelt appreciation to all who have demonstrated willingness and preparedness to serve on APF council. Following the filling of these casual vacancies, a full-term triennial election will need to be conducted next year by the AEC.

Vaccination Obligations - Update to Ministerial Order 1354

We have been advised by DET People Services Division of an update on the new Ministerial Order 1354 *School Council Employees and Teaching Service Employees (Mandatory Vaccination Obligations) Order 2021*, which was recently made by the Minister for Education.

As you will be aware, the Victorian Chief Health Officer has issued COVID-19 vaccination directions which apply to Victorian education workers.

Ministerial Order 1354 makes compliance with vaccination directions a condition of employment for government teaching service and school council employees and sets out consequences for employees who do not comply with vaccination requirements. The new Order is intended to operate only for the duration necessary to support the implementation of directions or pandemic orders made under the *Public Health and Wellbeing Act 2008*.

The new Order was made on 10 November, with retrospective application from 18 October 2021. Ministerial Order No 1038 – *Teaching Service (Employment Conditions, Salaries, Allowances, Selection and Conduct) Order 2017* and Ministerial Order No 1039 – *School Council Employees (Employment Conditions, Salaries, Allowances and Selection) Order 2017* have both been updated to incorporate consolidated amendments made by the new Ministerial Order 1354. To view the updated orders see: Ministerial Orders – Employment

Consequences for non-compliance with vaccination requirements

Under vaccination directions issued by the Chief Health Officer, unless a medical exception applies, teaching service and school council employees are not permitted to attend a school:

- From 18 October:
 - if they have not received any COVID-19 vaccine doses and have not made an appointment to receive a dose before 25 October 2021 or
 - if they have not provided information about their vaccination status, including if they have not provided evidence that a medical exception applies.
- After 29 November 2021:
 - if they have not received a second dose of a COVID-19 vaccine and/or
 - have not provided information about their vaccination status, including if they have not provided evidence that a medical exception applies.

The new Ministerial Order sets out the transition period for employees who do not meet the vaccination requirements, where these employees are able to access any existing leave



Support for members

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

However, from time to time you may be concerned about a colleague. Please do not hesitate in making contact with us so we can offer them appropriate support.

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entitlements during Term 4 2021. Normal school holiday leave provisions apply in between the 2021 and 2022 school years.

From the beginning of Term 1 2022, employees who don't meet vaccination requirements will not be granted leave and the Secretary is not obliged to provide the employee with alternative duties or to pay the employee remuneration for the period of their absence (unless they apply for and are granted leave for reasons other than not meeting the vaccination requirement). The employee's absence will be treated as absence without leave.

For further information about the Department's policy for teaching service and school council employees see: [COVID-19 Vaccinations – Teaching Service and School Council Employees: Overview | education.vic.gov.au](#)



USE THE MICROPHONE!

Too often speakers are offered a microphone and refuse it. Worse, they often then ask, "Can everyone hear me in the back?" and then gradually allow their voice to drop off in volume. If we can't hear in meetings or in classrooms, we can't participate. The hearing impaired need speakers to use the microphone so they can fully understand. Simply talking loudly isn't enough. The quality of sound coming from a microphone is more distinct and easier to hear. A huge cognitive load is spent concentrating on just hearing the words. With amplification, people can turn their attention to thinking about what is being said and being present in the meeting or in the classroom. It literally frees up brain cycles to attend to the matter at hand. Make it a personal habit of using a microphone, and ask guest speakers to do so as well. Use the microphone correctly, which usually involves having it around 5cms from your mouth and not turning your head. When showing films, be sure to turn on subtitles if they are available.

"A Note from Your Colleagues with Hearing Loss: Just Use a Microphone Already" by Jessie Ramey in *The Chronicle of Higher Education*, March 20, 2019

Hippocampus, Nov 2021

The Victorian Academy of Teaching & Leadership - News

Principal In Residence Roles



An exciting opportunity is now available to join the Victorian Academy of Teaching and leadership (the Academy) in one of our Principal in Residence positions.

Principals in Residence work with Academy staff, regions and schools across Victoria, to build the capability of school leaders at all stages of their career and to enable them to effectively and strategically lead, manage and develop people and resources. Principals in residence also act as thought leaders for the Academy, using their insights on the leadership in and beyond their schools, high quality teaching, curriculum

design and operations to support student achievement, teaching excellence and wellbeing. These positions are designed for current principals. This is a great opportunity to use your skills and experience in a new environment and to be part of the establishment of the Victorian Academy of Teaching and Leadership. Further information, including details on how to apply, can be found here: [Eols - Principal in Residence \(eduweb.vic.gov.au\)](#) Eol close Saturday 27 November 2021.

Principal Programs

Two new principal programs '[Leading School Improvement](#)' and '[Innovating for Student Engagement](#)' will be offered by the Victorian Academy of Teaching and Leadership as pilot programs in 2022.

Registrations are now open for the 2022 pilot programs with flyers attached outlining each program's program features, learning outcomes and intake dates are attached

LEADERSHIP DEVELOPMENT SCHOLARSHIPS FOR WOMEN IN EDUCATION



Women & Leadership Australia is offering partial scholarships to women leaders in the schools' education sector to support participation in one of three leadership development programs. To make this opportunity available to more women, we have extended the deadline for applications to **15 December 2021**.

Scholarships are now available through Women & Leadership Australia to encourage more women to step into leadership

roles and to support the further development of current women leaders in the Education, Training and Development Sector.

Partial scholarships of \$1000-\$5000 will support participation in one of three leadership development courses designed for emerging through to senior leaders. Apply by 15 December 2021 or find out more at www.wla.edu.au/education

The Union exclusively for the Principal Class

Initial Teacher Education Stakeholder Reference Group 2021

In November 2016, the Deputy Premier announced the Excellence in Teacher Education reform package, which outlines the Government's ambitious reform agenda to improve the quality of teacher preparation and improve student learning outcomes. The Excellence in Teacher Education reforms address four areas and comprise eight key actions:

Area 1: Raise the quality of teaching and the status of the profession through a robust approach to selection into initial teacher education

1. Introduction of a minimum Australian Tertiary Admission Rank (ATAR) for Year 12 entry into undergraduate ITE programs
2. Development of a broad-based Victorian framework for selection into ITE

Area 2: Ensure high-quality pathways into the teaching profession for capable and committed candidates from diverse backgrounds

3. Work with providers to:
 - develop and promote high-quality alternate pathways that articulate into teacher education programs
 - design an equivalence framework for entry into ITE through alternate pathways.
4. Support rural candidates, especially those from designated equity groups, through scholarships and alternate pathways.
5. Expand Employment-based ITE pathways to attract a more diverse range of high-quality candidates.

Area 3: Improve course quality through partnerships, and feedback loops between graduates, schools and ITE providers

6. Support and sustain partnerships between ITE providers and schools with a focus on improving teaching practice and increasing Victoria's knowledge on best practice ITE. This includes the establishment of a new rural Teaching Academy of Professional Practice.
7. Develop a feedback mechanism to improve the quality of programs, a more consistent approach to assessing practicums, and greater consistency in capstone assessments.

Area 4: Develop early career teachers to become excellent teachers and leaders

8. Improve induction and mentoring through a state-wide approach that establishes new teachers as lifelong learners.

Since 2019, investments in initial teacher education and early career support and development include:

- additional funding for Employment-based Pathways to support and sustain the employment of paraprofessional secondary teachers in disadvantaged and rural/ regional schools while they complete a Master of Teaching (Secondary)
- investment in fast-track teacher training programs for 500 graduates and professionals to train as teachers in secondary schools and specialist schools across Victoria through the Innovative Initial Teacher Education Reform
- funding to increase the supply and quality of teachers specialising in Vocational Education and Training (VET) and the Victorian Certificate of Applied Learning (VCAL) for senior secondary school students
- establishing a Placement Memorandum of Understanding (MOU) to set out the roles and responsibilities for arranging and facilitating pre-service teacher (PST) placements, reduce administrative burden and duplication for both schools and ITE Providers, establish a common language and consistent process around facilitating PST placements.
- further investing in the Department's ten existing TAPPs, establishing a multi-provider



SURGING ANXIETY AMONG ADOLESCENTS

Why are more and more young people suffering from anxiety disorders?

Possible explanations: there may be a genuine increase in distress because there's a lot to be distressed about these days! Youngsters seem more willing to report mental health issues. This increased openness may be encouraged by media reports of widespread mental health problems among adolescents and information from their own social media.

Mental health problems like anxiety can be mapped on a bell-shaped curve. With anxiety, the majority of people are in the mentally healthy, average bulge in the middle. At the right-hand side, are those prone to experience anxiety more intensely, more frequently, and for longer durations than others, causing those individuals greater distress and impairment in their functioning. On the left side of the continuum are those who experience unusually little anxiety. These people may be courageous under pressure, but they may also take unnecessary risks and come across as emotionally insensitive. Diversity of traits is essential for a species to survive and evolve as environments change; a trait that is a weakness in one environment at one time and place might well turn out to be a strength in another environment at another time and place. Perhaps the cultural changes in society are significant enough that young people, now able to talk fluently about mental health, are looking to medicine as a way to explain the normal, if painful, parts of life.

"The Anxiety Boom" by Ralph Lewis in *Psychology Today*, November/December 2021

Hippocampus Nov 2021

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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.

TAPP, and funding to establish two new TAPPs

- funding for Access Quality Teaching to support pre-service teacher placements in all four regions, building on the successful features of the previously funded National Exceptional Teachers for Disadvantaged Schools Program in Victoria
- implementing a new graduate teacher induction and mentoring pilot program that supports graduates to access new and specialised professional development, spend time with their mentor, planning, team teaching and connecting and connect with peers through area-based alliances.

Purpose

The purpose of the Initial Teacher Education Stakeholder Reference Group (ITE SRG) is to provide a platform for:

- the Department to provide regular progress updates on the implementation of reforms to initial teacher education, pathways into the profession and early career support and development
- sector representatives and peak bodies to provide feedback on and inform the further implementation of reforms to sustain the teaching profession in the Victorian context
- the exchange of expert advice and peak stakeholder bodies' perspectives to build the collective evidence base, effectiveness and impact of reforms.

The ITE SRG will consider the Victorian reform package in the context of national reforms to ITE and work towards the achievement of best practice in Victorian teacher education.

A MESSAGE TO END A DIFFICULT YEAR

Our work really is harder now. There's so much personal and professional stress, and some people are suffering from what's called *helmet fire* – a condition that occurs when people are working hard for long hours under lots of pressure, making decisions under time constraints, analysing too much information, and dealing with uncertainty, fear and sadness. This can result in shutting down entirely; being busy with unproductive work – for example, organising and reorganising – and avoiding key tasks; sticking to initial decisions even when conditions have changed; focusing on one thing to the exclusion of everything else.

One researcher found that those who survive and thrive in emergency situations show playfulness, curiosity, flexibility, humour, empathy and intuition. Another study identified flexibility, adaptability, tolerance for uncertainty, being able to set priorities, working independently when needed and attention to detail.

Be gentle with yourself. Of course this is hard. The world is struggling with a disaster, and you are doing a hard job in a hard time. You are not losing your mind because you are grouchy or forgetting things. How else could it be? Be gentle with others. They are also living and working during the pandemic, in addition to whatever other losses and pain and obstacles they face. Assume good will and best effort whenever you can. Be strong, which is to say, realise how strong you already are to be doing what you do right now... Finally, be safe. The science is advancing and we are learning new things about the novel coronavirus all the time.

"Practicing School Psychology During a Pandemic: Lessons from Emergency Management" by Brendan Hickey in *Communiqué*, January/February 2021

Principal's Digest,
November 2021



**PROFESSIONAL DEVELOPMENT FOR PRINCIPAL CLASS EMPLOYEES
& Leadership Teams**



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