

Australian Principals Federation



President's Report— Tina King

Later this week, I am looking forward to engaging with colleagues from our Federal and WA Branch as we attend the SASSLA conference in South Australia. The Chief Executive of SASSLA, Phil O'Loughlin has extended an invitation to participate in the **2022 SASSLA State Conference** which has an important focus on school leader workload. Keynote speaker, Professor Phil Riley, will present the latest evidence on leader workload in addition to exploring why there is a compelling case to re-evaluate the working conditions of leaders.

Beyond the conference, time has been set aside for discussions amongst our respective organisations on matters relating to:

- Interstate round up of State based issues
- Areas of common interest for future collaborative engagement
- APF current issues and future directions and priorities

The visit to SA will provide valuable time and opportunity to meet on key items. It also provides opportunity to bring representatives from 3 Australian states together face to face for the first time in two plus years.

The EBA voting process has commenced and within a few weeks, the outcome of the ballot will be declared by the DET. Yesterday, I had opportunity to meet with Minister Merlino and amongst key items of conversation, were the Time in Lieu provisions contained within the proposed VGSA 2022. This provision continues to cause concern as it has the potential to compromise programs and the rich experiences currently on offer to students. The Minister is committed to continued future engagement in this area and this will occur in due course once the ballot and subsequent outcome have been finalised.

Finally, I remind you to register for our upcoming professional development day presented by our Keynote Speaker, Maria Ruberto. Maria is a well acclaimed psychologist and certified neuropsychologist with over 25 years' experience. Maria's presentations are dynamic and interactive and will provide participants with information and strategies on how to move from a state of languish to a state of flourish.

Given the challenges we have faced and continue to face, please make this a priority for your wellness. *T. King*



**311/19 Milton Pde.
Malvern. 3144**
Office phone: 0412 584002

In this Issue:

Looking forward to seeing you at the APF PD on Friday 3rd June. See details P1

EBA—Approval Process, P2

Mark Akinstall presents a very detailed report on Eligibility to Teach in Schools, P2

Bouncing Back from Burnout, The Educator, P3

The Emotional Side of School Leadership, David Holmes, P5

The literacy road to Prison, David Kirkland, P4 Column

APF Website
<https://apf.net.au>



Thriving and Surviving in Challenging Times



Friday 3 June 2022, from 9:00 am to 3:30 pm

[Riversdale Golf Club](#) (Link to map and address)

APF Professional Learning Opportunity

Presented by **Maria Ruberto** with special presentation by **Dale Sidebottom**.

We encourage members and non-members to attend.
Registration form can be found at [PD Registration](#)

The Union exclusively for the Principal Class

EBA – Approval Process

Principals have received information from the DET relating to the approval process for the proposed Enterprise Agreement.

Key dates and reminders:

1. Principals need to facilitate a meeting for employees to vote on the proposed agreement. Guidelines were circulated via email on 5 May 2022
2. The meeting for voting cannot be before Monday 16 May and no later than Friday 20 May 2022.
3. Principals are required to lodge their school's report on the ballot outcome to the department by no later than Monday 23 May 2022

All instructions, as set out in the principal guidelines, need to be strictly followed. If you have any questions in relation to this process, please contact the Policy and Workplace Relations Branch
workplace.relations@education.vic.gov.au

Eligibility to Teach in Schools – Mark Arkinstall, APF Industrial Officer



The Minister for Education has the power under the *Education and Training Reform Act 2006* to make orders relating to the employment of Teaching Service employees and school council employees. Ministerial Order No. 1038 – Teaching Service specifically covers the employment conditions, salaries, allowances, selection and conduct of employees in the Teaching Service. The Order can be found at <https://www.education.vic.gov.au/hrweb/employcond/Pages/tso.aspx>.

Part 3 of the Order specifically relates to Eligibility for Employment, Transfer and Promotion.

3.1.2 states: *To be eligible for employment, transfer or promotion to a position in the principal class or the teacher class a person must satisfy the requirements of, and be registered under, Part 2.6 of the Act in addition to having completed an approved course of teacher training. A person who is registered only as a non-practising teacher under section 2.6.11 of the Act does not satisfy the requirements of being registered for the purpose of this clause.*

The Order goes on to state: *Any position which requires its incumbent to undertake the duties of a teacher in a school is a position which requires its incumbent to be registered or have permission to teach under Part 2.6 of the Act.*

In recent years we've taken numerous calls from members regarding the requirement that teachers be registered to teach. The Victorian Institute of Teaching manages the registration of teachers and currently has nearly 135,000 registered teachers in Victoria, ensuring only qualified and suitable persons are eligible to work in Victorian schools. The type of registration a teacher requires depends on a number of factors, such as the education environment they work in, their qualifications, experience, proficiency in the [Australian Professional Standards for Teaching \(APST\)](#) and their [suitability to teach](#).

Several registration categories exist, including:

1. Provisional Registration (Permitted to teach):
 - a. Graduates
 - b. Early Career Teachers who have completed their studies interstate or overseas and have little classroom experience
 - c. Returning teachers
 - d. Experienced teachers returning from overseas.
2. Full Registration (Permitted to Teach)



311/19 Milton Parade
 Malvern, 3144
 Tel: 0412 584 002

Continued lift in membership.

Thank you to all members advocating to their colleagues the importance of Principal Class representation.



Gemma Needs
 APF Executive
 Officer

gaylor@apf.net.au

Join the APF

<https://apf.net.au>

Forms can be completed on-line.

3. Non-Practising Teachers (Not permitted to Teach): Not currently teaching, taking a break, etc.

4. Permission To Teach (PTT) is alternative authorisation to teach that exists primarily to address a workforce shortage within Victorian schools. Various rules apply. Eg. PTT is **not** a renewable form of registration and is limited to a maximum of three (3) years for any grant.

Some important points:

- To undertake the duties of a teacher, a person must hold current registration or a valid PTT grant. Those without registration or a valid PTT cannot perform the duties of a teacher, even if they are supervised by a registered teacher. Eg. One principal asked if it was alright to have a qualified but unregistered teacher in a team-teaching situation where all other members of the team were registered and able to provide supervision. The answer was no.
- ES staff cannot undertake the duties of a teacher even if supervised by a teacher. The duties of a teacher, as defined in the *Education and Training Reform Act 2006*, are described as the 'delivery of an educational program or the assessment of student participation in an education program'.
- A person with an early childhood qualification to teach learners up to 8 years of age must hold teacher registration in order to teach in primary setting.
- Non-practising teachers cannot teach in any Victorian primary, secondary or special school.
- If a member of staff is charged, convicted or found guilty of a criminal offence they have the responsibility of notifying the VIT as soon as possible. The VIT will also determine whether the criminal offence amounts to a Category A offence, Category B offence, or Category C conduct and if so, consider whether it must refuse / may refuse their application for registration / renewal of registration. If I was the principal and became aware of something like this, I'd also contact the VIT asap.
- If a staff member is the subject of a reportable allegation, they should notify the VIT as soon as possible as should the principal. Reportable conduct is defined in the Child Wellbeing and Safety Act 2005. It means
 - ◇ sexual offences (against, with or in the presence of, a child)
 - ◇ sexual misconduct (against, with or in the presence of, a child)
 - ◇ physical violence (against, with or in the presence of, a child)
 - ◇ behaviour that causes significant emotional or psychological harm
 - ◇ significant neglect.
- So, to teach in our schools a person must be registered or have permission to teach. To undertake the duties of a teacher without this is an offence.
- If you are at all unsure, please contact us or the VIT for further information. It is vital that our members are compliant with VIT registration requirements.



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.

Tina - 0418 478 807



TKing@apf.net.au

Mark - 0418 551 375



industrialofficer@apf.net.au

Gemma— 0412 584 002



gnaylor@apf.net.au

BOUNCING BACK FROM BURNOUT

A survey studying the responses of 2,590 school leaders across all states and territories found that principals and their deputies work on average at least 55 hours a week, while a quarter of those report working more than 60 hours a week. However committed to their work an educator is, the fact remains that one cannot pour from an empty cup, and to help others – the core responsibility of an educator – one's own health and wellbeing must be put first.

This advice for educators was recently published in *The Educator* encouraging self-care and providing strategies to manage workload:

Delegate where possible

Delegating important tasks to other people, builds their capacity and builds connection with that person.

Work in 50-minute chunks

The brain can only concentrate and be productive for about 50 minutes in a long stretch, so what you want to do is work hard and be very planned about what you want to achieve in that 50-minutes, completely immerse yourself in it and then have a break.

Be present

Where possible, educators should make a point of visiting each staff work area and connect personally to as many staff as they can in the time they have.

Make lists of things you can and cannot control

Instead of worrying yourself sick about uncertainties, be proactive and think positively.

Draw a line

Recognise the limitations of what you can and cannot do within the confines of your role.

Do something fun and different

Find a hobby or pastime that takes you away from your work and exercises your mind and looks after your health. An activity that you find relaxing and helps you shift into a mindset that suits your home much more."

Source: Brett Henebery in "The Educator" March 2022

Full article here: [How Teachers and Principals Can Bounce Back From Burnout.](#)



THE LITERACY ROAD TO PRISON

There's a widespread belief in a causal link between low literacy and incarceration. The evidence cited is the high incidence of illiteracy, and of functional illiteracy.

These have spurred remedial programs in schools and communities and literacy initiatives in prisons. But to what extent are illiteracy and incarceration linked, not because one causes the other, but because they have common root causes? Poverty, family distress, and external conditions have an impact on schools and student achievement. Persistent patterns of low literacy among vulnerable children are clear signs that current approaches that respond to the surface issues and ignore deeper systemic tensions are not working. A more systematic attack on the problem of illiteracy would address low expectations for marginalised children that normalise school failure; improve learning conditions for vulnerable children in ways that respond to their needs at structural (as opposed to individual) levels; would more effectively address societal issues of poverty, racism, violence and community resources. This process isn't about illiteracy or incarceration. It's about a larger set of social, political, and historical forces that shape and maintain them both.

"The Truth Behind the Pipeline" by David Kirkland in *Literacy Today*,

“

AUTHENTIC LEADERSHIP

You can be effective only when you are leading according to the principles that matter most to you. Otherwise, you are simply putting on an act, one that people can see through over time. When you have clarified your values and found your voice, you will have the inner confidence necessary to express ideas, choose a direction, make tough decisions, act with determination, and take charge of your life rather than impersonating others.

Kouzes and Posner

”

The Union exclusively for the Principal Class

THE EMOTIONAL SIDE OF SCHOOL LEADERSHIP, David Holmes



School leaders are expected to be visibly in charge, always on top of their game, doing the right things to advance the school, and exuding confidence and command. But the pressures of the job take their toll, and too many principals have an unhappy or even an abbreviated tenure. The loneliness of the principalship – not having a chance to share anxieties, insecurities and fears because it might be taken as a sign of weakness or incompetence – plays a major part.

Not having someone to talk to and/or the social-emotional skills to deal effectively with stresses can lead to:

- Unhealthy habits – poor sleep patterns, insufficient exercise, alcohol abuse;
- Acting out in anger and frustration;
- Developing a pattern of avoidance;
- Not making good use of sources of emotional sustenance like friends, colleagues and loved ones.

The bottom line is that what's healthy for the principal is healthy for the school.

Suggestions for school leaders to manage their inner lives and remain effective, confident, enthusiastic and satisfied with their work:

- ◆ **Accept what cannot be changed.** You need to do this in order to deter a pattern of complaining that is so easy to begin. The discipline of dealing with 'what is', not what you wish things to be, is an important principle.
- ◆ **Sometimes you need to vent.** This should be done with someone you can trust and who doesn't have a direct stake in your work. In almost all cases, this is not your spouse or partner.
- ◆ **Don't take it personally.** It's easier to handle emotional complaints, criticisms and venting when you believe it's about you.
- ◆ **Accept that the job is intense.** School leadership is uniquely demanding, but try to be as healthy as possible, both physically and psychologically. One strategy is to have a non-school aspect to your life that you need to apply your mental and physical energy to.
- ◆ **Develop friendships with a few trusted colleagues.** Friendships, heart-to-heart discussions and humour can relieve day-to-day stresses and provide emotional sustenance and enjoyment. Talking shop is only enjoyable for those who work in shops.
- ◆ **Engage in professional reading and writing.** Days filled with administrative tasks and problem solving will ultimately wear you down. The key is to read about what others are doing in the field, put your own stresses and anxieties in a wider frame of reference and carry those insights into your work.
- ◆ **Get enough sleep.** Whether it is a sleep-in on Sunday morning or a regular schedule of seven hours, leaders must play the long game, and sleep is fundamental to longevity.
- ◆ **Attend to your family.** If family life is tension-filled or infused with resentment, you carry this with you every day and it will affect both your family life and your ability to lead the school.
- ◆ **Adopt a posture of fearlessness.** Rather than allowing yourself to be paralysed worrying what can go wrong, say to yourself: *I am on the right course; there are inherent risks, but the odds are with me; wise people around me agree with what we are doing; and no matter what happens, I can live with the consequences.*
- ◆ **If necessary, get help.** Not all problems can be solved alone, and there are times when a leadership coach, a psychologist or a counsellor is essential. (Contact the APF)

Acknowledgement: "The Inner Life of School Leaders" by David Holmes in *Independent School*,



**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.

**Role of the APF —
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.



The Union exclusively for the Principal Class