

Australian Principals Federation



President's Message – Tina King

We continue to receive lots of contact from members as the VGSA 2022 implementation takes effect and leaders are challenged to unpack certain provisions. The DET sessions presented via network forums have provided further clarity and support however, principals and staff continue to grapple with implementation of various elements.

Each school context will be different and whilst the provisions in the agreement are the same, this presents varying challenges. If unsure, seek advice and support as DET staff have provided an undertaking that they will work directly with schools to ensure programs and activities are not adversely impacted.

For advice or assistance on any matters related to the implementation of the VGSA 2022 principals may contact the Policy and Workplace Relations Branch on 7022 0013 or email to workplace.relations@education.vic.gov.au.

It is acknowledged that there are complexities however DET staff continue to engage with stakeholders in order to address issues presented through the implementation phase. In this edition of the newsletter, one secondary school principal has shared the considered approach her school has taken when tasked with the implementation of the agreement.

T. King

Time In Lieu in a Secondary School – our considerations so far...



Shared by Wendy Powson (APF Vice President and Principal Lilydale HS)

The implications of Time in Lieu won't be fully known until we have experienced the first year. Even with a strong plan in place, there will ultimately be activities that come from left field that will need a decision regarding TIL. When my team sat down to discuss how we were going to proceed, we asked ourselves, what we believed to be a few key questions. These questions were part of the conversation with Consultative Committee:

1. We have a collegiate caring culture at our school - how do we maintain this whilst still providing time that people are entitled to?
2. In a contemporary work environment that values family and understands that people need some flexibility, how do we make this work?
3. Do we want an environment where counting minutes becomes the norm?
4. Do we want to be standing at the gates every night asking teachers to return to their desk if they leave 15 minutes early? Where is the professional trust?
5. Will this mean that we won't want to ask staff to do anything extra for fear of TIL being sought and difficult conversations being a constant?
6. Do we value the camp experience for our students?
7. How can we do this without students missing out on valuable experiences that have always been such an important part of school?

It was important that a few guidelines and operation procedures were in place to begin:

1. A set of guidelines for determining the activities that attract TIL was created. It needed to be a document that was easily understandable and clear. Justification and clarification for



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APF Website

<https://apf.net.au>

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- providing TIL or not providing TIL needed to be included.
- 2. Equity – this required a close examination of the workshops and meetings held after school.
- 3. Not every activity will be 'required' and therefore not attract TIL thus necessitating a need to identify such events.
- 4. Staff will need a clear understanding of the 30 plus 8 model.

What decisions have been made?

Camps

- Camps that will attract TIL are **those open to all of the year level**, eg: Year 7, 8, 9 and 10 camp and Year 12 Retreat.
- Camps that are provided for specific groups eg: Arts camp, Production Camp, would not attract TIL. Those camps can still go ahead, however, it has to be clear to those who choose to attend that TIL will not be included.
- The priority is that students still have an opportunity for a camp experience and this would be possible through the year level camps.
- At this stage the Year 10 Central Australia camp is being considered, it may need to be a camp that doesn't include a weekend. This proves very expensive (15 staff would be owed 11 days of TIL).

Evening activities – if activities are unable to be moved to a time during the school day:

- *Those activities that required student supervision* would attract TIL eg: Year 10 formal, parents not present.
- Teachers attending evening activities *where parents/carers are in attendance*, would not be eligible for TIL eg: Valedictory Dinner, students sit with their parents.
- The exception is for those staff who organise and implement the activity. They would be eligible for TIL as they are required to be in attendance eg: Senior School team who organise the Valedictory Dinner.

Open Night - staff who attend will be eligible for TIL (3 hours) 6pm - 9pm.

Evening Musical events/VCE Performance evenings

- Instrumental music teachers and the Head of Instrumental Music eligible for TIL from the time the event begins.
- Other teachers who attend events to 'grade' students, particularly for VCE assessments are eligible for TIL from the time the event begins.

Positions of Responsibility

If a teacher is receiving time release and money for a POR, is TIL added? The position descriptions have been reviewed and specific tasks have been added that are to be completed within the work day. If implementing those tasks/activities is required after the end of the work day, then TIL is added from the time the activity begins. For example: Head of Instrumental Music, must be present at evening concerts, therefore eligible for TIL.

Production and Outdoor Education

This is still under consideration as such events and activities potentially attract many hours of TIL. A conversation with those who lead those activities will reveal the hours they have to contribute to providing these important experiences for students.

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Are there changes to details in relation to your membership?

Please inform me if there are changes to PCE status, school, home address, phone numbers and cc details.

Thank you!



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Join the APF

<https://apf.net.au>

Forms can be
completed on-line.

Meeting Free weeks

Only used for activities where **ALL staff** are involved, eg: parent – teacher evenings.

When will the acquittal occur?

Most of the acquittal will occur in November and December following the VCE students departure, unless another time is negotiated with the principal.

Staff understanding of the 38 hour week:

Hours of attendance determined (2 days of 7 hours onsite 8.30 - 3.30 and 3 days of 8 hours onsite 8.30 - 4.30).

There will be 2 hours a week required for **all staff** to be involved in PD and Key Learning Are meetings. This ensures equity, however, even this will be problematic accommodating those staff who work 0.4 and 0.6.

The 3rd hour?

The 3rd hour will be required during those weeks where a staff meeting is scheduled, however, the 3rd hour is where we can maintain some flexibility and good will. In a school of 140 staff with just under a third, part time, the tracking of this time will require a monumental effort. This third hour is also now being used for the many SSG's that are required for a number of students.

This sums up our attempts to provide TIL and maintain a positive culture. It is a difficult balance that again places the principal in a situation that, no doubt, will ultimately increase the daily workload.



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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SAVE THE DATE

Annual General Meeting & Seminar

Thursday 27 October 2022

9:00 AM – 3:30 PM

Riversdale Golf Club

(Details to follow)

Dale Sidebottom in All Work No Play says...



The most popular mindfulness activities are:

Meditation, between 200-500 million people participate in some form of meditation.

Yoga, in Australia 2008-2016 yoga was the fastest growing sport or fitness activity.

Colouring books for adults.

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site



Education State Forum

The DET Education State Forum was held last week with Mark Arkinstall (APF Industrial Officer), Chris Chant (APF Federal President) and myself having opportunity to attend.

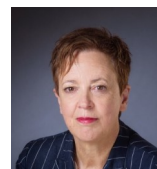


Titled ***Wellbeing, Workforce and Pathways: new perspectives on education***, the forum addressed three key areas:

Workforce recruitment and retention



Both the Minister for Education, Natalie Hutchins and the DET Secretary Jenny Atta addressed the staffing shortages confronting the education sector. Solutions are indeed multi-faceted and it is not simply a matter of recruitment but one might argue more importantly the retention of staff. Whilst some short-term actions have been



deployed by the DET (for example availability of the corporate staff to work in schools, financial incentives to attract teachers to hard to staff schools), unless there is championing of teachers and school leaders and matters pertaining to workload and burnout are addressed, we will continue to face shortages well into the future.



Professor Jim Watterson (Dean, Graduate School of Education, University of Melbourne) gave an informative address highlighting the benefits of building effective relationships between schools and training institutions. Professor Watterson highlighted the fact that it is far more important to focus on retention of teachers and building a system that supports teachers. The key question is how can this be achieved and how do we overcome the barriers? Whilst Education Ministers

agree that Australia has a national teacher shortage problem, we await with interest to see what solutions the national workforce strategy will bring. December however just seems so far away for our schools.

Learning and wellbeing

The [Mental Health Reforms](#) and revised [FISO 2.0](#) have placed greater emphasis on student wellbeing. Schools play a key role in promoting mental health and wellbeing of students through the provision of nurturing and caring environments. The various reforms and developed resources will not only support students but equip them with the necessary skills to support their mental health and wellbeing.

Senior Secondary School Reforms

As a result of the [Firth Review](#) (commissioned by the Victorian Government in 2019) it was found that more needed to be done to make vocational and applied learning in schools highly regarded and relevant to the needs of students and employers. Subsequently, a key recommendation stemming from the review has been the move to an integrated senior secondary certificate, with vocational education embedded in the VCE.

The success of the reforms in the secondary sector are reliant upon a cultural shift that values vocational and applied learning pathways as much as academic ones. This requires immense social shift, one that is well beyond the scope of each school and requiring a shift in paradigm at whole of community level.

DET has launched the [Many Talents One VCE campaign](#) informing the public sector of the changes. The key conundrum facing schools and in large the community, is how do we bring equilibrium to academic and vocational pathways in light of the reforms?

Five Things All Employees Want

This article is in the next three columns

A study from Oxford University found that employees are 13 percent more productive when they are happy — even when their mood is affected by things unrelated to their job, such as the weather. Many organizations have seen all too well what happens when workers are dissatisfied, while the job market continues to see record breaking resignation rates, largely fuelled by the hope of landing a better position. As an employer, should you wait for your team to ask for the things they want? Might they assume the benefits are never coming and quit. What do employees look for?

A path to promotion

Leaders are often unaware of their teams' goals and aspirations. Employees are often afraid to ask for a promotion or raise because they fear that the organization views them as replaceable. To counteract this, leaders should give their workers a clear path toward promotion. Clearly lay out what needs to be done for a team member to earn a position with greater responsibilities. Even more importantly, when a worker fulfills these criteria, follow through on your promises.

The right tools for their talent

All too often, employees aren't given what they need to complete their job

The Union exclusively for the Principal Class

NOT JUST A TEACHER SHORTAGE –Tina King

Whilst recent commentary and dialogue has focussed on the severe teacher shortages, little mention if any, is being made in relation to the national trend that's been growing for some time and that is principal shortages.



Over the course of many years, there has been a declining trend of senior teachers and assistant principals aspiring to the role of principal and it has reached a critical point. The current reality is that as principals retire, deputies are reluctant to take up the job. A study conducted way back in 2014 by **Loretta Piazza** and **Mark Thompson**, surveyed assistant principals in Victoria's north-west

and found that an overwhelming majority had no intention of applying to become a principal. Many years later, and the trend has not been reversed. Professor Phil Riley has also highlighted the impending leadership shortages as the article below demonstrates.

Any discourse relating to teacher shortages must also give due consideration and attention to the shortage of school leaders.

Principal shortage 'a looming crisis'

The increased pressure on principals appears to be squashing the desire of senior teachers to take on the top job, Professor Riley says. He foresees "a looming crisis" related to a shortage of principals across Australia in coming years.

"There's been something like an 70 per cent decline in real application rates for the principal-ship at a time when 70 per cent of principals are within two or three years of retiring," he says.

"So it's clearly a crisis and I'm worried that there will be a blanket government response, like they did in Portugal, where principals are now in charge of five schools. So they solved the principal shortage with the stroke of a pen but they did nothing to address the issues that led to the shortage." Professor Riley recommends that Australia adopt a "whole of government approach to education", where state and federal governments combine resources to oversee a single education budget.

"There are no quick fixes with this, and we first have to start to treat it seriously and admit we have a real problem with the way our principals are treated," he says.

The paradox is that despite the violence and high levels of stress, burnout and depression, principals report a greater level of job satisfaction than the general population.

"They feel like they're doing very important work and clearly they are — they have the ability to change people's lives," Professor Riley says.

"If you ask any teacher or principal what they like about their job, they'll give you names of kids who were difficult and describe how they turned them around. It's not about the money, it's not about the holidays, it's not about prestige ... it's really about doing something to help people. That's what keeps them going."

Author: Menios Constantinou

<https://www.impact.acu.edu.au/career/the-harsh-realities-of-working-as-a-school-principal-in-modern-day-australia>



(Professor Philip Riley spent 16 years in schools before moving to the tertiary sector. Every year since 2011, he has led a team of researchers to conduct The Australian Principal Occupational Health, Safety and Wellbeing Survey).



as efficiently as they could. This can become especially frustrating when workers are told they need to do a better job, but then their requests for resources that would improve efficiency are denied. Managers should actively seek input regarding which tools could assist them in their tasks. Simply telling an employee that a particular tool is not in the budget could send the message that they aren't a priority.

Better benefits

Workers expect health insurance, sick leave, and other key perks to maintain the high quality of life that is crucial to productivity. It's just as important to ensure that benefits are easy to understand.

Respect

Harassment, bullying and other forms of mistreatment have no quarter in the workplace, but when such behaviour comes from a leader, employees may feel they have no way to get the relief they deserve. This creates low morale and high turnover.

Give them a break

After the shift to remote work, many employees find that the traditional 9-to-5 no longer applies. Emails and phone calls often come at all times of day, with the expectation that workers are always available to respond to any request. While your team may not complain directly, blurring the line between

VIT Relocation

The Victorian Institute of Teaching (VIT) has relocated offices to Level 12 - [717 Bourke Street, Docklands](#)

All contact details will remain the same, as per below:

- Teacher and general hotline: 1300 888 067
- Principal hotline: 1300 650 375
- Early childhood hotline: 1300 977 263

Email: vit@vit.vic.edu.au

Postal: PO Box [531, Collins St](#) West VIC 8007



work and home can quickly lead to stress and burnout.

A study by the Academy of Management explains: "An 'always-on' culture with high expectations to monitor and respond to emails during non-work time may prevent employees from ever fully disengaging from work, leading to chronic stress and emotional exhaustion."

By providing the tools that your team needs to achieve the best possible results and giving them meaningful personal goals to work toward, they will be more motivated to give you their best efforts.

Acknowledgement: Eric Christopher in "Entrepreneur" July 7, 2022

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The APF believes this is an excellent resource for school leaders.

Help celebrate Australian School Library Day



Australian Library and Information Association

An opportunity to support and promote the fantastic work being done in schools is available by participating in the upcoming inaugural **Australian School Library Day** on **Wednesday 24 August, 2022**. This falls in the **CBCA Book Week**, which many schools will already be participating in, so

this is a terrific opportunity to combine the celebrations.

Australian School Library Day celebrates and highlights the variety of things that school libraries and staff do for the school community. In addition to fostering a love of reading, school libraries are places of learning, collaboration, expression, and creativity and library staff equip students with essential skills like digital literacy, information literacy, and how to be safe online. As the national organisation for the promotion and delivery of quality library and information services, ALIA believes the impact of school libraries is well worth celebrating!

There are several resources and suggestions for activities available on the [Students Need School Libraries](#) website and those participating can share their activities on the day by using the hashtag #ASLD2022. We also strongly encourage schools to tailor their activities for their specific school community as we know that every school, and every school library, is unique.

Cathie Warburton

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PRINCIPALS' digests



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