

Australian Principals Federation



President's Message – Tina King

With the state election finalised and the elected return of the Andrews Labor Government, we await with anticipation announcement of the appointment of the new, or possibly returning, Education Minister. Education pledges were made as part of the election campaign however no undertaking by either major political party was made to fully fund Victorian government schools to 100% of the resourcing standard. This is despite the fact that funding of the 5% gap will

ensure financial support to government schools for the continued provision and expansion of innovative programs and experiences.

Labor Party Election Promises for Education:

Promise	Cost
New and upgraded government schools and kindergartens	\$1.6b
Low-fee non-government school upgrades	\$717m
Mental health practitioners in 1800 government and low-fee non-government primary schools	\$200m
Recruit 1900 extra teachers in government schools	\$779m
Introduce a mandatory year one phonics check	\$11.3m

Source The Age 19 November 2022

Additional matters of concern that continue to prevail and need to be addressed relate to the 3W's, these being:

Workforce, Workload and Wellbeing.

Teacher and principal workforce shortages continue to plague the sector with workload pressures and impact on staff and school leaders wellbeing adversely impacting upon attraction and retention of staff. Whilst it is noted that attempts have been made to address these concerns both at a national and state level, there is much more work to be done and we look forward to engaging and collaborating with the announced Education Minister on these important topics.

As you wind up towards the business end of the school year, remember relationships matters. This is a testing time for school leaders as decisions relating to staffing, student placements, programs and budgets prevail and decision making will not always please everyone. Like everything it is a passing phase, however fractured relationships can take longer to heal.

T. King



B is for Body Language, Passion, Guts & Leadership, Deborah Patterson

Body language refers to facial expressions, posture, gestures, eye movement, touch and the use of space. Voice is also important, as is paying particular attention to inconsistencies. At school I often needed to read body language. I could tell when a student was lying to me simply by the way their face went red and by reading their gestures and erratic eye movements. I also used my observations when interviewing prospective staff and dealing with difficult parents. Watching verbal and nonverbal forms of communication helped me understand human nature. Nonverbal communication can be deliberate or unintentional, and cues are culture-bound. Nonverbal messages are often more trustworthy than verbal messages when the two conflict. [Purchase here](#)



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

In this issue:

Time In Lieu, P2

*Draft National
Teacher Workforce
Action Plan, P2*

*Membership fee
increase for 2023,
(Repeat advice)
Column P2*

*Selection
Grievances at the
MPB – A very
good guide from
Mark Arkinstall,
APF Industrial
Officer, P3*

*Consequential
Vacancies, P5*

*Grade One Phonics
Check, P5*

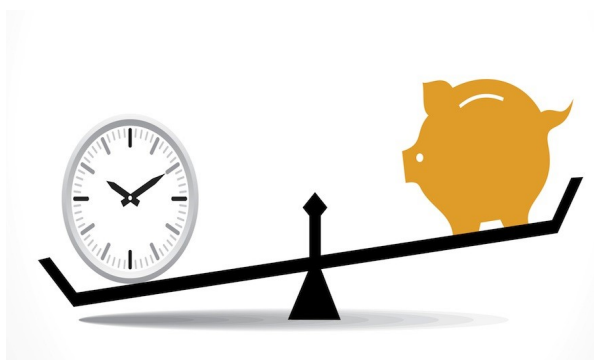
APF Website

<https://apf.net.au>

The Union exclusively for the Principal Class

Time In Lieu

This item continues to be a topical matter of concern and debate as schools attempt to navigate through the challenges and funding restrictions. We are hearing from many school leaders who continue to express concern in relation to the viability of camps and overseas learning experiences given there is no extra funding to support time in lieu. Many media outlets continue to report on the concerns and implications with [The Age article](#) published this week and a recent [Nine News report on this issue](#). The APF's positioning on this is simple, for items such as camps and overseas learning experiences, time in lieu accrual should be acquitted via payment to eligible employees. There is absolutely no gain in playing semantics with wording and interpretations in the VGSA 2022 in terms of 'required duty' 'non required duty' 'on duty' 'off duty' and the like. The APF continues to implore the state government and the DET to provide additional funding in school SRPs to support acquittal of time in lieu. Schools receive such funding provisions for swimming programs, why cannot the same consideration be extended for camps?



It is great to see Parents Victoria supporting the request for additional funding relating to time in lieu. We share the same expressed concerns that schools will be forced to either cancel camps, modify programs and/or request extra contributions from parents next year. Parents Victoria is keen for you to share your thoughts by completing their [School Camp Survey](#). The survey will be kept open until the end of January with publishing of the full result report in February 2023.

DRAFT NATIONAL TEACHER WORKFORCE ACTION PLAN

The APF (VIC and WA branch) together with the South Australian State Schools Leaders Association (SASSL) are preparing a combined submission in response to the Federal Education Minister's plan to address workforce shortages. A copy of the submission will be available on our website in the member's section.

In summary we commend and applaud Minister Clare on the concerted attempts to grow and strengthen the teaching profession however we are concerned that the plan fails to note and address principal shortages. The current teacher and principal shortages are the result of complex problems that have accumulated over an extended period. If the proposed actions are to be solution focussed, then ongoing concerns relating to excessive workloads, increasing complexities of the role (both teaching and leading), growing demands and administrative burdens must all be addressed. You may access a copy of the APF & SASSLA submission [here](#) (member login required).



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

Fee Increase for 2023

The APF Executive and State Council have regretfully approved a slight membership fee increase of \$2 per month (\$24.00 p.a.) as a result of rising costs.

The APF is reliant solely on revenue from our membership base and as a not-for-profit organisation, we do not receive subsidies and contributions from other entities. This forms part of the uniqueness of our organisation as we are truly independent and uncompromised in our advocacy and support for members.

This fee increase will become effective from the commencement of the new year and adjustments will be made accordingly – there is no need for members to action anything.

Jenna Bennison
Executive Officer

The Union exclusively for the Principal Class

SELECTION GRIEVANCES AT THE MERIT PROTECTION BOARD –



Mark Arkinstall, APF Industrial Officer

At this time of the year, we have an influx of queries and request for support from members regarding staffing and recruitment. It is timely therefore that we republish for your reference, tips from our Industrial Officer, Mark Arkinstall on how to best undertake the staff recruitment process so that you do not end up at the MPB.

The Merit Protection Board is an independent statutory body established under the *Education and Training Reform Act 2006*. The function of the Board is to advise the Minister for Education about principles of merit and equity to be applied in the teaching service and to hear reviews and appeals of decisions made under the *Education and Training Reform Act 2006*.

Over the last six months we've represented our members on multiple occasions at the Merit Protection Board with regard to selection grievances.



Please note the following:

1. The aim of the selection process is to select the applicant who will perform successfully in the advertised position and do so better than all other applicants.
2. Teachers, principals, assistant principals, casual relief teachers, education support staff and school council employees may be eligible to lodge a SELECTION or PERSONAL grievance in accordance with the provisions of the current applicable [Act or Order](#).
3. Principal, teacher and education support class employee grievance applications must be lodged within **14 days** of notification of the decision. Applications lodged outside of the 14-day period are considered to be out of time and may not proceed.
4. To be eligible to lodge a SELECTION grievance, a member of the teaching service must:
 - a. Have been an applicant for the position,
 - b. Be eligible and qualified to apply for the position, and
 - c. Have grounds for seeking a review of the selection decision.
5. Grounds for seeking a review of the selection decision include:
 - a. That the selection panel failed to comply with one or more of the procedural requirements and therefore was procedurally deficient and unfair.
 - b. That the selection decision is manifestly inconsistent with the evidence of the nature of the vacant position or the school in which the vacancy occurs or of the qualifications and experience of the applicant and the employee provisionally transferred or promoted.
6. So, the key to avoiding an issue at the MPB with regard to selection decisions is to run a selection process that is procedurally flawless and ensures the selection decision is evidence based. (That is, based on the evidence the panel acquires from the applications, interview, referee checks and prior knowledge statements.)
7. To avoid an issue at the MPB, selection processes must follow those procedural steps outlined in the [DET Policy and Guidelines for Recruitment in Schools](#) document. Note these processes apply to virtually all selection situations, including advertised vacancies, the allocation of organisational duties or positions of responsibility and higher duties and special payments for assignments or tasks longer than 3 months. A merit-based selection process is required in these selection situations.



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

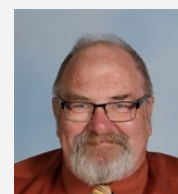
Jenna— 0412 584 002



jbenison@apf.net.au

A brief summary of the key procedural steps includes:

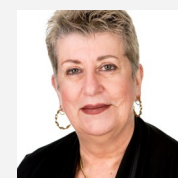
- The principal is responsible for teacher selection at each school. As part of the selection process the principal must form a selection panel of at least three people, which:
- (1) includes an employee trained by the Merit Protection Boards in the principles of merit and equity; and
- (2) makes provision for gender representation.
- Position description: A position description is prepared that includes the classification, range, and tenure of the position, the role, and responsibilities of the position.
- Selection Criteria: The selection criteria must specify the relevant skills, personal qualities and abilities required for the efficient performance of the position and be in accordance with the DET guidelines. Using the DET supplied criteria is perfect. For organisational duties, positions of responsibility, higher duties or special payment assignments fewer selection criteria are often used but the key is that at least some selection criteria are used in the selection process. All applicants must be assessed against the selection criteria and qualification requirements for a particular position.
- Applications: All applications received by the closing date must be carefully considered by the selection panel. Note the principal or panel chair can agree to accept late applications. An agreed ranking system should be used by each member of the panel when considering applications and the rankings and notes made should be retained for review.
- Short Listing: Short listing is then used to identify those applicants who, based on the information available, best meet the selection criteria and show evidence that their qualifications and experience are competitive with other suitable applicants. The selection panel may choose to short list and any short-listed applicants should be interviewed where possible. Employees with priority or redeployment status must be short listed for interview. Interviews should focus on the selection criteria with the same questions being used for each applicant. Only nominated referees may be contacted at the short-listing stage of the selection process.
- Interviews: The selection panel should develop a set of questions based on the selection criteria and assess, at interview, each short-listed applicant's ability to demonstrate the knowledge, skills and behaviours that best matches the competencies necessary to perform the role. The panel should develop a consistent and fair scoring mechanism to focus attention on the selection criteria and differentiate between applicants' responses. Before closing the interview, the selection panel is advised to provide an opportunity for the applicant to seek or give any relevant additional information that may not have been covered. Again, the notes of panel members should be retained.
- Referees: The main purpose of using referees is to elicit information from past employers, employees about the applicant's ability to perform the essential functions of the role and to verify an applicant's claims. A record should be kept of referee comments. Where an applicant nominates a panel member as a referee, any referee comments made by that panel member should be documented in the same way as other referee comments.
- Prior knowledge: Members of the selection panel may know or have knowledge of one or more of the applicants. Rather than only disclosing this knowledge as fact in a statement to the panel, members can contribute their perspective in order that the panel develops a richer understanding of a particular applicant's knowledge, skills and behaviours. Prior knowledge statements should be treated on the same basis as referee reports.
- Selection decision: The selection panel must assess all short-listed applicants against the selection criteria on the basis of their written application, interview, reports provided by referees and any other selection tool used by the panel. At the completion of the assessment, the selection panel must rank all suitable applicants in order of merit.
- Selection Documentation: On completion of the selection panel's assessment and ranking of applicants, the panel must prepare a selection panel report to the principal. The selection panel report and individual selection panel reports for each short listed applicant can be found [here](#). All selection documentation, including copies of applications,



David Finnerty



Julie Podbury



Loretta Piazza

DAFIN Consulting can devise outstanding programs to deliver leadership training to your staff or staff from a group of schools.

Contact:

David 0412 927 007,
Julie 0419 103 664, or

Loretta 0418 597 069
to discuss how we can assist you

Feedback from current course is outstanding.

The Union exclusively for the Principal Class



interview notes, referee comments and selection reports, must be retained by the school for 2 years after confirmation of the selection decision. This documentation becomes crucial evidence for the principal when responding to a selection grievance.

- **Selection decision:** Under the Education and Training Reform Act 2006, the power to employ, transfer or promote has been delegated to principals. Principals have a professional responsibility for ensuring that all parts of the selection process have been undertaken correctly. In considering the recommendation of the selection panel, principals should ensure that the applicant who best demonstrates that they meet the selection criteria and is capable of performing the duties of the position is selected. Where the principal's decision does not concur with the panel's recommendation, reasons for this decision must be recorded.
- **Notification to applicants:** At the completion of the selection process the successful and unsuccessful applicants are to be advised of the outcome of their application.

By following the above procedural steps, you not only ensure the best applicant is employed but also protect yourself from having selection decisions overturned by the MPB. Note that while the Board does not have the power to place an appellant into the position over the provisional nominee, or order the employment of a person into the teaching service, they certainly can overturn the selection decision and direct the principal to begin the process again.

If you do receive a selection grievance or have any questions about the selection process or the MPB, please contact us at the APF at your earliest convenience. We are here to support you!

CONSEQUENTIAL VACANCIES

Did you know that schools can request a *consequential vacancy* through a School Assisted Vacancy? This allows you to make multiple appointments as a result of the one process. For example, you advertise two teacher vacancies on ROL however you have three suitable applicants. You become aware that there is another upcoming teacher vacancy that the panel deems the third applicant suitable for. In this scenario you do not need to re-advertise the position, simply complete the request for a consequential vacancy through School Assisted Vacancy.

The parameters around this are:

- * Position needs to have been advertised within the last 3 months of the consequential vacancy request
- * The person you are wanting to appoint must have been an applicant to the original vacancy
- * The position needs to be identical to the original vacancy (exceptions to this may be reviewed on a case-by-case basis).

The Schools Recruitment Team (schools.recruitment@education.vic.gov.au) can clarify anything with you and step you through the form and process on ROI.

Year 1 Phonics Check

Commencing next year, all Year 1 students will be required to have their literacy skills (including phonics) assessed through the enhanced English Online Interview (EOI). This must be completed in Term 1 and is in addition to testing via EOI for all Prep students.

To support the new requirement, the DET early literacy assessment tools have been enhanced with the inclusion of phonics items in all four modules. Information relating to this was sent to schools via the [DET School Update](#) on 13 September 2022. Commencing 2023

“The aim of the modern curriculum ought to be to use selected content as a vehicle for developing in students an unwillingness to accept glib, unwarranted answers from any source. They must leave school with the passion to question, without the fear of looking foolish, and with the knowledge to learn where and how the facts can be found.”

Grant Wiggins

From Hippocampus, an email publication of

PRINCIPALS' digests



www.principalsdigests.com

The Union exclusively for the Principal Class