

Words

**Too many demands
and not enough
resources - the
evidence and
recommendations**

**The importance of
connecting with
fellow leaders**

**A must read:
The Frazzled
Principal's
Wellness Plan**

**Leaders' Health
and Wellbeing**





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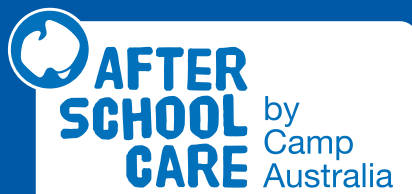


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Working for Our Members

Stephen Breen, WAPPA President

There has been much discussion around the mental health and wellbeing of school leaders. WAPPA's Board of Management has identified this as a key project for 2015 and will be working to identify the threats, risks and consequences to WA primary school leaders.

This edition of Words explores this theme, with a feature story from Associate Professor Philip Riley. As the author of the Australian Principal Occupational Health, Safety and Wellbeing Survey 2011-2014 Report, Professor Riley is acutely aware of the heightened levels of work-related stress experienced by school leaders.

WAPPA has a number of projects underway to raise awareness of these pressures and

to advocate for change. A focus group is looking at the school leaders' ever-increasing workload and associated risk management. The WAPPA Professional Support Program targeting aspirants, new level three principals and experienced leaders, will assist members to identify and work closely with their support network, coach or mentor.

Work is also underway to develop a suitable preparation program for the principal class, to build a strong foundation before a new leader enters the role.

There is certainly much to be done, and I look forward to working with the Board and the team as we continue to support members and their needs.



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Principals' Health is Suffering from Too Many Demands and Not Enough Resources

Associate Professor Philip Riley
Institute for Positive Psychology and Education, Center for Teacher Quality and Leadership, Australian Catholic University

“ Disturbing evidence has emerged about the occupational risks and poor wellbeing of Australia’s school principals from the Australian Principal Occupational Health, Safety and Wellbeing Survey 2011-2014 Report.”

The survey collects information from principals and deputy principals working in all school sectors annually. It describes the job demands and resources along with occupational health and safety risks and measures of health and wellbeing.

Balancing job demands and resources

The Job Demands-Resources model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) demonstrates that work involving high psychological demands, such as school leadership, needs commensurate resources to maintain a healthy workforce. Examples of job demands are workload, work pace, time pressures and accountability, along with physical and emotional environmental conditions. Job resources can be extrinsic (e.g. financial rewards, quality of feedback, job security and social support), intrinsic (status control, contributing to society and meaning of work) and personal (e.g. intelligence, confidence, persistence and creativity).

An important resource is the amount of control or discretion individuals have to deal with their job demands. Without a balance of demands and resources high job demands lead to exhaustion and low job resources lead to disengagement: both symptoms of job burnout.

The survey reveals that demands are increasing while resources are decreasing. This is threatening the long-term health and wellbeing of principals, and ultimately



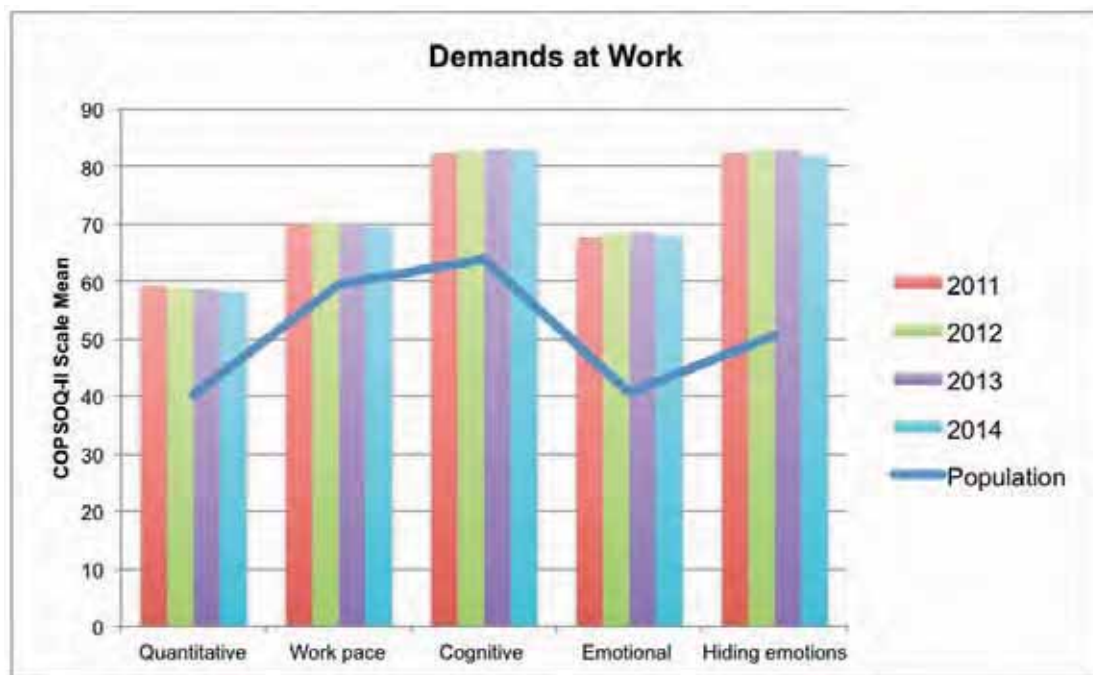


Figure 1. Job Demands 2011-2014 compared with population norms (Pejtersen, Kristensen, Borg, & Bjorner, 2010). While all the demands are high, the greatest demands are emotional.

the quality of education for Australia's children. It seems Australia is following other countries in this trend. In the UK in 2011, Phillips and Sen reported that, "work related stress was higher in education than across all other industries... with work-related mental ill-health... almost double the rate for all industry" (p. 177-8). In this country, the largest provider of health insurance to educators, The Teachers Health Fund, has seen the cost of providing mental health services nearly double since 2010 (press release, 4/12/2014).

Job demands of school leaders

The expectations placed on school leaders have significantly increased in the last decade. Partly due perhaps to the unintended consequences of NAPLAN becoming a high-stakes test, principals from all school types now routinely face very high levels of emotional demands from parents as anxiety about improvement and the need to blame someone for perceived failures ramps up. This "emotional labour" (see Figure 1) significantly contributes to job strain

(Newberry, Gallant, & Riley, 2013).


But perhaps the most disturbing information in the survey is the high percentage of principals and deputies/assistants who experience offensive behaviour at work. School leaders experience threats of violence at approximately five times the rate of the general population and seven times the rate for actual physical violence. Bullying is approximately four times the rate of the general population. This is more disturbing when considering that some, if not most, of this behaviour is likely to be occurring in front of students at school.

These results may reflect a change in Australian society more broadly, rather than school culture specifically. Rising rates of offensive behaviour in other social workplaces where emotions also run high, such as hospitals, suggest that this might be the case. However, if governments and employer groups are committed to improving the quality of school education for all stakeholders, this issue needs immediate, and careful attention.



Resources available to school leaders

Partners provide the highest levels of support, while employers and departments of education hardly rate. This is a significant challenge for policy makers and departmental support staff, who have a duty of care to fulfill.

The survey also found that principals' work impacts their families at about twice the rate of the general population, making work-life balance difficult for both them and their families. This is concerning because as the greatest source of support, principals' families provide a buffer against the strain of the job. The results also show that the strain is migrating into their families as well. Given the size of the workforce, this is potentially a significant health issue for the nation. The current health status of the profession clearly shows the strain (see Figure 2).



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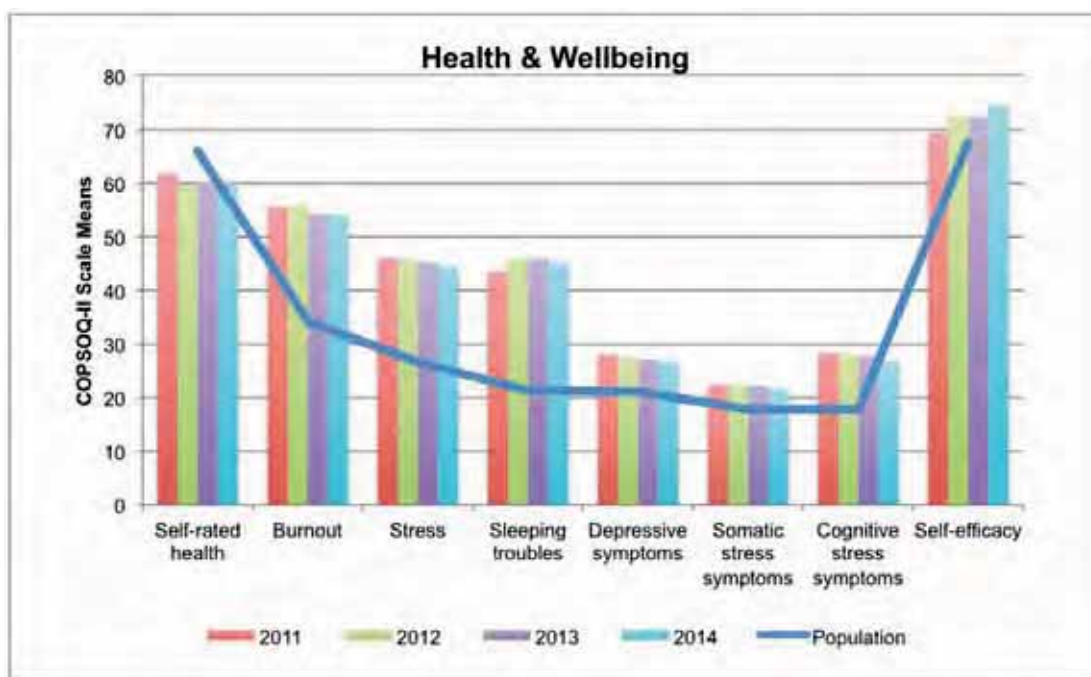


Figure 2. Health and wellbeing status of school principals compared to the general population.

Recommendations

So what can be done? The report makes four recommendations:

1. Introduce professional support by developing policies to address the growing job complexity and demanding emotional aspects of the role.
2. Increase professional learning through the provision of skill development in the emotional aspects of the leadership role, such as that provided to other “front-line workers” such as psychologists and social workers.
3. Review work practices to address the disproportionate level of demands to resources, as this is dangerous to the long-term health and wellbeing of principals.
4. Establish an independent authority to address increasing bullying and violence. The authority should have the power to investigate who is more at risk, why and what can be done to protect

school leaders in the short term so that everyone is better protected in the longer term.

These measures are designed to help the nation take stock of the state of our schools from a more holistic perspective on the changing educational landscape. The survey results suggest continuing on the current path is a recipe for a great deal of ill health.

It is time to start the conversation.

For a copy of the full report visit principalhealth.org/au/reports

Disclosure Statement:

Philip Riley receives funding for the Australian Principal Health and Wellbeing Survey from The Teachers Health Fund, Australian Primary Principals Association, Australian Secondary Principals Association, Catholic Secondary Principals Association, and The Association of Heads of Independent Schools of Australia.

DON'T MISS

Associate Professor Philip Riley will present a keynote address at the Abacus Educational Suppliers / WAPPA Conference in June 2015.

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Book Review: The Frazzled Principal's Wellness Plan

Tom Campbell, WAPPA Chapter Chair

One of my first thoughts on reading this book was although it contains a considerable amount of 'common' knowledge, it should not be assumed that everyone is familiar with the strategies for coping with stress. The book focuses on an excellent blend of factors relating to stress and the school principal, and strategies for coping with these situations. Particularly interesting are a series of checklists and planners which provide for individual assessments to be completed.

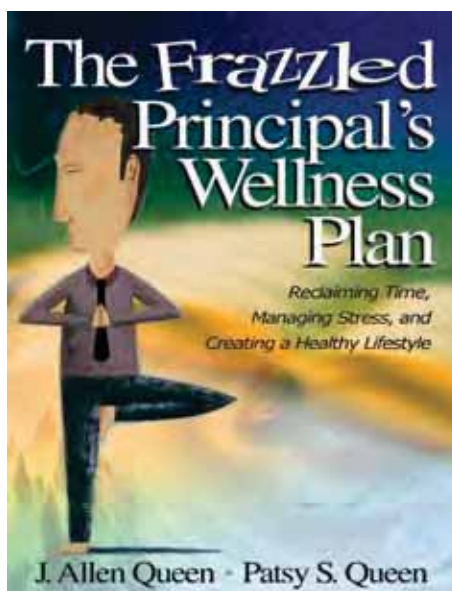
The introductory information on Educational Leadership in a Culture of stress is very enlightening. Again, while many of us would have at some time referred to articles on stress, given that most of us are vulnerable, the stressors discussed in the book relate to us and our workplace. Within this there is also some interesting discussion on setting priorities and managing time. Anecdotal accounts of workplace scenarios add interest to this discussion.

From this point, the authors move on to identifying personal stress levels and strategies and behaviours for coping. I found this approach very practical in that a wide variety of exercises are discussed with a thorough explanation of how to implement the suggestions.

The book concludes with an emphasis on dealing with the 'time bandits' that we face at school and home. Perfectionism, procrastination and the inability to 'say no' are well known to us. Some healthy tips are provided for those interested in pursuing a solution for these concerns. Following from

this discussion is a brief consideration of the importance of nutrition in supporting a healthy lifestyle and an overview of the literature related to stress and school leadership.

Aside from the very interesting content of this book, what I liked about it was that it is a very easy read.



Tom's rating - 4 stars





Hats Off to Our Deputy Principals

Ashley King, WAPPA Board Member

Recalling the words of Florentine philosopher Niccollo Machiavelli “the first method for estimating the intelligence of a ruler is to look at the men he has around him”. So I took a look in our deputies’ office to see who was in there and it was empty, which isn’t unusual at all. Thus, I came to the conclusion that if the deputies were nowhere to be seen, neither was my intelligence!

The deputy principals that I have worked with throughout my career have been the life blood of my administration, if not the life blood of the school. There is no denying that my ability to operate successfully beyond my level three principalship into larger schools was largely due to the outstanding knowledge, support, skill and dedication given by the deputy principals in those schools. I know that many, if not all, of my WAPPA colleagues would agree that DPs are crucial to the overall operation and success of a school and they most certainly make a principal’s job much easier.

Our health and wellbeing (or sanity) as school leaders is commonly supported by other school leaders. Many of us seek the council of colleagues in a variety of forums; my favourite one being the occasional Friday afternoon discussing school leader philosophies at my “local”. There are many forums that also help, including collegial meetings, networks, WAPPA Chapters and of course long term friendships in the profession; but, the most common support comes daily from within administration teams across the state. My administration teams have saved my butt and my sanity countless

times over the past two decades simply because they have been there to listen.

Over the last few years (and no more so than 2015) the role of deputy principal in our schools been more important. Not just to save the principal or make him or her look good, but because our system’s pedagogy has massively changed. Independent Primary Schools and the Student Centred Funding Model are two obvious examples.

More than ever before must our principal and deputy teams become highly efficient school leadership models where everyone has a very clear understanding of the roles each undertake and are able to step into those roles at a moment’s notice.

Now, more than ever before, we should be exploring the role of the school leader, rather than compartmentalising deputies and principals.

This year, our WAPPA Board of Management is seriously pursuing what the role of the deputy principal in the current climate should look like.

At the last two WAPPA state assemblies we began to extract the thoughts of chapter chairs with regards to the role of the deputy, and we are currently analysing this information. Now we really need the direct input of our deputy principal members. The feedback to this point has been recognised as fitting into four broad areas:

1. General recognition of the deputy principal (importance, recognition, status)
2. Professional learning opportunities – Delivery and development
3. School level operations and logistics (best practise from members)
4. System or higher level requirements

I am very keen to hear your thoughts and feelings about this and welcome your direct feedback. Please do not hesitate to talk with, or email, me so we can continue moving forward.

Ultimately, the WAPPA Board of Management's short term goal is to have a clear position on the role of the deputy principal as a key part of a schools leadership team. This position, when articulated and then supported by our members, will enhance school leadership, reduce risk management issues, improve

succession planning across the principalship and sustainably enhance the profession of primary education in WA.

In the realm of school leadership and specifically referring to the relationship between deputy principals and principals – when everyone matters, everyone wins.

WAPPA exists for all our members and because we all matter, we will all win!

If you would like to talk with Ash about the role of the deputy and contribute to the WAPPA position statement, please contact him on 9537 0400 or 0400 468 069. Alternatively email your thoughts though to Ashley.king@education.wa.edu.au.

Top Tips: Improving Leaders' Health and Wellbeing

1

Take a break

Make an effort to take short breaks throughout the day to clear your head.

4

Use your professional networks

Reach out for advice, support and information when you need it.

2

Recognise success

Acknowledge the success of your team and your own efforts. It's all too easy to be overwhelmed by the workload. Don't forget to celebrate the wins!

5

Talk to someone

Whether it is a friend or colleague, talking to someone will help reduce stress. Don't forget you can also call the WAPPA Professional Support Line.

3

Document and report incidents

If you have experienced inappropriate behaviour from a colleague, parent or other member of the community, notify the Department of Education. Ensuring that these incidents are recorded and addressed will help to build a greater awareness of the issues faced by school leaders.



A Warning to the Community and a Call for Action

Stephen Breen, WAPPA President

Recently, a non-educator friend of mine asked, “Why aren’t primary school students taught like when we were kids?”

I responded with a quote from John Dewey, a well-known educator of the 20th century “If we teach today as we taught yesterday, we rob our children of tomorrow.”

Across generations, children share core desires: to be loved and cared for by their parent or caregiver and teacher, a safe environment where they feel comfortable to communicate their needs and the opportunity to play and explore as they learn about the world around them. However, the profound generational changes have an impact and we respond by adapting the way we nurture them through their journey.

Like medicine, dentistry and engineering, education has developed through research and societal changes. We now have a greater understanding of the way children learn and this has influenced the way we teach. The profession has matured and is now very focused in developing strategies to engage the modern student.

Ideally, all children should develop to their potential but we know there are medical, societal, economic and behavioural obstacles that affect progress. The parent, as the primary ‘teacher’ in a child’s life, has a very complex and challenging role balancing all the influences so their child can reach that potential.

At home, parents mould the child from birth, then at around the age of four teachers are introduced and become partners in guiding

the child’s development. Teachers undertake four years of academic and practical study, followed by a career of teaching and nurturing, becoming the second tier of influence on students. They are the professionals in developing strategies to spark engagement in students.

The school, as the melting pot for the community, gathers students together for 6.5 hours a day, 40 weeks in the year adding value, mainly through curriculum areas and societal ideals. Primary schools endeavour to teach the basics and build on the foundation the parents have developed.

The complex world of primary education has changed from when many older parents went to primary school. Unfortunately, a growing minority of students are now entering the primary school gates of a morning without sufficient sleep, without food in their bellies, lacking the basic social skills, damaged and ‘angry’ at the world. Classroom teachers and school leaders see this on a daily basis.

In an ideal world, the classroom teacher develops their lessons and then, using their experience, skills and knowledge, teaches the concepts as prescribed in the Western Australian Curriculum to a class of around 20 to 30 students. However, this is far from the daily routine of the modern classroom teacher. The first call of action in over 450 schools is for teachers to supervise students having breakfast provided by non-profit organisations.

In modern classrooms, teachers contend with students who have a great deal of trouble simply interacting with their peers. A growing number of students have not learnt

acceptable societal behaviour or simple self-discipline. They are restless, distracted, angry and very emotional. Teachers realise it is not the fault of the young; it is simply because no one has taken the time to teach them the basic prerequisites of growing up.

An increasing number of primary children are physically aggressive with other children and their teachers. A student who swears and lashes out during lessons and children's play is not uncommon in schools today. Let's be clear, I am not talking about a student with ADHD or the 'naughty student' syndrome. Teachers are trained to manage and teach these students but the specialist primary school teacher does not have the expertise to treat students with mental illness and at the same time teach a classroom full of students.

At the extreme level classroom teachers must now teach students who have severe mental conditions such as the 'Intermittent Explosive Disorder' (IEO). Children with IEO have episodes of impulsive, aggressive behaviour or angry outbursts in which their actions are grossly out of proportion to the situation. Children without treatment will in later life exhibit behaviours such as road rage, domestic abuse and temper tantrums.

It is clear that the academic results of these children are affected by lack of simple engagement in the classroom. The modern primary school curriculum is demanding and if students are either absent, excluded or not engaged, their results will suffer. Unfortunately their behaviour also affects other students in the class. What occurs, or does not occur, in the family and in society spills directly over to the classroom environment and affects the achievement of all students.

Compounding the issues of teaching the modern student, school leaders and teachers have to communicate with a growing number of 'helicopter' parents, a term first used in 1969 but due to its prevalence became a dictionary entry in 2011.

All schools have 'helicopter' parents; there is no sectoral or economic divide. You can spot a 'helicopter' parent - they pay extremely close attention to their child's experiences

and problems not allowing the child to solve their own little issues. Typical actions would include ensuring their child has a certain teacher, selecting a child's friends, not allowing the child to play outside for fear of injury or providing disproportionate assistance with a child's homework.

Schools see 'helicopter' parents usually when there is playground incident and the child goes home to tell their story that quite understandably may not be completely factual. A parent who does not understand child development reverts to actions such as demanding restraining orders or an apology from a five-year old student.

A 'helicopter' style of parenting, while terribly well intentioned and meant to protect the child from short-term harm, has ramifications in and outside of school. Such actions can ultimately result in a fragile child, one who will never learn coping strategies or develop resilience.

Whether the changes in parenting and role modelling are a result of the significant changes in our society or more simply because we have just 'dropped the ball' developing our most precious resource, it is clear we have a problem. Yes, as a society we can ignore the research and the views of people at the coalface but it is clear we have a problem.

The warning for the community is that primary educators do not see the situation improving. In fact, the situation is deteriorating year by year albeit with the dedicated inputs of non-profit organisations, schools and fragmented government agencies. The lack of leadership in this area, on-the-ground coordination, parenting programs and early intervention strategies will result in a growing proportion of future adults who will need increased welfare, health and dare I say it, the state's corrective services.

Like Professor Fiona Stanley who recently called for a dramatic 'scale up' of investment in early childhood and parental support to underpin future prosperity, the teaching profession is asking for community action as we educate and nurture the next generation.

Positive Mental Wellbeing

Tonia Swetman, General Manager, WAPPA

Sarah Stewart-Brown is a professor and Chair of Public Health at the Warwick Medical School (WMS) in Britain. She has helped to develop the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS), a wellbeing tool recommended and used by the UK National Health System.

According to Sarah, feelings of contentment, enjoyment, confidence and engagement with the world are all a part of mental wellbeing. Self esteem and self-confidence are too.

Over the last twenty years, new evidence has emerged about what really causes lasting improvements to mental wellbeing. Evidence shows that the actions we take and the way we think have the biggest impact.

Professor Stewart -Brown suggests the first thing you can do about your own wellbeing is to become curious about it. She advocates that you think about what you have done in the past to promote your mental wellbeing, and consider whether it worked - and then think about new things you can try.

The '*Five Ways to Wellbeing*' are a set of evidence-based actions developed by the New Economics Foundation (NEF), the UK's leading think tank promoting social, economic and environmental justice from evidence gathered in the UK government's Foresight Project on Mental Capital and Wellbeing.

These '*Five Ways to Wellbeing*' are simple things individuals can do in their everyday lives and include:

- Connecting with others.
- Being active in activities you enjoy.
- Taking notice by being more aware of the present moment.
- Learning new skills.
- Giving to others.

Give and thou shalt receive

An intriguing article by Cathy Johnson on the benefits of generosity and giving from 'The Pulse', an ABC online magazine states that it is now clear that doing good for others without any expectation of reward – known as behaving altruistically – can give you better physical and mental health and even help you live longer.

Johnson quotes US-based altruism and health researcher Stephen G. Post : "A remarkable fact is that giving, even in later years, can delay death. The impact of giving is just as significant as not smoking and avoiding obesity."

And yes, according to Johnson, even giving in a more material sense can boost your wellbeing – although not as much as "hands on", face-to-face helping.

The following excerpt from her article makes compelling reading:

Sydney positive psychology expert Dr Tony Grant who says most of the studies have focused on behaviours like volunteering or practising acts of kindness, but some have looked at spending. These have shown those who spent money on others or on a charity are happier than those who spent on themselves.

...if you focus on why you're giving – to make another person happy – it really can make you feel better and there are physical changes that underpin that.

Knowing we've done something to improve the life of others not only boosts our self

esteem and gives us a sense of purpose, it also shifts our attention away from our own stresses and worries, Grant says.

Your attention is placed on making other people feel better, not on worrying about yourself.

Giving also integrates you more solidly and cohesively into your supportive social networks, making it more likely you'll have helping behaviour returned to you when you need it – such as when you suffer illness or a loss in your own life.

Twenty year follow-up studies at Harvard [University] have mapped thousands of people and shown those who pay attention to others tend to move towards the centre of their social network, whereas those who don't, get pushed further and further to the edges as the network changes over time. This is very important. Shared social support is one of the things that would probably play

quite a major role in longevity.

Some of the other changes that happen when we give have even been observed in brain scans. Studies involving functional magnetic resonance imaging (fMRI) scans have shown donating money to charity triggers the same pleasure and reward systems in the brain as food and sex.

Why not ask yourself if you can give more and at the same time, improve your wellbeing?

More information:

<http://www.neweconomics.org/>

<http://www.abc.net.au/health/thepulse/stories/2011/12/07/3384701.htm>



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“Rich Principal, Poor Principal”

David Hewitt, WAPPA Professional Capacity Building Manager

As a principal, I understand the desire to be all, and everything, in a school. In these devolved and evolving times, the “buck” still stops at the principal’s desk ... albeit with an apparently greater regularity, and in increased quantities, than in previous times.

As a result of these increased accountabilities, principals should be looking for opportunities to devolve leadership, build capacity and identify staff with talents and abilities that complement their own. Why? In order to distribute the workload, manage risk

and allow those with the expertise to lead. In this regard, I am often reminded of the early 2000’s (somewhat controversial) book “Rich Dad, Poor Dad” by Robert Kiyosaki. Whilst Kiyosaki’s book was primarily about building wealth, it was his framing of his two “Dads” that always intrigued me. Kiyosaki’s father was a state superintendent for education in Hawaii. His father was a PhD and a highly educated man who was fiscally poor.

Kiyosaki’s other dad, his “Rich Dad”, was the father of Kiyosaki’s best friend at school. This “Dad” dropped out of high school and went on to become a self-made multi-millionaire. How did he do this? According to the book, the “Rich Dad” knew his short-comings and was clever enough to identify, and employ, talented individuals to compensate for the areas in which he believed he lacked. He built a team of experts that delivered – knowing he could never have achieved the same results, alone.

In a similar vein, I was recently attracted to a chapter in the book by Douglas B. Reeves titled “Learning Leader”. The book was published in 2006 by the Association for Supervision and Curriculum Development.

Essentially Reeves identifies, and describes, seven dimensions of leadership, namely:

1. visionary
2. relational
3. systems
4. reflective
5. collaborative
6. analytical
7. communicative



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Whilst these dimensions are not necessarily unique within the broader literature around the leadership theme, what particularly attracted me to Reeves' writing were the two statements, quoted below.

"Great leaders are not mythological composites of every dimension of leadership. Instead they have self-confidence, and without hubris they acknowledge their deficiencies and fill their subordinate ranks not with lackeys but with exceptional leaders who bring complementary strengths to the organisation."

"A deficiency in one dimension of leadership is not necessarily a prescription for improving that apparent failing, but rather a suggestion that the leadership team should be broadened to include complementary dimensions."

Put simply, Principals can not reasonably be expected to be proficient across all elements of the position, nor should Principals expect this of themselves.

As principals, we are encouraged by the Australian Institute for Teaching and School Leadership (AITSL) to enact professional practices such as "developing self and others". The reason for this is to develop capacity at all levels, but is it also recognition that Principals should not be expected to do it all.

If principals do not need to undertake these practices single-handedly, then a model of distributed leadership could be worth investigating. RMIT has an interesting website housing a variety of resources on distributed leadership.

<http://emedia.rmit.edu.au/distributedleadership/>

As explained on this site, distributed leadership, "happens most effectively when people at all levels engage in action, accepting leadership in their particular areas of expertise" and is defined as having the following aspects:

- trust and respect
- an open culture of autonomy
- reflective practice is integral
- change is accepted and welcomed
- cycles of planning, action, reflection and assessment and replanning
- resources that support and enable collaborative environments
- a flexible approach to space, time and finance.

Does following a distributed leadership model create an opportunity for the "Rich Principal"? What would characterise a "Poor Principal" in this scenario?

As a leader you do not have to have developed to the highest level, each and every skill required to accomplish the duties of the role.

However, you do have a responsibility to further develop your own strengths, along with developing the complementary strengths of the leadership team around you.





Countdown to the 2015 WAPPA Conference

Ian Anderson, WAPPA Vice President and Conference Committee Chair

The conference committee has put together a three day program which will engage and motivate delegates.

Professor Dr Alma Harris will be joining us from Malaysia, accompanied by **Dr Michelle Jones** as our International keynote speaker. Alma will challenge us with her provocative keynotes to think differently as leaders and support us in our development of Professional Learning Communities within and across our schools. Professor Andy Hargreaves will join us briefly (via video link) to introduce Alma to us. Alma, Andy and Alan Boyle have co-written *Uplifting Leadership*, a book which unpacks some of the key elements of effective leadership in doing more with less (a theme many of us are very familiar with). Conference delegates will receive a complimentary copy of this book.

Also joining us this year will be **Professor Geoff Masters** who will discuss the role school leaders play in leading school improvement. He will also present a concurrent to explore ACER's National School Improvement Tool.

Fred Chaney AO will be presenting the Tony Misich Lecture and we can expect him to be very honest in his view of education today, with a specific emphasis on Aboriginal Education. This will be an interesting precursor to **Dr Carmen Lawrence's** keynote "Educational Leadership for Democracy".

A special guest this year is **Darryl Lovegrove**, known for his work in creating the world renowned "The Three Waiters". Darryl will share his journey, the ups and

downs of life trying to make it in the tough world of entertainment. His message includes key aspects of hard work, resilience and success.

The theme for dinner this year is James Bond 007. Darryl will join us for a special performance during the conference dinner, so make sure you get your ticket.

Our Friday program will get off to a great start over breakfast with a keynote from **Peter Rowsthorn**. Best known for his role as Brett Craig on *Kath and Kim*, Peter will share many stories which will entertain and inform delegates.

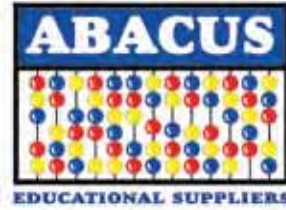
The **Hon Peter Collier MLC**, Minister for Education will join us for an update. A panel of Directors General from some of the key government departments which primary school principals engage with will be featured on Friday's program. This is a first for WAPPA and will provide an opportunity to discuss the coordinated approach to managing the societal issues which impact our schools.

The conference will conclude with lunch featuring an address by **Professor Bruce Robinson**, the 2013 West Australian of the Year and champion of The Fathering Project.

As promised, this year's conference will provide lots of opportunity for you to engage, reflect and most importantly, connect with others. A chance to step away from the business of schools and share three days with colleagues learning, reflecting, celebrating and planning for the future.



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2

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Conference presenters will cover topics such as the National School Improvement Tool, working with a coach or mentor, and providing feedback assessment.

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Reach your professional development targets for 2015 at a great price.

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WAPPA's Professional Capacity Building Program

WAPPA's Professional Capacity Building programs support members across a variety of school leadership roles, working to develop all aspects of leadership.

WAPPA's focus for professional capacity for 2015 sits across three key pillars.

Leadership of Schools

Leading Education

For schools to deliver an effective education, they must be directed by effective leaders. The capacity of the school leadership is key for sustained improvement.

Focus: educational excellence and accomplishment; effective school theory and leadership practices; reflection, connection, profession.



Leadership in Schools

Leading the School

A shared focus on leadership and management is essential for schools to operate effectively and achieve their objectives. To achieve desired change, a clear, mutual vision and defined process for management are essential.

Focus: clearly defined processes; stakeholder engagement; allocation of responsibilities; monitoring; accountability; clear and purposeful communication.



Leadership of Curriculum

Leading the Learning

Schools are judged on educational outcomes, particularly around numeracy and literacy. School leaders influence student outcomes through promotion of, and participation in professional learning.

Focus: developing best practice across numeracy, literacy and assessment programs; Pedagogy Content Knowledge (PCK).



Please see the following pages for a range of professional capacity building programs under these leadership areas

Professional Support Program

Leading Each Other

These three pillars are underpinned by the Professional Support Program (Leading Each Other) which supports members at varying stages of their career.

The Professional Support Program works towards the aim that *every member is a coach; every member has a coach.*

The program is governed by five principles:

- Coaching is core business of the profession.
- Capacity building should be undertaken by the profession, for the profession.
- Succession planning is vital for a healthy education community.
- Professional learning communities support and build capacity.
- Collaborative support nourishes collaborative development.



PD-on-a-Stick

PD-on-a-Stick offers flexible professional development that can be completed at the users' convenience. Each program provides a combination of short videos, facilitated discussions and activities, presented by a trained facilitator.

PD-on-a-Stick can be completed by an individual or as a group. It can be completed in one sitting or may be broken into several sessions. The content can be reviewed or accessed as needs dictate and repeated as often as required.

The first PD-on-a-Stick program, **The mathematical literacy, content and proficiencies within a NAPLAN test** is available now.

Contact David Hewitt on (08) 6380 1755 for information.



WAPPA Workshops

Whole School Numeracy Planning

Based on the work and thoughts of Dr Paul Swan, this workshop provides a framework for developing a whole school plan, focussed on improved numeracy outcomes and practices for students and teachers.

Whole School Literacy Planning

Participants will be given an overview framework for developing a whole school plan along with the key components recommended for a Whole School Literacy Plan. Participants will have the opportunity to develop an action plan utilising the day's information.

Literacy and Numeracy Workshops

The following workshops focus on elements of the Australian Curriculum. Participants leave with support materials and tools to assist in the development of the key concepts presented.

- K-2 Literacy Block
- 3-6 Literacy Block
- K-2 Numeracy Block
- 3-6 Numeracy Block

For more information, workshop dates, to make a booking please visit the WAPPA website

www.wappa.asn.au

WAPPA Consultancy

Reflection, Connection, Profession

WAPPA provides in-school consultancy to support school leaders to identify their school development priorities and to set plans in place to address these priorities.

The consultant can work with your leadership team to help clarify the vision for the school and plan the work required to achieve the vision.

As the consultancy is tailored to suit the individual or group's requirements, each partnership is different. Contact David Hewitt on (08) 6380 1755 to discuss your requirements.

In the Regions

The WAPPA Professional Capacity Building team can visit your school, network or chapter in regional or rural Western Australia to present a workshop or provide a consultancy service. Invite the team to your region today!

Contact David Hewitt on (08) 6380 1755 to discuss your requirements.





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I Inform and Inspire
S Show and Share
T Try and Transfer
A Apply and Action
R Review and Revise



iStar is the lynch pin upon which all WAPPA's professional learning is linked. It is the connected practice mindframe that drives classroom teaching in regards to lesson design, providing a conversation mindframe for peer to peer observation and feedback, as well as, a model for whole school improvement. It is a model that also makes learning visible to students. It has many layers that can improve outcomes for students. iStar is available as a resource for teachers and school leaders.



The Brightpath assessment and reporting software provides an exciting new way to gather whole school data. Teachers compare their students' performances to calibrated exemplars to arrive at scaled scores.

Brightpath has had a large take-up across both government and independent schools. Teachers are provided with formative assessment information including teaching points that explain what they need to teach their students next, based on how they scored them. The school can view students' results from different year levels on the same scale which allows teachers to view the spread of ability in their class and the overlap of ability across year levels.

Brightpath provides moderated and comparable grades for these rulers based on the judgements already submitted by teachers. This is a significant step, not only in the development of Brightpath but also for primary education in Western Australia, because we have been able to use empirical data from teacher judgements to determine the grades.

Please contact the WAPPA Business Centre for more information on the available products and professional learning opportunities for your school.

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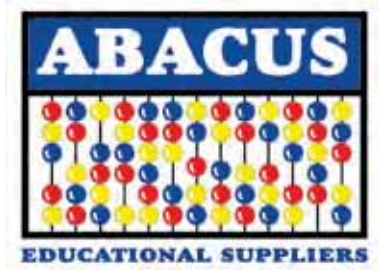
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WANTED

Articles and photographs for future editions of **Words**

The WAPPA Words team is keen to receive your contributions. In particular, we are searching for:

- » Inspiring and motivating leadership articles.
- » Research and reports relating to primary school leadership and education. This may include topics such as pedagogy, curriculum, staff management, project/workload management etc.
- » High quality photographs which depict the role of a school leader.
- » Social photographs of your school leadership team.

Information regarding the upcoming themes, content guidelines and editorial criteria is available.

Please contact Jasmin Slingsby, Communications Manager for details by emailing jslingsby@wappa.net.au.



Thinking Differently About Professional Learning Communities

Prof Alma Harris and Dr Michelle Jones, Institute for Educational Leadership, University of Malaya

Professional Learning Communities (PLCs) are essentially concerned with generating new knowledge and new practice through professional sharing, collaboration and joint enquiry. A critical part of the work of PLCs is seeking and trialing new approaches in the classroom.

PLCs 'within and between schools' have the potential to generate new knowledge and new learning. This is because they are premised on a clear model of reciprocal collaboration that is aimed primarily at improving learners' outcomes (Harris and Jones, 2010).

The success of any PLC however depends on the way it is led and supported. Inevitably, the formal leadership in the school plays a

pivotal role in setting the culture or climate where collective enquiry and professional collaboration is supported. Principals are chiefly responsible for creating the school level conditions where professional learning communities can thrive and make a real difference. The critical role of the formal leader in supporting PLCs therefore is to create the time and the opportunity, and to provide expertise when needed.

But just creating communities or networks of professionals does not guarantee positive results. It is what the networks or communities actually do that matters most. Real improvement means focusing on the needs of the learner first and working relentlessly to improve professional practice to meet those needs (Harris and Jones, 2010; Jones and Harris, 2014).

Success is most likely where professionals work as a community on real issues of learning and teaching that matter to them, in their context. If this collaboration is authentic and purposeful, there is no better platform for school improvement and no better way to secure professional learning with impact.

*Alma Harris and Michelle Jones will discuss Professional Learning Communities at the Abacus Educational Suppliers/WAPPA Conference in June.
Visit wappa.asn.au to register.*

References

Harris, A. and Jones, M. (2010) Professional Learning Communities in Action, London Leannta Press
Jones, M. and Harris, A. (2014) Disciplined Collaboration: Professional Learning with Impact, Professional Development Today (PDT) Issue 15.4 pages 13-23

SDERA provides a full suite of resources with links to the Australian Curriculum.



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WAPPA Board of Management Elections

Following the nomination period that closed 17 April 2015, members can expect to receive the election pack in early May.

All Ordinary and Life members are strongly encouraged to participate in the election by completing the ballot forms and returning to WAPPA by 3 June 2015.

The continued growth of the Association demands an even greater level of commitment from the elected members of the WAPPA Board of Management. Board Members have the responsibility to know and fulfil their role in the organisation and to act in the best interest of all members.

The key role of any Board Member is to fairly represent all members' views in a range of forums that reflect the Association's positions.

"As a member of the Board, I have been extremely proud to represent WAPPA and lead the way in ensuring that our strategic plan will be operationalised and supporting the high quality work that WAPPA is renowned for."

- Keryl Caird, WAPPA Board Member (Vice President 2014)

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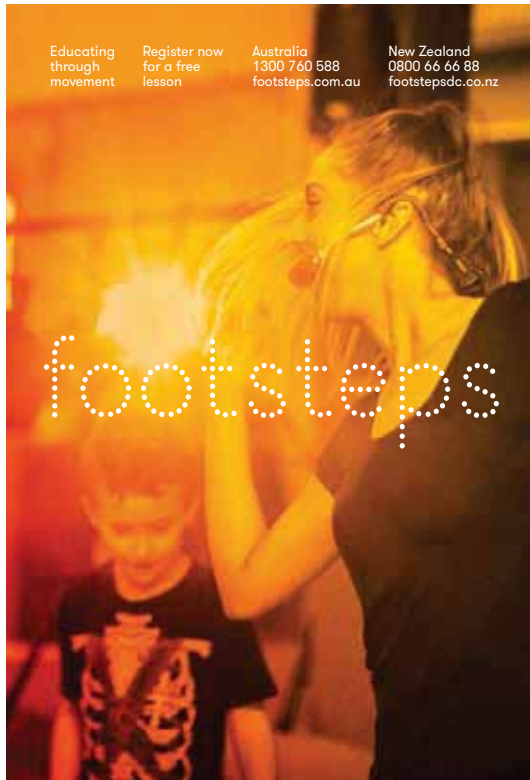
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Teacher Development Coach

Russell Hare, Teacher, Comet Bay Primary School
Recipient of the WAPPA/Konica Minolta Aspirants' Action Research Award in 2014.

One of the most exciting educational projects in Western Australia is the Teacher Development Coach (TDC) initiative taking place in schools across the Pilbara.

Russell Hare has been an educator since 1983. He is currently a Teacher Development Coach in the Pilbara and in 2014, received the WAPPA/Konica Minolta Aspirants' Action Research Award. Russell's Action Research focussed on the Teacher Development Coach project.

Russell has worked with, and had the support of, Sue Cuneo, the Pilbara Regional Executive Director (Department of Education).

Sue Cuneo is a strong supporter of the coaching ethos and the concept of the Teacher Development Coach (TDC). Sue believes that one of the most important aspects to improving educational outcomes in a school is ensuring students have access to high quality, supported teachers. This initiative, as part of a broader Attraction and Retention Plan for the Pilbara Region, has focused on the employment of seven highly proficient Teacher Development Coaches who have undertaken training through the Institute of Professional Learning (IPL) to hone their skills in the area of coaching. Their job was to respond to teacher requests and to work shoulder to shoulder with them in the school context to build individual proficiency and professional confidence with identified aspects of teaching and learning.

The funding for the TDC project came about as a result of a Pilbara Education Royalties for Regions initiative, through Pilbara Cities and the Pilbara Development Commission.

In each of three formal networks across the Pilbara Region (Karratha, Hedland and Karijini) two dedicated residential coaches were appointed. This facilitated the development of professional relationships between teachers and coaches and ensured that the coaches were responsive and proactively engaged in the areas of need in each network.

In 2014, the IPL planned, developed and delivered targeted training for the TDCs which involved nine days of professional learning. The initial five days of training focused primarily on developing coaching skills and modelled the IPL's highly regarded In-class Coaching Program which aims to build the capacity of early career teachers. This model draws on contemporary research into best practice and the impact of coaching in improving teacher quality. The TDCs also engaged in a new three day program offered by the IPL, Improving Student Learning through Classroom Observation and Feedback; which is designed for school leadership teams to harness their collective efforts to improve student learning.

This professional learning enabled them to focus on creating opportunities to build a positive learning culture across each of their networks. The ninth day of training targeted the specific needs of the TDCs, providing them with the opportunity to reflect on the

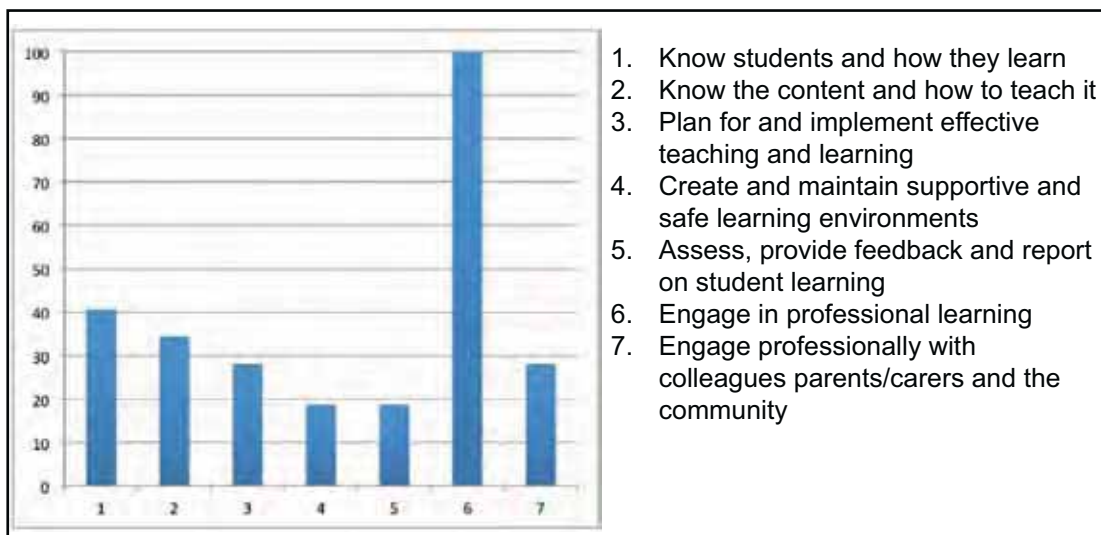


Figure 1 - Percentage of coaches working in each of the seven AITSL Standards

first year of the program and develop goals for 2015.

As an example of the work of the TDCs, Figure 1 shows the percentage of coaches working in each of the seven AITSL standards. It should be noted that each teacher usually focuses on more than one standard and interestingly, all standards have at least 19% of teachers engaged in them.

Across the Pilbara, a survey of coaches was undertaken to ascertain the affect of the Teacher Development Coach model. When asked if they would recommend coaching to other teaching professionals, 100% of coaches surveyed either strongly agree or agree that they would recommend coaching. More than 95% of respondents agreed or strongly agreed that coaching has improved their performance in their job.

In terms of the Attraction and Retention program we can see that by combining the 41% 'Strongly Agree' and 12% 'Agree', just over 50% of coaches see themselves staying in the Pilbara.

Another Pilbara Cities Education project (funded through Royalties for Regions) provided increased access to technology and network stability. This allowed all resources and associated documentation to be distributed and accessible through Connect with coaches establishing a Connect Community. The coaches have provided a value added service to schools across the Pilbara and have been actively embraced by teachers, schools and networks in increasing numbers.

If the statement that "the quality of an education system cannot exceed the quality of its teachers" (Mckinsey and Company) is accurate, then effective ways of empowering, supporting, challenging and inspiring teachers to increase performance and help bring about change, need to be trialled. The significance of the success of the Teacher Development Coach could then be applied in other regions and districts, not just across the Pilbara Region.



For the better

RAC offers a road safety education program for primary school students covering bicycle, pedestrian and passenger safety.
The program will be available from mid-2015.

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Save the Date - Upcoming WAPPA Events

10-12 June 2015

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Awards Gala Event

A first in 2015, WAPPA will host a night of celebration to recognise the recipients of WAPPA Awards.

31 October 2015

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Out with WAPPA



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Steve Breen (WAPPA President) with Kerry Spencer, Tracey Perkins and Rod Lowther from the Department of Education

State Assembly

Lisa Gibson (Bayswater Chapter Chair), Jak Garn-Jones (Joondalup Chapter Chair), Jan Matthews (Perth (South) Chapter Chair) and Yvonne Denham (East Pilbara Chapter Chair).



State Assembly

Keryl Caird (WAPPA Board Member) with Juanita Healey (School Curriculum & Standards Authority).

Out with WAPPA

WAPPA website launch

Lyndsey Wetten (WACSSO),
Janette Gee (WA Secondary School
Executives Association) and David
Lee (WAPPA Vice President).



From the social pages

This photo from the Ellen Stirling
Primary School end of year assembly
caught the attention of our facebook
group members. Thanks for sharing
Dean Goldspink!

From the social pages

Thanks to Nicole Tolev for providing
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This is a student handover session at
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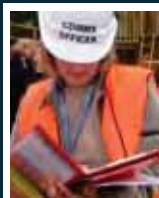
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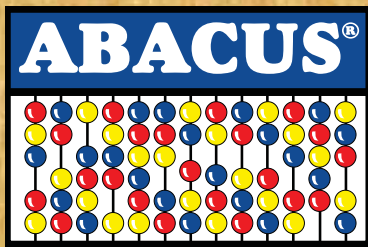
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