



New South Wales Secondary Deputy Principals Association Inc.

Website: <http://www.nswsdpa.asn.au>

Newsletter

Issued: April 26th 2007.

THE NSW SECONDARY DEPUTY PRINCIPALS' ASSOCIATION IS PROUDLY SPONSORED BY



PRESIDENT'S REPORT

Welcome back to the start of Term 2. I hope that you have all had a restful break and come back ready for action.

Congratulations to Peter Shellard (Queanbeyan High School) on his award of Fellow of the Australian College of Educators. It is not a common occurrence for Deputy Principals to achieve such an honour – well done Peter! Last term we made some progress on the three main projects:

- The Role of the Deputy Principal and its Impact on their Work and Teaching – recommendations have been made and the Association position articulated (a copy is included in this newsletter)
- Constitution Review – the final draft is now ready for the next State Congress of the Association to recommend to the AGM.
- Merit Selection – recommendations will be made based on the issues arising from the report and an Association position articulated.

I'd like to take the opportunity to congratulate Mark Tishler (Macquarie Fields High School) on his appointment as the Association Sponsorship Adviser. This role involves keeping up-to-date information, guidelines and contacts for sponsors of the Association. Annual Conference organisers and others are able to obtain lists, information and advice from Mark on these matters.

The Association has agreed to implement a 'DP welfare survey' (similar to 2005) in 2007 and probably biennially after that. We believe that with the changing membership and nature of the role of the Deputy Principal, we will need current data to inform our decisions. The surveys will be professionally developed and reported. Please make sure your views are expressed during the survey.

Everyone will have received their registration for the 2007 Annual Conference at Rosehill Gardens on 30th and 31st August. Get your money on this one while you can!

To ensure the continued success of our Annual Conferences, the State Congress is giving as much advanced notice as possible for future conferences. The 2008 conference will be organised by Sydney Region. The State Congress is calling for expressions of interest from regional associations to organise the 2009 conference.

Please ring (9809 4894) or email (Stephen.Ramsey@det.nsw.edu.au) me with your preliminary planning thoughts.

I hope your regional meetings this term are successful and well attended

Steve Ramsey



**PROFESSIONAL LEARNING AND LEADERSHIP DEVELOPMENT REFERENCE GROUP
(PLLDRG) –
TEACHER LEARNING AND LEADER LEARNING**

MEETING

**9 am-12 pm, Wednesday 14 March 2007
WW Annex, Level 7 35 Bridge St, Sydney**

Minutes of the meeting

Present:

Ann McIntyre	Director, PLLD
Gillian Shadwick	General Manager, Learning and Development
Professor Geoff Scott	Pro Vice Chancellor, UWS
Peter Lorking	Manager, Teacher Learning
Dianne Wasson	Director, Human Resource Policy and Planning
Kathy Deacon	NSW Teachers' Federation
Jennie Fogarty	NSW Primary Principals' Association
Geoff Scott	NSW Primary Principals' Association
Lila Mularczyk	NSW Secondary Principals' Association
Steve Ramsey	NSW Secondary Deputy Principals' Association
Margaret McLelland	NSW Secondary Deputy Principals' Association
Judy Power	NSW Primary Deputy Principals' Network
Deanna Hoermann	Project Officer, PLLDD
Jennifer Leete	Teacher Learning Unit

Apologies:

Des Gorman	Chris Simmons
Jan Donaldson	Anne Larkin
Norma Petrocco	Pam Gregg
Gail Cluff	Tom Alegounarias
Chris Presland	Vicki Brewer
	Jim McAlpine

1. Welcome

Ann McIntyre welcomed everyone. She referred to the change of name and expansion of the reference group to include Teacher Learning. This will enable a closer connection and alignment between the programs for teacher learning and leadership learning. Ann outlined the revised format for the four meetings in 2007. The first will consider strategic directions for the year, the second and third meetings will focus on putting the directions into practice and the last meeting will evaluate progress made throughout the year. Professor Scott will join the first and last meetings.

2. Minutes and actions arising from previous meeting

The minutes of the 29 November 2006 meeting were endorsed.

3. Message from the General Manager, Learning and Development

Gillian Shadwick commended Ann and the PLLDD on the way they have shaped professional learning and the direction of the PLLDRG. She looked forward to working with the expanded group.

4. Information from Director, PLLD

Ann highlighted the following for further discussion:

PLLDD

Ann noted that the current scope of the PLLDD RTO is for professional learning for SAS staff. The scope will be expanded to include professional learning qualifications for teachers, school leaders and senior managers. These will include a Graduate Certificate and Graduate Diploma in School Leadership and a Graduate Diploma in Teacher Learning that will map to the Professional Teaching Standards.

PLLDD is supporting the development of professional learning programs within the Office of Schools that align with the Professional Teaching Standards. These programs will be formally registered and evaluated against the Institute of Teachers' professional teaching standards.

Most professional learning programs delivered regionally have been developed centrally. The presentation and currency of all professional learning programs are crucial. For example, the three new leader learning programs involve training and registering regional facilitators. Quality assurance is built around the facilitators and the evaluation of the programs.

For the first time in 2007, a comprehensive suite of leadership professional learning programs is available. Each program builds on the other. The programs are articulated in the NSW DET Professional Learning Continuum.

National Developments

Teaching Australia's plan for 2006 to 2009 includes national professional standards for school leadership and advanced teachers. Discussions with Professor Patrick Duignan (commissioned for research by *Teaching Australia*) have shown that NSW has a solid validated framework of leadership capabilities and standards that project to professional leadership.

5. Professor Geoff Scott

Professor Scott has been working with universities to develop quality assurance processes that are empirically based. It is necessary to have evidence based capabilities for effective performance. Professor Scott is conducting research with 550 educational leaders across twenty universities in Australia and benchmarking with South Africa, UK and Canada.

The process is to identify leaders by role and examine the following issues:

- 1 – what is the world like for people in those roles
- 2 – what are the capabilities that count; and
- 3 – where are they most tested.

This project uses a qualitative analysis tool for comments by students and has developed a framework for engaging students with learning. Professor Scott offered the results of the study to PLLDD.

Professor Scott indicated that the psychology of mentoring requires further research. Previous research on successful principals shows that they value the process of mentoring.

Professor Scott advocated a joint agenda for schools and higher education to compare notes. He summarised the main points as: pre-emptive research; empirical data to inform; and linking learning and teaching.

Ann noted that the NSW School Leadership Capability Framework is underpinned by empirical evidence.

Professor Scott's research shows that the NSW Leadership Capability Framework is a powerful and credible way for PLLDD to proceed.

Professor Scott stated that reflection against an empirical framework provided a strong method for targeting professional learning. He proposed examining the results of the project's research for parallels with schools. Current research has found that emotional intelligence is essential for effective performance.

Professor Scott indicated his willingness to share the research with PLLDD. He offered to support DET in engaging in similar research. Kathy Deacon asked what would be the purpose of such research. Ann responded that the research has the potential to add a further level of empirical depth to the current research underpinning the NSW Leadership Capability Framework. It would further inform the design of professional learning for school leaders and would position DET well in the current national debate regarding the introduction of standards for school leaders.

The meeting agreed that PLLDD should work with Professor Scott to scope a proposal for further research within DET.

6. Teacher Learning

Peter Lorking outlined the importance of the expanded PLLDRG in providing stakeholder consultation for the professional learning of teachers. PLLDD's Teacher Learning Unit works with teachers at all stages of their development including pre-service teacher education as outlined in the NSW DET Professional Learning Continuum. A key function of PLLDD is managing the registration of teachers maintaining professional learning for accreditation.

Jennifer Leete outlined the Institute of Teachers and DET processes for attaining and maintaining teacher accreditation and the professional learning programs to support this. She indicated that a document has been prepared by PLLDD outlining policies and procedures for New Scheme teachers, their supervisors, principals and school education directors to support the process of teachers gaining accreditation with the Institute of Teachers. This document will be in schools in term 2 2007.

7. School leadership research

Deanna Hoermann presented preliminary thinking around the data collected from the Self Diagnostic Leadership Tool which was completed by newly appointed principals attending Principal Induction Conferences in January and July 2006 and January 2007. The composite data of 193 newly appointed principals is being analysed further.

The meeting concluded at 1.15pm **Next meeting** will take place on Wednesday 6th June 2007 at 2-4 pm.

EXECUTIVE OFFICERS REPORT

On the 18th and 19th of April more than 60 newly appointed Deputy Principals were present at an Induction Course held at the William Wilkins Gallery, Bridge Street, Sydney. I had the privilege of attending on the Wednesday and was most impressed by the program delivered by Ann McIntyre, Director, together with Chris Presland, Chris Simmons and Gail Cluff from the Professional Learning and Leadership Development Directorate. The 60 participants represented more than 60% of new appointees for 2007.

I will be attending a meeting of the 2007 Conference Organizing Committee on Monday, 30th April. A conference report appears elsewhere in this newsletter but again a reminder of the dates **30th and 31st August at Rosehill Racecourse**. The program is shaping up well and I look forward to meeting with as many of you as possible at this annual event.

Presenters used by and recommended by Illawarra / South Coast Region:

- Greg Prior – Director School and Regional Operations also DET contact person for our Association.
- Fiona Conroy – Institute of Teachers
- Kevin Grant – EPAC

Congratulations to those Deputies promoted to the position of Principal since our last newsletter. I include the most recent list as at 19th March, 2007.

NEW PRINCIPALS

Family Name	First Name	School Name	Previous Position	Previous Location
Gardner	Jennette	Jindabyne Central	DPH	Shoalhaven High
Gray	Michael	Binnaway Central	DPH	Coolah Central
Henry	Robert	Mendooran Central	N/A	Employment
Hicks	Anthony	Willyama High	SEO1	Broken Hill SA
Meehan	Janette	Manilla Central	DPH	Peak Hill Central
Murphy	Robert	Casino High	DPH	Bonalbo Central
Saxon	Michael	Liverpool Boys High	DPH	Chifley College Bidwill
Sharp	Kevin	Coonabarabran High	DPH	Coonabarabran High
Smith	Linda	Wiley Park Girls	DPH	James Meehan High
Steer	Phillip	Warialda High	DPH	Eden Marine High

Heres hoping Term 2 is the sort of term you would want it to be.

Barry Lovegrove

CONFERENCE 2007- LEADING THE RACE AT ROSEHILL GARDENS

Planning for the conference continues to forge ahead. In recent weeks there have been two mail outs. The first was a postcard magnet and flyer asking for nominations to present at the conference. The second was in the last week of Term 1 and included registration forms, a draft program and a flyer promoting the Thursday evening themed dinner, *Leading the Race*. If you have not received these through the mail check with the other Deputy (if you have one) as generally only one envelope was used per school. Failing this, check your education email as the forms have been sent via email. It is hoped that delegates **will respond ASAP** so final planning for accommodation, in particular, can be finalized and assigned.

Currently, the committee responsible for the program is contacting keynote speakers and sifting through responses to present workshops. This should be finalized week 1 of Term 2 and the workshop selections sent to delegates early May.

I have seen the Wednesday evening evolve from a committee meeting for dinner, through to a cocktail event, to this year a **buffet dinner** for all delegates. The cost is inclusive for those staying in the accommodation venues on Wednesday and Thursday night, and at a minimal cost for delegates who are not staying. It will be a fairly informal evening (at this stage).

The committee is also investigating the possibility of having promotions throughout the conference using the ubiquitous mobile phone. Currently we are negotiating with *Academy Photography/Attendance* to develop a package that will allow delegates to see technology in action while respecting privacy issues for delegates. There is still plenty of work to do before this is finalized and offered to delegates from both Academy's and the organizing committee's points of view. It has been good to work with **representatives from Western Region** this year. Sue Francisco at Cobar HS and Gail Ross at Orange HS are part of the organizing committee and are also focusing on looking after country delegates. It is good to be able to showcase some of the Western Region programs and bring a broader perspective to our organizing committee.

We urge all delegates to continue to access the NSWSDPA website and to check your email @education. Additional information and all the forms sent to delegates will continue to be available through both these mediums. If you have not received emails contact can be made at Frank.Land@education.nsw.gov.au and you will be added to the mailing list to ensure you are kept up to date.

Frank Land

POSITION PAPER FOR THE NSW SECONDARY DEPUTY PRINCIPALS ASSOCIATION TEACHING AND THE OTHER ROLE OF A SECONDARY DEPUTY PRINCIPAL IN NSW DET SCHOOLS

Background:

In 2005 the NSW Secondary Deputy Principal Association conducted an extensive welfare survey of deputies from across the state. In early 2006 a report on the analysis of the survey was published with 6 recommendations. The analysis and recommendation have been discussed with DET at State, Regional and School Area levels with some positive actions resulting.

Recommendation 3: "Teaching and the Role as DP" was; "Further data to be collected to provide detailed information about the specific criteria used to determine the allocation of teaching duties of secondary DPs. The data should also inform of the impact of teaching on the changing role and other duties of the DP and vice versa."

Recommendation 6: "Occupational Health of DPs" stated "Further data to be collected to provide detailed information about the nature, causes and extent of physical, emotional and psychological ill-health of secondary DPs and its relation to the changing role and allocated duties of DPs. Strategies should be implemented to identify these casual relationships of work-related ill-health, and to reverse their negative effects."

A survey was commissioned by the State Congress of the NSW Secondary Deputy Principals Association. The survey was completed by 300 DPs at its State Conference in September 2006. While this survey was in relation to Recommendation 3 the results provided some valuable information with regard to Recommendation 6.

Of the 300 respondents;

- 11 were in High Schools with 3 Deputy Principals,
- 230 were in High Schools with 2 Deputy Principals,
- 43 were in High Schools with 1 Deputy Principal and
- 16 were from Central and Community Schools.

Findings:

1. Time Taught: - While presently schools are staffed on a .5 teaching allocation (i.e. 560 minutes of teaching per week) for Deputies it was found that:
 - 40 (13.3% of respondents) did not have a teaching role and
 - On average the other Deputy Principals in high schools taught for 298 minutes per week while Deputies in central schools taught on average 446 minutes per week. These reductions in the teaching loads of Deputies have mainly come from the Whole School Allowance or the Total School Staffing or a combination of these two (71.3% of schools). The other 15.3% of schools have funded the reduction in teaching loads through the use of special programs in the schools.
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2. The survey did not provide a clear statement from the deputy principals as to whether a secondary deputy should or should not have a teaching role in the school. Of the 300 deputies surveyed 140 (46.7%) believed that the Deputy should have a teaching role, 121 (40.3%) believe that the role of the deputy should be non teaching while 13% were undecided saying it depends on the context of the school.
3. Of those Deputies who thought that a Deputy should have a teaching role, they believed that on average 202 minutes per week should be the required teaching time.
4. In the analysis of the data, comments from those deputies who thought their role should have a teaching role, those believe that it should not and those who were undecided were considered separately. It was found that there were no discernable differences in the responses between the three groups.
5. The findings about the advantages and disadvantages of a Deputy having a teaching role were as follows:

Advantages:

- Connection with pedagogy, curriculum and assessment (51.3%),
- Connection to students (44%),
- Modeling to staff best practice, professional development and discussion (33.3%),
- Credibility with staff (29%),
- Respite from the rest of the job/sanity saver/escape from the office (28.3%),
- Get to know students better and build relationships (20.7%),
- Grass level work/why I am a teacher/I love it (16.3%)

Disadvantages:

- Conflict of time and role between crisis management/urgent welfare and discipline issues and teaching (54%),
- Lower quality of lessons due lack of preparation time, interruptions and lateness to class, missed classes and other calls on your time (49%),
- Urgent welfare/administration/Professional development matters delayed (45%),
- Time taken away from professional development, strategic planning, welfare, supervision and communication with parents (43.3%),
- Not available for students, staff and parents who feel unsupported (31%),
- Sheer size of the DP role/ the job seems infinite/ overload/increased stress levels/tiredness/seen as “Mr Fix it” (28.7%),
- Time constraints make you reactive to issues and not proactive (10.3%)

6. The average number of days that the Principal is out of the school was reported from the survey as being 1.1 days per week. (i.e. 22% of the time a Deputy Principal is relieving as Principal). This result was consistent across all types of schools. 12 deputies reported that their Principal was so rarely away from the school they ranked zero days per week absent. However 54 (18%) recorded that their Principal was away 2 or more days per week.

In the Principals' bulletin dated 25/5/06, Principal's survey results indicated that since the restructure of the Department 77% of Principals reported that their time out of their school had increased (40%) or considerably increased (37%). For Term 1 2006 they responded that on average they were out of the school 1.6 days per week.

The deputies reported that impact of the regular absence of the principal from the school was;

- Having to do both roles results in increased pressure and stress due to extra workload and juggling of priorities, increased time constraints and delays in decisions been made(49.7%%),
- Students in the Deputy Principals' classes suffer due to poor quality of lesson preparation and increased number of classes missed or late to and interruptions while teaching (35.3%)
- Other duties of the Deputy role suffers more than teaching (24%),
- Casuals taking the Deputy's classes increasing relief costs which are borne by the school (12%)
- 9.3% reported that the disruption was minimal.

Actions to be Taken:

Action 1:

That the NSW Secondary Deputy Principals' Association commence discussion with DET with regard to a reduction in the allocated teaching load of a secondary deputy principal from 0.5 to zero.

Action 2:

That the NSW Secondary Deputy Principals' Association enters into discussion with the NSW Secondary Principals' Council and the NSW Teachers Federation with regard advice and their support for the reduction in the teaching load of a secondary Deputy Principal from 0.5 to zero.

Action 3:

That the NSW Secondary Deputy Principals' Association commence discussion with DET about the Occupational Health and Safety issues highlighted by the survey with regard to stress levels regarding the conflict of the teaching role and the ever expanding welfare, administrative, strategic planning and professional development roles of the Deputy Principal.

Action 4:

That the NSW Secondary Deputy Principals' Association form a Reference group with a maximum of five members, including the President of the Association, to implement the above actions.

MIDDLE YEARS PEDAGOGY PROJECT MIDDLE YEARS OF SCHOOLING ASSOCIATION (MYSA)

You are invited to apply for participation in this exciting NSW action learning project, to be conducted over Term 2 and Term 3 in 2007.

Small cross-sectoral teams of 6 teachers will collaboratively work with an academic partner to conduct an action learning project in a common interest area.

WHO CAN APPLY?

All **primary and high school teachers** who work with students in Years 5-9. Teachers from all **DET, Catholic and Independent** schools across NSW are encouraged to apply.

We are seeking teachers to create action learning teams in the following areas:

- Northern Sydney
- Western Sydney
- Inner City Sydney
- Rural (anywhere in NSW)

We will select up to two teams in each area, made up of teachers who share a common interest for their action learning project. Each team will have a unique focus, e.g. one team might focus on integrating ICT into learning activities while another team might focus on enhancing the Intellectual Quality of their teaching.

For further information please contact Sarah Hay on 0409 650 370 or email Sarah at sarah.hay@det.nsw.edu.au
Applications close on 3rd May 2007.

SHAVE FOR A CURE

Sue Francisco Deputy Principal at Cobar High School recently participated in fundraising for “*Shave for a Cure*”. The SRC and Staff raised \$5,300 by shaving Sue’s head. Nine other members of staff also participated and the total amount raised was \$6,700. Not bad from a school of less than 300 students. Well done Sue, the SRC and Staff of Cobar H.S!!

