

# Managing Workload

Principals' and Deputy Principals' Conference 2019

## *Ag Láimhseáil Ualach Oibre*

Comhdháil Chomhairleach do Phríomhoidí agus Leas Phríomhoidí 2019





# Fáilte

Dear Delegate,

School leaders have been the real heroes in our schools during the economic depression. Many of you have gone to extraordinary lengths to support pupils, parents and staff members in your schools. Our great school leaders have made great teaching and learning possible despite the huge challenges we all faced. Having worked as principal teachers ourselves, we know very well how difficult it has been for you to keep the 'show on the road' and to sustain yourselves during recessionary times. We also know that the achievements of an organisation are the results of the combined effort of every individual. Now that the economy is improving, it is time for governments north and south to invest heavily in school leadership teams. Securing that investment is a top priority for INTO.

In 2017, the INTO Principals' and Deputy Principals' Committee (PDC) looked at the key leadership relationship in schools; the relationship between the principal and deputy principal. Since then, INTO has worked to advance school leadership issues, with some success – the retention of 500 assistant principal posts, the establishment of the Primary Education Forum designed to address the pace of change, and the introduction of revised criteria for appointment to principalship and deputy principalship positions. Additionally, we expect a breakthrough on workload in Northern Ireland soon.

This year's conference gives us an opportunity to discuss meaningful strategies to address the workload of school leaders.

We hope that you enjoy participating in the conference and look forward to your assistance as we plan and campaign for the support systems that school leaders deserve.

Yours sincerely,



*Feargal Brougham*

Feargal Brougham  
INTO President



*John Boyle*

John Boyle  
INTO General Secretary

# Clár

Friday, 27 September

|                               |   |
|-------------------------------|---|
| 1.30 pm                       | Registration  |
| 2.30 pm<br>DE Williams suites | Conference opening<br>– Feargal Brougham, President<br>– Deirdre O'Connor,<br>Assistant General Secretary                 |
| 2.45 pm<br>DE Williams suites | Presentation of research/<br>background paper<br>– Michelle Keane/Gerard O'Donoghue                                       |
| 3.15 pm<br>DE Williams suites | Brief inputs from practising<br>principals/deputies on their<br>experience, focusing on an<br>aspect of managing workload |
| 3.45 pm                       | Tea/Coffee  |
| 4.00 pm                       | Discussion groups (see page 9)  |
| 5.30 pm<br>DE Williams suites | PDST supports for school leaders<br>– Bernard McHale, PDST  |
| 6.00 pm<br>DE Williams suites | Address by INTO General<br>Secretary<br>– John Boyle  |
| 6.45 pm<br>Exhibitors' centre | Drinks and refreshments   |

Saturday, 28 September

|                                |  |
|--------------------------------|--|
| 9.30 am                        | First workshop (see page 11)                                 |
| 10.40 am                       | Second workshop (see page 11)                                |
| 11.40 am                       | Tea/Coffee   |
| 12.00 noon                     | Brief feedback from discussion<br>groups<br>– Members of PDC |
| 12.30 pm<br>DE Williams suites | Keynote speaker<br>– Viv Grant, Integrity Coaching           |
| 1.15 pm<br>DE Williams suites  | Conference closing remarks                                   |

# General information

## Registration

Registration opens at 1.30 pm on Friday, 27 September. The registration desk is located at the entrance, close to the car park. Please check your pre-populated delegate card, which is enclosed in your pack, prior to your arrival at the registration desk. Packs have been posted to all registered delegates. Please drop your delegate card into the boxes at the registration desk on the day. Please remember to select a workshop for Saturday morning.

## Absence from school

The DES has given approval for leave of absence for delegates to attend the conference. A copy of the letter is available on the PDP Conference page on the INTO website and conference app. However, substitute cover is not available.

## Conference evaluation

Delegates will be contacted after the conference with a link to a short online questionnaire, for the purposes of evaluating the conference.

## Car parking

There is free car parking for conference delegates on-site at the back of the Tullamore Court Hotel.

## INTO conference app

The INTO Conference app will allow you to view the conference agenda, find your way to the conference venue (locations and map section), view press releases and speeches, and receive reminders of key events and news alerts during the event. The free app is available for Apple and Android devices.

## INTO communication policy

Please be advised that photography, videography and/or live streaming will be taking place at this event. These materials may be used by the INTO and included in publications, media materials, promotional materials, digital platforms and, social platforms. If you do not wish the INTO to use your image, please go to the registration desk and inform staff. The INTO can then take reasonable steps to comply with your wishes.

## Wine reception

A wine reception will be held at 6.45 pm on Friday 27, in the main foyer of the hotel. The function is kindly sponsored by Comhar Linn INTO Credit Union. Please join us and continue the discussions.



Follow the conference on social media @INTOnews #INTOPDP19

Full coverage of the conference plenary sessions is available on the INTO website

## INTO Principals' and Deputy Principals' Committee



The INTO Principals' and Deputy Principals' Committee (PDC) was established in 2005 to advise the CEC on matters relevant to principal and deputy principal teachers. The PDC consists of one principal or deputy principal from each of the 16 INTO districts, each elected for a three year term. The committee meets five times a year.

Since its establishment, the PDC has considered a wide range of matters relevant to school leadership, including workload, in-school management, release time for teaching principals, and the outstanding payment of the Benchmarking Award for principals

and deputy principals. The committee has hosted consultative conferences on a biennial basis, including discussion groups, workshops and a range of interesting keynote speakers. The PDC looks forward to welcoming you to the conference and hearing your views.



# Workload for school leaders

## Republic of Ireland

### 2015 Survey

In 2015, a report of a survey of INTO members entitled *Workload, Stress and Resilience of Primary Teachers* was published. It was based on a survey carried out among INTO members and devised in collaboration with Dr Mark Morgan.

The vast majority of members surveyed took the view that teaching had become more stressful in the previous five years and over 93% of respondents thought that the work had become more demanding. A very high percentage of principals took the view that teaching had become much more demanding in the previous five years; in fact no principal thought that the job was about the same or less demanding.

Of the various factors that contributed to this increase in stress, the **greater need for documentation** and **school improvement plans** were identified as major issues. The **demand on schools to solve problems of concern** in society was considered an important influence in making teaching more challenging and stressful. Just half of the class teachers thought that teaching had become much more stressful but nearly three-quarters of principals took that view.

The survey also looked at the major changes that had occurred in the previous five years in the climate of teaching. **Additional administration** and **demands for documentation** were regarded as the most influential factors. There was also a strong view that **schools had become more bureaucratic**. The **demand for greater accountability** was perceived as causing a major change along with a lesser reliance on teachers' own professional standards. Principals were much more likely than class teachers to indicate that additional administrative duties had increased to a great extent.

In relation to factors at national level which would make teaching more satisfying, there was consensus that **less requirement to document activities**, a **reduction in curriculum overload** and **more time for staff collaboration** would be helpful. At local level, there was a strong view that **better support services for children with special educational needs**, **greater administrative support for schools** and **more time for planning** at school level would help.

Recommendations in relation to principals and leadership from the report included:

- ⌘ Appointment of administrative staff, with qualifications in school administration.
- ⌘ One day release time per week for teaching principals.
- ⌘ Release time for deputy principals and post-holders.
- ⌘ Restoration of posts of responsibility.
- ⌘ Step down facility for principals without loss of remuneration.
- ⌘ Development of deputy principal role to incorporate senior leadership and management responsibilities.

### Developments since 2015

There has been a continuing focus on the workload of school leaders by INTO members since 2015. The 2017/18 school year saw the restoration of 1,300 promoted posts to primary schools, as well as the development of an agreed distributed leadership model. Small adjustments to the schedule in 2018/19 and 2019/20 retained 500 posts in the primary system which would otherwise have been lost through retirements. In addition, the number of leadership and management (release) days for teaching principals was increased for the 2016/17, 2018/19 and 2019/20 school years. Industrial action initiated by the INTO in relation to workload in the form of a directive not to cooperate with SSE resulted in a two year pause in implementation, and the implementation of revisions to the primary language and maths curriculum were delayed in response to INTO concerns about the speed of implementation of initiatives.

However, the pace of change in primary schools continues to accelerate. The 2017/18 school year saw the implementation, with little notice or training, of revised child protection and data protection regulations and a new special education allocations system. In October 2018, four sections of the *Education (Admission to Schools) Act* were commenced without any guidance on implementation being made available to schools. At every opportunity, the INTO made representations on behalf of school leaders, drawing attention to the unsustainable workload of principals, and in particular teaching principals.

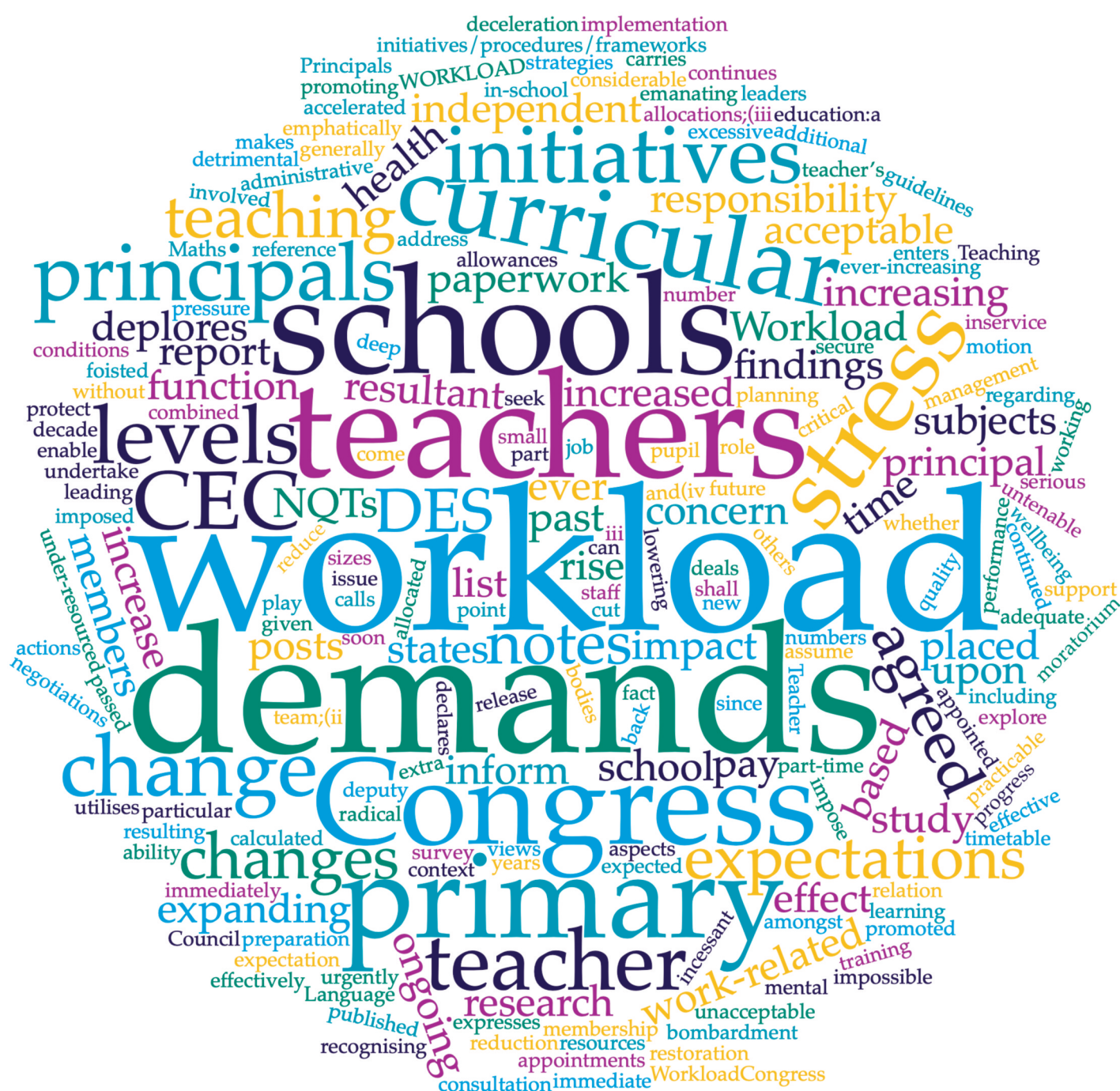
In early 2018 the INTO entered into discussions with the DES in relation to an INTO demand for a forum to discuss workload and initiative fatigue. In October 2018, the newly



implementation of the *Admission to Schools Act* (2018). The forum is scheduled to look at strengthening and supporting small schools during the coming school year.

The INTO continues to lobby to slow the pace of change and initiatives in primary schools, for the full restoration of posts of responsibility and one leadership and management (release) day per week for teaching principals.

The INTO's research project on teacher workload, including principals' workload is currently in progress.





# Principal/vice-principal workload issues Northern Ireland

The role of the principal and vice principal has always been an extremely challenging one. They, along with teaching colleagues, are continually striving to ensure the academic, pastoral, social and emotional needs of our young people are being met in line with the particular ethos of their Their jobs have become infinitely more difficult in recent times due to the demands being placed upon them in the face of ever reducing financial viability of the education system. While the Education Authority (EA) have informed schools that due to budgetary constraints many essential services have been cut, no school has the luxury of telling parents that the service they expect from it has been reduced. In simple terms, the **cuts to education budgets** have seen a proportionate increase in principal workloads as schools have been forced to pick up the service shortfalls arising from these cuts.

Increasingly the **education bureaucracy** has sought to divest itself of responsibilities along with the legal liabilities that accompany them. These **burdens have been passed on to principals**, leadership teams, boards of governors and individual teachers. Some of the more obvious examples of this policy development are:

- ⌘ re-directing the deployment of special needs resources onto school budget holders and individual teachers;
- ⌘ professional development and school improvement training requirements are now funded directly from individual school budgets due to the decimation of Curriculum Advisory and Support Service (CASS);
- ⌘ little or no maintenance work being paid for by the EA;
- ⌘ principals, vice-principals and teachers forced to use their own time to support each other professionally and pastorally;
- ⌘ an increasing proliferation of independent educational consultants profiting from school budgets to advise schools and assist schools in tasks previously carried out by the EA.

To date our schools have only found it possible to function because, as professionals, principals and their teaching colleagues have stretched themselves to the limit to make it happen. Unlike other members of the teaching workforce, principals and vice-principals are **not afforded the protection of the Jordanstown Agreement in relation to**

**working hours**. They can be expected to be available to be in school from early in the morning to very late in the evening, opening the school, attending full or sub-committee of the board of governor meetings, attending religious services, meetings with parents, etc. This has had a detrimental effect on the health and wellbeing of principals, many of whom are expected to work hours exceeding European working time agreements.

Another factor that has increased principal and vice principal workloads is the reduction in the size of middle management teams. As a result of the already **high expectations** on teachers, the pressure that comes from holding teaching allowances for co-originating curricular areas, or because of redundancies and retirements, **many posts become vacant**. There is an expectation that these post will be filled, and where a willing volunteer does not apply, the responsibility of **fulfilling the duties of the** post often falls on the already overburdened school principal or vice-principal. The problem is even greater in small schools, where teaching principals often carry co-ordinator roles as part of their job description.

Due to the financial crisis in education, in an attempt to reduce the budget deficit, schools will often look to **make cuts to support staff**, rather than teachers. This again adds to the workload of principals, who have seen the administrative burden that is part of normal school practice increase, while the support hours have fallen.

The burden that principals and vice-principals find themselves under has reached the point that the number of people wishing to move into management has significantly diminished. The INTO congratulates the school principals who have found a voice against the ongoing cuts to school budgets, and have told the education authorities that they will no longer make cuts that cause detriment to life chances of the pupils in their care. It is time that the education authorities come to realize that rather than making the school fit the budget provided, every school should be provided with a budget that fits the particular and diverse needs of each school, and that principals and vice principals should be given proper support to allow them to continue the excellent work they do.

# Managing workload – reducing paperwork

*The proliferation of documentation and paperwork has been identified as a key factor in driving workload for school leaders. Having a clear perspective on when paperwork/policies are necessary can assist in deciding how to approach policy making in schools. While written policies in certain areas may be helpful, the Professional Development Support Team (Leadership) has published the following list of mandatory policies for schools in May 2018 (i.e. those required by law or by the DES). For further details see <http://bit.ly/PDSTMisneachCalendar>.*

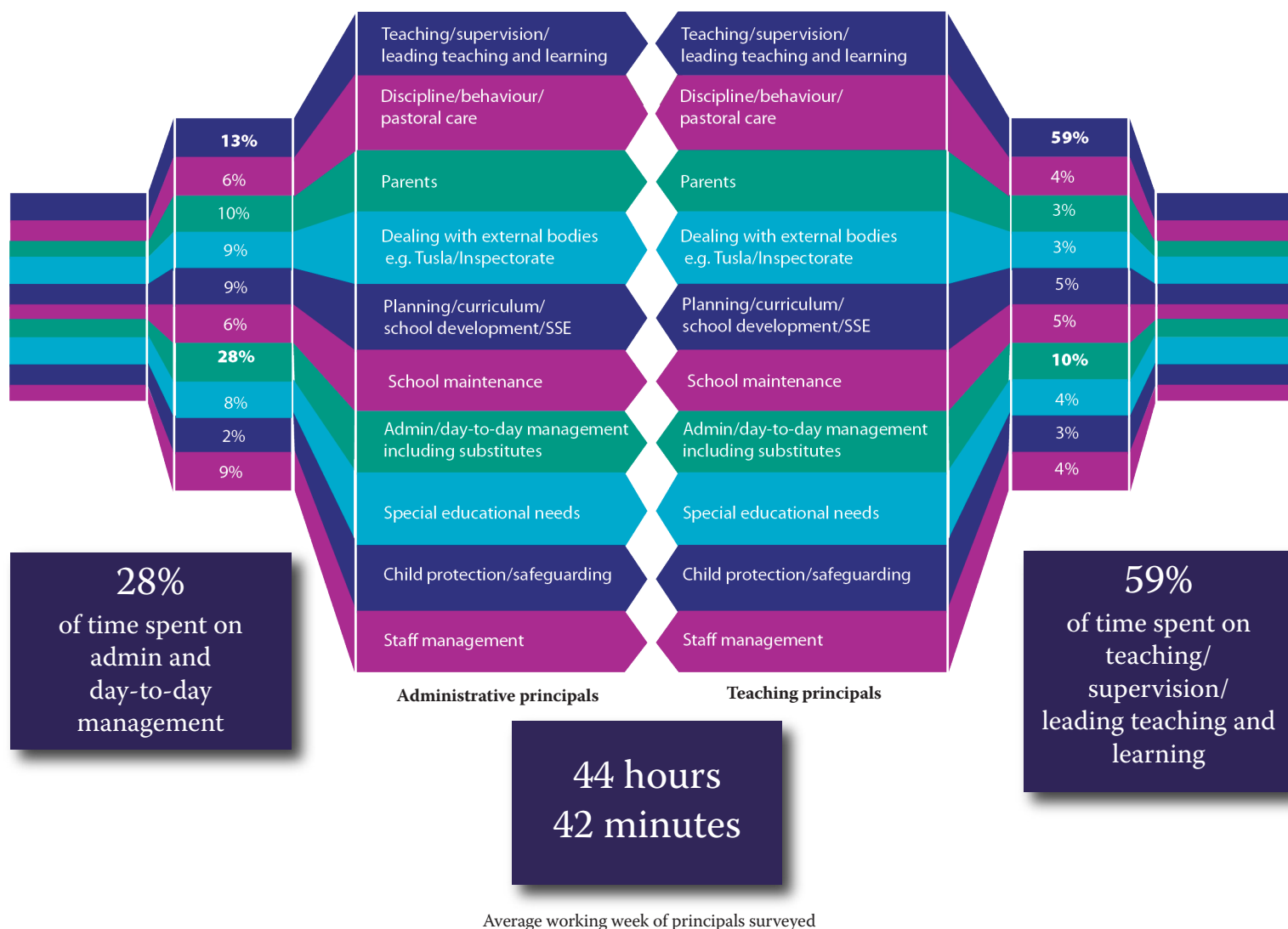
| Policy                                | Mandated by:  |
|---------------------------------------|---|
| Admission and Participation Policy    | Admission to Schools Act 2018<br>S15(2)d Education Act 1998<br>S 19 Education Welfare Act 2000  |
| Code of Behaviour                     | S23 Education Welfare Act   |
| Anti- Bullying Policy                 | Circular 0045/2013<br>DES Anti-Bullying Procedures (2013)   |
| Equality and Anti-Harassment Policy   | Employment Equality Acts 1998<br>Equal Status Acts 2000   |
| Child Protection Policy               | Children First Act 2015<br>Circular 0065/2011<br>Child Protection Procedures for Primary and Post-Primary Schools, 2017<br>Criminal Justice (Withholding of Information on Offences Against Children and Vulnerable Persons) Act 2012<br>Circular 0031/2016 (Vetting) |
| Health and Safety Statement           | Health, Safety and Welfare at Work Act 2005   |
| Disciplinary and Grievance Procedures | S 24(3) Education Act 1998  |
| School Plan                           | S.21 Education Act 1998   |
| Access to Records/ Data Protection    | S.9g Education Act<br>Data Protection Acts 1988 and 2003  |
| Protected Disclosures Policy          | Protected Disclosures Act 2014  |





# How are principals spending their time?

*An important element of time management is to be aware of where school leaders' time is spent. A small number of school principals agreed to track their time for analysis. Principals agreed that the tracking was a useful exercise. The results below provide a snap shot of a principal's week.*



## Principals' comments

*"My working day is far too long. I spend as much time on admin as I do teaching... All that keeps me going is a very supportive staff."*

*"Main issues are SEN, maintenance and fixing problems with the school."*

*"ASD class takes a huge amount of my time, this week was not bad compared to other weeks."*



# Discussion groups

Friday afternoon, 4.00-5.30 pm

*Please check the delegate list you will receive at registration to find your assigned discussion group. The discussion will be facilitated by members of the Principals' and Deputy Principals' Committee.*

| Discussion Group | Room                    | Location                           |
|------------------|-------------------------|------------------------------------|
| 1                | DE Williams Suite I     | Next to main hall                  |
| 2                | Egan Suite              | Opposite restaurant                |
| 3                | Goodbody Suite I & II   | Conference area opposite reception |
| 4                | Goodbody Suite III & IV | Conference area opposite reception |
| 5                | B Daly I & II           | Conference area opposite reception |
| 6                | Manly Suite I & II      | Conference area opposite reception |

## Exhibitors

A number of exhibitors will be in attendance. We encourage you to visit these during your breaks:

- |                      |                                     |
|----------------------|-------------------------------------|
| ✎ Prim Ed Publishing | ✎ Wriggle Learning                  |
| ✎ The Vaults         | ✎ ABC School Supplies               |
| ✎ Zeeko              | ✎ GAA Museum                        |
| ✎ CJ Fallon          | ✎ Aladdin                           |
| ✎ 4Schools.ie        | ✎ Outside the Box Learning Resource |
| ✎ Podium4Sport       | ✎ Comhar Linn INTO Credit Union     |

This conference is kindly sponsored by Prim Ed Publishing.





# Keynote speakers

## Viv Grant

### Wellbeing and keeping connected to what matters most in school leadership



Viv Grant is an executive coach, author and public speaker. She is the director of Integrity Coaching, London's leading provider of coaching services for head teachers and senior school leaders.

Viv's keynote will draw on the lessons she has learnt as an executive coach for head teachers. Viv will share insights into the personal qualities that school leaders need to adopt to maintain their own personal well-being in pursuit of what matters most for them as school leaders.

Her talk will illustrate how attention to our deeper needs as human beings can help to create school cultures in which all flourish.

Her talk will cover ways in which school leaders can:

- ✦ Increase their levels of emotional resilience.
- ✦ Maintain a deep connection with their core values and ability to make decisions that are more aligned to who they are and who they want to be.
- ✦ Heighten their levels of self-awareness, self-management and their ability to cope more effectively with the stresses of the role.
- ✦ Maximise feelings of professional satisfaction and fulfilment.
- ✦ Find ways for re-discovering their joy and passion for the profession.

Viv has been in the teaching profession for over 30 years. When she was just 31 and expecting her first child, she was appointed as one of the youngest head teachers in the country to turn around a failing primary school.

It was because of her experiences as a head, that Viv developed a deep interest in approaches for supporting the emotional and psychological well-being of school leaders.

As an executive coach, Viv now works extensively with head teachers and school leaders, helping them to overcome the challenges of their roles, so that they are able to maintain their humanity, joy, love for the profession and the communities they serve.

Her book *Staying A Head* is considered a seminal work in this area. Recognised as an expert in the field, she has contributed to various books and periodicals on the subject. As an expert commentator, her contributions have also been featured in *The Guardian*, *London Live*, *Sky News*, *Radio Four*, *Woman's Hour* and *The World at One*.

Viv is also an Advisory Board member of the UK's first Centre of Excellence for Mental Health in Schools, at the Carnegie School of Education, Leeds University.

Prior to setting up Integrity Coaching, Viv worked as a lead consultant on a range of leadership development programmes for the Institute of Education, the National College, the National Union of Teachers (NUT) and the Department for Education (DfE).

## Bernard McHale

### PDST supports for school leaders

Bernard McHale is a primary school principal on secondment from Clonberne Central School in Galway. He works as Team Leader with the Leadership Team in the Professional Development Service for Teachers (PDST). He worked as a class teacher in Holy Rosary Primary School, Ballycragh, Firhouse, as Principal of Corgary NS and for four years deputy principal of ESF Bauhinia School in Hong Kong. He also worked as principal of Ábalta Special School in Galway.

Bernard has worked in curriculum development and design and in initial teacher education. He worked as a part time associate with Leadership Development for Schools (LDS) and with PDST since 2006 working on the Forbairt and Misneach programmes. He joined PDST as a full time advisor with the Leadership Team in 2017, after two years as a Research Associate with the Teaching Council.

# Workshops

Saturday morning, 9.30 am and 10.40 am

*These workshops will be booked at registration on Friday, 27 September on a first come first served basis.*

## Workshop 1: Reframing 'challenging behaviour' – whose challenge is it anyway?

*Marie Byrne (Child and Adolescent Psychotherapist and Play Therapist)*  
**Venue: Goodbody Suites I & II**

Considering the neurobiology of stress, it's impact on behaviour and what we can do about it in our schools and classrooms.

We will consider what the student is trying to communicate about the challenges they face in school and why it can be so challenging for us as teachers to interpret their communication early enough to prevent the "challenging behaviour" that presents.

## Workshop 2: Effective communication for school leaders

*Dr John White (School of Policy and Practice, DCU)*  
**Venue: Goodbody Suites III & IV**

As communication is at the heart of the work of school leaders, this workshop is designed to enhance school leaders' communication. With 'the emotional geographies' of a school setting the backdrop, school leaders will examine 'active listening' and consider how they can best develop their practice within the intense and often diverse context of school communication. The workshop will 'audit' and 'equip' each participant with 'communication awareness' in order to increase their efficacy as communicators. Leader well-being is at the heart of the workshop; as effective communication reduces stress.

## Workshop 3: The breathing space for the school leader

*Anne Marie Ireland (Breathing Space Ireland)*

**Venue: DE Williams Suite I**

The principal and deputy principal are welcomed into a relaxing space that promotes rest and recovery, but that also addresses the topical issues for school leaders including work overload and responses to daily stressors in a practical and highly engaging manner. Self-care will be explored for the school leader and how this can be implemented in real ways on a daily basis in order to promote a sense of wellness over time.

## Workshop 4: Using digital technologies to manage workload

*Anthony Kilcoyne (Deputy Director for Digital Technologies, PDST) and Bernard McHale (Team Leader, PDST Leadership Team)*  
**Venue: B Daly Suites I & II**

While digital technologies cannot alleviate workload burden, when used constructively they can be efficacious in managing workflow, enhancing productivity and optimising personal effectiveness. This workshop will provide insights and examples as to how digital technologies can when combined with other strategies support the work of school leaders.

## Workshop 5: Media for school leaders

*David Geary (Head of Communications, INTO) and Síne Friel (Communications Official, INTO)*

**Venue: Manly Suites I & II**

From communicating the great news stories to defending the reputation of your school when something goes wrong, this workshop will equip school leaders to effectively manage their relationships with the media. The workshop will explore how local and national media outlets cover educational stories, drafting strong messages and statements and outline INTO support available.

## Workshop 6: Promoting positive staff relations

*David O'Sullivan (Assistant General Secretary, INTO) and Maria McHenry (Senior Official, INTO)*

**Venue: Egan Suite**

This workshop designed for school leaders to promote positive staff relations and handle difficulties as they arise in schools. Participants will learn up-to-date case law and consider staff relations issues from an industrial relations and legal perspective, including the applicable policies, procedures and legislative framework. It will review the outcome and consider the implications of recent and relevant case law. This workshop provides practical advice and support to school leaders. It will also facilitate questions and answers on these matters.



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