

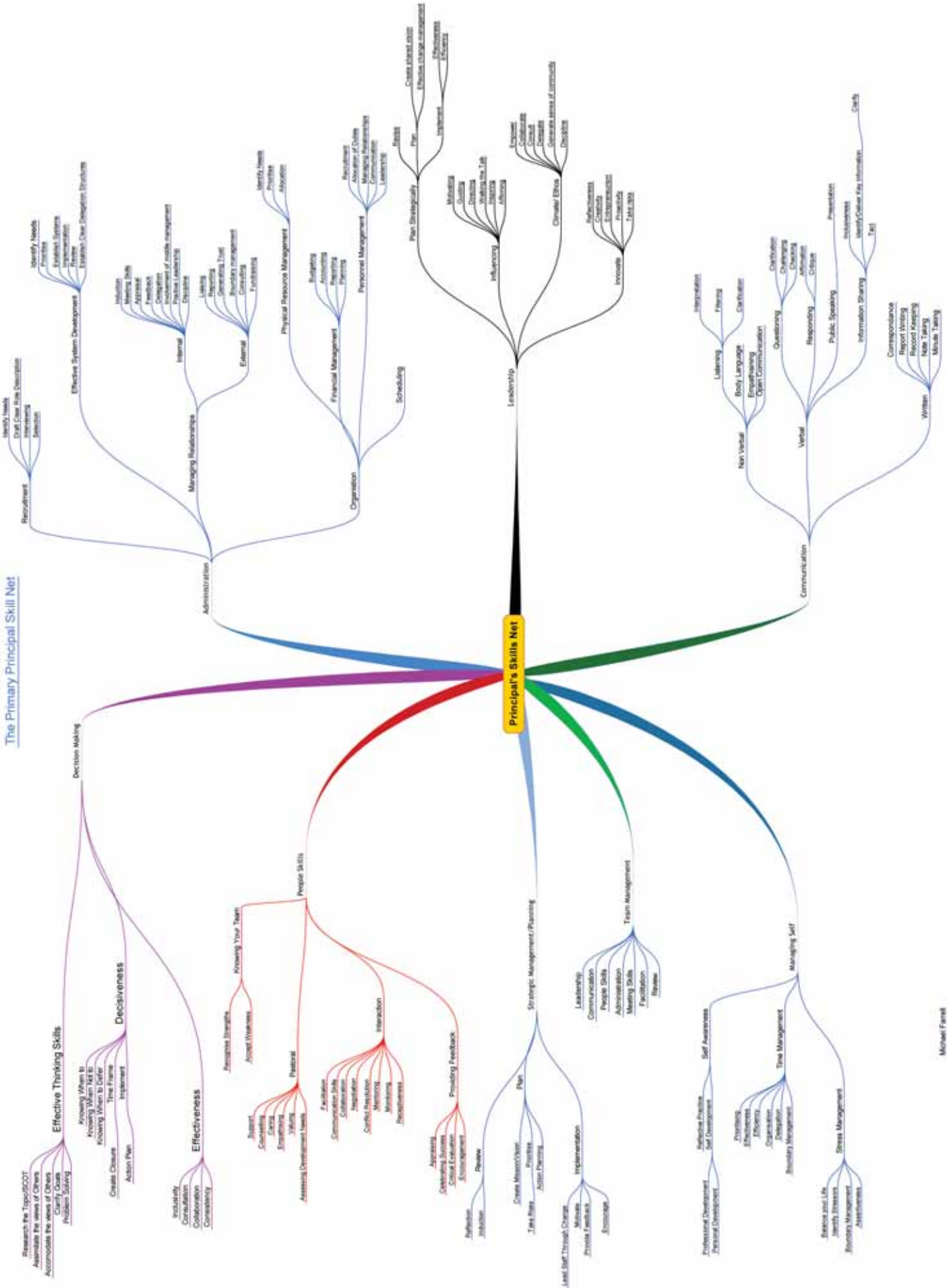
Investing in School Leadership



Irish Primary Principals' Network

2006

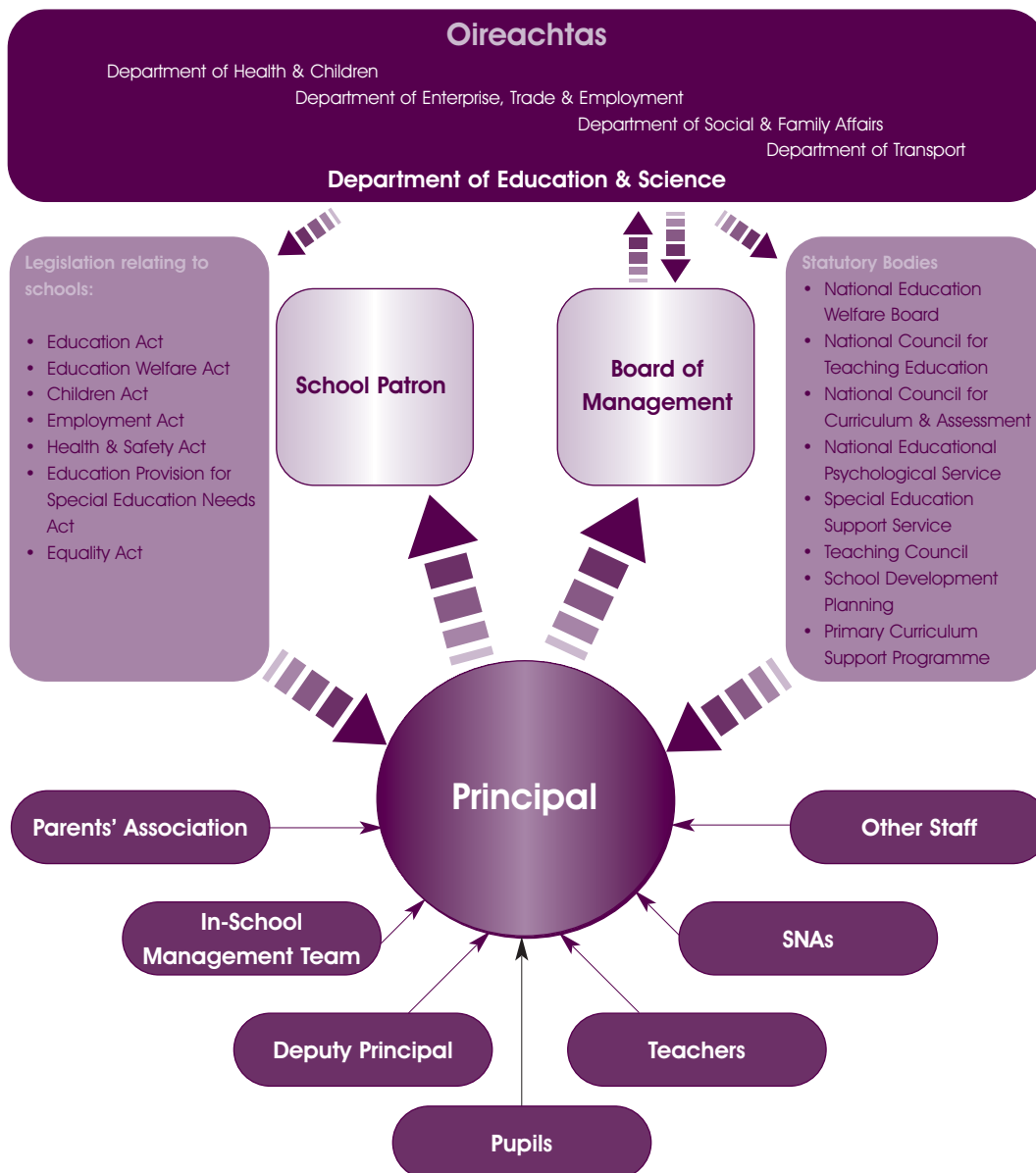
The Primary Principal Skill Net



Investing in School Leadership

A review and analysis
of the factors contributing to
the Recruitment & Retention
Crisis in Primary School Principalship
to be addressed by the
Public Service Benchmarking Body 2006-7

**Legislative Positioning of the role of Primary Principal - Refer to Chapter 2
The Role of the Primary Principal.**



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Foreword

A quality education is a key contributor to determining personal development and success in life. Equally, an excellent education system is a vital determinant of a nation's economic competitiveness. Parents have the right to expect a high-quality education for their children. To this end, their key relationship of trust over the eight-year primary school cycle is with the Principal Teacher. Professor Michael Fullan, in his most recent international research on leadership in education, states unequivocally that Principals are not only crucial for school-wide improvement, but that they are key to system improvement¹.

With this in mind – the interplay between system improvement and quality leadership - the Irish Primary Principals' Network (IPPN) feels it is incumbent upon it to take this opportunity to present the case for seeking, supporting and retaining a high-quality leadership resource for schools by ensuring that Principals are strategically positioned, and appropriately rewarded for their role. This paper focuses on a number of issues which are of a strategic national and educational concern, and which will, if not addressed, have serious negative consequences for the education of current and future generations.

As a professional association focused on improving the quality of learning by improving the quality of school leadership, the Irish Primary Principals' Network has conducted extensive research both nationally and internationally, to establish conclusively the health of school leadership in the Irish primary education sector. The research strands conducted by IPPN have included:

- Quality Leadership \Leftrightarrow Quality Learning, Professor Michael Fullan (2006)
- A Review of Principals' Expectations of Benchmarking 2 (2006)
- A Large Scale Survey on Aspects of the Leadership Role in Education (2006)
- An Analysis of the Attitudes and Aspirations of Teachers towards the role of Principal (2005)
- A Focused Study on Newly Appointed Principals (2005)
- A Review of Principals' Workload (2004)
- The Role of the Primary Principal, HayGroup Management Consultants (2002)

The research outcomes confirm that primary school Principals are highly motivated and passionate about their role and strive to be exemplary leaders of learning. However, the research also substantiates the anecdotal evidence that the leadership role of Principal is highly complex and challenging and is over-burdened by the ever-increasing weight of expectation of all stakeholders. Equally significant is the evidence that the role has a fundamentally flawed salary structure. For these reasons, the role of Principal is considered to be 'undo-able' and unattractive by the vast majority of Teachers.

Fact: Two vacancies in the same Midlands' school in 2005; the Teacher's vacancy attracted 357 applications; the Principal's vacancy just 1 application.

1. Fullan, M. (2006), *Quality Leadership \Leftrightarrow Quality Learning: Proof beyond Reasonable Doubt* (Toronto and Cork).

Every organisation knows the importance of quality leadership and its ability to successfully anticipate and manage change. The quality of leadership in schools impacts on every aspect of the 'service' delivered to children. The increasing rejection by the teaching profession of opportunities to take on the leadership role in primary schools must become a matter of national concern.

The statistics on the rapid decline in the number of Teachers applying for the role of primary school Principal are a stark indicator of the silent crisis facing the primary education system. This trend is potentially the biggest threat to Government plans to modernise our education system. Role ambiguity, unsustainable workload and inadequate support structures contribute to this decline. More significantly, however, are the reward-related factors that act as disincentives and, in some cases, clear barriers towards the aspiration and promotion of Teachers to Principalship:

- Principals do not have any defined salary scale but receive an allowance additional to their Teachers' salary
- There is a lack of real differential between Principals' salaries and those of Teachers
- Principals in smaller schools receive a lower allowance than some Deputy Principals

Given the pivotal importance of the primary school Principal and the ongoing recruitment and retention crisis regarding Principalships, there is an imperative to address these pay differential and salary structure issues. Failure to do so will exacerbate the problem and result not just in an even greater shortage of Teachers applying for Principalships, but in an inevitable decrease in the quality of school leadership. Poor quality leadership delivers poor quality learning outcomes.

The Public Service Benchmarking Body 2006 has an opportunity to correct the imbalance in reward outlined above. This is not simply a matter of increasing Principals' pay. It is about replacing the anomalous salary structure with an appropriate and attractive leadership reward system. Prioritising investment in school leadership will have profound and prolonged benefit for children's education and, consequently, for the Irish economy.

Tomás Ó Slatara
President, IPPN

Seán Cottrell
Director, IPPN



1. Observations on the 2002 Benchmarking Process

IPPN's impression of the work of the Public Service Benchmarking Body in 2002 was that it provided a comprehensive, detailed, thorough and well-intentioned framework within which salaries were positioned. The poor outcomes for Principals appear therefore to have been a consequence of a poor feed-in on the role, or a misguided or unbalanced representation on behalf of Principals. IPPN deems it appropriate to begin with a number of observations which support its view that aspects of the process and methodology need to be amended in 2006. IPPN is delighted that the 2006 Benchmarking Body has opened up the process by inviting submissions from individuals and organisations and very much welcomes the request for feedback on the 2002 Benchmarking process. Such openness and transparency can only benefit the process.

In 2006, the crisis in the recruitment and retention of primary Principals is even more evident than in 2002, with rates of application falling year on year from 5.5 per vacant Principalship in 1996 to a current level of 2.3 applicants on average per vacant post. The level of applications per vacant Teaching Principal post is lower even than 2.3, reflecting the poor reward for the highly challenging dual role of full-time teacher and school Principal as well as the lack of resources in smaller schools and the ever-increasing workload and expectation of the role².

The 2002 PSBB lacked any analytical depth regarding the role of Principal, particularly in uncovering the level of challenge and complexity being managed by Principals in schools of all types and sizes, and a subsequent lack of application regarding its findings. Even where the leadership role and level of challenge was acknowledged in the Report, the outcomes and pay recommendations for Principals show that little consideration was given to addressing the salary structure and pay anomalies, and the recruitment and retention problems. The same level of increase was awarded to the teaching profession as a whole, with 1% additional increase for the 3% of Principals who manage schools with 23 or more teachers. IPPN is confident that the 2006 Benchmarking Body will redress previous shortfalls for Principals. This document is intended to provide the underpinning rationale for change.

In this Chapter, IPPN's observations on the Report of the Public Service Benchmarking Body (2002) are set in line with the structure and numbering scheme of the Benchmarking Report 2002.

Executive Summary

The Benchmarking Body interviewed a total of 347 public servants as part of an examination of 138 public service grades and 3994 individual jobs.

- PSBB: *The Benchmarking Body considered:*
- *personnel issues such as recruitment and retention*
 - *equity between public service and private sector employees*

Principals are the only public service leadership/managerial grade rewarded within the same salary scale as those they manage/lead. Rewarding the leadership role of

2. See Chapter 2: *The Role of the Primary Principal* and Appendix I – *Primary Principal Skills Net and Communications Net*.

Principal by simply adding an allowance to a Teacher's salary compromises the role before it begins. This contributes to the crisis in the recruitment and retention of Principals. Teachers believe the role of Principal is simply not worth the remuneration offered. This belief is particularly reinforced on examining the remuneration of Principals who also retain full-time teaching duties ("Teaching Principals").

Pay is, of course, not the only determinant; the lack of resources such as inadequate and insufficient ancillary staff, a less than basic working environment, an ever-increasing workload without corresponding increase in the level of resource provided to schools, and the lack of recognition are also factors. Inadequate pay is a significant factor, however, as confirmed by IPPN's survey of 1500 Teachers. The key elements of pay that need to be addressed are the positioning of a separate pay-scale for Principals, and appropriate remuneration for Principals³.

2. Pay Determination

PSBB: It was evident to the Body that a number of the recruitment and retention problems point to deficiencies in personnel analysis and planning rather than simply issues of pay.

It is accepted that there is insufficient strategic planning in the education sector and - given the lack of resources and supports available to schools - increasing pay levels alone will not solve the shortage of applicants for Principalship. However, appropriate pay structures and positioning on a separate pay-scale would signal the importance of the leadership role as well as the high level of job challenge and complexity that exists. This would remove a real barrier to recruitment whereby most teachers currently feel that the responsibility of principalship is not worth the reward.

6.4 Modernisation and Change

PSBB: The establishment of an appropriate validation process is recommended to ensure that agreements on issues such as adaptability, change, flexibility and modernisation are implemented.

Over the past ten years, the Principal's role has been expanded without agreement to incorporate new legislation, new approaches to public sector management etc. Principals are delivering far more than contracted, and far more than suggested by the allowances currently provided to them. Principals are not rewarded for recruiting, inducting and managing Special Education Needs assistants, classroom assistants, care assistants, bus escorts, outside supervisors; nor have they been rewarded for taking on the significant role of Nominated Officer on behalf of the school, as defined by legislation (Education Act (1998) and Education Welfare Act (2000)). Neither were they contracted for significant additional responsibility and workload arising from the recent legislative interventions, including data collection and collation, reporting and communication; the possibility of being personally sued for any perceived wrong-doing within the school is an outcome of the legislative framework that has recently been introduced⁴.

3. See Appendix IV – *An Analysis of the Attitudes & Aspirations towards the role of Principal Survey* (2005); Chapter 3 of this document - *The Crisis in Recruitment and Retention of Primary Principals*; also Appendix III – *A Review of Principals' Workload* (2004).

4. See Chapter 2 – *The Role of the Primary Principal* for further information on the legislative context of the Principal's role.

Terms of Reference

Approach

PSBB: *In reaching its conclusions, the Body is to have regard to the following considerations:*

- *The need to recruit, retain and motivate staff with the qualifications, skills and flexibility required to exercise their different responsibilities*

In this regard, the Benchmarking process in 2002 has clearly failed Principals. In 2002, an average of 3.5 teachers applied for each vacant post of Principal. By 2005 this had fallen to 2.3 for each vacant post. These are average figures which conceal the critical shortage of applicants for Teaching Principalship, where the rates are even lower. This should be ringing alarm bells within the system.

Chapter 1. Introduction

Procedures

PSBB: *The Body consulted with public service employers and trade unions/associations.*

IPPN acknowledges that a professional association does not by its nature have an Industrial Relations remit. Notwithstanding that, it is disappointing that the officially recognised professional association for Primary School Principals and Deputy Principals, representing 6000 public sector staff, was not consulted in order to correctly understand and profile the role of Principal. The omissions and weaknesses in relation to the outcome for Principals in 2002 might have been avoided if IPPN was in a position in 2002, as in 2006, to furnish role responsibilities, career structures, age profiles, gender profiles, information on salary anomalies, evidence of causes of poor and reducing rates of application for the role of Principalship, which have declined rapidly since 2002, and other rich and relevant data on primary Principals.

Chapter 2. Benchmarking in Context

Defining Benchmarking

PSBB: *Benchmarking must also take into account the link between the delivery of quality public services and their contribution to longer-term social and economic development.*

Few other leadership roles in the public or private sector have such an important role to play in the provision of quality education for children, with the consequent impact on the individual, on culture, on society and on the economy. Indeed, Principals are the drivers of quality delivery in schools, and contribute in a meaningful way to long-term social and economic development by enabling the next generation of public and private sector workers to reach their full potential socially, intellectually, culturally and academically.

Methodology and Approach

Note the observations on *Recruitment, Retention and Motivation* under *Personnel Issues in the Public Sector* in this chapter.

PSBB Job evaluation

Security Sector – Prison Grades	Gárda Síochána	Education Sector	Education Sector
22 Governors	46 Chief Superintendents	3295 Principals	2119 Deputy Principals
11 jobs evaluated (50%)	10 jobs evaluated (21.7%)	34 jobs evaluated (1%)	35 jobs evaluated (1.7%)
2 one-to-one interviews (10%)	2 one-to-one interviews (4%)	3 one-to-one interviews (0.1%)	2 one-to-one interviews (0.1%)

There is no explanation given, nor can IPPN determine, why more Deputy Principals than Principals were evaluated although Principals outnumber Deputy Principals by a factor of 1.5 to 1. It is equally baffling why there was such a poor ratio of evaluations and one-to-one interviews to actual jobs in the Education sector as compared to the Security Sector and the Health Sector. Is the role of prison governor that much more varied or complex than that of school Principal? There are three fifths the numbers working in the Health Sector as in the Education Sector yet 670 individuals were facilitated to complete job evaluations in Health as compared with 600 teachers across 4000 schools and colleges. If there was truly an in-depth analysis of the job, why does there appear to be little or no understanding or acknowledgement of the difficulties of leading a school while simultaneously teaching a class or multi-grades within a class of children?

Reliable research would assume a minimum required level of sampling based on the overall numbers of jobs in a sector grade in order to fully understand a role; one would further presume an appropriate balance in sampling across sectors to avoid an unequal and/or unfair outcome in terms of information flow and impact on those determining the final outcomes. Additionally, while written reviews contribute to the basic level of understanding of a job or a role, the complexity, variety and challenges that any leadership role demands can only be properly described by dialogue beyond the point of descriptors on paper. It is in this context that IPPN concludes that three interviews seems to fall far short of even a minimum level of sampling and did not provide for a full understanding of the role complexity, variety and challenge. It is in this context also that IPPN claims that the role of Principal was not fully evaluated and thereby fell short of an appropriate positioning within the 2002 PSBB deliberations.

While the remit and legislative responsibility of the role of Principal is the same regardless of the school which the Principal leads, there are many factors including socio-economic status, level of incidence of Special Education Needs in the school and the complexities involved in managing SEN provision, urban/rural differences, school size (staff as well as student numbers), and levels of indigenous and new Irish school population, that have a significant impact on the level of difficulty, complexity and challenge involved in the role for individual Principals and their staff. None of these issues seem to have been considered.

PSBB: *The higher level of increase in allowances for Principals (in schools with 23 to 36+ Whole-time equivalents) reflects the higher levels of responsibility associated with larger schools.*

The fact that a school has a large number of students does not necessarily mean the job is more complex. A smaller school with several children requiring SEN provision and several children requiring language support would potentially prove more challenging to lead and manage than a larger school without those complexities. There are many scenarios which would have illustrated the breadth and depth of complexity of the role. IPPN would have welcomed an opportunity to be consulted on the selection of Principals to be interviewed to ensure that as many as possible of these factors were included in the job analysis so as to provide a more complete picture of the role for consideration by the Benchmarking Body.

By its very nature, interviewing 3 Principals (0.09%) in person could not provide an understanding of the role, generic or otherwise, when over 3300 individuals are fulfilling the role in schools varying in size from one to 47 teachers. Given the variety of school types, the role is required to respond differently as local needs demand. The requirement of Principals in disadvantaged and rural communities to provide leadership beyond their core role is often an essential function to successfully fulfil the aims of the school. A far greater sampling of one-to-one interviews with Principals is essential to understand and analyse the role adequately.

PSBB 2002 did not respond to the following pay anomalies in regard to Principals:

- Principals are the only public sector management grade rewarded on the same basis as those they manage plus an allowance for leadership
- There is no career structure for teachers (e.g. grades and salary scales), other than a set of allowances for taking on 'promoted posts' with little or no financial incentive to take on the leadership role of Principal
- The Deputy Principal of a 14-16 teacher school earns a bigger allowance than the Principal of a 5 teacher school.

The Benchmarking Body in 2002 had an opportunity to address these anomalies but did not do so. It would be entirely remiss of the 2006 Benchmarking Body not to address these very critical issues.

Reward structures

PSBB: *As part of this comparative analysis, the Body took account of the particular characteristics of public service and private sector employment. For the public service, this included security of tenure, pension arrangements, allowances, annual leave and working hours.*

Did the Benchmarking Body take into account the lack of regard paid to annual leave of Principals whereby the Department of Education and Science, which employs all teachers, issues Circulars, letters and requests for information and action to schools, addressed to the Principal, during the periods of the year supposedly reserved for annual leave? Or the fact that Principals are expected to oversee Summer Building Works projects in their schools during their annual leave? Given this persistent erosion of the annual leave and increase in working hours during term-time, consideration should be made that the current reward structures do nothing to make up the deficit⁵.

PSBB: *Principals lead a team of staff which includes teachers, secretaries, caretakers, substitute teachers, special needs teachers and student teachers. The jobholder is key in setting the long-term strategy of the school and ensuring its success.*

The Body failed to reward Principals on that basis, instead including only teachers in the numbers that determine salary. It also ignored the large numbers of classroom assistants, care assistants and bus escorts being managed by Principals in all types of school across the country, once again showing a lack of depth of understanding of the role.

5. See also observations under Endemic Overtime under Chapter 5 regarding working hours and overtime.

Chapter 5. Personnel Issues in the Public Sector

Recruitment, Retention and Motivation

PSBB: *The Body was required by its terms of reference to have regard, inter alia, to "the need to recruit, retain and motivate staff with the qualifications, skills and flexibility required to exercise their different responsibilities".*

There is no recruitment problem in relation to primary teachers; as outlined in Chapter 4 there is, in fact, an increase in the numbers applying through the CAO to become primary teachers. However, there is a very real problem in getting teachers to apply for the role of Principal, particularly the role of Principal which includes the responsibility for teaching a class of children full-time. This recruitment problem needs to be addressed in the review of salaries and salary structures in this round of Benchmarking.

The Body's own observations state that:

PSBB: *Principals hold prime responsibility for the successful running of the school and management of its resources, including budgets. To this end they must motivate, lead by example and guide staff to ensure that pupils are educated to the best of their abilities. **Teaching Principals must balance the teaching requirements of their particular class with the responsibility of managing the whole school.***

The Body's pay recommendations did not, however, reward Principals or incentivise teachers to apply for Principalship. It ignored the difficulties of the Teaching Principal. Principals received the same percentage increase in their allowance (13%) as all teachers, with the exception of less than 5% of Principals who run the largest schools (with 23 to 36+ teachers) who received an increase of 14% in the allowance for Principals. Teaching Principals were awarded a smaller pay increase than those managing larger schools.

PSBB: *A number of the recruitment problems (...) point more to deficiencies in personnel analysis and strategic planning. Simply increasing pay levels cannot resolve such problems.*

It is accepted that there is insufficient strategic planning and, given the lack of resources and supports available to schools, that increasing pay levels alone will not solve the shortage of applicants for Principalship. However, it would certainly go a long way towards recognising the importance of the leadership role as well as the job challenge and complexity. It would remove a real barrier to recruitment as many teachers do not feel the reward is worth the responsibility.

PSBB: *The Body was concerned at the inability of some public service employers to provide adequate information about vacancy levels and the effect of their recruitment policies over time.*

The Department of Education and Science ceased collecting rates of application for Principalship in 2001. IPPN has collected this information from Boards of Management since 2001 to bridge the gap. IPPN believes it is crucial to have the facts available. It is this data that has determined that the rates of application have fallen by 50% since 1996.

Endemic overtime

PSBB: *Endemic overtime working, which can be defined as persistent requirements on staff to work considerably longer hours than the standard working week, poses serious problems in a number of services.*

Principals are paid the same as teachers (based on the Common Basic Scale) with a relatively small allowance for their leadership role, yet their role regularly requires them to work substantially more hours than those they lead and manage. This is particularly true for those Principals who also teach a class of children. Their responsibilities in administration, communication, human resource management, policy formation etc cannot be undertaken during class contact time; legislative requirements such as case conferences for SEN provision, meetings with Parents' Associations and with individual parents and Board of Management meetings etc. must all be held at some point after the completion of the full-time role of classroom teacher. Consequently, the working week of the Principal extends far beyond the standard working week. Principals are not currently paid overtime, regardless of how many hours they work in excess of the standard working week.

Conclusion

In conclusion, it is the view of IPPN that the analysis of Principalship by the PSBB in 2002 was flawed; it did not consider the role of Principal in sufficient depth to draw accurate conclusions about the level of reward required to address the fundamental problems associated with the role. When rationale for rewarding the role was identified, it was not applied. IPPN expects that PSBB 2006 will redress the imbalance and respond appropriately to the issues as identified.



2. The Role of the Primary Principal

This Chapter focuses on the role of the primary Principal and how it differs from the role of class Teacher.

The Principal's Role in a legislative context

The roles of Teacher and Principal are set out clearly in legislation whereby the Principal is positioned as the 'line manager' of Teachers and other school staff. All staff report to the Principal who in turn reports to the Board of Management. Effectively, the role of Principal is positioned in the model of 'Chief Executive Officer' whereby the responsibility for the success of the school is delegated by the Board of Management to the Principal.

The Education Act (1998), Part V,

Chapter 22 (1) states that

*"The Principal of a recognised school and the **Teachers** of a recognised school, **under the direction of the Principal**, shall have the responsibility (...) for the instruction provided to students in the school..."*

Chapter 22 (2) states that

*"The Principal and Teachers shall (...)
(d) (...) carry out those duties that – (i) **in the case of Teachers, are assigned to them by or at the direction of the Principal** and (ii) in the case of the Principal, are assigned to him or her by the Board."*

Chapter 23 (2) states that

*"In addition to the functions of a Principal provided for in Chapter 22, the Principal shall –
(a) **be responsible for the day-to-day management of the school, including guidance and direction of the Teachers and other staff in the school, and be accountable to the board for that management,**
(b) **provide leadership to the Teachers and other staff and the students of the school,**
(c) **be responsible for the creation (...) of a school environment which is supportive of learning among students and which promotes the professional development of Teachers,**
(d) **under the direction of the board and, in consultation with the Teachers, the parents and, to the extent appropriate to their age and experience, the students, set objectives for the school and monitor the achievement of those objectives,**
(e) **encourage the involvement of parents of students in the school in the education of those students and in the achievement of the objectives of the school.***

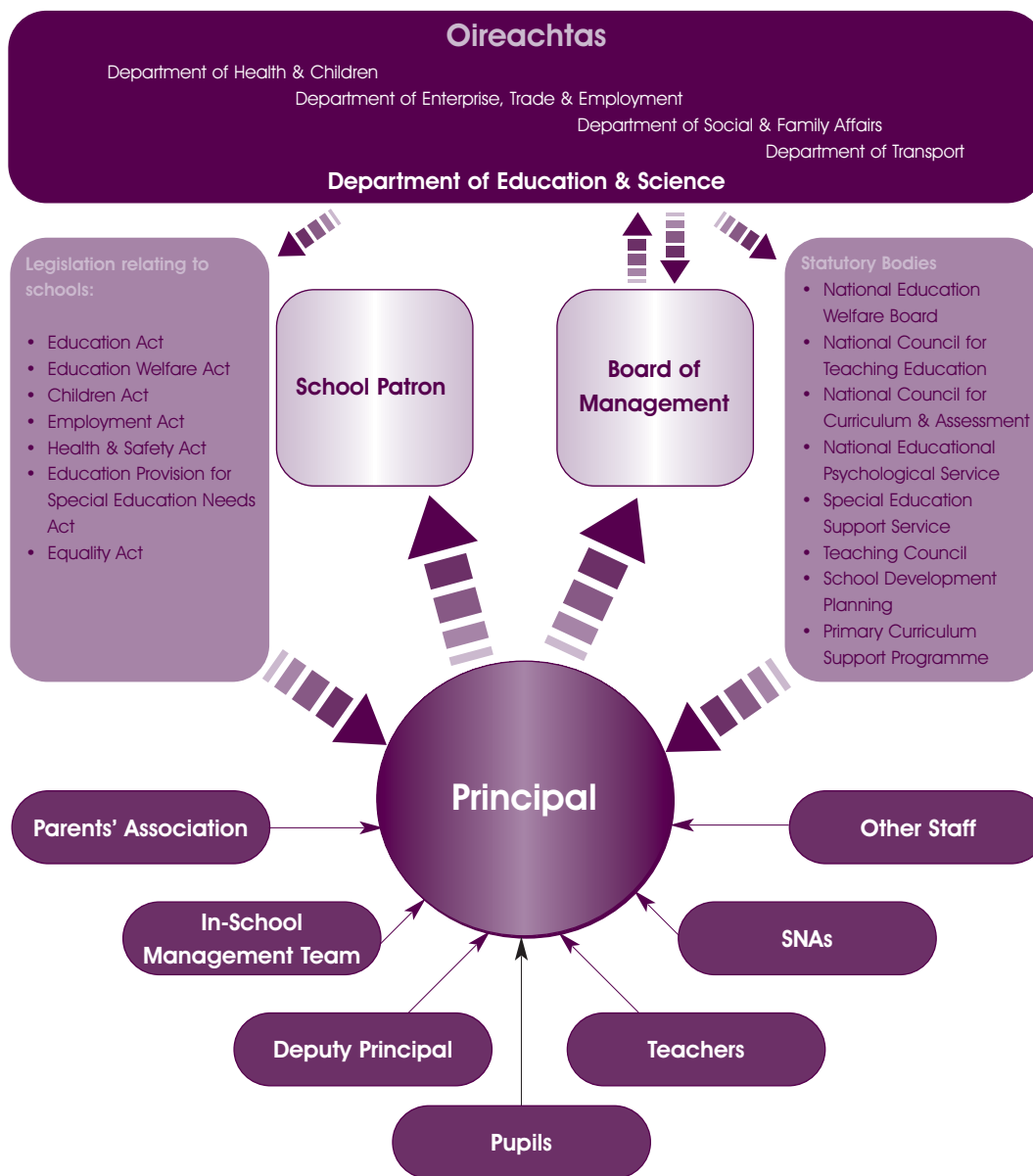
Chapter 23 (3) states that

"For the purpose of carrying out his or her functions under this Act, a Principal shall have all such powers as are necessary or expedient in that regard ...)"

Figure 2.1 below illustrates the legislative positioning of the Principal and in particular the

reporting structure to and from Principal. Interestingly, the Principal reports not just to the Board of Management but also to the Department of Education and Science and the school Patron. Additionally, the Principal is the Accounting Officer of the school to the DES and to numerous statutory agencies and is responsible for the implementation of legislation and policy emanating from several government Departments.

Figure 2.1 – Legislative Positioning of the role of Primary Principal



Principal Teacher Accountabilities and Key Competencies

The role of the primary Principal is remarkable in its complexity, its diversity of competencies and its range of accountabilities, as defined in

- the Education Act (1998)
- Defining the Role of the Primary Principal in Ireland (HayGroup, 2002),
- School Leadership – A Profile (Department of Education and Science, 2002)
- Report of the Public Service Benchmarking Body (2002).

IPPN’s description of the role as presented in Table 2.1 below defines the Primary Principals’ role accountabilities and key competencies⁶.

6. See Table 5.5 - **Public Appointments Service Competency Framework - Principal Officer and Assistant Principal Officer** in this report

Table 2.1 – Role Accountabilities, Success Factors and Competencies of the Primary Principal⁷

Accountability	Success Indicators	Key Competencies Require
<p>Leadership: Create, communicate and deliver a vision for the school, taking account of the concerns and aspirations of all the stakeholders in the school.</p>	<ul style="list-style-type: none"> Clearly articulated vision as expressed through a school plan; Evidence of processes for staff and parental involvement in consultation regarding plan; Positive feedback from all stakeholders regarding plan; Well motivated and high performing pupils and teachers. 	<ul style="list-style-type: none"> Achievement Drive Team Leadership Strategic Thinking Conceptual Thinking
<p>Education: Deliver high standards of teaching and learning through personal teaching standards and the development, monitoring and coaching of teaching standards of others.</p>	<ul style="list-style-type: none"> Evidence of a positive learning environment as measured through attainment in academic, social, cultural, sporting and other norms; The quality and quantity of professional development afforded to teaching staff; Positive School Inspection reports. 	<ul style="list-style-type: none"> Developing Others Team Leadership Professional Expertise Inter-personal Understanding Challenge and Support
<p>Resource Management: Plan, manage and evaluate the use of the physical resources of the school.</p>	<ul style="list-style-type: none"> Cost effective use of resources; Effective processes and procedures in place for the identification of resource needs; Effective utilisation of the available processes for winning resources both centrally and locally. 	<ul style="list-style-type: none"> Information Seeking Financial Management Skills Analytical Thinking
<p>Human Resource Management: Select, coach, develop and hold accountable the human resources of the school.</p>	<ul style="list-style-type: none"> Suitably skilled and experienced staff in place to deliver agreed curriculum and to adequately man support functions agreed in School Plan; Effective utilisation of the middle management personnel within the school; Motivated staff; Effective processes in place to handle staff problems. 	<ul style="list-style-type: none"> Team Leadership Developing Others Challenge and Support Inter-personal Understanding Impact and Influence
<p>Administration: Comply effectively with the various reporting, recording and data management obligations to which the school is subject.</p>	<ul style="list-style-type: none"> Timely, relevant, accurate and accessible records and data regarding school business; Effective use of available technology to assist in school administration. 	<ul style="list-style-type: none"> Information Seeking Analytical Thinking Initiative
<p>Policy Formulation: Research, draft and present policy documents and statements as required by legislation and policy provisions.</p>	<ul style="list-style-type: none"> Existence and availability of up-to-date policies for the school in all appropriate areas of policy; Processes in place to ensure the communication of policies to all relevant parties. 	<ul style="list-style-type: none"> Strategic Thinking Conceptual Thinking Networking/Relationship Building
<p>External Relationships: Create channels of communication to support and facilitate effective relationships with external parties which impact on overall school effectiveness.</p>	<ul style="list-style-type: none"> Positive and supportive relationships with relevant external parties; Regular fora for communication with external parties. 	<ul style="list-style-type: none"> Networking/Relationship Building Inter-personal Understanding Impact and Influence Analytical Thinking

7. HayGroup (2003): *Defining the Role of the Primary Principal in Ireland*. Dublin, HayGroup Management Consultants

HayGroup Management Consultants Report: “Defining the role of the Primary Principal in Ireland” states that:

- “Principals face a range of challenges in effectively delivering the key elements of the role (...). Some of these challenges derive from a lack of clarity about the various elements in the role and others derive from a lack of support for Principals in a variety of ways.
- Dealing with these challenges in an effective way requires a range of leadership and other competencies. These are the kind of competencies which would normally be seen in leadership and senior management positions and require high levels of inter-personal and organisational skills.”

The observations of the **Report of the Public Service Benchmarking Body**, June 2002 page 260:

- “Principals hold prime responsibility for the successful running of the school and management of its resources, including budget. To this end they must motivate, lead by example and guide staff to ensure that pupils are educated to the best of their abilities. Teaching Principals must balance teaching requirements of their particular class with the responsibility of managing the whole school.
- Principals lead a team of staff, which includes Teachers, secretaries, caretakers, substitute Teachers, special needs Teachers and student Teachers. The Principal is key to setting long-term strategy for the school and ensuring its future success.
- High levels of communication/interpersonal skills to influence and persuade both within and outside the classroom are crucial. Principals must ensure the school has a team of motivated and valued staff. Principals need to work with and influence, on behalf of the school, the Board of Management, Parent Committees and the Department of Education and Science. Principals are often required to intervene fairly in disputes between Teachers, parents and pupils.”

While the role of class Teacher has many challenges and demands, it is clear from legislation that the role of Principal is a legislatively distinct and separate role, requiring a significantly more complex and different skill-set and approach. A practical example of the difference between the two roles is that Teachers can rely on the support of their line manager - the Principal, who is on-site all of the time. Conversely the Principal does not enjoy similar support as his/her line manager, the Board of Management, is a voluntary entity, possibly without any educational or management expertise, and with a requirement to meet five times per year. Consequently, the Principal is dependent largely on his/her own resources for decision-making and problem-solving.

The role of Principal is legislatively, qualitatively and quantifiably different to the role of class Teacher and needs to be acknowledged and rewarded differently.

3. The Crisis in Recruitment and Retention of Primary Principals

Tables 3.1 and 3.2 confirm the crisis in Irish primary education. The age profile of Principals indicates a demographic time-bomb with 45% currently over 50 years of age and 20% over 56 years of age. Almost half of all primary Principals are likely to retire within 10 years. If the low and reducing rates of application for Principalship are factored in, as well as the low level of interest by young Teachers in the role of Principal and the knowledge that Principals are opting to retire earlier than before, it must be concluded that the leadership of primary schools is at a critical juncture.

Table 3.1 – Age Profile of Principals (2005)

Age	Teaching	Admin	Total	% of Overall Total
Age 35 or under	186	8	194	6%
36 - 40	296	35	331	10%
41 - 45	438	84	522	16%
46 - 50	598	165	763	23%
51 - 55	631	205	836	25%
56 - 60	342	141	483	15%
61 - 65	109	55	164	5%
Total No of Principals	2600	693	3293	100%

Table 3.2 - Rates of application for Primary Principalship

Year	Total No. of Applicants	Total No. of Vacancies	Ratio of applications to vacancies
1996*	921	170	5.5 : 1
1998*	1027	226	4.5 : 1
2000*	799	204	3.9 : 1
2002**	542	154	3.5 : 1
2004**	710	245	2.9 : 1
2005**	245	105	2.3 : 1

This table shows that the rates of application for the role of Principal have decreased by 50% in 10 years:

* DES Statistics

** Newly Appointed Principals' Survey

Explanation Notes for Table 3.2:

1. The figures in column 4 represent the average number of applicants per Principalship vacancy
2. Considering these figures are averages, they conceal the significantly lower number of applicants for Teaching

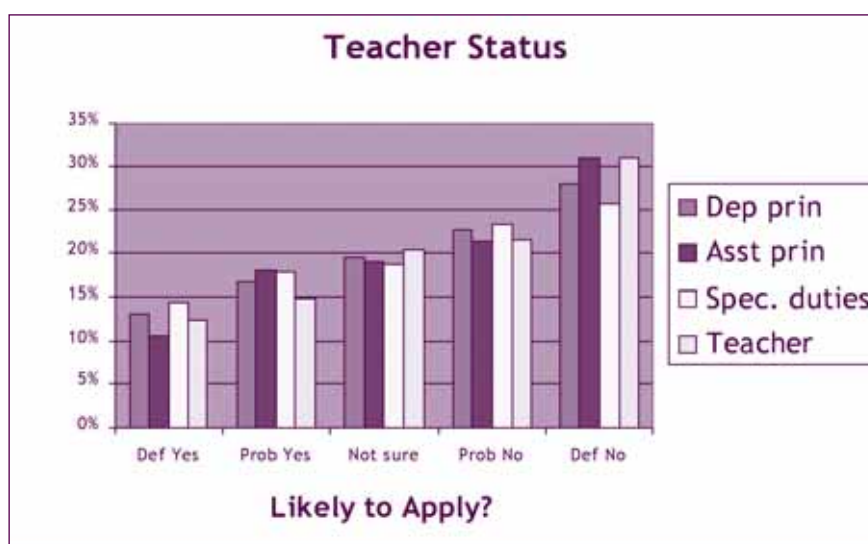
- Principalships which carry an extra class teaching responsibility
- 3. Larger schools frequently attract 6+ applicants. Teaching Principalships will often receive just one application. This single applicant often emerges after a second or third round of advertisements.
- 4. Since 2000, there have been 27 schools without a Principal for at least one academic term
- 5. Department of Education and Science ceased collecting statistics on the application rates for Principalship in 2001.

Evidence in recent years shows that there is an increase in the number of Leaving Certificate students applying through the CAO to become primary school Teachers, despite the rising points requirement. Similarly, there is no evidence of a recruitment or retention problem for the “promoted posts” of Special Duties Teachers, Assistant Principals and Deputy Principals. However, there is a definite recruitment and retention problem in relation to Principals. There is, therefore, a critical need to support the role of Principal with a remuneration package reflective of its responsibilities; together with additional resources, a comprehensive professional development programme, and adequate professional supports in schools to make the role more attractive and manageable.

An Analysis of the Attitudes and Aspirations towards the role of Principal

In this 2005 survey of 1538 Teachers, it was evident that Teachers promoted to the middle management roles of Assistant Principal and Deputy Principal are no more likely to apply for Principalship than un-promoted Teachers. This is in stark contrast to leadership succession patterns in schools in other OECD countries. Deputy Principals in Irish primary schools are not attracted to Principalship unlike their international counterparts, where it is perceived as a natural step in their career path.

Figure 3.1 – Are you likely to apply for the post of Principal at some stage in your career? – Response by Teacher Status



Another interesting finding is that less than 9% of female respondents were “definitely likely” to apply for the position of Principal, which is of concern given the huge gender imbalance in the profession whereby 87% of Teachers are female.

One might wonder what the real reasons are behind the lack of interest in Principalship. Table 3.3 sets out the main reasons given for stating they would *not* “apply for the role of Principal at some stage in their career”. These are ranked in order of importance.

Table 3.3 – Top 10 reasons why teachers would not “apply for the role of Principal at some stage in their career”

Dissuading Factors	Ranking
Combining the role of class Teacher and Principal means that both roles suffer	1
The time commitment required of Principals is unsustainable	2
The Principal's workload is unmanageable	3
The salary differential does not reflect the additional workload and responsibility	4
Principals receive inadequate pre-appointment training	5
The Principal's role carries overwhelming responsibility	6
Principals receive inadequate post-appointment training	7
The role of Principal is not sufficiently supported by the Department of Education	8
The Principal's work involves too much confrontation with others	9
The role of Principal is not sufficiently supported by the Board of Management	10

What Principals have said about Principalship:

In a February 2006 survey on Aspects of the Leadership Role in Education (2006) conducted by IPPN, 25% of the Principals who responded said that they “would like to resign from Principalship and revert to the classroom”. However, there is currently no mechanism for Principals to step down from the leadership role without loss of seniority and pension / allowances. In the October 2004 survey on A Review of Principals’ Workload, when asked to rate their workload, 75% stated that they are “*seriously overloaded*”.

What is behind Principals’ dissatisfaction with their role and their excessive workload? Our research points to the following:

- **Exponential increase in responsibilities** over the past 10 years e.g. additional responsibilities in 1998 Education Act and other legislation, new curriculum, SEN provision, multi-culturalism, all without commensurate increases in supports, services and reward
- **Teaching Principalship** considered **almost undoable** – difficult to determine which element is the primary role
- **Poor reward** for the additional responsibility and workload
- **Excessive Workload**, particularly of a non-educational nature
- **Infringement on personal time**, especially annual summer leave for Teacher appointments process and summer building projects
- **Lack of support** from DES, Boards of Management and In-School Management (middle management) teams
- **Inadequate professional development** both pre- and post-appointment
- **No structure to provide for a reasonable way to step down** - appointment seen as a ‘life sentence’.

What the 2002 Public Service Benchmarking Body Report has said:

Three key anomalies emerged from the PSBB 2002 report; these anomalies, highlighted in Table 3.4 were:

1. Teaching Principals (1-5 Teachers) receive an annual allowance that is less than the allowance received by a Deputy Principal in a 14+ Teacher school

2. Teaching Principals (1-5 Teachers) earn a mere €14 per week (before Tax) more than an Assistant Principal in a 14+ Teacher school.
3. Approximately 70% of all Principals (i.e. Teaching Principals) receive a maximum allowance that is less than the allowance received by a Deputy Principal in a 17+ Teacher school.

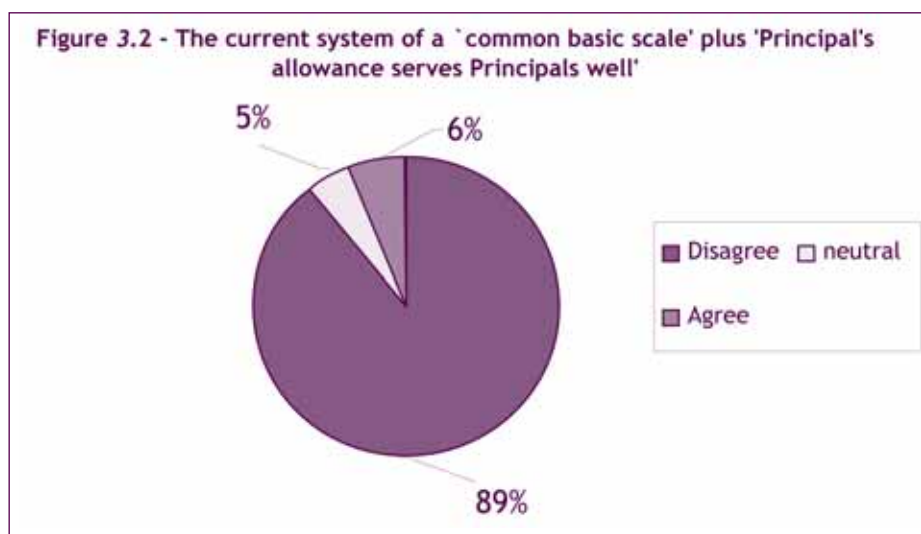
Note: Over 70% of primary Principals (i.e. all Teaching Principals) are on bands 1 and 2 and therefore are on the lowest allowances.

Table 3.4 - Public Service Benchmarking Body salary recommendations for Principals 2002 also as per National Agreements up and including 01/06/2006 E&OE

Special Duties Teachers	Assistant Principal	Deputy Principal	Primary Principal	No. of Teachers
3,595		3,595	8,879	1 - 5
		4,701	9,949	6 - 7
		6,219	11,672	8 - 11
		7,792	13,695	12 - 13
	8,127	9,319	15,932	14 - 16
		10,913	18,199	17 - 19
		12,447	20,394	20 - 23
		13,953	22,613	24 - 26
		15,138	24,249	27 - 30
		16,294	25,936	31 - 35
		18,141	28,472	36 +

What Principals have said about Benchmarking:

In December 2005 IPPN conducted a survey of Principals and received 1803 replies. The key findings are represented below⁸:



8. The full results of this survey are included as Appendix II of this document

Figure 3.3 - Principals should be placed on a separate salary scale from other teaching staff to ensure adequate pay differentials to reflect their role responsibility

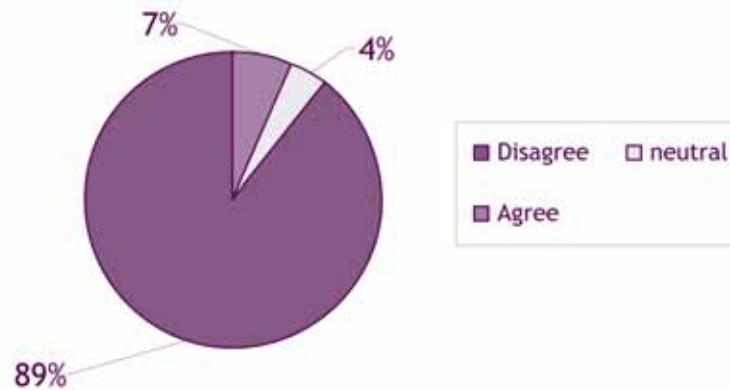


Figure 3.4 - A Principal's salary should be based only on the number of teachers in the school

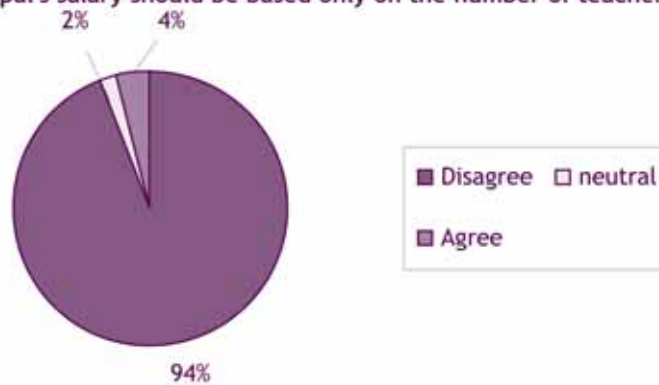
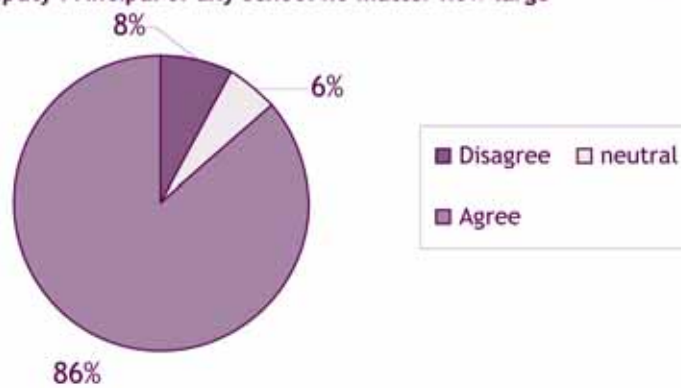


Figure 3.5 - The Principal of a small school has a more complex and onerous role than the Deputy Principal of any school no matter how large



Additional findings⁹:

- 87% stated that Principals receiving a Teacher's salary plus an allowance is not an appropriate reflection of the Principal's role
- 81% agreed that a Principal should receive an additional allowance if they are required to teach a class of children
- 88% said Teaching Principals should be placed on a specific salary scale reflecting the complexity and workload of their dual role

9. The full results of this survey are included as Appendix II of this document



4. Providing a Coherent and Broadly-Based Comparison

This Chapter responds to the heart of the benchmarking exercise. Benchmarking, as described in PSBB 2002 is 'a systematic, multi-sectoral, broad-based benchmarking of public-service pay'. The Chairperson of PSBB 2002 referred to fact that 'the process tested the links and relationships between public service grades to ensure that the manner in which these grades relate to each other and the private sector is more cohesive, equitable and sustainable than what has gone before'¹⁰.

IPPN has conducted its own comparative research on the positioning of the role of Principal, but has also commissioned some independent research work on role relativities within and outside the public service. In this Chapter, a summary of the most pertinent findings are outlined.

Research work focused on four broad areas – job complexity, knowledge and skills, communication and problem-solving, and accountability. Five roles requiring a high degree of leadership, acumen and management skill were selected. These provided for the coherence and broadly-based comparison that PSBB 2002 had as a core element within its work. The roles identified were:

- Senior Engineer (Local Authority)
- Principal Officer (Civil Service)
- Branch Bank Manager in small to medium sized branch
- Financial Controller of a small to medium sized business
- Human Resources Manager of small/medium size enterprise.

The role accountabilities identified for Principal Teacher by HayGroup Consultants in 2003 and outlined in Table 2.1 can readily be applied to each of the six selected leadership roles, as shown in Table 4.1, the only adjustment being to replace the 'Teaching and Learning' accountability listed in the Principal role with the more generic accountability of 'Knowledge of Core Business'.

Table 4.1 – Role Accountabilities for Selected Posts (High/ Medium/ Low level)

ROLE ACCOUNTABILITIES	Principal Teacher	Senior Engineer	Principal Officer	Branch Bank Manager	Financial Controller	Human Resource Manager
Leadership	High	High	High	High	Medium	High
Core Business	High	High	High	High	High	High
Resource Management	High	High	High	High	High	Medium
Human Resource Management	High	High	High	High	Medium	High
Administration	High	Medium	High	High	High	High
Policy Formulation	High	High	High	Medium	High	High
External Relationships	High	High	High	High	Medium	Medium

¹⁰ John M.T. Quirke, *Report of the Public Service Benchmarking Body* (2002)

Equally, the role comparison is strong on correlation for each of the six selected leadership posts when compared with the framework of competencies for Principal Teachers. IPPN is satisfied, therefore, that the selected leadership positions provide a secure comparative underpinning to the benchmarking exercise for Principal Teachers¹¹.

Table 4.2 confirms that Principal Teachers are not remunerated on any scale comparable to that of others who hold similar posts in the public and private sectors. Indeed, apart from the fact that they are the only one of the five categories that has no defined salary scale relative to the post, the salary they receive falls significantly below their counterparts.

Table 4.2 – Comparative Salary and Total Reward¹

Leadership Roles	Basic Salary ¹	Total Salary	% Shortfall for Principals
Principal	50,656 ²	62,361 ³	
Senior Engineer (Local Authority)	66,435	66,435	7%
Principal Officer (Civil Service)	86,367	86,367	38%
Bank Branch Manager	85,000	105,000	68%
Financial Controller	59,238	69,297	11%
Head of HR	78,976	87,500	40%

Notes for Table 4.2:

¹ The roles used for comparison purposes are salaried on a grade-specific basis i.e. their salary is not linked to the grades that they manage plus an allowance for leadership. The Basic Salary indicated is in each case the salary attainable after 20 years.

² The Principals' salary chosen for career comparison purposes is a Teacher with 20 years service

³ Approximately 70% of Principals are on bands 1 and 2; we have selected band 2 promoted post allowances as representative. An academic allowance for a Primary Degree holder is included.

Comparison with international practice

Table 4.3 that follows offers an overview of the practices and policies in remunerating Principal Teachers in the United Kingdom, in New Zealand, and in Ontario, Canada. Once again the Irish context is the only place where a separately defined scale for Principal Teachers is not applied. IPPN's comparative research on Principalship internationally went beyond research on reward but looked also at how Principals are recruited, inducted and supported in the role and determined that all other jurisdictions which IPPN have researched (UK, Ontario and New Zealand) have professional development programmes to identify and nurture potential leaders as well as support both newly appointed and experienced Principals. In Ontario, Canada, there is a mandatory qualification programme to become a Principal. Appendix V sets out these programmes in some detail.

¹¹ Note Table 2.1 of this Report; also HayGroup (2003) *Defining the Role of the Primary Principal in Ireland*. Dublin: Hay Group Management Consultants

Table 4.3 – Comparison with international practice in the remuneration of Principals

	Ireland	UK	New Zealand	Canada
Basic Salary	Teacher rate and allowance	Principals' Salary Scale	Principals' Salary Scale	Principals' Salary Scale
Total Reward	n/a	n/a	Supplementary Bonus	n/a
Differential to Teacher Grade	Allowance applied based on no. of Teachers (excludes ancillary staff)	Principals on separate pay spine to Teachers	Significant differential	Significant differential

Another comparative element provides less comfort still to Primary Principals. Table 4.4 offers a comparative overview of the reward structure applied to Post-Primary and Primary Principals in Ireland. It appears that an arbitrary judgement on pupils' age has determined the level of the reward, whereby Post-Primary Principals receive significantly higher level of allowance than Primary Principals. By any standards - benchmarking or otherwise - this is not sustainable.

Table 4.4 – Comparison of Primary and Post-Primary Principals' allowances (as at 01/06/2006)

Primary School Bands - Number of Teachers	Primary Principals' Allowances	Post Primary School Bands - Number of Teachers	Post Primary Principals' Allowances
1 to 5	8,879	1 to 3	8,879
		4 to 5	9,949
6 to 7	9,949	6	11,671
		7 to 8	13,694
8 to 11	11,672	9 to 10	15,930
12 to 13	13,695	11 to 12	18,199
14 to 16	15,932	13 to 15	20,396
		16	22,615
17 to 19	18,199	17 to 19	24,248
20 to 23	20,394	20 to 22	25,937
24 to 26	22,613	23 to 26	28,396
27 to 30	24,249	27 to 30	30,060
31 to 35	25,936	31 to 35	33,275
36 +	28,472	36 to 40	34,360
No further bands available (ref: 36+)	28,472	41 to 50	37,268
No further bands available (ref: 36+)	28,472	51 to 60	38,886
No further bands available (ref: 36+)	28,472	61+	40,501

Competency Framework - Principal Officer and Assistant Principal Officer

The conclusion drawn by IPPN following its broadly-based comparison of the role of Principal Teacher is that the closest link, and most appropriate positioning, for pay relativity is the scale of Principal Officer in the Public Service. Details regarding the workability, banding and exemplars are provided in subsequent chapters. At this point, however, the strength of correlation was so convincing, that it was considered worthwhile to include the full framework of competencies for the post of Principal Officer (Table 4.5).

Indeed the descriptors for Assistant Principal Officer are also included because it is the delineation between the posts of PO and APO that rationalises the positioning of the Principal Teacher at a scale relative to the Principal Officer scale.

Leadership in schools could not function at the descriptor level of Assistant Principal Officer, and could not function with less than all of the descriptors attached to the position of Principal Officer. Indeed these descriptors broadly reflect the outline of accountabilities¹² and competencies¹³ described in the HayGroup Report (2003).

Table 4.5 - Principal Officer Competency Framework¹⁴

CLUSTER AREA	SUB-COMPETENCY	COMPETENCY AND SUMMARY DESCRIPTION	
		PRINCIPAL OFFICER	ASSISTANT PRINCIPAL OFFICER
THINKING	Strategic Thinking	Contributes to the shaping of strategy and policy development in own area of responsibility consistent with the strategies of the Department / Government	Understands the relevance of wider departmental / Civil Service and external issues and recognises the implications in the context of their role
	Contextual Awareness	Identifies and keeps up to date on key departmental, sectoral, national and international policies and economic, political and social trends that affect own role	Is aware of world events and trends and links these to implications for the Irish Civil Service and their own specific area.
	Analysis / Problem Solving	The ability to rapidly assimilate information, discriminate between relevant and irrelevant information, and to see through to the core issues.	Identifies relevant information sources. Objectively analysing and evaluating complex information to identify the key issues. Presents solutions to problems rather than complaining.
	Decision Making and Judgement	Use sound judgement in coming to conclusions and in communicating with others	Recognises when decisions need to be made quickly and will make decisions without guidance when necessary
PEOPLE	Interpersonal Effectiveness	This area has to do with managing critical relationships and the ability to relate effectively with a diverse range of people internal and external to the department	Influencing skills. Can present persuasive arguments, maintain poise under questioning. Is clear about objectives, plans how to influence others to achieve desired outcomes
	Communication	Makes an impact through fluent and articulate communication skills	Communicates effectively with a wide variety of people using a variety of methods ensuring that message is clearly understood
RESULTS	Planning and Managing Resources	Ensures that objectives are met by translating overall strategy into meaningful objectives that demonstrate a clear understanding of what is required and that others can relate to	Effectively plans projects, maximising available resources and setting realistic timeframes to ensure quality outputs and services. Measures and monitors progress to ensure delivery of results. Anticipates potential problems; puts contingency plans in place.
	Managing & Developing People	Provides others with clear guidelines and indications of expectations. Sets high standards and monitors and	Shows staff how their work fits in to the broader context and keeps them informed of relevant issues.

12 See Table 2.1 of this report: *Role Accountabilities, Success Factors and Competencies of the Primary Principal*

13 See Appendix VI of this report: *Key Competencies of the Primary Principal*

14 Public Appointments Service: *Competency Framework: Principal Officer and Assistant Principal Officer* (2005)

		supports in order to ensure delivery. Delegates wisely, inspires, motivates and challenges others to perform to their potential.	Sets high standards for the team and encourages team members to meet these standards.
	Customer Focus	Anticipates and is dedicated to meeting the expectations and requirements of internal and external customers. Gathers information on and is responsive to customer needs, reacting quickly and developing quality end products and services	
	Commitment to Quality Results	Initiates and takes personal responsibility for delivering results on key work activities, even in difficult situations. Is willing to take control of situations and is personally involved	Is committed to achieving high standards even in pressurised or difficult conditions. Constantly develops own skills to improve standards of performance. Sets high standards for others and strives to ensure that standards are met.
PERSONAL	Self-Awareness, Development and Confidence	This has to with resilience, composure, ability to deal effectively with pressure, even in adverse or challenging situations. Recognise own limitations; maintains a healthy sense of the importance of the role without being self-important. Strives for self and career development; seeks feedback & opportunities to develop new knowledge / skills	
	Flexibility and Change Orientation	Initiates and drives change. Is open to new information and approaches. Develops new insights into situations and applies innovative solutions for organisational improvements	Implements change taking a solution-focused and creative approach to dealing with problems. Identifies barriers to change and works to overcome them.
	Integrity	Personally practices, promotes and creates a culture that fosters high standards of ethics and integrity; is personally trustworthy, delivers on promises, honours commitments	
	Initiative		Is capable of proactively identifying and implementing appropriate improvements / changes in own area of responsibility

Competency indicators alone do not suffice in determining the role effectiveness in any post. Success in any role, but particularly in a leadership role, is also influenced by other factors such as passion for the role, individual drive and enthusiasm, ability to foster a positive spirit of teamwork, and focus on results. These factors are crucial to successful role fulfilment yet are adversely affected by a perception by the incumbent that their role is undervalued, misunderstood or poorly rewarded.

IPPN would suggest that a follow-on dialogue would offer an excellent opportunity for further clarification and evidence for reliability and validity testing, should it prove necessary. Such a dialogue would also provide for an opportunity to debate other non-pay comparative elements such as the development and implementation of a process whereby prospective Principals are identified, supported, given opportunities to develop leadership skills and encouraged to apply for Principalship posts.



5. Summary Findings

General

- ***It is very likely that significant numbers of schools will not be able to recruit Principals.*** There is an impending demographic time-bomb in relation to the supply of Principals for primary schools. 45+% of Principals will have retired within 10 years. There is a lack of interest among Teachers under the age of 40 in applying for Principalship. Will it be possible to fill the vacancies arising from retirements?
- ***It is becoming increasingly common for Teachers not to apply for vacant Principalship posts, particularly in the case of smaller schools where Principals also have full-time teaching duties.*** There is a crisis in recruiting and retaining primary Principals – application rates for Principalship have fallen by 50% in the past 8 years. This decline continues, with serious consequences for both the supply and quality of future school leaders, and it is now a common occurrence that no Teacher applies for a vacant Principalship.
- ***The manner in which the role of Principal is rewarded must reflect the multiple, senior-level accountabilities of the role, its legislative position, and the complexity of the knowledge, skills and problem-solving competencies required.*** The Education Act 1998 assumes the role of Principal to be positioned at a managerial level with a school leadership function which includes all staff reporting to the Principal and the Principal acting as Accounting Officer to the Board of Management and to multiple external statutory agencies. The legislative context positions the Principal's role apart from the role of Teacher, mandating a direct line-management relationship.
- ***The failure of PSBB (2002) to reform the existing salary structure and allowance system for Principals' is no longer sustainable.*** The complexity and job challenge faced by primary school Principals is immense. As stated in the Report of the Public Service Benchmarking Body in June 2002, "there is often very little precedent for the complexity and variety of problems faced by jobholders. Experience and judgement is required by the jobholder to arrive at creative solutions".
- ***The mismatch between the increasing number of applicants to teaching, and the decreasing number of applicants to Principalship should be signalling system failure in attracting and promoting leadership in education.*** Evidence in recent years shows that there is an increase in the number of Leaving Certificate students applying through the CAO (despite rising points requirement) to become primary school Teachers. Similarly, there is strong competition for the "promoted posts" of Assistant Principals and Deputy Principals.

- ***The Department of Education and Science is becoming increasingly dependent on Principals to interpret and manage the implementation of education policy.*** The education spectrum is continually broadening to include areas as diverse as special education needs, social inclusion, ICT, Science and European languages. These, and many other Government priorities, are dependent on, and will succeed or fail as a consequence of, the quality of school leadership available to the system.

Salary Structure

- ***Principals are the only legislated management grade in the Irish Public Service that are not on a separate salary scale from those they manage.*** International (OECD) comparison within the education sector shows that Irish Principals are alone in being rewarded with an allowance for their primary role as school leader.
- ***The method of rewarding Principals is flawed.*** By any measure of job assessment, job sizing or reward strategy, providing Principals with a basic Teacher's salary and an allowance for leadership shows a lack of attention to, or understanding of, the leadership, management and strategic role of Principals. This has clearly failed as a strategy to motivate and attract new entrants into the role.
- ***The role of Primary Principal is closely aligned in job size terms with a number of identifiable management positions in both the private and public sector.*** In none of these cases are those managers on the same basic pay range as those they manage or lead. In addition they are all on a greater annual total salary than the majority of Primary Principals.

Principals paid less than Deputies

- ***The current reward practice whereby over 70% of Principals are on lower allowances than some Deputy Principals is unfair, unacceptable and unsustainable.*** This is at odds with any modern reward system: It clearly fails to recognise and reward the leadership role of Principals. It seems to be predicated on the incorrect assumption that leading and managing a small school is somehow less challenging, onerous and complex than the role of Deputy Principal in a larger school. On the contrary, the legal accountabilities of a Principal are the same in all schools regardless of size. The law does not differentiate between large and small schools.
- ***There is a clear disincentive to Teachers, Assistant Principals and Deputy Principals to apply for the role of Principal.*** There is no logic to a Teacher taking on the extra burden of Principalship and receiving a minimal increase in reward or indeed receive a reduced salary as is the case of a significant number of Principals. Were it not for the work of retiring Principals encouraging and supporting good Teachers to take up the role, an even more critical situation in the recruitment of Principals would be evident.

Reward

- ***Principals are not adequately rewarded for the post to which they are appointed.*** This is at variance with leadership positions generally whereby the salary is based on the demands of the role, overall staff numbers, responsibility and accountability and the level of challenge. While the current practice is one of paying Principals an allowance based on the number of Teachers in the school, almost all Principals have the responsibility of managing a much larger staff of special needs assistants and administrative and maintenance staff.
- ***When a teacher is promoted to Principalship, there is no further salary progression available as a Principal*** as the only increments are based on the Common Basic Scale.
- ***International comparison shows that Irish primary Principals are being treated differently and unfairly in terms of their reward structures when compared with their international counterparts.***
- ***Clear evidence exists that many Principals feel highly stressed, over-worked and under-valued.*** Principals now have to deal with the increased accountability and responsibility imposed by the 1998 Education Act along with a series of other work- and child-related legislation which has greatly increased their already overloaded work schedule.
- ***The additional responsibilities attached to Principalship are not considered to be worth the pay allowance currently offered.*** The relatively poor reward for the significant (and increasing) responsibilities is a key factor in the falling rates of application for Principalship.
- ***The parity that existed between primary and post-primary Principals has been eroded.*** Post-Primary Principals in certain sizes of school are now earning up to 30% more than their primary colleagues with identical staff numbers. This issue must be addressed.

Professional Development

- ***The Leadership Development for Schools (LDS) professional development programme is an essential - but limited - initiative for school leaders.*** LDS must have its capacity increased significantly to enable it to provide a comprehensive, personal and professional development programme for all aspiring, newly appointed and experienced Principals. This is essential in order to ensure Principals have the confidence and competence to anticipate and lead change in their schools.



6. Expected Outcomes

Both the Programme for Competitiveness and Work (PCW), 1996, and the Benchmarking Body in 2002 considered separate salary scales for Principals based on the obvious anomaly that it was the only public service managerial grade rewarded with the same basic salary scale as those they manage plus an allowance for their leadership role.

Evidence provided in this report requires the following corrective action:

1. **A separate salary structure** (see Table 6.5) for Principals from that of Teachers, with scales based on the total number of Teachers, Special Needs Assistants (SNAs), Classroom Assistants and Childcare Assistants in the school and with linkages to comparable General Service Grade in the Civil Service (where there is clear relativity between the roles)
2. **An allowance for Principals with regular teaching responsibilities** – equal to one third of the starting salary (first point) on the common basic scale of a newly qualified Teacher
3. **A significant differential between the salaries of Principal and Deputy Principal** to create a logical career path and promotional structure within the school system and to address the problem of Deputy Principals not applying for Principalship. Currently there is little incentive for them to do so and in reality there is a disincentive in a significant number of cases (see Table 3.4)
4. **A realistic structure of salary differentials to be created** between Class Teachers, Special Duties Teachers, Assistant Principals, Deputy Principals and Principals to provide both a logical career path and incentives to take on greater management and leadership responsibility
5. **Separate salary structures for In-School Management roles** to provide for career progression in line with other professional grades in the Public Sector (Special Duties Teacher, Assistant Principal, Deputy Principal)
6. **Common criteria to be used in determining salaries of Principals** at both primary and post-primary level.

The Chapters that follow set out the current salary structure for all Teachers and a suggested new salary structure for Principals together with worked examples to explain the differences.

Current Principals' Salary Structure

All teachers are paid according to the same "Common Basic Scale" based on the number of years' teaching experience. All are paid an allowance according to academic achievement. In addition, Principals are awarded an allowance for their 'Promoted Post'. Tables 6.1, 6.2 and 6.4 set out these scales and allowances. The total reward for Principals is a combination of the three elements: 1. Common Basic Scale; 2. Academic allowance; 3. Promoted Post allowance.

Table 6.1 – Common Basic Scale (as at 01/06/2006)

Point on Scale	Salary
1	€29,533
2	€30,580
3	€31,626
4	€32,677
5	€34,304
6	€35,360
7	€36,415
8	€39,070
9	€40,396
10	€41,980
11	€43,556
12	€45,147
13	€46,474
14,15,16	€48,232
17,18,19,20	€50,656
21,22,23,24	€53,861
25	€57,403

Table 6.2 - Promoted Post Allowances – Principal (as at 1/6/06)

Band (No. of Teachers in the school)	Allowance
I (1-5)	€8,879
II (6-7)	€9,949
III (8-11)	€11,672
IV (12-13)	€13,695
V (14-16)	€15,932
VI (17-19)	€18,199
VII (20-23)	€20,394
VIII (24-26)	€22,613
IX (27-30)	€24,249
X (31-35)	€25,936
XI (36+)	€28,472

Table 6.3 - Promoted Post Allowances – Deputy Principal (as at 1/6/06)

Band (No. of Teachers in the school)	Allowance
I (1-5)	€3,595
II (6-7)	€4,701
III (8-11)	€6,219
IV (12-13)	€7,792
V (14-16)	€9,319
VI (17-19)	€10,913
VII (20-23)	€12,447
VIII (24-26)	€13,953
IX (27-30)	€15,138
X (31-35)	€16,294
XI (36+)	€18,141

Table 6.4 - Academic Allowances (as at 1/6/06)

Academic levels	Allowance
1(a) (i) H Dip (Pass)	€565
(ii) Higher Froebel Cert	€565
(b) (i) H Dip (1st/2nd Hons)	€1,179
(ii) Ard Teastas Gaeilge	€1,179
(c) Primary Degree (Pass)	€1,756
(d) Masters Degree (Pass)	€4,690
(e) Primary Degree (1st/ 2nd Hons)	€4,690
(f) Masters Degree (1st/ 2nd Hons)	€5,242
(g) Doctors Degree	€5,854
Special Diplomas	€2,324

Suggested Salary Structure for Principals

The evidence presented in this document confirms the need to reward Principals commensurate with their leadership role. The evidence also shows that there should be a structure of remuneration for Principals separate from that of the Teachers they manage. Set out below is a description of a suggested salary structure specific to Principals which is in line with the structures for comparable leadership roles in both the Public and the Private Sectors. The suggested structure is directly linked to the Principal Officer (Higher) grades in the Civil Service, where there is clear relativity between this role and the role of Principal as outlined in Chapters 2 and 4.

Table 6.5 - Suggested Principals' Salary Structure

Band ¹	No. of Teachers, SNAs and CAs ¹	% of Principal Officer (Higher) salary	Principals' Salary Scales ²	Allowance for regular Teaching Responsibilities ³
"Teaching" Principals				
A	Staff numbers not applicable here	60%	€51,769 - €53,900 - €56,042 - €58,180 - €60,001 - €61,921 - €63,841	€9,844
"Administrative" Principals				
B	Up to 15	70%	€60,397 - €62,884 - €65,383-€67,876 - €70,001 - €72,241- €74,481	
C	16 to 25	80%	€69,025 - €71,867 - €74,723-€77,573 - €80,002 - €82,562 - €85,122	
D	26 to 35	90%	€77,653 - €80,851 - €84,064 -€87,269 - €90,002 - €92,882 -€95,762	
E	36+	100%	€86,281 - €89,834 - €93,404 - €96,966 - €100,002 - €103,202 - €106,402	

Notes:

- A Principal's salary band is determined by the **Total Teaching Staff** including Special Needs Assistants (SNAs), Classroom Assistants and Childcare Assistants.

Regarding job-sharers and part-time posts in these categories, a staff member working 0.5 of whole-time hours or less is aggregated into the staff numbers; a staff member working more than 0.5 of whole-time hours is counted as an additional staff member for the purposes of job-size measurement and salary band determination. For example, 2 teachers job-sharing at 0.5 of full-time hours each would count as 1 staff member in total; 2 part-time staff each working .6 of full-time hours would count as 2 staff members.

- ² First five points as an annual increment, point 6 after 3 further years, point 7 after a further 3 years.
- ³ The allowance for teaching equals one third of the starting salary (first point on the Common Basic Scale) of a primary teacher. It is applicable only where the Principal has regular teaching responsibilities. This allowance will apply to all Principals in band A.

Figure 6.1 illustrates the entry-level and top-level reward for Principals for each Band, A to E, of the suggested Principals' Salary Structure outlined in Table 6.5.

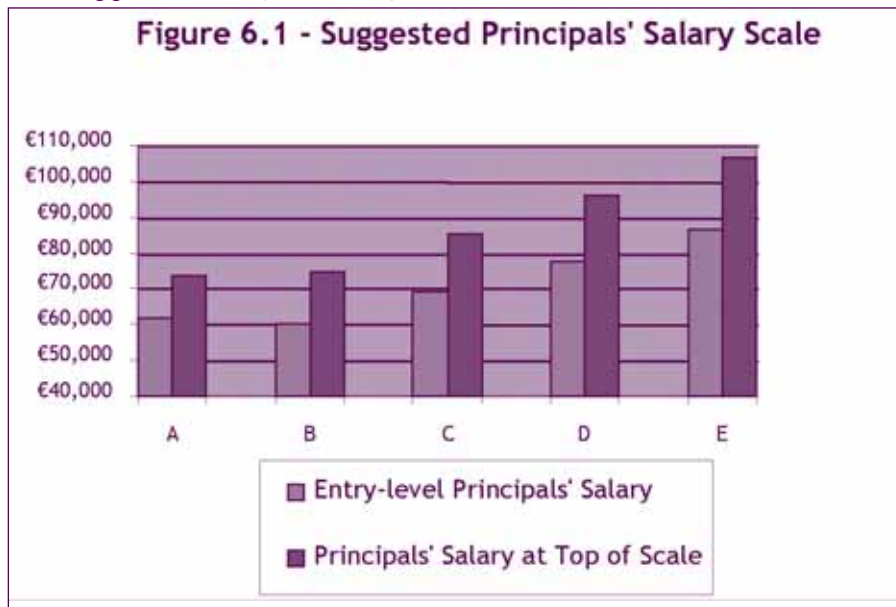
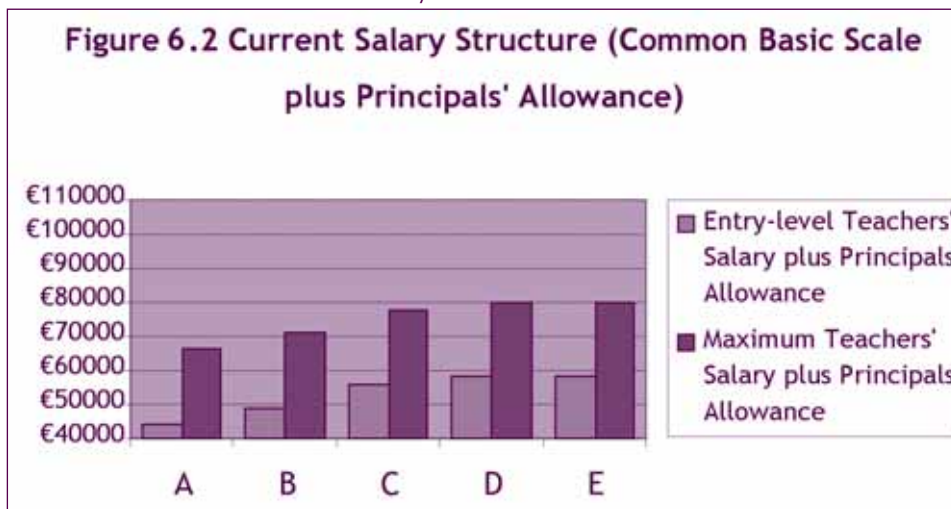


Figure 6.2 illustrates the Entry-level and Maximum Teachers' Salary plus Principals' Allowance based on the Current Salary Structure.



Rationale & Assumptions

- The suggested structure provides for a separate Principals' salary and is based on the total number of Teachers, SNAs, Classroom Assistants and Childcare Assistants in a school;
- The figures assume Teaching Principals receive an additional allowance equal to one third of the starting salary (first point) on the common basic scale of a primary Teacher, reflecting the teaching responsibilities of the role;
- The new salary scale for Principals has a maximum of 7 points for each band as applies to Civil Service Grades. This replaces the 25-

- point scale in the current structure;
- The salary upon appointment to a Principalship will start at the first point in the relevant scale; annual increments will apply each year for five years; two additional increments apply: the first after a three additional years service as Principal, the second after a further three years;
 - The suggested structure should apply for all new appointments; current Principals would opt in on a voluntary basis. For the avoidance of doubt, no Principal will be worse off under the suggested structure than under the current structure. In the event of unforeseen anomalies in this suggested structure, adjustments will be required;
 - Where school staff numbers grow and a Principal (remaining in the school) no longer carries regular teaching responsibilities, she/he will maintain the existing gross salary, which included an allowance for teaching responsibilities, so as not to be penalised for leading a developing school;
 - The inclusion of Special Needs Assistants, Classroom Assistants and Childcare Assistants for salary purposes is a more accurate reflection of real job-size and the additional leadership challenge in schools that have embraced significant numbers of children with special education needs, traveller children, special classes and children from the New Irish community;
 - Since the suggested bands include SNAs, Classroom Assistants and Childcare Assistants, the majority of Principals would expect to move to a higher band than in the current structure;
 - Bands are linked to Civil Service Principal Officer grade to provide for the obvious relativities between the roles;
 - To ensure relativity and linkages, salaries of Principals would increase in line with those of the Principal Officer grade;
 - Current schedule of academic and other allowances to continue;
 - In-School Management reward to be structured in a similar way so as to provide a logical career path potentially leading to Principalship. In the development of parallel scales for Deputy Principals, Assistant Principals and Special Duties Teachers, it is essential that there is a clear differential between the end point of the salary scale of one role and the entry point of the salary scale of the next most senior role;
 - The number of bands is reduced to five to provide for a manageable structure; Bands reflect job-size in terms of total teaching staff, the reward is a proportion of the Principal Officer (higher) salary:
 - o Band A: Principals with regular teaching responsibility i.e. "Teaching" Principals – salary set at 60% of Principal Officer (higher);
 - o Bands B to E – "Administrative Principals":
 - o Band B: Up to 15 teachers and SNAs – salary set at 70% of Principal Officer (higher);
 - o Band C: 16 – 25 teachers and SNAs – salary set at 80% of Principal Officer (higher);
 - o Band D: 26 – 35 teachers and SNAs – salary set at 90% of Principal Officer (higher);
 - o Band E: 36+ teachers and SNAs – salary set at 100% of Principal Officer (higher);

- Bands C, D and E reflect the “Administrative” Principals who have significantly larger number of interactions with children, parents, teachers and other professionals. Evidence suggests that, as staff numbers increase, there is an exponential growth in the volume and complexity of administration, communication and problem-solving managed by Principals;
- Teaching Principals in smaller schools (band A) and ‘Administrative’ Principals in medium-sized schools (band B) will, under the suggested structure, be rewarded at a similar level. The rationale is that whilst both roles (band A and band B) have the same legal accountabilities, Administrative Principals deal with higher ‘volumes’ of people/ issues with a certain level of management capacity and ancillary support; on the other hand, Teaching Principals deal with lower ‘volumes’ of people/ issues but have minimal levels of management capacity and support and are also responsible for a full-time teaching role. On balance, the ‘size’ of both roles is broadly similar, as illustrated below, when all factors are considered.

The rationale for the positioning of Teaching Principals (band A) on a similar level to Administrative Principals in band B is explored in the following matrix. It is based on interviews with current serving Teaching and Administrative Principals.

Table 6.6 Factors Influencing Job Size – Suggested Salary Structure Bands A and B

Factors which influence the job size of Teaching Principals (Band A) and Administrative Principals (Band B)	
Teaching Responsibility	Teaching Principals spend 25 hours per week class teaching. While many Administrative Principals teach, it is a discretionary responsibility.
Staff management	The higher the number of staff, the greater the impact on workload. Recruitment regulations add significantly to workload. Administrative Principals tend to spend more time engaged in recruitment.
In-School Management (ISM)	Teaching Principals have least opportunity to delegate due to small staff numbers. Administrative Principals have a greater capacity to delegate but this in itself creates management workload.
Secretarial support	Considering Teaching Principals have a daily teaching commitment, it is incredible that they have they have the least grant assistance to provide secretarial support. Administrative Principals have access to higher (although still inadequate) levels of support.
Caretaking support	Considering Teaching Principals have a daily teaching commitment, it is incredible that they have they have the least grant assistance to provide caretaking support. Administrative Principals have access to higher (although still inadequate) levels of support.
Administration	All schools have a certain level of mandatory administration. The higher the number of children and staff, the higher the impact on the Principal’s workload.
Communications	Teaching Principals handle a lower volume of interactions with children, staff and other professionals, parents. However, without secretarial support, the communication challenge for Teaching Principals is significant. Administrative Principals, even with secretarial support, spend a vast amounts of time engaged in meetings and one-to-one commication.
Legal accountability	Teaching and Administrative Principals have the same statutory obligations. However, Teaching Principals do not have the staff numbers to form working groups for policy development, curriculum planning etc.

Worked Examples

Table 6.7 - Current System – Example Profiles of Primary Principals

Age	30	30	50	50
No. Years' Experience	10	10	30	30
Number of Teachers	6	14	6	14
Number of SNAs	2	3	2	3
Regular teaching responsibility?	Yes	No	Yes	No
Basic Salary	€41,980	€41,980	€57,403	€57,403
Principals' Allowance	€9,949	€15,932	€9,949	€15,932
Principals' Salary ¹	€51,929	€57,912	€67,352	€73,335

¹The calculations are exclusive of academic and other allowances.

Table 6.8 - Suggested System – Example Profiles of Primary Principals

Example Profiles of Primary Principals				
Age	30	30	50	50
No. Years' Experience	10	10	30	30
No. Years' as Principal	Newly Appointed	Newly Appointed	18	18
Number of Teachers ¹	6	14	6	14
Number of Class-based Assistants ¹	2	3	2	3
Regular teaching responsibility?	Yes	No	Yes	No
Basic Salary	€51,769	€69,025	€63,841	€85,122

- ¹ Class-based Assistants are Special Needs Assistants, Classroom Assistants and Childcare Assistants. Number of Teachers and Class-based Assistants is calculated on a whole-time equivalent basis
- ² Principals with regular Teaching responsibility to receive an additional allowance equal to one third of the starting salary (first point on the Common Basic Scale) of a primary Teacher
- ³ The calculations are exclusive of academic and other allowances.



7. Non Pay-related Recommendations

Apart from the outcomes anticipated from this Benchmarking process as outlined in Chapter 6, the following recommendations require serious consideration in order to make the role of Principal more focussed, more attractive and more sustainable. Revision of salary structures for school leaders, while crucial, will not address all of the weaknesses and problems in pay, reward, recruitment and retention within the current primary education system. Additional actions required to secure the appropriate positioning of the post include:

- **An expansion of the LDS professional and personal development programme** for aspiring, new and experienced Principals to ensure that all school leaders are equipped not just to survive but to thrive in their role as Principal;
- **Development and implementation of a Principal's Contract**, separate from the Teacher's Contract
- **A process to enable long-serving Principals to 'step down' from Principalship** while remaining a member of the staff without losing rights and benefits. This could involve limited tenure for Principals, which would act as a strong incentive to young Teachers considering becoming a Principal. It would also remove the barrier of "life sentence" that dissuades many Teachers from applying for Principalship. Such a contract would encourage leadership rotation with a predictable 'step up, step down' facility;
- **Formulation of an "Administrative" Deputy Principal role in larger schools – defined on a pro-rata basis based on pupil numbers.** In larger schools there is a requirement for Deputy Principals without teaching responsibilities to support the Principal's leadership and management function. This added resource should be formulated on a pro-rata basis in relation to pupil numbers;
- **An agreed system whereby Principals can recoup personally incurred work-related expenses.** (Agreed public service rates for travel and subsistence would be applied). Such a system is not currently available to primary school Principals.
- **Appropriate levels of secretarial and caretaking staff for all schools**, with small schools clustered where necessary to achieve economies of scale equivalent to a medium to large school. Most Teaching Principals are without adequate support in these critical areas, greatly increasing their workload in non-educational tasks. These support roles are vital in modern schools and such staff should be adequately rewarded on a similar basis to Special Needs Assistants;
- **Basic facilities for all Principals:** an office, administration equipment and software;

- **A process for reviewing, and responding to, trends in recruitment and retention** across the education sector, enabling succession planning and appropriate initiatives to attract Teachers into the leadership role and retain them;
- **Structures and guidelines to be put in place to facilitate cohesive and efficient clustering of smaller schools.** This would reflect, and respond to, the growing complexity and range of accountabilities of Principals and would support economies of scale of smaller schools while retaining their unique importance in rural communities.

8. Concluding Remarks

The Public Service Benchmarking Board 2002 was established under the Programme for Prosperity and Fairness on 19th July, 2000. It is on the cornerstone of **fairness** that IPPN has pinned this submission. For whatever reason, an unjust outcome emerged for Principals in 2002. The acknowledged dilemma of having Principals benchmarked primarily as teachers rather than as Principals is at the root of the problem. Principalship is a publicly advertised leadership-management position which is decided as an outcome of a formal interview process. As such it requires that the successful candidate should not be returned to the salary scale which he/she had received as a Teacher but that, as Principal, a new and distinct scale should be awarded as applies to all other leadership/management positions nationally and internationally.

Apart from the threading through of a clear rationale for a separate salary scale for Principals, the legislative context which has emerged for schools in recent years would suggest that it is no longer prudent for the Department of Education and Science to retain the Principal as a teacher with an allowance for the duties attached to the leadership/management post. The DES and Boards of Management need to delineate responsibilities and accountabilities and the first step in this process is to clarify that the Principal is contracted into that position and the clearest indicator of the contracted position is that a separate and distinct remuneration scale follows the post.

In the Report of the PSBB 2002 the terms of reference stated that benchmarking represented 'an integrated approach to the examination of work and reward'. Nine defining indicators were provided as key areas of focus for the work of PSBB. IPPN, in this submission, has presented its case with all nine focus-areas in mind, but would like to draw particular attention to three of the nine:

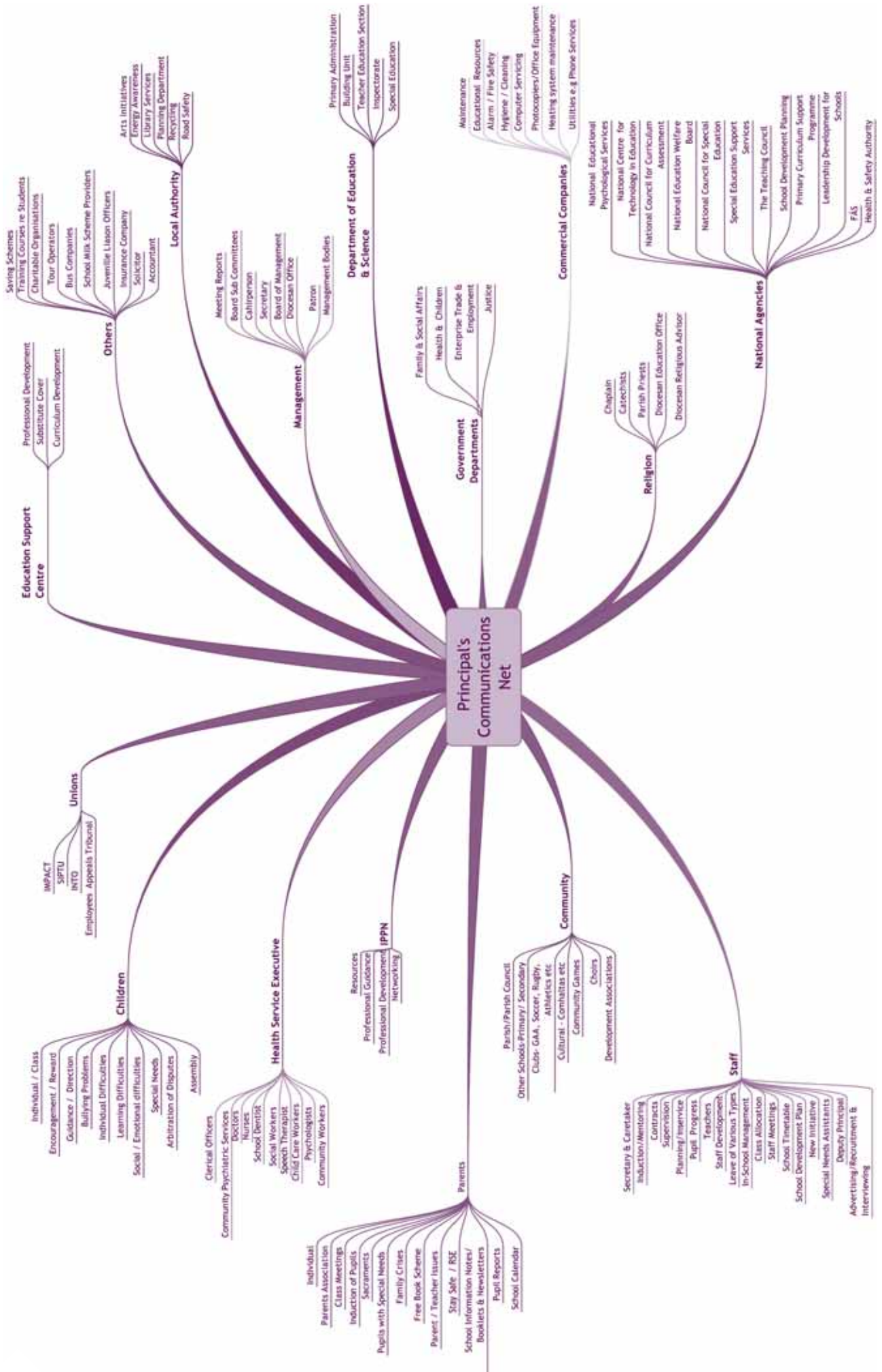
- *The incompatibility of cross sectoral relativities and the need for internal consistency and coherence*
- *Equity*
- *Recruitment, retention and motivation*

IPPN is clear that 'internal consistency and coherence' can only begin when Principals are positioned on a separate salary scale, as is the case in all other leadership/management roles. IPPN is equally clear that an equitable positioning of this salary scale is required. The research underpinning this document leads us to conclude that the role of Principal Teacher has clear relativities with the role of Principal Officer (Civil Service). When the matters of 'sectoral relativities', 'internal inconsistencies' and 'inequity' are corrected for Principals, IPPN is confident that issues around recruitment, retention, and motivation will be significantly improved.

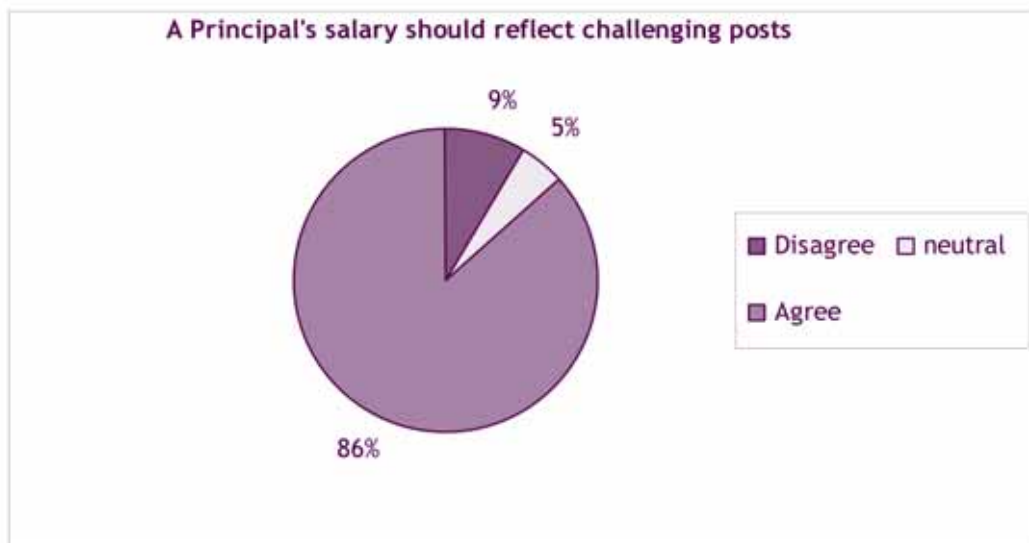
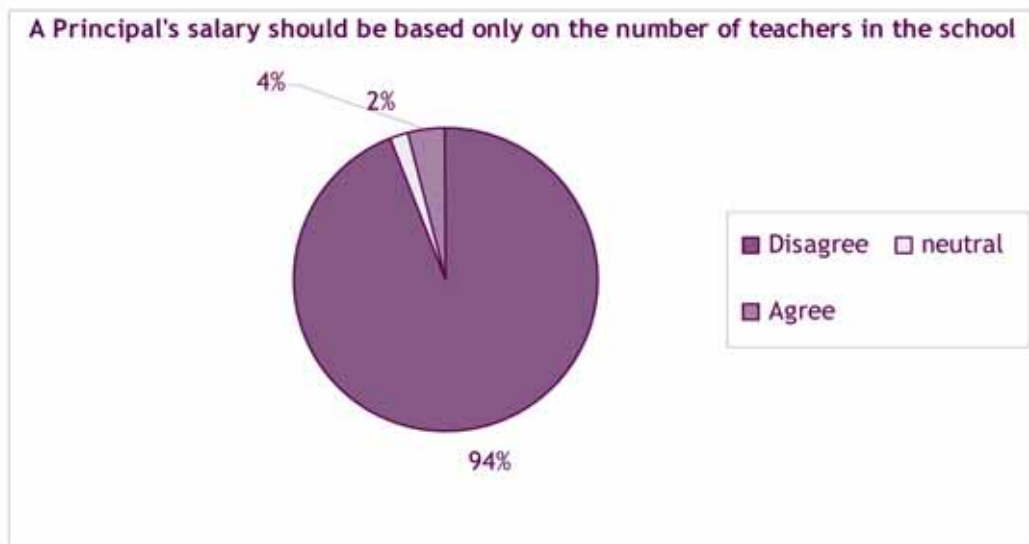
Finally, IPPN continues to be committed to providing quality leadership and quality learning in schools. To this end it is perhaps appropriate to conclude with reference to Professor Michael Fullan, who identifies leadership as the 'long lever' with the greatest capacity to effect positive change in education. Fullan suggests that "the goal is to dramatically increase leadership across the system". IPPN agrees but awaits the PSBB 2006 response. The responsibility for developing 'leadership capacity' belongs not just to Principals but to those who have the influencing capacity in positioning and rewarding Principalship appropriately¹⁵.

15 Fullan, M. (2006), *Quality Leadership ↔ Quality Learning: Proof beyond Reasonable Doubt* (Cork).

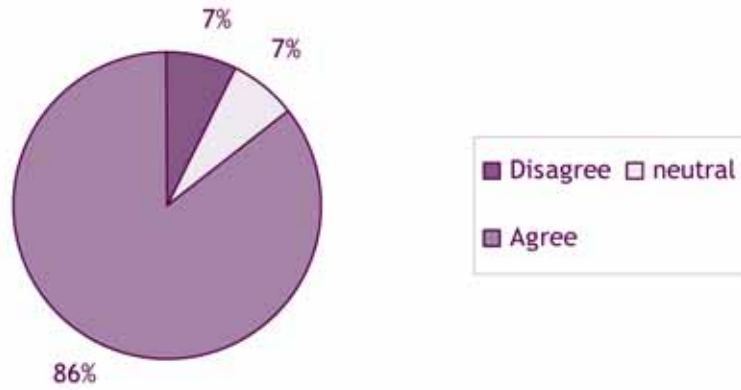




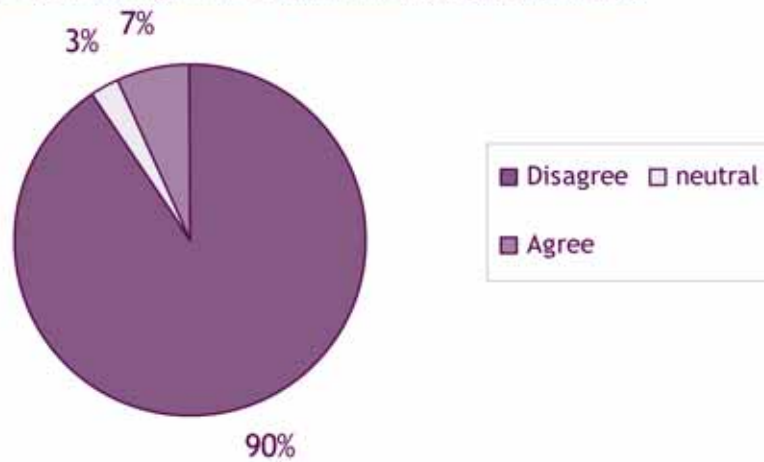
Appendix II – A Review of Principals' Expectations of Benchmarking 2 (2006)



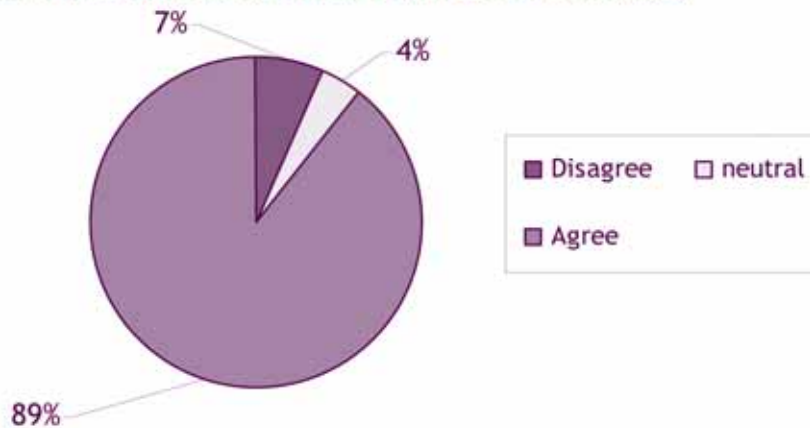
There should be separate incremental salary scales for Teachers & Principals



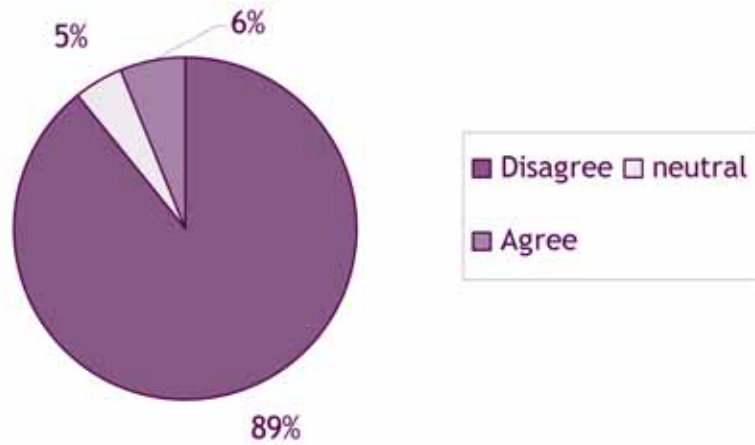
The DES and Management Bodies have been proactive in addressing this leadership crisis (re. falling rates of application for principalship).



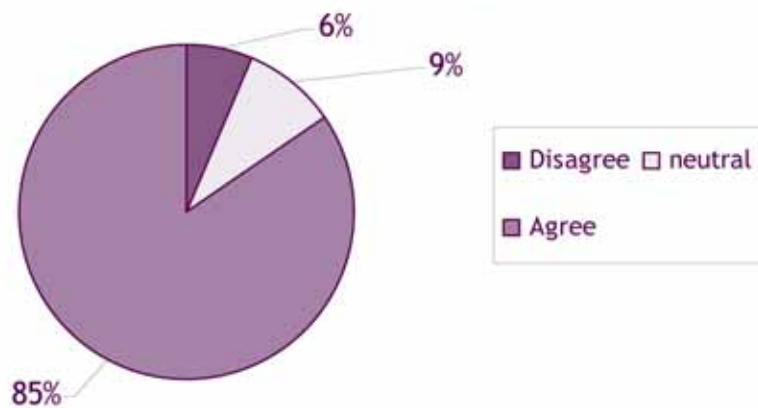
Principals should be placed on a separate salary scale from other teaching staff to ensure adequate pay differentials to reflect their role responsibility



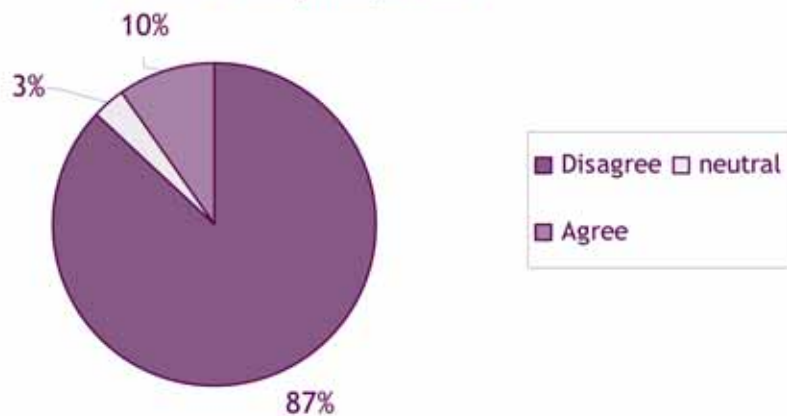
The current system of a 'common basic scale' plus 'principal's allowance' serves principals well



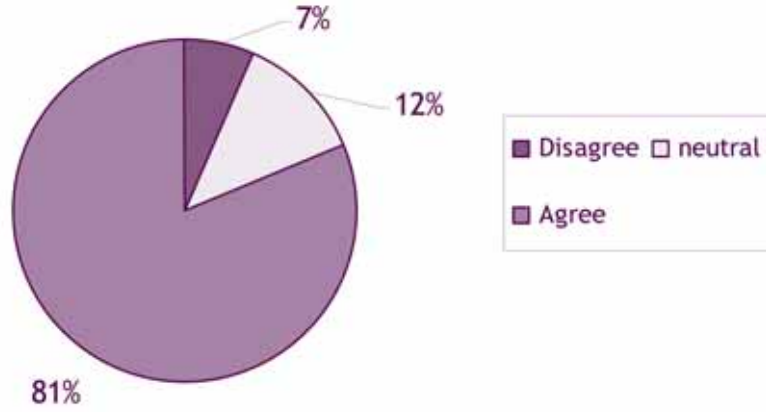
Teaching Principals should be permitted to undertake support/special education roles as an alternative to class teaching



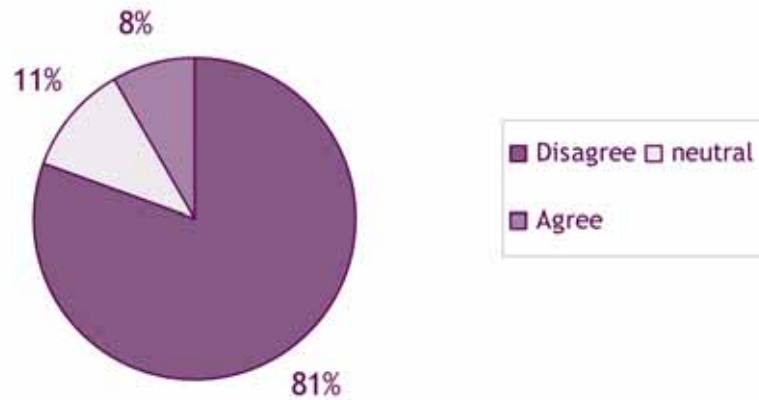
Principals are paid a teacher's salary plus an allowance. This is an appropriate reflection of the principal's role



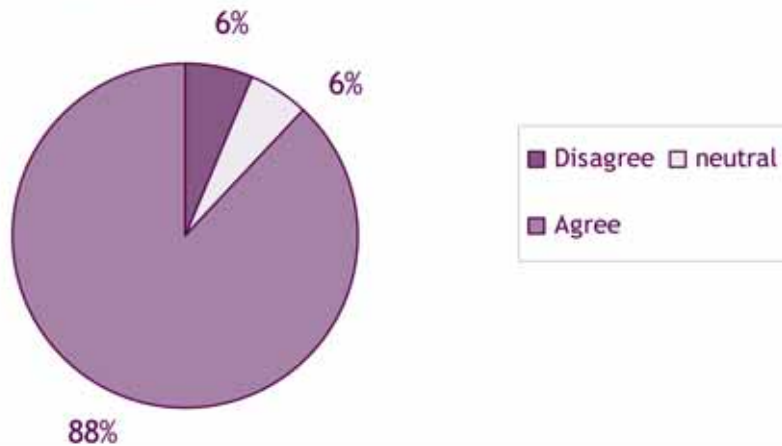
In addition to a principal's salary, a Principal Teacher should also receive an additional allowance if she/he is required to teach a class of children.



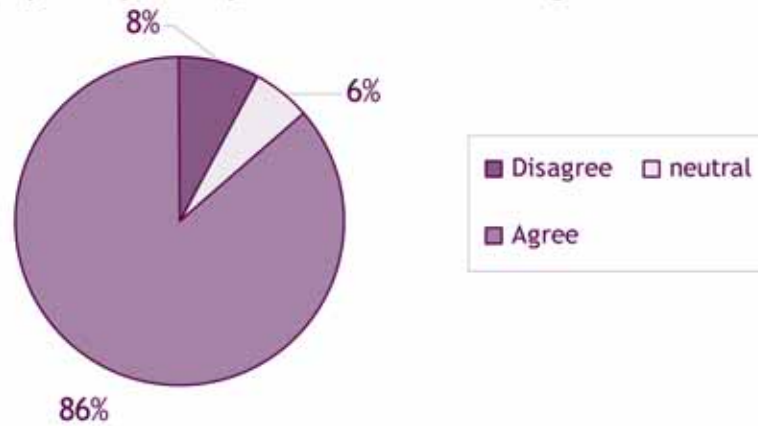
The role of principal should be similar in salary status to other promoted posts within the school



Teaching Principals should be placed on a specific salary scale reflecting the complexity and workload of their dual role



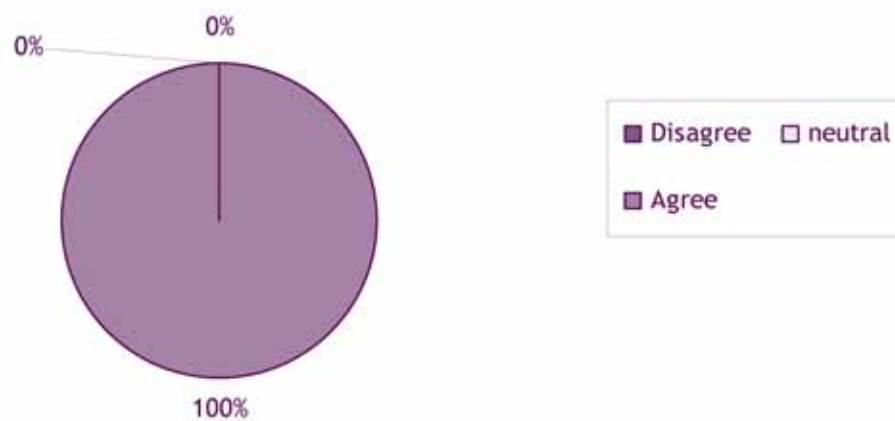
The Principal of a small school has a more complex and onerous role than the Deputy Principal of any school no matter how large



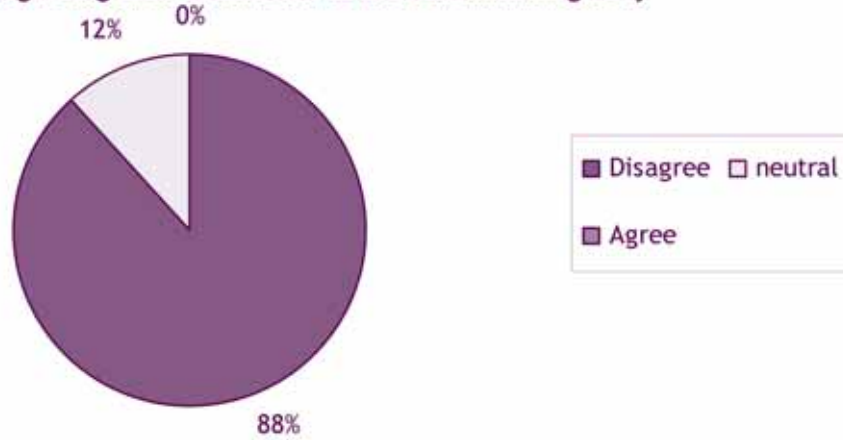
The INTO should make a separate submission for Principals to the benchmarking body



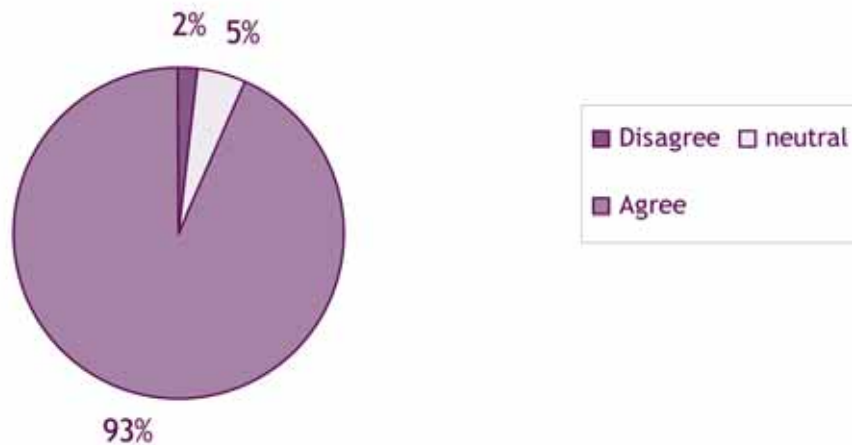
Rewarding principals adequately is good for the teaching profession as it creates real promotion prospects for teachers



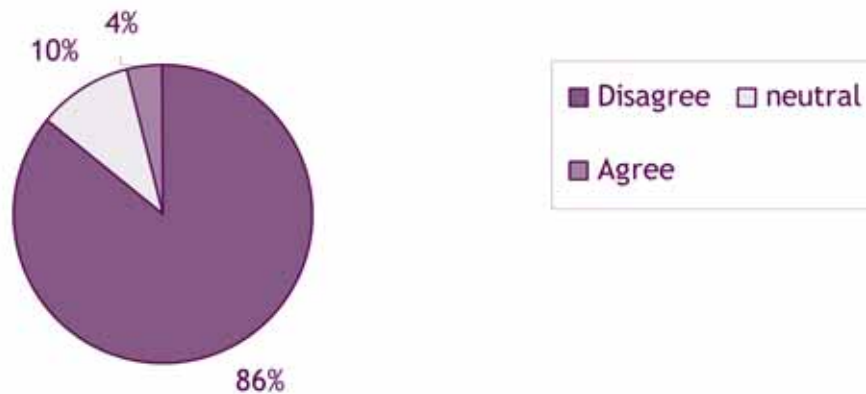
I am satisfied that I have been consulted adequately by my Trade Union regarding their submission to the benchmarking body



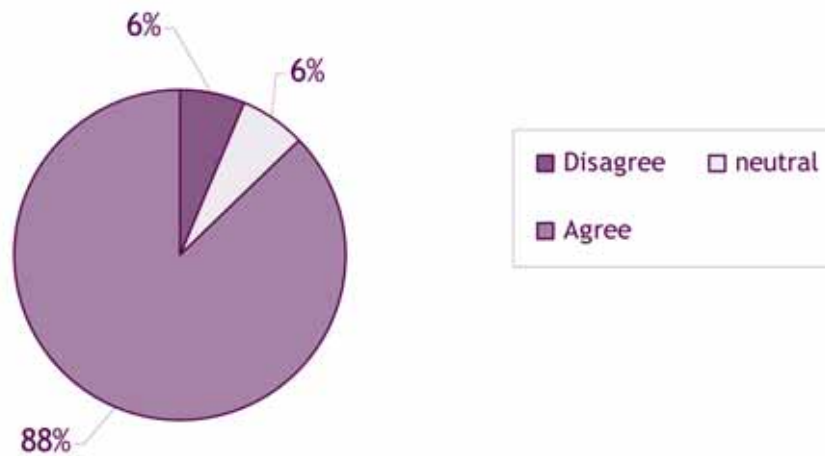
A principal's salary should be structured so that no other staff member in the school is paid more than the principal



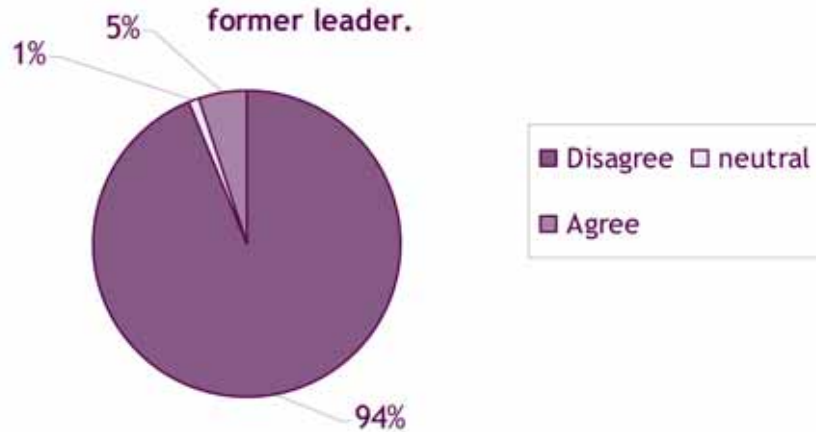
The current situation where the collective allowances of the in-school management team far exceed the principal's allowance is a fair reflection of the level of responsibility undertaken by middle management



Every principal should have a contract outlining their responsibilities, the duration of their working week, annual holidays and expenses and overtime



A deputy principal 'acts up' for five years and retains the allowance and pensionability. A principal serves for 30 years, 'steps down' & loses their allowance. This is a reasonable and dignified treatment of a former leader.



Appendix III – A Review of Principals' Workload (2004)

In October 2004, the IPPN Executive conducted a survey of 850 Irish primary school Principals to determine the current concerns about their role. The main objective is to accurately represent these concerns to the Department of Education and Science (DES) working group on Principals' Workload Issues which was instigated in the summer of 2004.

A number of open questions (free form response) were put to Principals in the survey. Specifically in relation to Principal workload, the questions put to them were as follows:

If you consider your current workload to be 'overloaded' or 'seriously overloaded',

1. Which aspect of your job is causing the greatest overload?
2. How has the school suffered?
3. How have you (as Principal) suffered?
4. If you were to prioritise one initiative that would reduce your workload as Principal what would that be?
5. If you were to prioritise one change that would improve the functioning of your Board of Management, what would that be?

The main themes arising from the hundreds of detailed responses to each of these questions, as well as significant concerns raised by a smaller number of respondents, are set out below in Chapters corresponding to the numbers and titles above.

1. Which aspect of your job is causing the greatest overload?

It is important to note that not all Principals feel overloaded. 25% of Principals say their workload is either acceptable (1%) or very busy but manageable (24%). However a significant majority (75%) feel they are overloaded or seriously overloaded.

In a number of cases, Principals comment that they have taken a conscious decision not to accept overwork and prioritise tasks in such a way that they tackle the important over the less important, consequently certain items either never get done or are put indefinitely on the long finger.

The key aspects of their role causing greatest overload are:

- Non-educational tasks
- Paperwork required by the Department of Education and Science and other agencies
- Special Education Needs
- Conflicting demands on Teaching Principals between class teaching and school leadership
- Lack of resources – including IT, secretarial, caretaking, Special Needs Assistants (SNAs), resource Teachers, physical working space
- People management issues including staff under-performance, disruptive pupils, Boards of Management and parents
- Lack of support from the In-School Management team
- Unplanned interruptions
- Maintaining a full complement of teaching and non-teaching staff
- New revised curriculum
- Inactive or ineffective Board of Management
- Legal/litigation culture

While most Principals feel that these activities do fall within their remit (with the notable exception of the non-educational responsibilities discussed in further detail below), it is

the increased volume and complexity of activities required to be done concurrently, coupled with increasingly high expectations of Principals among all stakeholders, which has caused the increase in workload. When the strategies to reduce workload are factored in, it seems to be the lack of qualified resources which is the single most important factor in the overload (see Chapter 4 below

'If you were to prioritise one initiative that would reduce your workload as Principal what would that be?').

Another issue cited by a significant number of Principals, which adds to the burden of overwork and the high levels of frustration, is inadequate accommodation and poor working conditions. 75% of Principals confirm that they either have part-time or no secretarial support available to them while 45% have no dedicated Principal's office. Several who do have an office report that they have insufficient space for secretarial staff and/or visitors, no natural light, poor or no ventilation and little or no storage. It is difficult to imagine leaders in any other profession working under such conditions. The combined effect of these working conditions often mean it takes far longer to get simple tasks done, for example there is nowhere private to hold a conversation with a parent or pupil and nowhere to store and deal with paperwork, leading to a longer working day.

Each of the main causes of overwork will now be discussed in turn, with quotes from Principals to highlight the emotion or rationale behind the responses in certain cases.

Non-educational tasks

The most frequently cited reason for overwork is the myriad of activities and responsibilities that have very little to do with a child-centred educational system. The list of such activities includes building management, repairs, building projects, maintenance; ordering equipment, office and janitorial supplies, checking and paying bills and chasing payments; budgeting, grant applications; fund-raising; as well as other ancillary tasks such as arranging the bus escort service and school transport.

While all of these activities need to be done to enable the smooth running of any primary school, they take up a disproportionate amount of time in the Principal's week relative to their importance to the education of the individual child. Most Principals would prefer to delegate all non-educational activities to a qualified professional manager and focus instead on educational leadership, monitoring and raising teaching standards, supporting their staff and attending to all other pupil-related responsibilities.

Often the Principal does not feel skilled to tackle these non-educational tasks, certainly in most cases they have had no training to do so which means that often they are not done to the satisfaction of the Principal, parents or the BoM. Very often they have to be dealt with outside school hours or during the summer "holidays", which of course contributes significantly to many of the problems noted in Chapter 3 below 'How have you (as Principal) suffered?'.
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Paperwork required by the Department of Education and Science and other agencies

The number of policies, reports, initiatives and other demands for information from the DES and other agencies has increased significantly over the past 5-10 years. While most Principals agree that the aims of many of the initiatives are laudable and worthwhile, they feel that there is too little thought given to the deadlines and sequencing of such initiatives, to the provision of support to schools in completing the required work and also that there is a lot of duplication which could be eliminated if the DES were to co-ordinate or design the paperwork better.

In several instances, deadlines are set close to the end of the school year or even during the school "holidays" or are set too close together such that there is insufficient time to

complete the tasks without significant overtime. Again, much of this work ends up having to be done outside school time.

In many cases, the information required by the various sub-departments within the DES or by the various agencies could be gleaned from another agency or from information already provided to the DES. The lack of an integrated national pupil database is cited a number of times as a factor. The lack of secretarial support is significant as many of the requests for information could be completed by secretarial staff familiar with the school rather than the Principal but it often falls to the Principal as there is either no funding or insufficient funding for adequate secretarial support.

A factor that exacerbates the situation and causes huge frustration among Principals is the perceived total lack of support and response from the DES when they are contacted to clarify part of the form/policy/circular, whether their queries are submitted by telephone, fax, e-mail or registered letter. Several Principals report spending literally all day trying to get through to the DES, some with the phone held up to their ears while they teach class! There are also many incidents of paperwork being lost by the DES, of individual cases not being handed over between staff when on leave of absence and other such unprofessional behaviours which would not be tolerated of Principals by the DES or by any other employer.

Policy formulation is an area that Principals feel contributes to overwork, particularly where there is a lack of secretarial and/or caretaker support to deal with non-educational issues and also where the In-School Management team is ineffective. It takes time to read, assimilate, consider and reflect on a new policy before determining how to implement the policy at a local level. Most Principals would prefer the support of their In-School Management team to formulate such policies and find that the pressures of time result in less than adequate time being spent on such important tasks. Several Principals requested detailed sample policy statements that could be tailored to the needs of their particular school rather than bare templates that have been made available in the past, if at all.

Special Education Needs

SEN management is cited as a major burden in terms of time and energy across the board. Specifically, the complexity of the processes, the time it takes to process each application and the difficulty in obtaining appropriate resources in a timely manner even where the DES has approved an application takes its toll. While all Principals appreciate that Special Needs pupils are entitled to and deserve access to a good education, the time it takes to sort out each individual case means that all other pupils potentially suffer from reduced levels of attention to their needs. This is particularly true in the case of Teaching Principals.

The perceived complete lack of support from the DES appears to be the number one problem in many Principals' eyes. Pupil assessment, funding applications, hiring and administration of SNAs and resource Teachers, communication with parents, psychologists, social workers and the several agencies involved in SNE all require time from the Principal. Many Principals suggested that the Special Education Needs Organiser (SENO) could reduce this workload significantly to the benefit of the whole school, and particularly to the Special Needs children and their families.

It is hoped that the new National Council for Special Education (NCSE) and the enhanced role and authorisation of the SENO will improve the process significantly to the benefit of all. There will certainly be significantly far more interaction between Principals and SENOs with the introduction of the Individual Education Plan (IEP). However, with 1 SENO per 10,000 children, it remains to be seen whether the new council and the SENO role will streamline and speed up the process or whether they will become two further bureaucratic layers to negotiate for the Principal.

Conflicting demands on Teaching Principals

There is a constant struggle between class Teacher responsibilities and school leadership responsibilities resulting in a feeling that neither element of the role is delivered on to the satisfaction of the Teaching Principal. Most Teaching Principals feel that the dual role is impossible and that there was simply no time left in the week, having responded to all the urgent tasks that come their way, to spend time on evaluation, planning or any other task on the medium- to long-term horizon and they feel that this is where they could 'add the most value' and where they should be spending a greater proportion of their time.

Many Principals feel that the overload can only be addressed by removing one or other role from their remit, i.e. promote them to Administrative Principal, allow them to opt for Special Education duties or even allow them to return to full-time teaching duties without loss of status.

The stress of trying to balance the needs of the pupils and all the other primary school stakeholders adds to the feeling of overload.

A number of Teaching Principals stated that they consciously prioritised the teaching element of their role as they felt a moral obligation to the children to do so. However, they consequently worked many additional hours in their personal time to carry out their administrative duties and still they feel that there are key elements of their jobs that they are unable to devote time to and deal with effectively.

Taking into account the most popular strategies suggested in the survey to reduce the workload of Teaching Principals, it becomes clear that additional qualified resources made available the Principal or changing the role to remove certain responsibilities are the only viable ways of tackling the serious problems facing the Teaching Principal. The strategies are ranked in order of popularity, with the most popular first:

- permanent supply Teacher for a cluster of schools to release the TP on a rotational basis – at least 1 day per week
- reduced threshold for appointment of Administrative Principals
- additional release days (conditional on a qualified replacement Teacher familiar with the school being available)
- allow Teaching Principals the option of Special Education duties as an alternative to class Teacher role
- additional secretarial support
- appointment of professional school manager to address all non-educational tasks
- create clusters or federations of small schools with a permanent Administrative Principal and BoM per 2/3 schools totalling 180 pupils
- additional caretaking support.

Lack of resources

The overwhelming majority of Principals, both Administrative and Teaching Principals stated that the provision of additional qualified resources would alleviate most of the problems leading to overwork, stress, frustration, anxiety and many of the other difficulties they face.

Irrespective of the type or size of the school, the Principals share a need for adequate cover and support to enable them to dedicate themselves to educational management. In the case of Teaching Principals this would mean either removing their teaching duties by changing their role to that of Administrative Principal, allowing them to opt for Special Education duties and/or providing a fully qualified substitute Teacher for a cluster of schools such that they are available to each Principal on a rotational

basis for a minimum of 1 day per week, are familiar with each school's procedures, staff, issues and do not require in depth handover each time the Principal has a release day. In the case of the Administrative Principal, this would mean relieving the Deputy Principal of their teaching duties, appointing a professional manager to handle all non-educational responsibilities and/or providing release time for the In-School Management team. Additional secretarial and caretaking support was cited by most Principals, Administrative and Teaching.

Particularly in smaller schools where resources are scarce, the Principal often has to become a 'jack of all trades' to get basic tasks done – fixing computers, unblocking toilets, ordering goods, paying invoices, taking calls from parents, the DES, agencies, commercial callers while also trying to teach a class (sometimes with several Special Needs children and/or non-nationals) and deal with administrative tasks– sometimes all in the same day!. Most of these tasks are not mentioned in any role definition and certainly the Principals are not rewarded for their efforts. Having adequate support from qualified IT, secretarial, caretaking staff, Special Needs Assistants and substitute Teachers, even if shared among a cluster of small schools, would go a long way.

Most importantly to the Principal, lack of resources means they have far less time to dedicate to important issues such as teaching children and leading the school. Let's face it; this is what everyone wants them to do!

People management Issues

Staff underperformance, while not commented upon in great numbers, causes a high level of frustration and even resentment as it results in additional work having to be taken on by other staff, usually the Principal, to compensate. The perceived lack of clarity in the guidelines for dealing with poor performance hinders effective management of these staff and the threat of litigation when they are tackled is another concern raised.

Managing challenging behaviour, particularly continually disruptive pupils, is cited as another task that takes up a disproportionate amount of time and certainly negatively affects the other pupils and class Teachers. Principals have felt physically threatened by such pupils and their families and it is an area that some feel ill-equipped to deal with effectively. The line taken by the DES stipulating that schools cannot exclude such pupils except in extreme cases leaves many Principals feeling that there is nowhere else to turn.

A huge number of Principals stated that, owing to overwork, they spend insufficient time acknowledging, supporting, encouraging, mentoring and monitoring their staff and that this leads to lower morale and poor staff relations. The camaraderie that was apparent in times past is eroding and many Teachers are feeling undervalued. The reduced level of support and respect afforded to Teachers and Principals by parents in recent years has also had an impact and several Principals feel that if they had more time to spend speaking to parents' groups and individual parents, they could help to turn this attitude around.

The Board of Management is another group that many Principals mentioned having trouble dealing with effectively. In particular the fact that most, if not all, other members of the Board are not recompensed in any way for their time or their expenses, means that Principals find it extremely difficult to ask them to take on specific tasks. While many BoMs are extremely supportive and effective, many are not and do the bare minimum. This leads to Principals accepting more work from each BoM meeting on top of all the other responsibilities they shoulder. This is dealt with further under the heading 'Inactive or ineffective Board of Management' below and also in Chapter 5.

Lack of support from the In-School Management team.

The problem of under-performing staff is discussed under People Management Issues above. In several of the cases where lack of support from the ISM team was cited as a problem, Teachers seem happy to take the allowance and do very little work to support the Principal in the areas they are in theory responsible for. The lowering of staff morale among Teachers is cited as a contributing factor such that Teachers feel they are doing as much as can be expected of them given the difficulties they face and the rewards they get. The allowances are also considered paltry given the complexity of some of the tasks and the time required to complete them.

Many Principals feel that the system should be scrapped and that it would prove more effective to replace it with the appointment of a professional school manager, who would take care of all non-educational activities, and the provision of release time for Teachers to support the Principal in the formulation of policies and the development of the new curriculum. Others felt that while many Teachers provided a lot of support and did their best in the time available to do what was asked, it was simply not enough. Several pointed out that the system for appointing Post Holders was 'antiquated' and that it was far too difficult to remove poorly performing ISM team members from their posts.

Unplanned interruptions

Second only to the difficulties surrounding SEN management as the most often cited cause of frustration, stress and irritation is the ongoing problem of unplanned interruptions. Salespeople, parents, social workers, DES staff, doctors, nurses and a whole range of other callers who 'drop in' without an appointment or phone and expect immediate response from the Principal. Each of these callers believes that what they need is important and should be dealt with there and then and this lack of understanding causes enormous frustration. It is especially burdensome when trying to teach a class of up to 40 pupils, where quality of teaching and learning suffer significantly.

Many Principals feel that an awareness campaign needs to be carried out with the various groups e.g. the DES, the external agencies, Parents Association and the Parents Representative on the Board of Management in an attempt to get across the importance of booking time ahead or at least calling outside class hours in the case of Teaching Principals and the impact on the school and the quality of teaching when interruptions occur.

Maintaining a full complement of teaching and non-teaching staff

Ensuring each class has a qualified Teacher and that there is a Principal or substitute available at all times is increasingly difficult. As the teaching profession has become less attractive, the numbers of qualified Teachers and substitute Teachers is falling and this is even more apparent for Principal Teachers. Note the decline in the ratio of applicants per vacancy for each new post of Principal over the past 8 years from 5.5 : 1 in 1996 to 2.9 : 1 in 2004. This figure is an average, the ratio is far worse in the case of Teaching Principals.

Finding qualified people to cover for sick leave, study and other planned leave; getting funding for and hiring qualified resource Teachers; getting funding for and managing new teaching staff, writing and publishing job applications, interviewing, assessing, inducting and mentoring new staff takes up a significant amount of Principals' time. The text-a-sub.ie and educationposts.ie websites have gone some way to alleviating some of the difficulties.

Many Principals feel that the administration of part-time staff such as resource Teachers, special needs assistants should be done centrally as it would be far more efficient and effective than expecting thousands of Principals to stay updated on PRSI, tax and other payroll-related issues.

New revised curriculum

While many Principals commented that the revised curriculum is an exciting and positive step forward in primary education and that they fully support its introduction, several believe that the timescales are too aggressive given the other concurrent initiatives that schools are expected to support and the increase in general administration that has to be dealt with.

Principals need to take the lead in introducing the revised curriculum to their schools. However, they feel that they cannot be expected to implement it on their own; they require the support of their fellow Teachers. The lack of involvement from or time available to others in planning and implementing the curriculum means that the Principals take on an excessive proportion of the burden, potentially to the detriment of the quality of its implementation as Teachers may feel ill-informed and unprepared for the changes. Release time from teaching duties in school time is cited as a way to alleviate this problem and ensure all Teachers who should be involved, can be.

Inactive or ineffective Board of Management

While a number of Principals stated that their BoM was fully supportive, very effective and well qualified, they were a significant minority. There is a definite need for clear and unambiguous roles and responsibilities for each board member which should be communicated and understood by candidates prior to election to the Board. Currently, as these roles are not sufficiently clear, the responsibilities (and thus the activities) ultimately and usually rest with the Principal and chairperson.

Hundreds of Principals commented that as the Board of Management is largely made up of unpaid volunteers, it is extremely difficult to ask them to take on tasks over and above their oversight responsibility. However, many Principals also state that their BoMs simply did the bare minimum, even failing to show up to meetings and showed little or no interest in actively supporting the Principal to address school issues. Some comment that it can be very difficult to get anyone involved in the Board of Management, let alone qualified, well-motivated people and some are clearly falling far short of the ideal!

Several believed that the BoM served no useful purpose at all. Many Principals stated that the BoM concept should be scrapped in favour of professional full-time managers who would devote themselves to the non-educational aspects of the school and a more hands-on inspectorate (or similar) to oversee the educational leadership aspects i.e. to support and monitor the Principal's work.

Legal/litigation culture

The past 10 years has seen a fundamental shift in the way we live – the pace of life has increased exponentially, technology has radically altered the way each of us works and lives and along with these changes has come a shift in mentality among a portion of society from one that is self-sufficient and supportive of others to one that could be considered self-serving and even at times disrespectful or dismissive of others.

Twenty years ago, a minor incident such as a fall in the playground resulting in a scratched knee would have warranted a phone-call or a note to a parent and a band-aid in the Teachers' room. Now the same incident can be seen by a significant minority of the community as an opportunity to gain financially, often by grossly exaggerating the impact of the incident – emotional pain, anguish, stress and so forth. This is commonly referred to as 'compo culture' - "if I can sue someone and get money for it, I will".

This cultural change has resulted in a huge increase in the volume of very detailed records on small incidents being required.

2. How has the school suffered?

Now that we understand the main factors leading to overwork among primary Principals, it is important to understand the impact these problems have on the primary school itself. Then we will look at the impact on the Principals.

It is important to note that a sizeable number of Principals insist that the school does not suffer from their personal work overload because they actively see to it that it does not. Comments such as “The school hasn’t suffered at all, I have”, “The school has gained, my wife and family have suffered and my golf handicap has gone through the roof!” are examples of this viewpoint. However, these Principals conceded that they themselves do suffer, and frequently, suffer very badly as a consequence of their work overload and the additional stress of ensuring that the school does not suffer - “It hasn’t (suffered) but I can’t last much longer”.

Among the majority of Principals who believe that their schools do suffer as a result of their overwork, the main difficulties for the school are as follows:

- Urgent tasks get attended to rather than the important ones. Reacting to rather than planning work. Short-term rather than long-term focus. Items such as Plean Scoile, revised curriculum and staff development are put on the long finger, sometimes indefinitely.
- Lack of leadership and direction causes a lowering of teaching standards owing to lack of time for class contact and Teacher evaluation. Some Principals cite degradation in staff discipline and unhealthy staff relations as specific consequences of their own lack of time to attend to staff issues.
- Staff morale on a downward spiral as there is less time for Principals to engage with staff on personal issues, professional development and teamwork.
- Monthly targets (Cuntas Miosuil) never achieved, constantly playing catch-up
- Newly qualified Teachers receive very limited support and find the job more difficult than expected leading to low morale and potentially poorer teaching standards
- Very little interaction with pupils which means many Principals feel unable to properly communicate with parents and others about the children in their care
- For Teaching Principals, class preparation and pupils’ education suffer significantly. Many feel that they are ‘winging it’ in the classroom and that children of a particular ability level receive little individual support as the Principals attempt to meet all the demands at their door. (Comments on the survey varied: sometimes gifted, sometimes average and sometimes even struggling children were mentioned in this regard.)
- Principals are less effective in their roles as Teacher, colleague and Principal owing to the stress and exhaustion arising from overwork and everyone in the school environment suffers as a result
- Pupils do not benefit from the non-essential elements of the curriculum which could offer them significant rewards as individuals and help them reach their full potential. These include science projects, competitions, sports, recycling campaigns, choir, and drama. Many Principals (and Teachers) thoroughly enjoy these aspects of their job but have had to prioritise other responsibilities.

- Fun and joy is lost from school life, impacting everyone
- Problems being dealt with on the surface with the underlying cause going unresolved
- Poor school maintenance leading to lowering of pride in the school
- School looks less professional to parents and the wider community when there is difficulty in dealing with their needs. Losing the support of parents causes Teacher morale to dip further still
- Record-keeping deteriorates (not good in a 'Compo Culture!'), school accounts and grant applications not up to date, general lack of organisation
- DES deadlines missed leading unfairly to poor impressions of schools that are trying very hard
- Staff are less well informed when the Principal misses out on information meetings, seminars and conferences
- The school can miss out on opportunities for funding or resources if there is little time to research what is available
- Less involvement in the wider community.

3. How have you as Principal suffered?

In addition to the implications for the school of the work overload on the part of the Principal, there can be serious implications for the Principal. The comments received by some Principals made for very sobering reading.

While a few Principals (less than 20) stated they did not personally suffer, these were the minority who either said they were not overworked or the very small number who stated that they were very near retirement and were doing the minimum necessary to get them to their retirement date in one piece! In the overwhelming majority of responses, there were multiple indicators of suffering and a very worrying level of ill-health.

Health – Physical and Emotional

Almost every Principal mentioned stress as a consequence of their workload. While this is inevitable in most jobs, particularly the professions, most Principals say they are suffering far more from stress than at any other time in their careers or lives. In many instances, stress goes hand-in-hand with other problems, is made worse by other problems or indeed causes or exacerbates health problems.

A worrying number of Principals have been advised by their GP to take sick leave in order to protect their health. While several have done so, up to 12 weeks worth, many refused to take the time off (in some cases because they feel they would face an even worse situation on their return) and continue to struggle badly.

Several responses referred to very serious illnesses – cancer, heart disease, depression, hypertension, allergic reactions, persistent insomnia, panic attacks, ME, stomach ulcers – and many were told that these were largely caused by 'stress of the job'. This is hugely worrying, particularly as many of these Principals are in their 30s and 40s.

Exhaustion, burn-out, migraine, tiredness, anxiety, anger, despair, a sense of hopelessness and difficulty sleeping are some of the other emotional and physical health problems being faced by a large number of Principals. Many Principals also say they dislike the changes in their own personality that result from their stress and tiredness and that they exhibit bad behaviours they would ordinarily take others to task for e.g. impatience, irritability, grumpiness, crankiness, intolerance, and short-temper.

Job satisfaction

Several respondents say they would 'hand back the keys in the morning' if they could, that they are 'at the end of their tether', 'hanging on by a thread', 'not sure how long more they can last', 'looking forward to early retirement'. They feel very 'isolated', 'alone', 'exposed' and they no longer enjoy the job they felt so positive about a number of years ago. There is 'significantly less enjoyment out of the job than in the past'. The consistency and depth of these feelings does not bode well for the future of Principalship in Ireland if something radical is not done to improve the situation.

Principals feel guilty that they are not doing the job to the standards they set for themselves and others and guilty about the effect on their pupils, their staff, their families, their friends. They feel unable to provide inspiring leadership and support their staff effectively and unable to meet the extremely high expectations placed on them by everyone – staff, pupils, the DES, parents, BoM, society. Several cited a lowering of self-confidence in recent years as they struggle to achieve targets, feel overwhelmed by the demands placed on them and deal with reducing levels of parental support.

Feelings of being 'undervalued', 'underpaid', and 'unmotivated' pervade the responses.

Several Principals say they would love to go back to teaching and give up the responsibilities of the post but the policy of going back to the bottom rung of the school ladder and the ensuing loss of status and allowances prevent them doing what they feel would improve their lives significantly. They feel there should be an honourable way out, particularly after a specified period of time such as 5 years as Principal.

Family/Social

A high proportion of Principals believe their families suffer enormously from the effects of their overwork. They bring work home with them almost every day and most weekends. They miss important family occasions, spend many personal hours on school work, are unable to spend as much time as they should on their own children's schooling and many have had to give up activities and hobbies which are important to them.

Several people commented that the INTO needs to work urgently with the DES to sort out the issue of working hours and Principals' remuneration once and for all such that there was recognition for all the work they do, proper evaluation of what they should and should not be responsible for, and that more time is required in a working day than class hours to achieve it.

The workload during the "summer holidays" causes particular anger and frustration as they need this time to "recharge their batteries", recover from the school year and return refreshed in September to face the new school year. Many Principals get as little as two weeks off during the summer owing to Summer Works Schemes, recruitment and forward planning activities that could not be completed before the summer recess. There is a feeling that much of the work done during this period is completely unnecessary if the DES planned such activities as recruitment more efficiently and employed a professional manager to oversee non-educational activities such as school building works.

In general there is a feeling that the quality of life of the Principal has taken a nosedive in recent years.

4. If you were to prioritise one initiative that would reduce your workload as Principal what would that be?

When asked to select from a pre-set list of suggested strategies for reducing the workload of the Principal, the following were the most popular:

Teaching Principals

- permanent supply Teacher for a cluster of schools to release the TP on a rotational basis for administrative and planning tasks
- reduced threshold for appointment of Administrative Principals
- additional release days
- additional secretarial support
- Principals to have the option of Special Education teaching duties
- appointment of professional school manager to address all non-educational tasks
- create federations of small schools with a permanent Administrative Principal and BoM per 2/3 schools totalling 180 pupils
- additional caretaking support.

Administrative Principals

- release Deputy Principal from teaching duties
- appointment of professional school manager to address all non-educational tasks
- additional secretarial support
- additional caretaking support.

Further initiatives proposed by Principals were:

- release days for the In-School Management team
- clear roles and responsibilities as well as accountability for Deputy Principal, all In-School Management team members and the Board of Management
- significant improvement in levels of support from the DES, particularly in relation to Special Needs Education but also in terms of general queries and a commitment to a reduction in unimportant bureaucracy
- centralise such services as purchasing and IT, with qualified support staff to purchase, install, maintain, upgrade and service hardware and software, thereby saving time as well as money owing to increased purchasing power
- scrap the BoM system altogether, insist on making the whole thing more professional and hands-on and/or improve the training the BoMs attend significantly and make it mandatory
- provide a dedicated Principal's Office for every Principal in every school with proper ventilation, natural light, adequate storage and space for visitors and/or the secretary i.e. what the manager/leader of every other company/organisation in the land enjoys
- enhance the role of the Special Education Needs Organiser (SENO) to encompass the whole process, to streamline, simplify and speed up the process for everyone and involve the Principal only where absolutely necessary. Provide for release time where required
- provide standard, tailorable policy and curriculum plans suitable for the majority of schools rather than basic template formats with little content
- reduce pupil/Teacher ratio especially for Teaching Principals and to take into account special needs and non-national children
- remove the requirement for the BoM chairperson to sign off on all DES forms

- release time for all Teachers to provide input to/ be informed about policy development and other initiatives
- ban junk-mail and sponsorship by companies – increases paperwork and in some cases is morally suspect e.g. Coca Cola endorsement of GAA
- dramatically increase allowances to attract high quality Teachers into Principal role and retain the existing Principals
- electronic roll books
- appoint classroom assistants to help deal with disruptive pupils or to support Teaching Principals while attending to other tasks
- remove all Health Board activities from schools
- agencies to provide their own staff to complete forms using secretarial input from the schools and Principals only where their skills rather than their time is necessary
- rationalise the whole system for teaching and other staff recruitment so as to complete it before summer recess.

Principals were at pains to point out that increasing the number of release days and/or providing additional resources is insufficient in and of themselves. These resources MUST be well paid and qualified to carry out the tasks required of them. This is particularly the case for substitute Teachers for Principals' release days. They need to be familiar with the school, its procedures, rules and policies and not just any Teacher on a panel who will require significant handover and support to cover for each release day.

A sensible suggestion is that there would be a permanent substitute Teacher available to a cluster of smaller schools or 1 or 2 larger schools who would become very well acquainted with each school and could step in on a rotational basis with little or no impact on the school, the Principal or the sub. The current situation means that many Principals opt out of their release days as it is too difficult to plan and manage the downtime.

5. If you were to prioritise one change that would improve the functioning of your Board of Management, what would that be?

The responses to this question varied from 'scrap the BoM altogether' to 'I'm happy with my BoM, they are very effective and supportive' and several shades in between.

The following are the most commonly cited changes proposed:

- Pay the BoM members, particularly the chairperson who is considered to have a very onerous job and the treasurer who ideally brings specific skills to the job i.e. accounting skills. This would help to incentivise people to be more proactive and hands-on and would alleviate some of the concerns of the Principal about delegating work to the BoM. At the very least pay travel and other out-of-pocket expenses and some token in appreciation of their efforts
- Specific roles, responsibilities and accountability to be outlined prior to the election of members to the Board of Management so that each member knows what is expected of him/her and can be held accountable for their work. Have each member provide a short progress report at each meeting to 'focus their minds!' This might prevent Principals needing to report that "5 out of 8 of my BoM are about as useful as potted plants; they are doing the role as a favour!"
- Rotate the responsibilities among Board members so that one person is not 'stuck' with the less desirable elements for the duration of their tenure
- Improve the quality and quantity of training for the BoM members and make it compulsory

- Quite a few Principals cautioned that such endeavours would most likely serve to reduce further the involvement of already very busy people and put people off getting involved, particularly if the roles remain voluntary and unpaid
- Appoint professionals to the Board as required (e.g. solicitor, accountant, health & safety officer, engineer) and pay them accordingly to improve the effectiveness as well as the efficiency of the Board and reduce the burden on the volunteers. Additionally, ensure that at least one member other than Principal is well versed in educational matters
- Ensure each member of the Board takes responsibility for a particular area of the school's functioning (e.g. maintenance, finance, fund-raising, cleaning) and relieve the Principal from the burden of these duties
- Change the system whereby BoM members are all replaced at the same time at the end of their 4-year term to enable consistency, continuity and stop the Principal having to train up a whole BoM from scratch. Also, the automatic replacement of the board after 4 years should be reconsidered. Why change it if it's functioning well?
- Replace the BoM altogether with a system whereby every school or group of smaller schools has an Administrative Principal, with a full-time secretary, a dedicated office, caretaker staff and grants paid up-front. Another variation on this theme was the appointment professional manager for each school (or a cluster) to tackle all non-educational activities and enhance the role of the inspectorate to support and monitor the educational leadership of the Principal
- Revisit the role of parents' representatives in the BoM as there can often be misunderstanding about their role vis a vis the Parents Association (e.g. where they use the forum to raise specific complaints rather than use the correct procedures) and conflict of interest where the Principal is responsible for a parents' representative's child
- Ensure that those who regularly miss meetings are removed from the post
- Eliminate church control, particularly the bishops' election of the chairperson. System considered completely outdated and irrelevant in the current times.
- Cluster a number of small schools into a single BoM. "There is no need for an 8-member board in a 3 Teacher school"
- More meetings. Fewer meetings. Facility to communicate between meetings! (Comments depend on how effective the particular Board of Management is...)
- Reduce the number of Board members to 5. Increase it to 10!
- PR exercise needed to raise awareness in the community of the importance of the BoM, also to ensure BoM members know the importance of confidentiality and how tough the role of Principal is – all leading to better school leadership.

Appendix IV – An Analysis of the Attitudes & Aspirations towards the role of Principal (2005)

In February 2005, IPPN and NAPD launched a survey of all Teachers, both primary and second-level, in Ireland and overseas, to determine the current level of interest in applying for the post of Principal and also to understand what reasons there were for both positive and negative attitudes towards the role. 1,500 Teachers completed the survey, of which over 200 were from overseas.

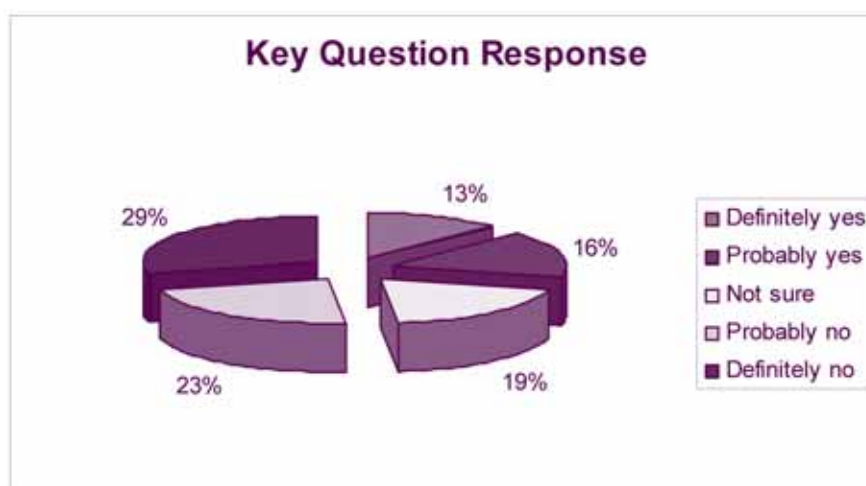
The results of the survey were used in a symposium on “The Challenge of Recruiting and Retaining School Principals” which was part of the International Confederation of Principals (ICP) conference held in Cork in March 2005.

The survey posed several demographic questions to determine the following

- Geographic area – country, county
- School level – Primary, Second-level
- School Category – Primary: Mainstream, Multi-denominational, Disadvantaged, Scoil Lán-Ghaelach; Second-level: Voluntary, Community/Comprehensive, VEC
- Teacher Status – Deputy Principal, Assistant Principal, Special Duties Teacher, Teacher
- Age Category – 21-30, 31-40, 41-50, 51-60, 60+
- Gender
- Carer of child or adult dependents

The key question in the survey was: “Are you likely to apply for the post of Principal at some stage in your career?” to which the possible answers were:

- Definitely Yes
- Probably Yes
- Not Sure
- Probably No
- Definitely No



Persuading Factors

Depending on their response to the key question, Teachers were then taken to one of two sets of factors and asked to rank them in terms of their importance in influencing their response. If Teachers responded “Definitely Yes” or “Probably Yes” to the key question, they were asked to rank what we term the “Persuading Factors” and were also given an opportunity to provide additional factors that influenced their response.

The top ten Persuading Factors were as follows:

Persuading Factors	Rating
Keen to influence school culture	1.43
Desire to become leader of a school community	1.52
Career promotion opportunity	1.61
Opportunity to increase salary	1.81
Believe the role offers more variety than that of class Teacher	2.06
Would like a change of direction in my career	2.08
Impressed by current experience of school leadership and wish to fulfil similar role	2.45
Have completed academic study that prepares for role of Principal	2.57
Dissatisfied with current experience of school leadership	3.22
Unhappy with my current position	3.82

Additional persuading factors (free format responses) were:

- Want to make "a difference"
- Ambition/ Career progression
- Believe they have skills/experience
- Wish to flee the classroom!
- Enhanced Status
- Feel that can do better than the current leader
- Inspired by current leader

Dissuading Factors

If Teachers responded "Not Sure", "Definitely No" or "Probably No" to the key question, they were asked to rank what we term the "Dissuading Factors" and were also given an opportunity to provide additional factors that influenced their response.

The top ten Dissuading Factors were as follows:

Dissuading Factors	Rating
Combining the role of class Teacher and Principal means that both roles suffer	1.50
The time commitment required of Principals is excessive	1.51
The Principal's workload is excessive	1.64
The salary differential does not reflect the additional workload and responsibility	1.70
Principals receive inadequate pre-appointment training	1.75
The Principal's role carries too much responsibility	1.76
Principals receive inadequate post-appointment training	1.89
The role of Principal is not sufficiently supported by the DES	2.02
The Principal's work involves too much confrontation with others	2.22
The role of Principal is not sufficiently supported by the Board of Management	2.65

The ratings show that the top issue for Teachers when considering whether to apply for the role of Principal at some stage in their career is the difficulty in combining teaching duties as well as the duties of a Principal - this applies to Teaching Principals only. The ratings show the factors and the order of importance as given to them by Teachers, starting with the most important.

It is surprising that, given that 56% of respondents have children, family commitments do not factor in the top ten issues.

Other than that, the rankings are as expected, with the difficulty balancing the needs of teaching and administration for Teaching Principals, excessive workload, excessive time commitments and inadequate training featuring very strongly as well as the fact that the salary differential is not sufficient.

When asked for more information as to why Teachers responded '*definitely no*' or '*probably no*' to whether they were likely to apply for the post of Principal, the following were the main reasons given:

- **Excessive Responsibilities & Workload** - too many competing demands on a Principal's time, too much administration and bureaucracy, too much rests on the shoulders of the Principal
- **Role not 'do-able'** - the job is simply considered too hard by many respondents, many see their Principals put in huge additional time and energy, handling some very difficult situations with little support and feel they could not commit so much of themselves, including personal time, to the job
- **Salary** not enough for additional responsibility
- **Unrealistic Expectations** of all stakeholders - DES, BoMs, staff, general public / difficulty in handling **difficult Parents**
- **Lack of support** from DES/ BoM / teaching and non-teaching staff, many commented that the role is "isolating" and "lonely"
- **Prefer Teaching to Administration** - many do not want to lose touch with the children and feel the role can be very administrative
- **Inadequate Skills & Training** - some commented that their own Principals are not equipped to manage the role and are very poor role models and give them no inspiration. Others feel they do not have the necessary (e.g. management) skills and would not want to deal with the negotiating that goes with the role. There is a strong feeling that the training given both prior to and after appointment to Principal is wholly inadequate.
- **Age / personal circumstances** - several respondents stated that they felt their age (older) has counted against them or would count against them, this despite one of the criteria for appointment to the post being "seniority/experience". Others cited family commitments as a key reason though the numbers didn't support this as a key factor in the main survey.
- **Appointment process** – gender / age / other. A worryingly large number of Teachers stated that they feel the appointment process is insufficiently transparent and fair for them to even bother applying. Many feel that it's "who you know, not your abilities to do the job" that lead to promotion, for example "a musician who plays in the church got the job". One person said that he/she believes that "many interviews are fixed". Others say that they believe that their age, their gender (both males and females said this, interestingly!), their sexual orientation or their religion would go against them. In the "age of equality", this is very discouraging.

Demographic Analysis

We looked at some of the demographic data to determine whether there were any conclusions that could be drawn.

Age

		Def Yes	Prob Yes	Not sure	Prob No	Def No
Age	21-30	9.2%	18.9%	28.1%	30.1%	13.7%
	31-40	13.8%	21.7%	22.6%	20.2%	21.7%
	41-50	12.6%	16.1%	17.3%	23.2%	30.9%
	51-60	14.4%	7.9%	11.9%	18.8%	46.9%
	61+	17.6%	5.9%	11.8%	5.9%	58.8%
Total	Total	12.7%	16.2%	19.4%	22.6%	29.1%

The age group most likely to apply - 'definitely yes' or 'probably yes' is the 31-40 group with 35.5% of that group. The older the group, the more likely they are to say 'Definitely no', a dramatic increase. While this is to some extent understandable, it's quite surprising that so many of the most experienced staff feel so strongly against applying for the post. They are less likely to have dependent children living at home, and the number of Teachers with dependent adults is less than 8%.... This aspect is without any clear explanation.

Gender

		Def Yes	Prob Yes	Not sure	Prob No	Def No
Gender	Male	22.1%	15.5%	15.5%	20.8%	26.1%
	Female	8.9%	16.4%	21.0%	23.3%	30.4%
Total		12.7%	16.2%	19.4%	22.6%	29.1%

The huge disparity between males and females as regards those who said they would Definitely apply - 22% of males vs. 8.9% females, is shocking. Overall, females were less likely to apply but there were smaller differences in the 'probably yes', 'not sure', 'probably no' and 'definitely no' responses. See the data on Carers to see if this is clarified by family commitments!

School Level

		Def Yes	Prob Yes	Not sure	Prob No	Def No
Level	Primary	10.6%	15.0%	20.5%	22.6%	31.3%
	Secondary	17.6%	26.1%	17.6%	20.2%	18.5%
Total		11.4%	16.2%	20.2%	22.3%	29.9%

There were no surprises here, Primary level Teachers are far less likely to say 'Definitely yes' or 'Probably yes' and far more likely to say 'Probably no' or 'Definitely no' to the key question than Second-level Teachers.

Teacher Status

		Def Yes	Prob Yes	Not sure	Prob No	Def No
Status	Dep prin	13.1%	16.7%	19.6%	22.6%	28.0%
	Asst prin	10.6%	18.1%	19.1%	21.3%	30.9%
	Spec. duties	14.4%	17.9%	18.7%	23.3%	25.7%
	Teacher	12.3%	14.8%	20.4%	21.5%	31.0%
Total	Total	12.9%	16.3%	19.7%	22.2%	29.0%

What is surprising here is that there is very little difference in responses. Teachers with posts of responsibility and those with no such posts answered within a few percentage points of each other. We would have expected the Deputy Principal to either feel strongly for or strongly against the role of Principal given that they are so close to the role but that is not the case.

Dependents

	Def Yes	Prob Yes	Not sure	Prob No	Def No
Adult Dependents	16.50%	13.60%	12.60%	25.20%	32.00%
No Adult Dependents	12.30%	16.50%	19.90%	22.40%	28.90%
Total	12.80%	16.10%	19.30%	22.70%	29.10%

	Def Yes	Prob Yes	Not sure	Prob No	Def No
Has children	13.90%	16.30%	16.10%	20.60%	33.10%
No children	11.20%	16.00%	23.50%	25.00%	24.20%
Total	12.70%	16.20%	19.40%	22.60%	29.20%

When you look at the questions about carers - whether the Teachers are carers of adults or children - the responses are surprisingly consistent between males and females, with slightly fewer females stating 'definitely yes' or 'probably yes'. So the discrepancy between males and females CANNOT be fully explained by family commitments as one might assume to be the case.

Appendix V - International Career Management Practices for Principals

Ontario, Canada:

In order to be a Principal in Ontario, you must have a minimum of five years of teaching experience, a master's degree (or equivalent) and have completed the Principal's Qualification Program (PQP - a licensure requirement).

Principal's Qualification Program: Course Overview

In accordance with requirements set by the Ontario College of Teachers, the course will consist of 125 hours: 100 hours of contact time spent in large or small groups with the direct involvement of the instructor, and the remaining 25 hours of instruction clearly documented in terms of course work, assignments, readings, research. Some of the 100 hours of contact time is delivered by distance education.

Full Course sessions are held three times per year: Winter/Spring (February-May), Summer (July) and in the Fall (September-December).

The features of the course include:

- Schools and the Law on-line learning modules and discussion forum
- Focus of the changing role of the Principal/Vice-Principal
- Based upon the Ethical Standards of the Teaching Profession
- Authentic case study, approach to learning
- Partnerships with local boards of education and local OPC groups
- Focus on legal issues related to school leadership
- OPC staff presentations
- Guest speakers from provincial organisation
- OPC workshops embedded in the program
- Full day Emotional Intelligence workshop
- Presenters from local boards and studies of local board policy
- Instructors trained as part of a provincial team
- Follows the new Ontario College of Teachers' guideline.

This Principal's Qualification Program is organised into 12 modules of equal length: six modules in Part I and six modules in Part II. These modules incorporate the 8 aspects of knowledge, abilities, skills and practice described in the PQP Guideline 2001. Some of the expectations are met through distance education and most are met through the interaction between the candidates and the instructors and presenters.

Other Initiatives in Leadership Development

The Ontario Principals Council Centre for Leadership offers multiple professional development opportunities for current and aspiring school leaders in Ontario.

The Centre provides a comprehensive package of training and assessment opportunities for school Principals and vice-Principals. These include an assessment of skills, identification of needs, mentoring support from experienced peers, a variety of workshop sessions, training videos and learning opportunities via CD ROM and the internet.

United Kingdom

National Standards for Head Teachers

The NCSL carried out a formal consultation on the draft revision to the National Standards from 1 March until 11 June 04. The consultation document was sent to 5% of schools across the country, Higher Education Institutions, Diocesan authorities, LEAs, and professional and governor associations as well as DES officials.

The revised National Standards reflect the evolving role of heads in the 21st century, as well as incorporating current Government thinking and guidance. The Standards take account of factors such as the significant impact that ICT has had in the evolving role of the school and as a learning resource for the wider community. The revised Standards also take into account the importance of networking and collaboration with other schools and agencies, and the vital role that head Teachers play in raising and maintaining levels of attainment within schools in order to meet the individual needs of every child.

The Standards define the expertise demanded of the headship role in order to achieve their targets and objectives. The National Professional Qualification for Headship (NPQH) is underpinned by the National Standards.

Other Initiatives in Leadership Development:

There are a number of organisations providing leadership development and training for Primary Principals in the UK. These organisations offer a range of competency development programmes.

New Zealand

The **First-time Principals Programme** is an eighteen-month induction programme designed to provide new Principals of all school types with the knowledge, skills and competencies required for successful school leadership.

There are three main components:

- three residential courses of four days each (twelve days in total)
- a mentoring programme (school-based visit and professional learning groups)
- online learning activities (a dedicated website)

The Principals' Development Planning Centre (PDPC)

What is the PDPC?

The Principals' Development Planning Centre (PDPC) is a professional development initiative for Principals of New Zealand schools with five or more years' experience.

The five-day programme offers a valuable opportunity for Principals to evaluate their current leadership skills and develop a plan for their ongoing leadership improvement.

While at the centre, participating Principals:

- experience a range of activities and exercises that imitate real-life situations they face in a leadership role

- have the opportunity to reflect and evaluate their current leadership practices in a safe and supportive environment
- receive intensive one-on-one support from a facilitator who, where possible, is matched to their circumstances
- work through a 'strengths and needs' analysis as part of building a professional development plan
- have the opportunity to build supportive relationships with other participating Principals.

Appendix VI – Key Competencies Required of the Primary Principal – HayGroup Management Consultants Report – *Defining the Role of the Primary Principal in Ireland*

STRATEGIC THINKING

The ability to formulate the school’s long-term vision and objectives and incorporate them into day-to-day tasks and activities.

- Plans beyond day-to-day activities
- Recognises impact of actions/decisions on the school’s overall strategic objectives
- Develops operational objectives/goals in line with the school’s strategic direction
- Communicates the school’s strategy to teaching staff to achieve understanding and commitment from all the team
- Shows awareness of the projected direction of education policies and of how changes might impact on the school
- Considers how current policies, processes and methods might be affected by future developments and trends
- Develops a school plan congruent with the external environment
- Wins support and commitment of colleagues and staff to implementation of strategy

PROFESSIONAL EXPERTISE

A command of the professional teaching and education skills expected of all teachers, allied to an ability to use those skills to coach and support the professional development of other teachers.

- Is an accepted exponent in teaching and instructional skills through formal qualification and through significant practical experience
- Coaches/trains/teaches others through formal or informal processes
- Advises and guides others through what are new experiences for them
- Is willing to give of one’s own time to inform others
- Is accepted by peers and colleagues as an authority in the area in question
- Used by others as a major resource
- Sees applicability of current or emerging education practice and policy to the needs of the school

INTER-PERSONAL UNDERSTANDING

The ability to accurately hear and understand both the spoken and unspoken or partly expressed thoughts, feelings and concerns of others.

- Judges and makes inferences about the concerns of others across differing age groups and intellectual / emotional capacities
- Predicts people’s responses and makes appropriate replies
- Interprets behaviour and uses past experience to anticipate reactions
- Picks up subtle, unspoken messages between people in group settings
- Understands other people’s underlying problems
- Understands the reason for someone’s ongoing or long-term feelings, behaviours or concerns
- Presents a balanced view of others specific strengths and weaknesses
- Recognises different values and motivation in other’s behaviour

TEAM LEADERSHIP

The intention to take a role as a leader of a team or other group.

- Communicates a compelling vision that generates excitement and commitment
- Ensures that others buy into the vision
- Gets people working together in pursuit of specific aims or objectives
- Gives clear direction to the group in times of uncertainty
- Knows what skills and aptitudes are possessed by the group
- Establishes agreed norms for group behaviour
- Sets a good example; models desired behaviour
- Encourages team members to air their views and communicate openly within the team
- Obtains needed resources, information for team
- Creates opportunities to recognise and celebrate success.

TEAMWORKING

The intention to work co-operatively with others, to be part of a team.

- Expresses positive expectations of others in public
- Gives credit publicly where it is due
- Takes steps to share experiences and lessons learned with others
- Takes an active interest in others work and provides support where appropriate
- Encourages people to participate as part of a group
- Seeks the input of others before acting
- Encourages others to support the team and focuses on common objectives
- Notices people who appear to be 'left out' and actively seeks to involve them
- Resolves conflict when it arises

IMPACT AND INFLUENCE

The intention to make an impact, to influence others to take notice and/ or to follow a particular course of action.

- Adapts a presentation or discussion to appeal to the interest and level of audience
- Undertakes careful preparation of data / information for presentation.
- Uses concrete examples, visual aids, demonstrations etc.
- Uses interaction within the group to stimulate deeper involvement in the subject matter, and to influence perceptions and actions of others

ACHIEVEMENT DRIVE

A deep seated concern for matching and surpassing standards of excellence.

- Clarifies goals and targets to ensure progress towards achievement of them
- Aims to do each task "better" than before, e.g. more efficiently, quickly, etc.
- Monitors own performance, sets improvement targets and takes steps to reach these over time
- Benchmarks own performance against others; wants to be the "best"
- Questions accepted and traditional approaches – asks "how can it be done better?"
- Makes specific changes in the system or in own work methods to improve performance
- Takes overall tasks through to final completion
- Makes decisions and sets priorities on the basis of calculated inputs and outputs

DEVELOPING OTHERS

A genuine intent to foster the long-term development of others, in order to achieve/ maintain high standards of teaching / learning .

- Makes specific helpful suggestions
- Creates positive constructive environment to avoid perceptions of professional criticism
- Asks questions, or uses other methods to verify that others have understood explanations or suggestions.
- Gives specific positive or mixed feedback for developmental purposes
- Gives negative feedback in behavioural rather than personal terms
- Reassures and/or expresses positive expectations for the future when giving corrective feedback
- Gives individualised suggestions for improvement.

CHALLENGE AND SUPPORT

The ability to hold people accountable for standards of performance and to support them in delivering that performance.

- Makes explicit the standards of performance required of self and others
- Challenges others to develop new standards of performance and excellence
- Takes appropriate actions to address under-performance
- Monitors performance against agreed standards
- Gives balanced feedback to others regarding their performance
- Helps others to take developmental actions to improve performance and raise standards
- Uses coaching and developmental styles of management to help others address long term professional development needs

RESPECT FOR OTHERS

The ability to recognise and understand other people's concerns and anxieties and to respond to these concerns in a sensitive and empathic way.

- Recognises emotional and intellectual needs in others
- Endeavours to utilise people's strengths and capabilities in the tasks assigned to them
- Recognises the diversity of people's values systems and beliefs
- Seeks to avoid placing people in situations which create ethical, emotional or intellectual problems for them
- Develops people's skills and capabilities based on personal strengths and interests
- Creates an environment in which diversity of viewpoint and expression is encouraged

INFORMATION SEEKING

The ability to "dig" for information and use it effectively beyond the questions that are routine or required. This may be done for information currently required or for information that may be of future use.

- Asks direct questions of the people who are responsible for the situation
- Uses available information effectively
- Asks a series of probing questions to get at the root of a situation
- Does not stop with the first answer – finds out why something happened
- Reads about issues concerning own area and keeps self up to date with what is happening
- Pulls thoughts/data together from a number of different sources when making decisions in order to have as much information as possible
- Obtains specific feedback from others on a regular basis
- Goes to some lengths to gather critical information beyond own immediate area of concern

ANALYTICAL THINKING

The ability to understand a complex situation breaking it into smaller pieces or tracing the implications of a situation in a step by- step way.

- Constructs plans that flow logically and sequentially
- Analyses relationships among several parts of a problem or situation
- Anticipates obstacles and thinks ahead to next steps
- Generates a number of possible causes and solutions to any given situation
- Identifies the key issues in ambiguous, inconsistent data
- Balances long term projects and immediate concerns
- Looks to others to challenge and question analysis made
- Assesses what are the critical or key factors involved when making a decision
- Knows how the cycle of the academic year moves and assesses plans/decisions against this

NETWORKING/RELATIONSHIP BUILDING

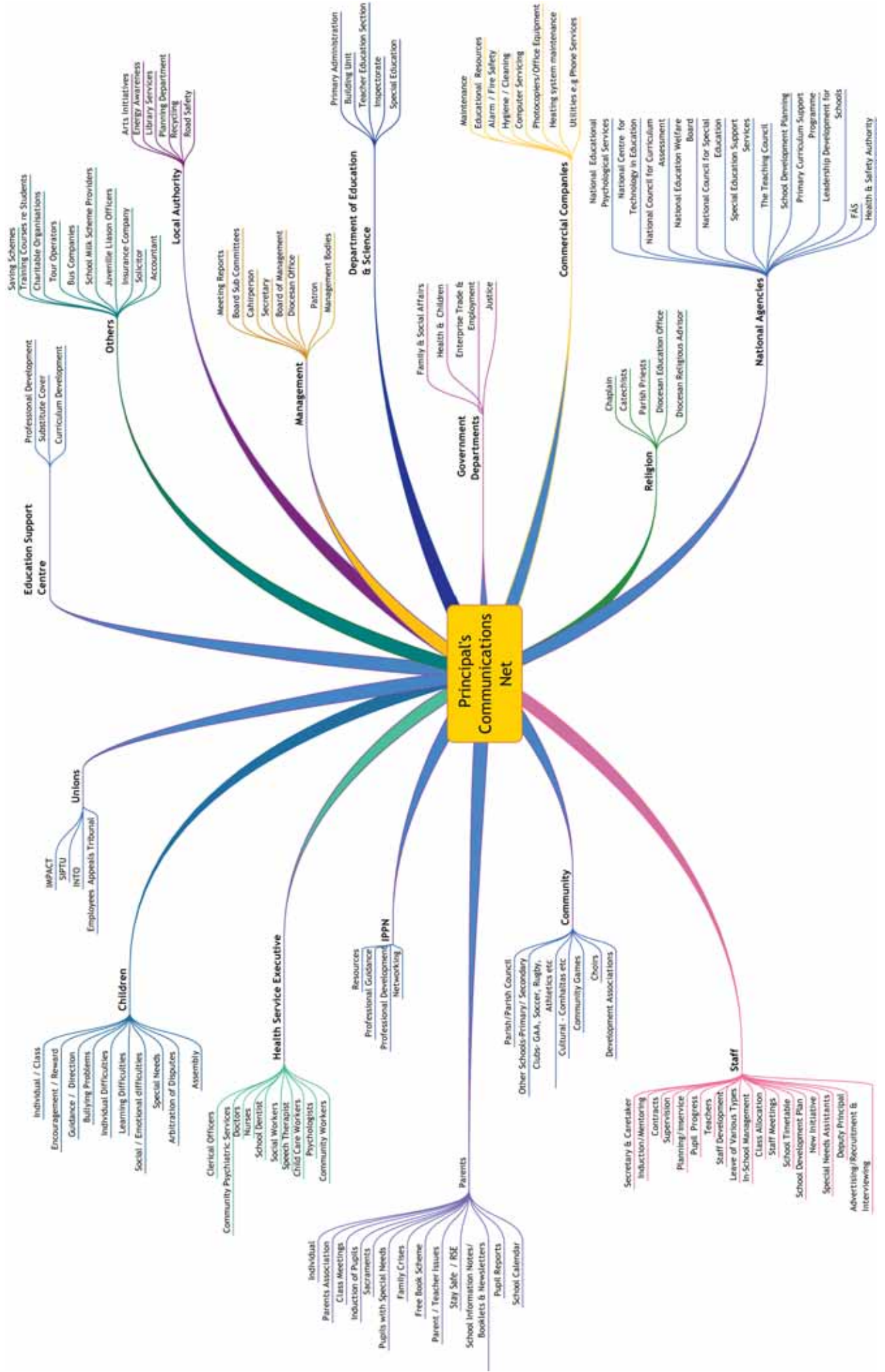
The ability to develop and maintain a network of contacts through a personalised approach and to use this to influence people and situations.

- Uses others to sound out ideas and get them “on board”
- Uses contacts to obtain information
- Keeps colleagues well informed about activities
- Uses others in the school to help support own cases
- Shares information with others in the Education Sector in order to gain allies
- Sees relationships as long term – working towards a level of trust and understanding
- Goes out of way to communicate and build rapport with others
- Uses chains of indirect influence, e.g., get A to show B so B will tell C...
- Builds behind-the-scenes support for ideas

INITIATIVE

The ability to think and act creatively and ahead of the current situation, particularly before problems or crises occur.

- Anticipates problems by getting behind issues
- Thinks about the longer term benefits of particular courses of action
- Is persistent in pushing through ideas
- Identifies improvements across all areas
- Willing to go against the grain to improve process/procedures
- Uses knowledge of changes in the external environment to formulate positions
- Applies strategic vision
- Willing to champion a new idea even when it is not initially popular
- Frequently makes forward plans for change



Principals Communications Net

Education Support Centre

- Professional Development
- Substitute Cover
- Curriculum Development

Children

- Individual / Class
- Encouragement / Reward
- Guidance / Direction
- Bullying Problems
- Individual Difficulties
- Learning Difficulties
- Social / Emotional difficulties
- Social Needs
- Arbitration of Disputes
- Assembly

Unions

- IMPACT
- SIPTU
- INTO
- Employees Appeals Tribunal

Others

- Saving Schemes
- Training Courses re Students
- Charitable Organisations
- Tour Operators
- Bus Companies
- School Milk Scheme Providers
- Juvenile Liaison Officers
- Insurance Company
- Solicitor
- Accountant

Local Authority

- Arts Initiatives
- Energy Awareness
- Library Services
- Planning Department
- Recycling
- Road Safety

Health Service Executive

- Clerical Officers
- Community Psychiatric Services
- Doctors
- Nurses
- School Dentist
- Social Workers
- Speech Therapist
- Child Care Workers
- Psychologists
- Community Workers

IPPN

- Resources
- Professional Guidance
- Professional Development
- Networking

Parents

- Individual
- Parents Association
- Class Meetings
- Induction of Pupils
- Sacraments
- Pupils with Special Needs
- Family Crises
- Free Book Scheme
- Parent / Teacher Issues
- Stay Safe / RSE
- School Information Notes/Booklets & Newsletters
- Pupil Reports
- School Calendar

Department of Education & Science

- Primary Administration
- Building Unit
- Teacher Education Section
- Inspectorate
- Special Education

Government Departments

- Family & Social Affairs
- Health & Children
- Enterprise Trade & Employment
- Justice

Community

- Parish / Faith Council
- Other Schools / Primary / Secondary
- Clubs - GAA, Soccer, Rugby, Athletics etc
- Cultural - Comhaltas etc
- Community Games
- Choirs
- Development Associations

Commercial Companies

- Maintenance
- Educational Resources
- Alarm / Fire Safety
- Hygiene / Cleaning
- Computer Servicing
- Photocopiers / Office Equipment
- Heating system maintenance
- Utilities e.g. Phone Services

Religion

- Chaplain
- Carers
- Parish Priests
- Diocesan Education Office
- Diocesan Religious Advisor

Staff

- Secretary & Caretaker
- Induction/Mentoring
- Contracts
- Supervision
- Planning/Inservice
- Pupil Progress
- Teachers
- Staff Development
- Leave of Various Types
- In-School Management
- Class Allocation
- Staff Meetings
- School Timetable
- School Development Plan
- New Initiative
- Special Needs Assistants/Deputy Principals
- Advertising/Recruitment & Interviewing

National Agencies

- National Educational Psychological Services
- National Centre for Education Technology in Education
- National Council for Curriculum Assessment
- National Education Welfare Board
- National Council for Special Education
- Special Education Support Services
- The Teaching Council
- School Development Planning
- Primary Curriculum Support Programme
- Leadership Development for Schools
- FAS
- Health & Safety Authority

Quality Leadership



Quality Learning