



# Wellbeing and Professional Support Entitlements for Principals



# Rationale

In the latest negotiations for principals, SPC had a strong focus on improving principal's ability to access support for coaching and wellbeing.

Both the secondary and area school principal collectives include the following new clause under Health and Safety:

## **HEALTH AND SAFETY**

*As part of its commitment to health and safety obligations, the school board will consult with the principal on appropriate supports for their wellbeing. This may, for example, include development of a wellbeing plan and regular mechanisms for boards to check in on the wellbeing of the principal and ensure they have appropriate support.*

This resource offers guidance, resources and frameworks that will support boards and principals to have this conversation in a meaningful and focused way. It also provides ways of connecting wellbeing plans with the professional coaching and wellbeing entitlement. Some suggested templates can be found in the companion resource PPTA Coaching, PGC and Wellbeing Templates on the PPTA website.

# Explanation of the relevant clauses

## **Health and Safety**

The first part of the Health and Safety clause is compulsory, followed by 'best practice' suggestions.

### **COMPULSORY:**

- the school board **will consult** with the principal on
- that consultation **will include** a discussion about what could be appropriate supports for their wellbeing.

The second part of the clause offers best practice suggestions: developing a wellbeing plan and having some regularly scheduled check ins, with the purpose of ensuring the principal has appropriate support – these are suggestions but not compulsory.

The Health and Safety **Clause** links well with Professional Leadership and Growth clauses from the Collective.

These clauses set out both the requirements for the Professional Growth Cycle (PGC) and the \$6000.00 tagged "professional coaching and wellbeing" entitlement .

## **Professional Leadership and Growth**

The new collective agreement removes the requirement for appraisal and introduces the professional growth cycle.

Although appraisal is now no longer required, some principals and boards may agree for it to continue, or to occur on a two or three year basis because that is what the board is comfortable with.

### **4.1 PROFESSIONAL GROWTH CYCLE**

**4.1.1** *The principal shall participate in an annual Professional Growth Cycle and be issued with an annual statement (see PPTA template document) as set out in the Elements for the Professional Growth Cycle for Principals, Tumuaki and ECE Professional Leaders agreed by the profession: [Link to Teachers' Council PGC](#).*

#### **4.2 CLARIFICATION OF RELATIONSHIP BETWEEN PROFESSIONAL GROWTH CYCLE AND PERFORMANCE PROCESSES**

**4.2.1** *The professional Growth Cycle is different to, and shall be kept separate from, any processes relating to the principal's performance.*

#### **4.4 PROFESSIONAL COACHING AND WELLBEING SUPPORT**

**4.4.1** From the beginning of Term 1, 2023 principals can access an entitlement of up to \$6,000 per annum for the term of this agreement for professional coaching and support for their leadership role. The purpose of this support is to ensure principal wellbeing and leadership development.

**4.4.2** The \$6,000 fund will be a line item tagged in operational funding for the purposes of professional coaching and support for the principal.

**4.4.3** Accessing this entitlement does not prevent a principal and school board agreeing that the principal can access additional coaching and support in excess of \$6000.

**4.4.4** This entitlement will be used in the school year that it falls due, unless otherwise agreed in writing between the principal and their employer.

**4.4.5** Principals shall make an annual declaration to the board regarding their uptake and use of the funds. The declaration shall be made no later than the last day of Term 4 each year.

With these clauses, they clearly stipulate the purpose of the funding and the requirements for the principal and Boards with regards to professional growth and leadership.

#### **REQUIREMENTS FOR THESE CLAUSES:**

##### Professional growth cycle

- **Participation in the professional growth cycle is compulsory, together with the requirement for an annual statement.**

##### Coaching and wellbeing support entitlement

- The \$6000 is an entitlement, so the principal has access to this funding as part of their employment conditions. This clause also specifies the purpose of this entitlement – what it is for.
- The funding can only be used for this stated purpose and cannot be reallocated to another budget line.
- The entitlement is a minimum, and the Board is still able to allocate more funding if this funding is insufficient.
- The \$6000 is an annual entitlement, but there is flexibility to allow for any surplus funds to be reallocated to next year's entitlement. This is only by agreement with the school board and must be in writing. Any surplus funds cannot be reallocated to other budget lines. For financial reporting purposes the income must be recognised in the year it is received however, any unspent portion can be carried through as a tagged fund in your monthly management accounts and spent in the following year.
- There is a requirement that a written declaration must be made annually and no later than the last day of Term 4 about how this entitlement has been used. An example can be found in the PPTA templates document on our website.

## **Professional coaching and wellbeing entitlement is payable if...**

1. It is clearly linked to your professional role as a principal.
2. It relates to at least one of the strategies from the school's strategic / annual plan / goals and / or principal's PGC or wellbeing plan.
3. Any external person(s) who is contracted or employed to support the principal's professional role, such as a mentor /coach, has recognised skills and/or qualifications, and experience that are directly related to the development goals of the principal's PGC or wellbeing plan.
4. The employment or contracting of external person(s) to support the principal does not create a conflict of interest. [MOE definition of Conflict of Interest](#)
5. All expenditure of this entitlement would be justifiable in terms of Clause 3.3.1 [[Link to 3.3.1](#)] in the Collective – *reimbursement of actual and reasonable expenses incurred by the principal in the proper performance of the principal's duties* and would meet the standards of the annual financial audit.

**More guidance from the Ministry of Education about the payment can be found [here](#)**

### Scenarios – what could be covered by this entitlement

Scenario 1: Principal A has identified in her wellbeing and PGC plan that having an external person as a mentor/coach would support her professional leadership development. The costs of this external person could be covered by this entitlement.

Scenario 2: Principal B, who resides in Hastings, has identified in his PGC plan that there is a course on leading change in Wellington. The costs of attending that course, including travel and accommodation, could be covered by this entitlement. This would also apply to online course registrations and associated costs such as books.

Scenario 3: Principal C wishes to visit College A to observe how College A has increased student engagement and leadership, which is an identified goal in the annual plan. All expenses associated with this visit could be covered by this entitlement.

Scenario 4: Principal D has identified in her wellbeing and PGC plan that engagement of an external person to support the principal and the SLT to build this team's leadership capabilities would benefit both her professional leadership and her wellbeing. The costs of this external person could be covered by this entitlement.

*NB: There may be other supports that may have been identified in the wellbeing plan that could not be covered by this entitlement (e.g. Upgrade of office space to provide a more positive work environment). This would not preclude the principal and the presiding member from addressing these matters and funding these from other budget lines.*

- ✓ Hours of clinical psychologist for professional supervision.
- ✓ Extension to free school EAP assistance.
- ✓ Support for face-to-face meetings or school visits for Professional Growth Networks.
- ✓ Support for implementation of the new strategic planning requirements
- ✓ Additional Human Resources support for managing tricky or long term staffing issues.

## Further considerations for principals and boards:

What do we know about principals' wellbeing? There are numerous wellbeing definitions and models, developed for the general workplace. [refer to Appendix 1]

But we want to target leaders in the field of education. Deakin University has been conducting longitudinal surveys for both primary and secondary principals in New Zealand – our own context. These Occupational Health, Safety and

Wellbeing Surveys have gathered data from primary principals for six years, since 2016, and, for secondary principals, for two years, since 2020.

*This research project aims to track secondary school leaders' work, health, safety, and wellbeing over time. The research team seeks to collect robust evidence about secondary school leaders' working conditions and work-related health and wellbeing. The evidence generated through our analysis is intended to inform policies and strategies to promote safe, healthy work environments and appropriate support for New Zealand secondary school leaders.*

Arnold, B., Rahimi, M., Horwood, M., and Riley, P. (2022) *The New Zealand Secondary Principal Occupational Health, Safety and Wellbeing Survey: 2021 Data*. Melbourne: Research for Educational Impact (REDI). Deakin University.

#### **Main key conclusions:**

1. Principals find the sheer volume of work overwhelming.
2. Lack of time to focus on learning and teaching.

*'These results illustrate that the current levels of demand pose a threat to the health and wellbeing of school leaders who require additional resources to support them to deal with the demands of their workplaces'. (Arnold, B., et al. 2022).*

#### **The summary of this latest survey reports:**

Compared to a healthy working population, New Zealand secondary school leaders **experienced higher levels of job satisfaction but worse outcomes on the key dimensions of health and wellbeing measured in the survey**. In 2021, secondary school leaders in New Zealand reported that their work had a significant negative impact on their family lives, that their general health had decreased and symptoms of burnout had increased slightly.

School leaders report that the sheer quantity of work they face in their roles causes them considerable stress. The degree of stress caused by quantity of work has increased over the last year. Several other factors, including a lack of time to focus on teaching and learning government initiatives and student mental health issues, also cause school leaders considerable stress.

These results illustrate that secondary school leaders face considerable challenges at work, and that policymakers and administrators must consider how to address these issues. To promote the health and wellbeing of school leaders, it is important to reduce the burden on them and provide additional resources.

This summary clearly demonstrates the need for the compulsory Health and Safety clause now included in the Collective. This ensures that the School Board, as part of their obligations as a good employer, has an obligation to support the principal's professional well-being.

## **Templates for Wellbeing and Professional Growth planning**

1. PPTA has developed templates that combine PGC and wellbeing planning, and the related compliance components. The templates will assist with ensuring school boards are aware of their H&S obligations and the

need to develop a wellbeing plan. You can access the templates on the PPTA website the templates are intended as a guide, they include:

- a) Relevant clauses from Collective.
- b) Reflective questions for principal to consider with regards to wellbeing.
- c) Guidance to ensure the principal has autonomy.

#### **Resources Links:**

1. Teachers' Council FAQs for principals and BOT about the PGC. [Link](#)
2. PPTA documents for advice and guidance [Link](#)
3. UK wellness action plan with reflective questions [Link](#)
4. Templates for external supervision letters of engagement [Link](#)
5. Workplace Wellbeing Programmes - [First Steps NZ](#)

Appendix 1: Some suggested Wellbeing models

<b>Models of Wellbeing</b>	
<b>Te Whare Tapa Whā</b>	<a href="https://www.healthnavigator.org.nz/healthy-living/t/te-whare-tapa-wh%C4%81-and-wellbeing/">https://www.healthnavigator.org.nz/healthy-living/t/te-whare-tapa-wh%C4%81-and-wellbeing/</a> Developed by Sir Mason Durie, the whare represents holistic wellbeing or hauora. The whare’s walls represent emotional and mental (te taha hinengaro), physical (te taha tinana), social (te taha whānau), and spiritual (te taha wairua) well-being.
<b>PERMA-V</b>	<a href="https://www.authentichappiness.sas.upenn.edu/learn/wellbeing">[https://www.authentichappiness.sas.upenn.edu/learn/wellbeing]</a> Martin Seligman's PERMA model proposes positive emotions, engagement, relationships, meaning and purpose, and accomplishments as pathways to well-being. This model adds vitality (built through “eat, sleep, move” as an essential component of well-being.
<b>Five ways to well-being</b>	<a href="https://www.mentalhealth.org.nz/assets/Five-Ways-downloads/mentalhealth-5waysBP-web-single-2015.pdf">https://www.mentalhealth.org.nz/assets/Five-Ways-downloads/mentalhealth-5waysBP-web-single-2015.pdf</a> The UK's new economics foundation distilled over 4000 research articles on well-being onto a postcard advocating 5 effective well-being stretch strategies connect be active take notice keep learning and give.
<b>Wheel of well-being</b>	<a href="https://www.wheelofwellbeing.org/">https://www.wheelofwellbeing.org/</a> This UK based health promotion initiative builds well-being through practises that looked after body mind spirit people place and planet.

Appendix 2:

As you can see in Table 1 below, ‘Over the last year, several sources of stress (sheer quantity of work, government initiatives and student and staff mental health issues) have increased’. Secondary 2022

Table 1: Secondary school leaders’ sources of stress (2020-2021, average out of 10).

<b>Sources of stress</b>	<b>2020</b>	<b>2021</b>
Sheer quantity of work	7.8	8.3
Lack of time to focus on teaching and learning	7.3	7.2
Government initiatives	6.1	7.0
Mental health issues of students	6.7	6.9
Resourcing needs	6.6	6.6
Poorly performing staff	6.7	6.6
Mental health issues of staff	6.0	6.5
Student related matters	6.5	6.1
Parent related matters	5.9	5.5