



# ETBI

## School Management Structure Survey

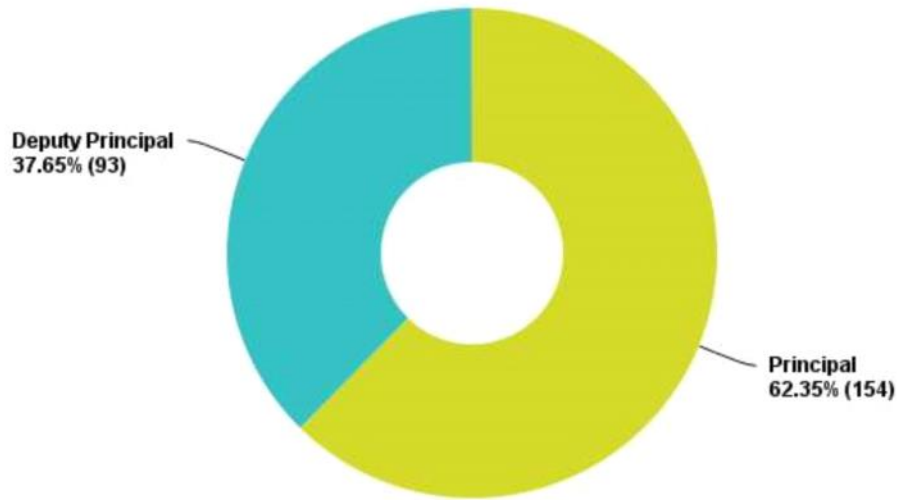
Pat O'Mahony

PDA Conference, Thursday, 13 November 2014

<b>No Schools Surveyed</b>	<b>258</b>
<b>No Principals/Deputies Surveyed</b>	<b>484</b>
<b>Total Responses</b>	<b>252 (52%)</b>
<b>Total Schools Responding (Principals)</b>	<b>157 (61%)</b>

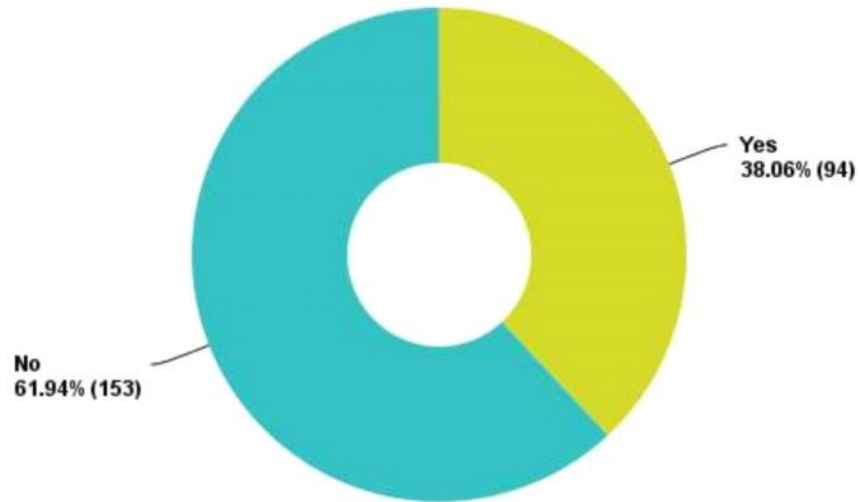


### Q1: Are you a Principal or Deputy Principal?



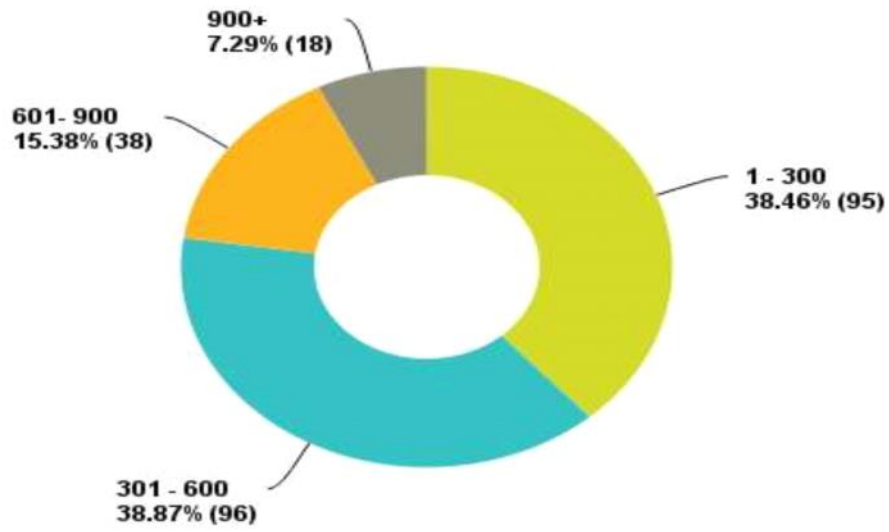


## Q2: Is Deputy Principal ex quota?

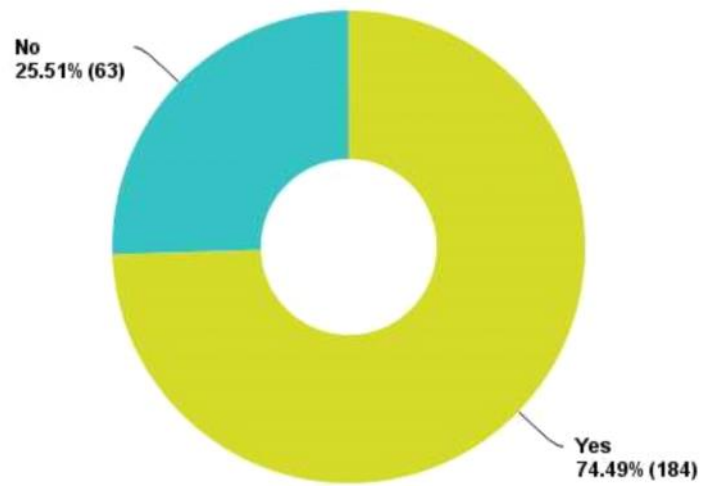




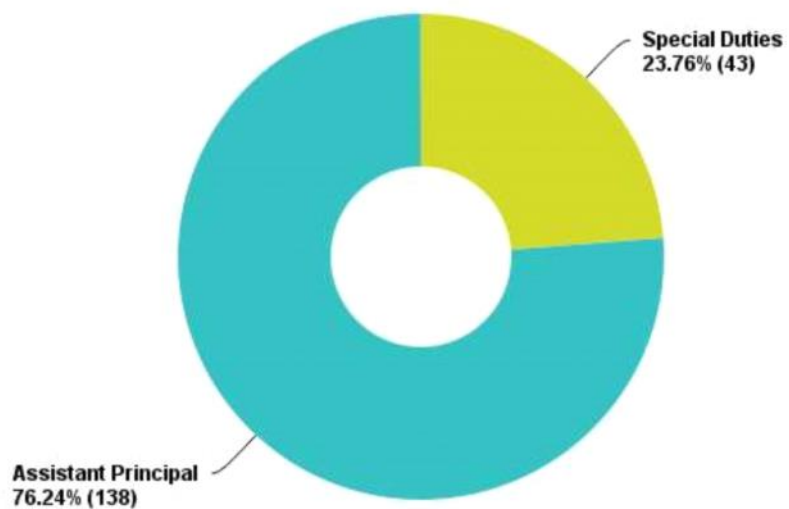
### Q6: Size of school - general



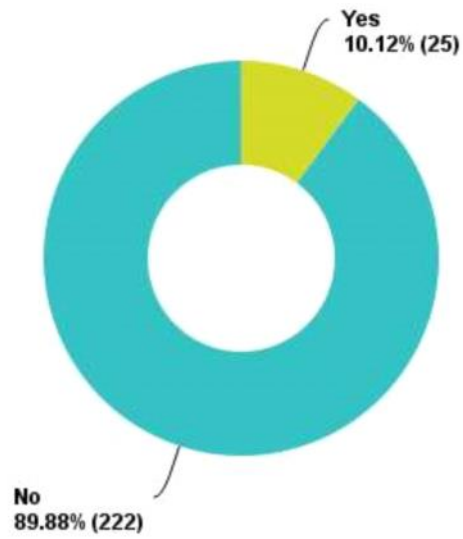
### Q13: Does your school have a Programme Coordinator



**Q14: If your school has a Programme Coordinator, is the post at Assistant Principal or Special Duties level?**

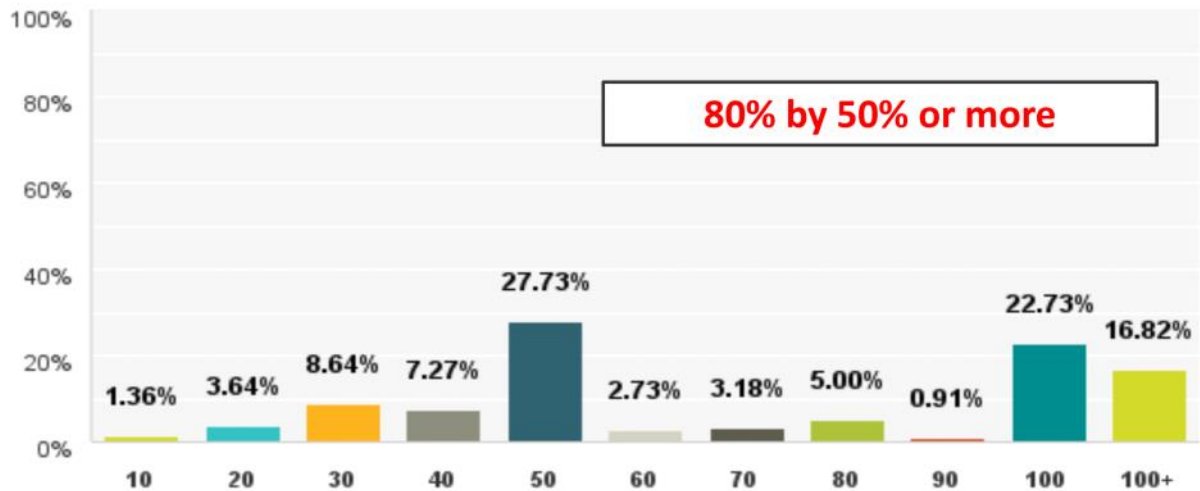


**Q15: In your opinion, does your school have an adequate guidance and counselling service for your students?**

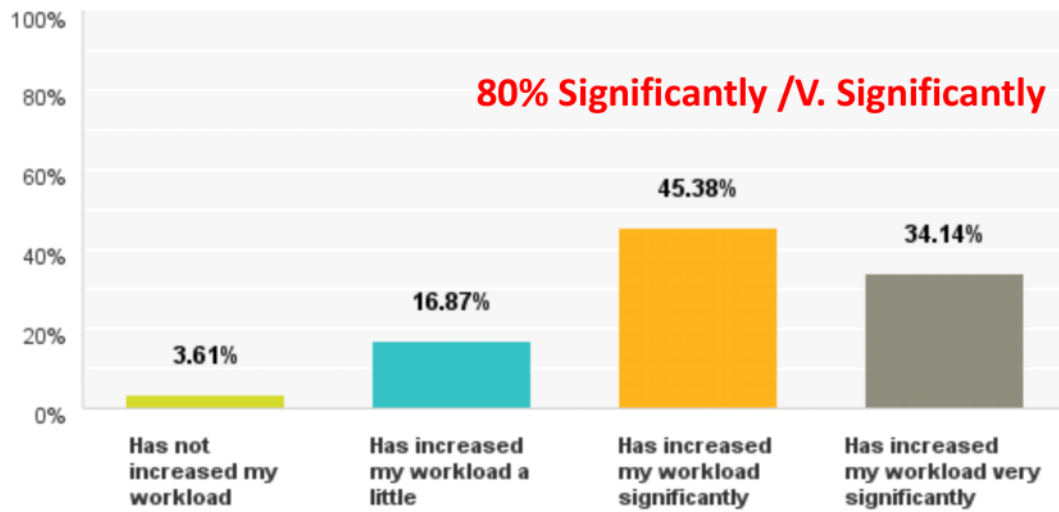




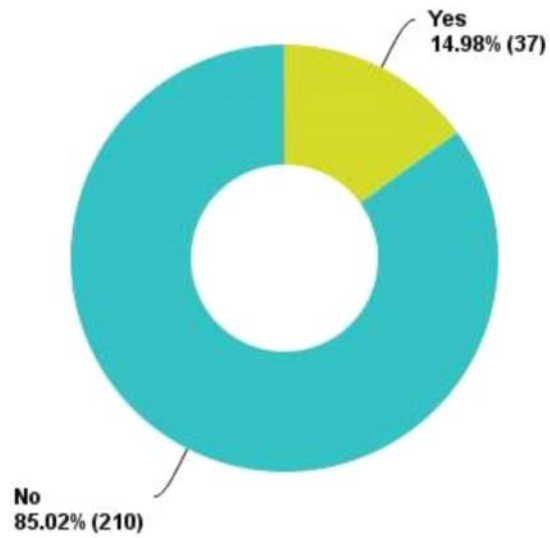
Q16: If your school does not have an adequate guidance and counselling service for students, by what % do you estimate this service would need to be increased to meet the needs of your students?



**Q17: To what extent, if any, has the removal of the ex-quota entitlement of schools to guidance counselling staff increased your workload?**



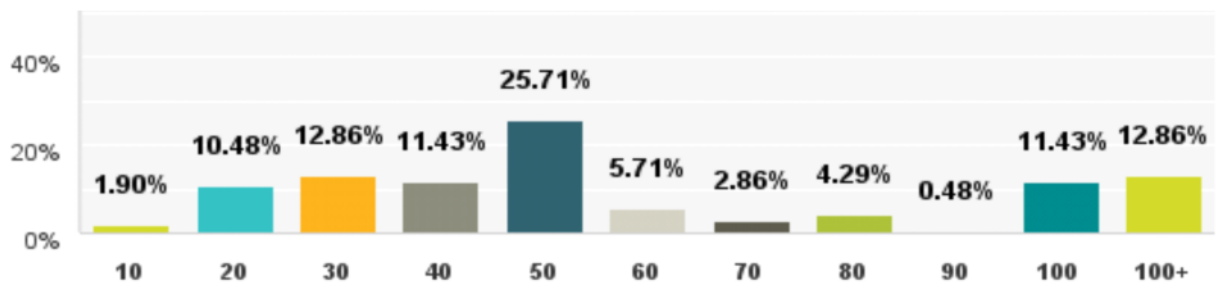
**Q18: In your opinion, does your school have an adequate number of Assistant Principals?**



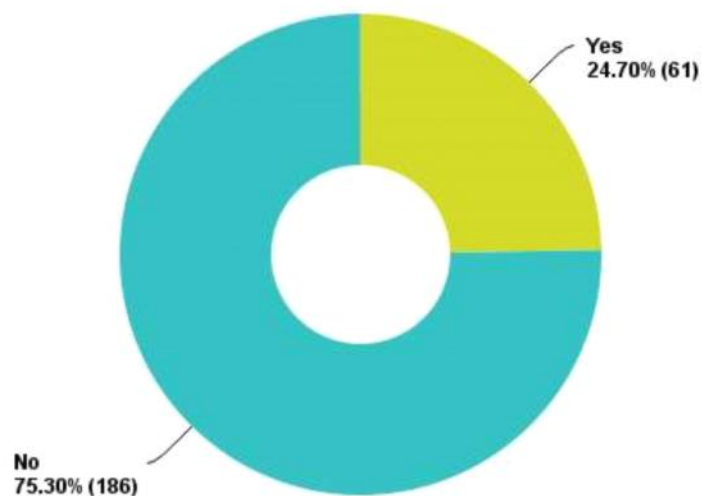
**Q19: If school does not have an adequate no of APs, by what % do you estimate this no would need to be increased to facilitate the effective operation of the school?**



**63% by 50% or more %**



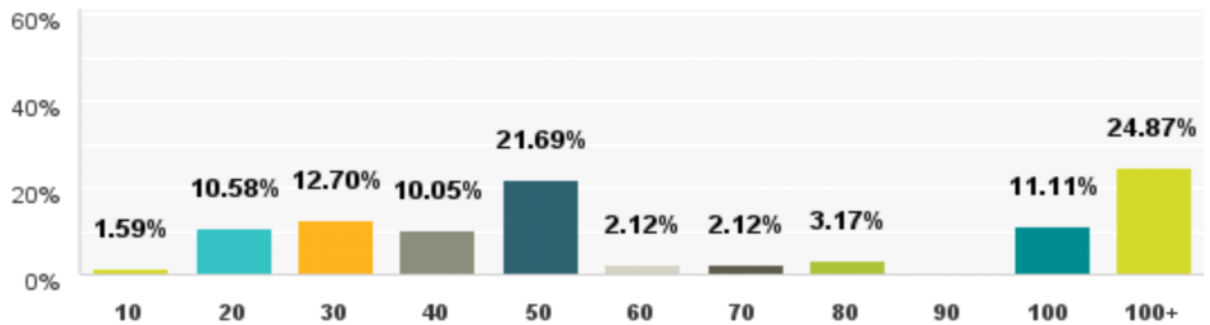
**Q20: In your opinion, does your school have an adequate number of Special Duties post holders?**



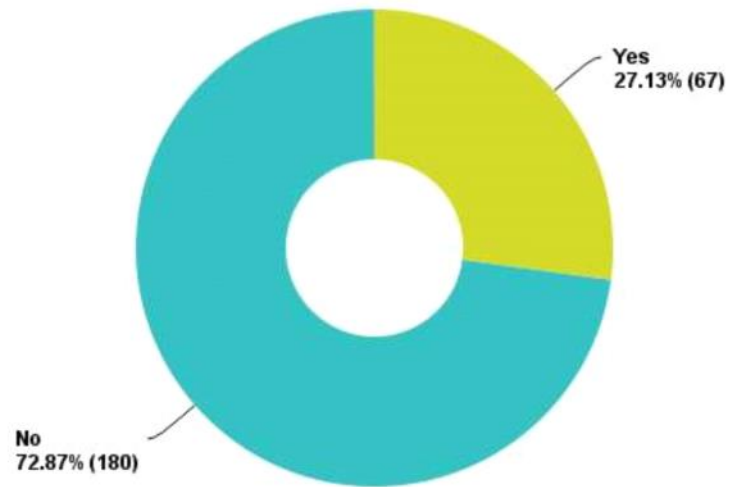
**Q21: If your school does not have an adequate no of SD post holders, by what % do you estimate this number would need to be increased to facilitate the effective operation of the school?**



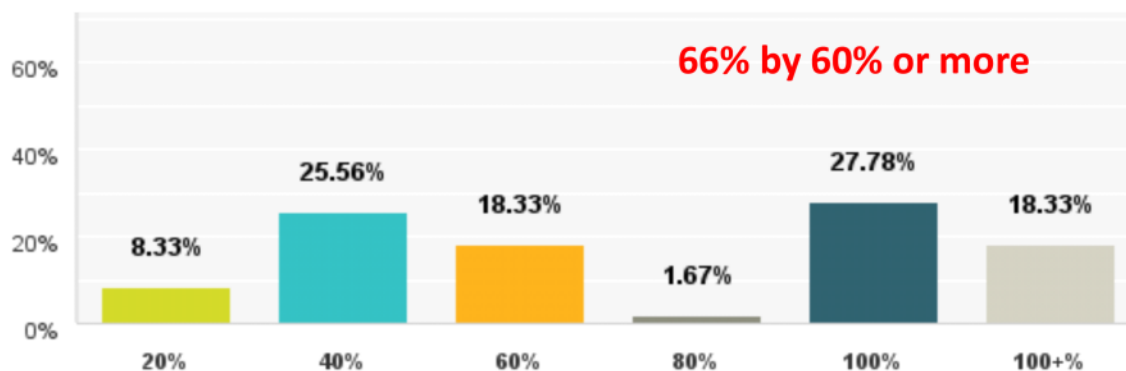
**65% by 50% or more**



Q23: In your opinion, does your school **have** adequate **administrative/clerical** support?



**Q24: If your school does not have adequate administrative/clerical support, in your opinion, by what % do you estimate this support would need to be increased to facilitate the effective operation of the school?**

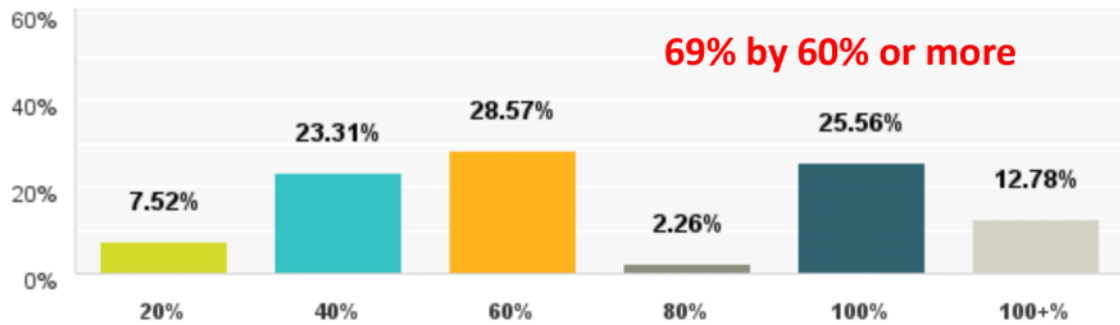




**Q26: In your opinion, does your school have adequate care-taking support?**



**Q27: If your school does not have adequate care-taking support, in your opinion, by what % do you estimate this support would need to be increased to facilitate the effective operation of the school?**



**Q28: Which of the following statements best describe your current situation?**  
 (Please tick as many statements as you feel apply to you)



While <b>principalship</b> /deputy principalship has <b>its challenges</b> , the work load is reasonable	2.02%
While I <b>appreciated</b> that principalship/deputy principalship <b>would have its challenges</b> , the workload and <b>responsibilities</b> are > than I <b>envisaged</b> ; that said, I <b>can cope</b>	18.62%
The workload and <b>responsibilities</b> are <b>much greater</b> than I <b>envisaged</b> ; in fact the <b>workload</b> is <b>barely tolerable</b>	16.6%
<b>While</b> the workload and <b>responsibilities</b> are, in my opinion, <b>excessive</b> and <b>unreasonable</b> , I still <b>enjoy much of the work</b> that I do	38.87%
<b>While</b> the <b>work</b> of a principal / deputy principal is <b>rewarding &amp; important</b> , the workload is so <b>excessive</b> that it <b>impacts negatively</b> on my <b>work-life balance</b>	50.20%
The <b>workload</b> and responsibilities are <b>so onerous</b> that I feel <b>constantly stressed</b>	21.86%
I believe my work is both important and rewarding; however, the <b>inadequacy of the in-school-management system</b> results in <b>constant distraction</b> from my <b>core functions</b>	63.97%

**Q29: How effective do you think current POR system is in facilitating the following in your school?**



	Very effective	Quite effective	Somewhat effective	Quite ineffective	Very ineffective	Total
The effective day-to-day management of the school	4.05% 10	23.89% 59	44.53% 110	15.79% 39	11.74% 29	247
Curriculum development	0.81% 2	8.54% 21	29.27% 72	43.09% 106	18.29% 45	246
The leading of teaching and learning	1.62% 4	10.93% 27	29.96% 74	38.87% 96	18.62% 46	247
The continuous professional development of teachers	1.21% 3	7.29% 18	31.98% 79	40.08% 99	19.43% 48	247
The proactive, holistic care & personal development of students	5.62% 14	27.31% 68	44.58% 111	14.86% 37	7.63% 19	249
Positive student behaviour	4.45% 11	34.82% 86	45.34% 112	9.72% 24	5.67% 14	247

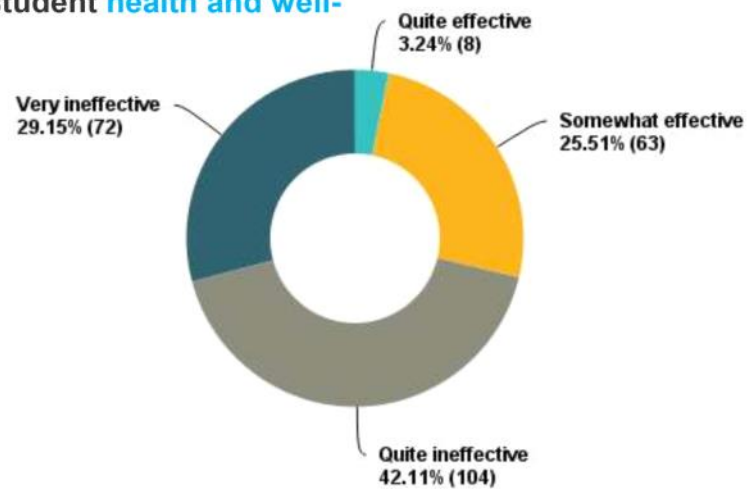
**Q29: How effective do you think the current post-of-responsibility system is in facilitating the following in your school?**



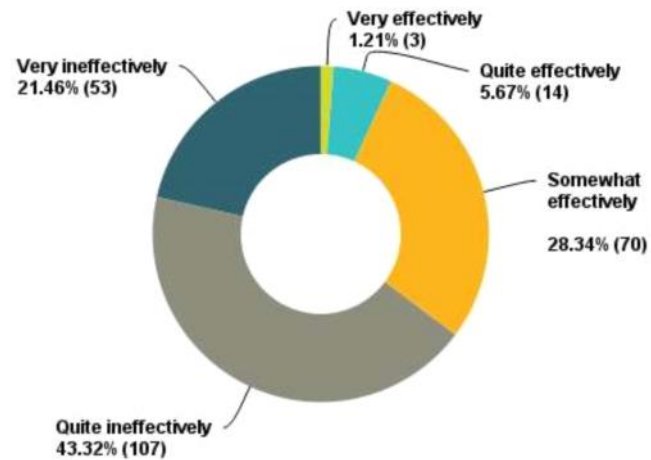
	Very effective	Quite effective	Somewhat effective	Quite ineffective	Very ineffective	Total
Effective school development planning	0.40% 1	10.93% 27	39.27% 97	33.60% 83	15.79% 39	247
Maintenance of good student discipline	7.23% 18	38.96% 97	37.35% 93	12.85% 32	3.61% 9	249
Supporting students with special needs	7.41% 18	28.81% 70	33.74% 82	18.93% 46	11.11% 27	243
The efficient, effective and timely carrying out of administrative tasks	1.61% 4	14.11% 35	37.50% 93	31.85% 79	14.92% 37	248
The development of effective future principals and deputy principals	0.40% 1	8.91% 22	31.58% 78	37.25% 92	21.86% 54	247



Q30: How effective do you think the current post-of-responsibility system is in **facilitating educational reform** (implementation of **Junior Cycle Framework**, school **self-evaluation**, implementation of **programmes to improve student health and well-being**, etc.) in schools?



**Q31: How well does the current post-of-responsibility system provide a career structure for teachers that caters to the different professional strengths of teachers in a school?** For example: some may have a **pastoral orientation**, other teachers may have a **curricular focus**, while more may have an **aptitude for adminis**



**Q32: Indicate the extent to which you Agree / Disagree with the following statements regarding the current POR system?**



	Agree totally	Agree substantially	Neither agree nor disagree	Disagree substantially	Disagree totally	Total
It effectively <b>meets</b> the specific <b>management needs</b> of schools	<b>0.81</b> % 2	<b>12.10%</b> 30	<b>13.71%</b> 34	<b>50.81%</b> 126	<b>22.58%</b> 56	<b>248</b>
<b>Everyone</b> has a <b>reasonable chance</b> of getting a <b>post</b> of responsibility in the <b>long term</b>	<b>0.81</b> % 2	<b>5.69%</b> 14	<b>10.57%</b> 26	<b>38.62%</b> 95	<b>44.31%</b> 109	<b>246</b>
It <b>gives</b> schools the <b>freedom</b> to <b>devise</b> their <b>own posts</b> - depending on the needs of the school	<b>3.23</b> % 8	<b>30.24%</b> 75	<b>23.39%</b> 58	<b>31.85%</b> 79	<b>11.29%</b> 28	<b>248</b>



**Q32: Indicate the extent to which you Agree / Disagree with the following statements regarding the current POR system?**



	Agree totally	Agree substantially	Neither agree nor disagree	Disagree substantially	Disagree totally	Total
It avoids competition between staff for posts - thus avoiding conflict between staff	0.81% 2	6.07% 15	21.86% 54	38.87% 96	32.39% 80	247
The system's strengths outweigh its weaknesses	0.81% 2	12.90% 32	27.02% 67	36.29% 90	22.98% 57	248
The system's weaknesses outweigh its strengths	23.11% 55	27.73% 66	29.41% 70	15.55% 37	4.20% 10	238
Leaves far too much responsibility (and workload) in the hands of the Principal & Deputy	52.42% 130	38.31% 95	4.84% 12	3.23% 8	1.21% 3	248

**Q32: Indicate the extent to which you Agree / Disagree with the following statements regarding the current POR system?**



	Agree totally	Agree substantially	Neither agree nor disagree	Disagree substantially	Disagree totally	Total
<b><u>Does not</u> allow for delegation and dispersed leadership/management</b>	<b>21.46%</b> 53	<b>48.58%</b> 120	15.79% 39	12.55% 31	1.62% 4	247
<b>Post holders <u>are</u> accountable for how they undertake their duties</b>	5.26% 13	36.44% 90	19.84% 49	<b>30.77%</b> 76	<b>7.69%</b> 19	247
<b>Post holders have <u>no real</u> authority for managing other staff</b>	<b>35.10%</b> 86	<b>40.41%</b> 99	11.84% 29	12.24% 30	0.41% 1	245
<b><u>Does not</u> allow <u>aspiring</u> leaders to <u>build</u> their competences</b>	<b>22.04%</b> 54	<b>44.08%</b> 108	15.10% 37	17.14% 42	1.63% 4	245

**Q32: Indicate the extent to which you Agree / Disagree with the following statements regarding the current POR system?**



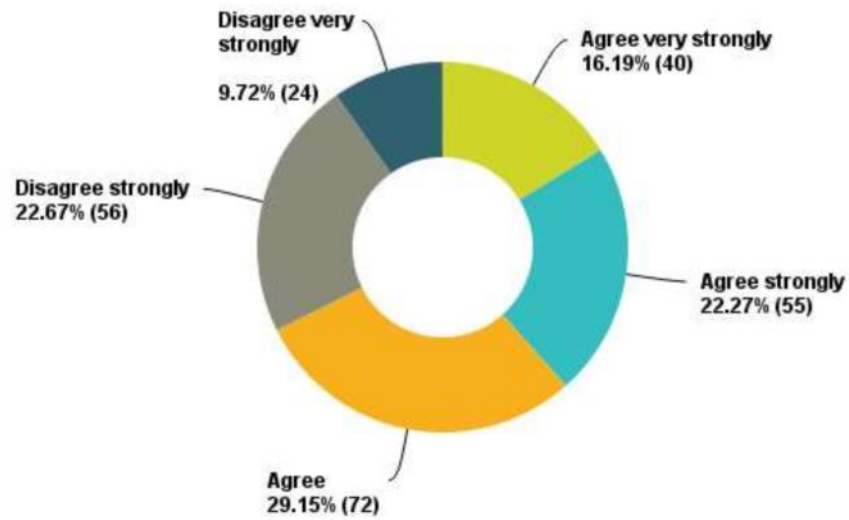
	Agree totally	Agree substantially	Neither agree nor disagree	Disagree substantially	Disagree totally	Total
There is <b>no agreed standard (KPI)</b> to which post duties must <b>be carried out</b>	<b>44.13%</b> 109	<b>42.91%</b> 106	<b>7.29%</b> 18	<b>4.86%</b> 12	<b>0.81%</b> 2	<b>247</b>
It <u>does not</u> provide <b>value for money</b> in terms of school management	<b>32.24%</b> 79	<b>28.98%</b> 71	<b>24.08%</b> 59	<b>12.65%</b> 31	<b>2.04%</b> 5	<b>245</b>
The system is not fit-for-purpose	<b>33.20%</b> 82	<b>38.46%</b> 95	<b>15.38%</b> 38	<b>11.34%</b> 28	<b>1.62%</b> 4	<b>247</b>

**Q33: If a new middle-management system was being established for, which of the following elements would you consider important in such a system? (Tick as many options as you consider appropriate)**



Each post is clearly specified in terms of the authority of the post holder, the responsibility of the post holder, and the way in which the post holder is accountable for delivering on those responsibilities.	76.92%
Applicants apply for a specific post and are appointed exclusively on the basis of their perceived capacity to deliver on all post responsibilities	51.82%
Post holders have delegated authority to manage other staff, in line with their responsibilities and job specifications, under the overall management of the principal and deputy principal.	61.13%
Post holders are accountable for how they deliver on their responsibilities.	79.76%
To facilitate post holders acquiring a range of school leadership/management competences over time, appointment to middle management posts might be for a limited number of years, with eligibility for reappointment.	64.73%

Q34: To what extent do you **Agree / Disagree** with the following statement? 'The **current post-of-responsibility system** in second-level schools **is capable of being incrementally improved** over time to ensure its fitness for purpose'.





**Q36: If additional PORs were to become available, what would be your priorities for the deployment of such posts?**



	Critically Important	Very Important	Important	Somewhat Important	Not Important	Total
<b>Student welfare generally &amp; student management</b>	57.50% 138	29.58% 71	10.00% 24	2.92% 7	0.00% 0	240
<b>Leading programmes to improve student mental health and well-being</b>	44.40% 107	34.02% 82	16.60% 40	4.98% 12	0.00% 0	241
<b>Curriculum development</b>	37.70% 92	38.93% 95	19.26% 47	4.10% 10	0.00% 0	244
<b>Subject coordination</b>	13.39% 32	35.56% 85	29.71% 71	17.57% 42	3.77% 9	239
<b>Leading teaching and learning</b>	56.73% 139	31.43% 77	9.80% 24	2.04% 5	0.00% 0	245

**Q36: If additional PORs were to **become available**, what would be your priorities for the deployment of such posts?**



	Critically Important	Very Important	Important	Somewhat Important	Not Important	Total
<b>Leading the use of ICT to facilitate teaching and learning</b>	35.68% 86	40.66% 98	16.60% 40	6.64% 16	0.41% 1	241
<b>Day-to-day administration</b>	16.25% 39	32.92% 79	33.75% 81	15.83% 38	1.25% 3	240
<b>Implementation of new Junior Cycle Framework</b>	34.60% 82	35.44% 84	15.19% 36	8.02% 19	6.75% 16	237
<b>Student Assessment &amp; AFL</b>	41.32% 100	40.50% 98	14.05% 34	2.89% 7	1.24% 3	242



**Q36: If additional PORs were to **become available**, what would be **your priorities** for the **deployment** of such posts?**



	Critically Important	Very Important	Important	Somewhat Important	Not Important	Total
SSE and SDP	45.53% 112	38.21% 94	13.01% 32	2.03% 5	1.22% 3	246
Policy development	21.90% 53	39.26% 95	28.51% 69	7.85% 19	2.48% 6	242
Anti-bullying	31.93% 76	36.55% 87	26.89% 64	4.20% 10	0.42% 1	238
Coordination of support to students with SEN	45.04% 109	35.95% 87	17.36% 42	1.65% 4	0.00% 0	242

# Individual Comments



- I feel that **nothing will come from me filling out** this **questionnaire** .... so effectively more of my time has been wasted while my **workload increases minute** by minute.
- **PORs** should be for **managing people** ... not looking after items such as **lockers**, **exams**, programmes, etc,
- the **current structures** and post holders are set **in place in my school for many years** and **despite** a number of **attempts** by myself and the principal it has **proved almost impossible to bring about** an increase in **modernisation** ... and flexibility to **meet the needs** of the **school**.

# Individual Comments



- **Workload** has **increased exponentially** over the years.
- Have **no time** to **lead teaching**/learning, **chat** professionally or personally with staff members, **meet** with students **who do not have serious discipline** issues.
- Virtually **confined** to the office **desk**, and yet **don't seem** even able to **meet** the **administrative** tasks
- Feel I'm **drowning** in **paperwork**
- **Workload** and **responsibility** being **heaped** onto the shoulders of **senior management** is becoming **unbearable**
- Currently have **no year head** for 3<sup>rd</sup>, TY and 6<sup>th</sup> years

# Individual Comments



- Rarely **avail** of **midterm** breaks, etc. ...**no way I can sustain** my current **commitment** to this job. This is **sad** as I love what I do
- The **job** has **become** very difficult ... the demands have increased to the point where I am **questioning** the **value** of the **job** at all.
- **Workload** is **overwhelming** and can't be done properly. The **students** are **suffering** ... **staff morale** is at an **all-time low** with **promotion** opportunities **nonexistent**.
- I **can't see myself in** the job in **3 years** and I am **only 54** as I just **can't cope** and **feel overwhelmed** with the work

# Individual Comments



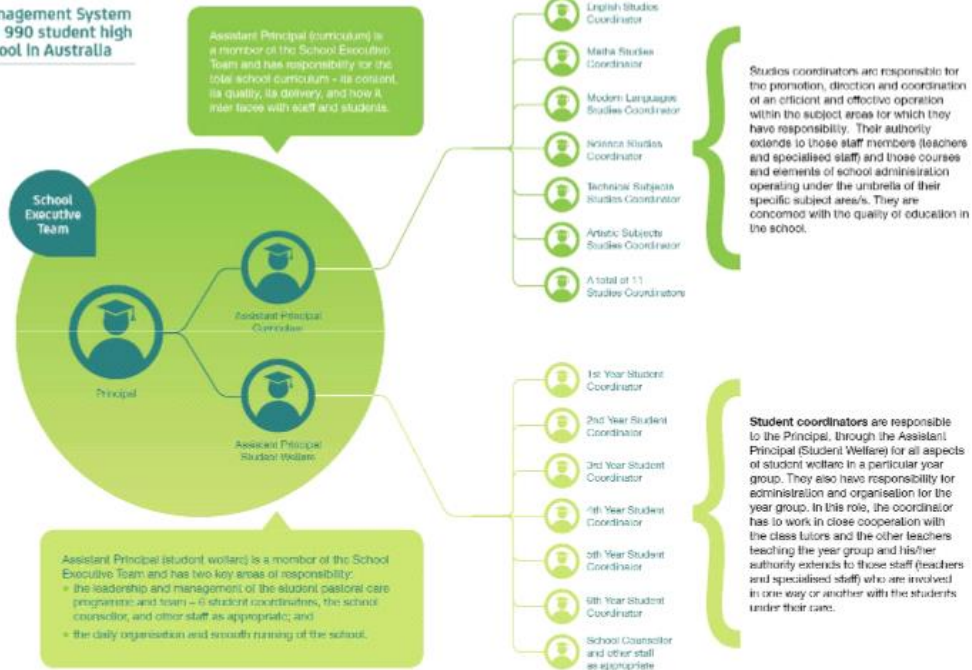
- There are **certain functions** in middle management that are **more suited to** people with **specific qualifications** ... not necessarily qualified teachers. For example, Financial Controllers, Computer Technicians, HR experts.
- **Management** is being **stretched to breaking** point.
- Schools are **depending on voluntary effort** which **undermines** the authority of the **principal**
- **More admin** support is **crucial**
- **Small schools** quite often have the **same range of programmes to run**, policies to develop as larger schools and therefore they **need as many post holders** to develop these as a larger school.

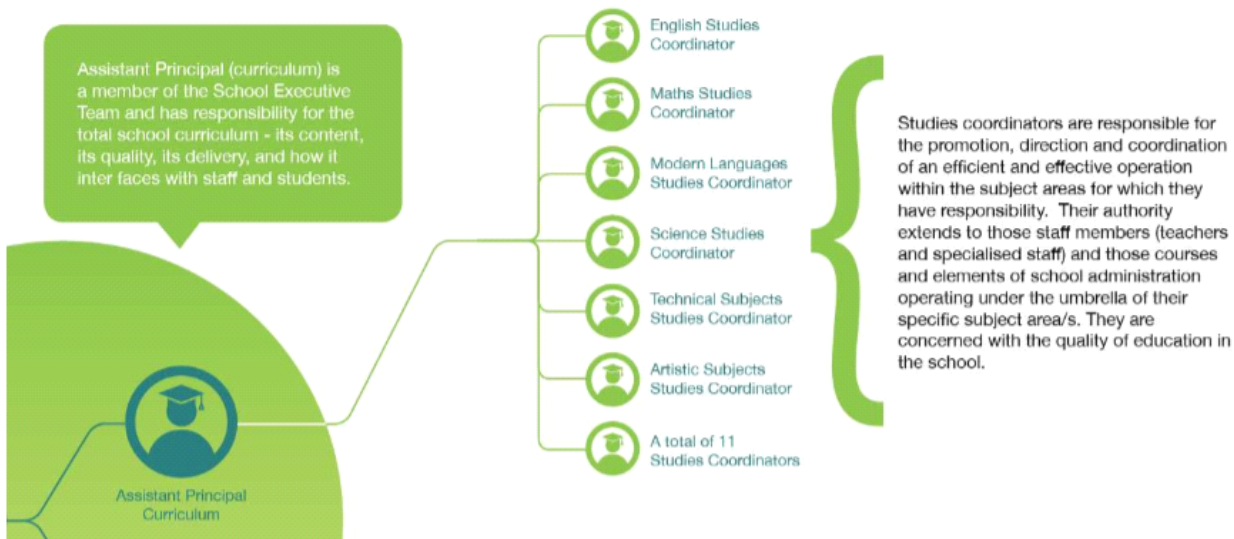
# Individual Comments



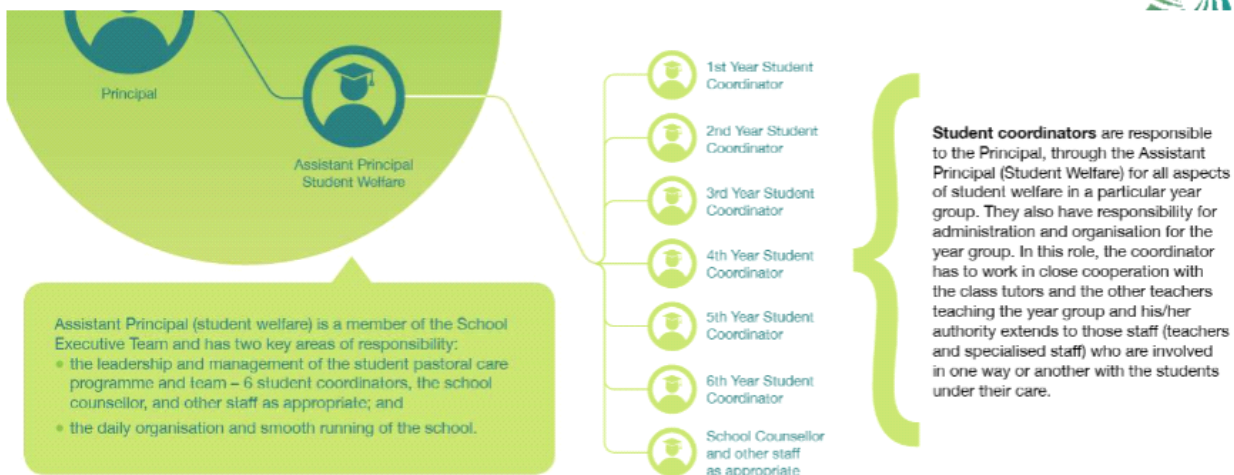
- In the **last 5 years** we have **lost 6/7** posts due to the **moratorium** while despite the **increased workload** being placed on senior management .
- The **moratorium** on replacing post-holders has been a huge **retrograde** step ... the **level to which a school must sink** before being allowed to replace a post-holder is **disgraceful**.
- **Dedicated** FE colleges need to be **considered** separately. The needs are different ... something along the lines of the **Mclver Report 2003** needs to be **put in place** for the **FE colleges**.
- **FE College** is often **forgotten** in the **mix** here.

**Management System  
In a 990 student high  
school in Australia**









## Key Elements in NSW Model



- Model is **scalable** – smaller schools Subject can be **combined** to create **English/History** Dept.
- **Entitlement** to a post **depends** on no of **teaching contact hours** in a particular subject – so **studies coordinators** can receive **different** post **allowances**.
- Similarly, for **Student Coordinators** (not year heads) the **allowance** depends on **no of students** in one's care.

## Key Elements in NSW Model



- **Appointments** based on **demonstrated capacity** to meet **job specific** requirements
- **Appointments** (Catholic System) for **5 years**
- **After 5** years post holders **can reapply**
- **Aspirant** principals/deputies **seek experience** in **different** posts – so can **demonstrate capacity** for promotion

## Key Elements in NSW Model



- Staff **drop in and out** of posts (5 years) to **accommodate** other **elements** of their lives.-
- **Performance management** applies to **all** posts
- A **teacher** teaching **English & History** to **1<sup>st</sup>, 2<sup>nd</sup>** and **6<sup>th</sup>** years could have **several line managers** – **3** student coordinators and **2** studies coordinators