



Investigate whether Area
School principals would value
a principal's supervision
process and develop the
principles of a supervision
process

By

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Abstract

This small project highlights the need for agencies and organisations including the Ministry of Education to offer a service that is funded through a school's operational grant to support principals throughout their professional careers with an understanding that their stress loads impact on their personal mental and physical health. Overseas research shows that a lack of support has led to higher incidences of principals' burnout and those leaving the profession.

Although the project is based on data presented by Area school principals, there is also comparative data from Waikato primary and secondary school principals. Results indicate that no matter where principals are situated, they are genuinely in need of an advisory service provided by competent professionals from the education industry who have experience and personal qualities to provide this support.

Some principals also want access to counselling services funded by the Ministry of Education.

Introduction

There is a significant amount of stress, moral dilemmas or facing a new threat in the daily business of a principal's workload. In similar government professions like the Police and the Health sector, an opportunity is always offered to their employees for counselling to help them cope.

I am suggesting that the education sector of our country offers principals a comparable opportunity; not necessarily counselling, but of a supervisory nature. Principals are provided with in-depth workshops in the future direction of education, but they do not always have the time to reflect on this. They are 'fire-fighting' the issues that come into the school on a daily basis, along with the compliance requirements of the Ministry of Education (MOE).

Principals' supervision would provide a chance to discuss their personal and professional stresses in a private and confidential manner. The supervision does not have to be of a counselling nature, although that is the easiest option. It could also be a group of principals who have retired or have left the profession and could become a body of individuals that provide such a service to their colleagues.

Area School principals are often in remote areas of New Zealand. There is the unenviable task of not only dealing with the isolation of their establishments, but also having to grapple with both secondary and primary curriculum structures. Added to that there are the complexities and fluctuations that occur through the changing directions of the MOE regarding the educational trends.

Definition of Supervision:

Supervision is described in this report as the time spent with a professional supervisor who can help to moot specific deep questions to support the well-being of the principal in their bid to sustain and maintain the planning for leading the educational achievement of students in their care. The outcome of the project

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would be that it will lead to, "a healthy principal, one who can make informed decisions with clarity and thought."

So much of the work principals do is about future focus and thinking. However, often the very people that need to deliberate and question: 'where to from here?' are snowed under with the daily grind of the job. Principals are often burnt out, lose interest in the job and so the school suffers. A change in leadership often creates unease for the school and community. Principals also take a lot of criticism and anger that is directed at others but aimed at the principal. There are many more similar situations that simply add to the stress of the job. If we want to keep our principals sane and effective, then a process that supports this individual is imperative and in my opinion, cost effective.

Literature Review

Significant, but a very small body of overseas research suggests that principals experience battles and dilemmas on a daily basis. There is not much research that has been done in this field in New Zealand.

Managers experience occupational hazards such as burn out because, by the very nature of their work, they face serious organisational and administrative problems, scarce resources, role ambiguity, and role conflict (Neville, 1981). Friedman, (2002) has cited that school principals experience substantial situations of stressors from the struggles of maintaining high student achievement and an up-to-date learning environment to the constant stream of parent complaints whilst addressing the needs of compliance from government authorities. Some researchers have argued that principalship is one of the most difficult, complex, and challenging jobs in the nation (Battle, 2010; City, Elmore, Fiarman, & Teitel, 2009; Hoffman & Johnston, 2005; Kegan & Lahey, 2009; Wagner et al., 2006). Currently, the body of research has been small worldwide, but there is sufficient evidence that principals do need support in a unique and deep level.

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So what does the research indicate? Friedman (2002) conducted a survey of 821 principals in Israel, Drago-Stevenson (2012) 25 Independent and Catholic principals who formed a supportive group in New York, and a project by Tomic and Tomin (2008) who surveyed 514 principals in The Netherlands. Their combined results suggests that principals are expected to shoulder not only the huge responsibility of moving a school curriculum forward in innovative ways to sustain the development of 21st century teaching and learning but also to counter the constant criticism from parents, staff and the community. Or, as Drago-Stevenson (2012) says:

With the demands of leading schools in the 21st century, the majority of these principals expressed that they struggled to carve out "enough time" to renew themselves (p.3).

More specifically, a burned-out school principal experiences physical, mental, and cognitive exhaustion; emotional and personal detachment from recipients of services (teachers, students, and parents); and belittles and derogates those who work for or with him or her (Friedman, p.649, 2002). Blaydes (2002) underlined:

Principals have the power, the ability, and the compassion to make the world a better place, but only if they have learned how to sustain their well-being" (p. 52).

Shoho, Barnett, & Tooms, (2010) suggested that although principals are generally satisfied in their jobs, the scope seems vast and at times overwhelming (p.3) Donaldson, (2008) Elmore, (2004) and Fullan, (2009) believe that principals have the difficult task of leading in an atmosphere of high-stakes standards-based reform, increased accountability, and severe budget cuts. Moreover, with the prospect of teacher shortages in remote areas, turnover, and an increasingly diverse student population these are among other crucial issues that Area School principals are confronted with every year. The job does not diminish; and it

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has, in my opinion, become more complex and more stressful. As Tomich and Tomich (2008) cite in their article, *Existential fulfilment and burnout among principals and teachers*:

....every year a great many teachers and principals feel themselves unable to continue their work" (Whitaker 1995; Maddox 1998; Flowers 2004; Herman and Marlowe 2005; Liu and Li 2005; pages 11 – 27).

In particular, principals feel drained and exhausted. A recent article by Heather Jane in the Educator (29th April 2015) describes a small survey of 40 – 50 Tasmanian Principals who took part in a 4 year Australian Principal Occupational, Health, Safety and Wellbeing Survey conducted by Phillip Riley from the Australian Catholic University (ACU) that

...."principals suffer from health problems such as a lack of sleep, burnout, stress and physical aches and pains at double the rate of the general population. Their sleeping problems are more than double the rate of the general population," (Riley, P. 2015)

If we want our school leaders to work effectively drawing on their usually vast knowledge of learning, and their desire to help reform and shape the future of education, then what and how are we going to care for their well-being?

Methods and Research methods

I used two methods, one for quantitative results and one for a qualitative approach to triangulate the data. An online survey monkey (see Appendix 1 for the survey and results) was sent to Area School principals but also to primary and secondary school principals in the Waikato region. I wanted to see if there was a difference in the responses from principals in Area schools and that of primary and secondary schools.

I also interviewed 3 Area school principals, from various parts of New Zealand. I was approached by many principals but I focused on Area School principals for this project. One of these principals personally asked me to interview him so that I could record his story as it gave an interesting perspective to

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my project. All three interviews were vastly different from each other and all had issues of stress that could have caused them to move on and out of principalship. I have briefly described their stories and the support (or lack of it) they received from their situations.

Findings and Analysis

Quantitative analysis

In total 70 principals (this includes 16 Area School principals) completed the survey.

The data presented through the survey monkey results indicate that there is a need for support for not just Area School principals but all principals in New Zealand. The comments suggest that although many principals love their work and come to the job with enthusiasm and ideology from their experience and readings, they quickly become immersed in issues outside their main brief; that of raising and maintaining student achievement in their schools. In some cases, a new principal inherits a school with problems. One principal (No.18, question 1) said'

"I was a first time principal who took over after the retirement of a long standing principal who had had a very steady stable staff. When I started it was evident that the principal had not kept up with the profession and the staff were all on 'cruise control due to very low expectations. Over the past two years I've raised the expectations and along with that some teachers have felt uncomfortable with me expecting them to meet our professional standards! Two teachers have retired, one resigned to be a stay home mum with her second child, and whilst going through the process of advertising for a new DP I had to employ two fixed term teachers at different times of the year who both had hidden agendas. During all this time there was a lot of pathetic 'high school girls' gossiping and backstabbing. Now they've all gone and I've employed genuine people who see the importance of being a professional the school culture has already drastically changed. Needless to say during this time my stress levels were challenged due to those few unprofessional ones." (Principal no.18)

Teacher quality, the appointment of teachers, and the resultant school culture is valued by all principals and all of them have had varying degrees of success and all of them have indicated the stress this can cause. Newly hired teachers need to become part of the school culture and

provide an excellent classroom experience for their students. Principals suggest that this can be a major issue if the appointment is not successful. For principal no.8 and 28 (question 1) in the survey:

“There are 2 distinct areas of stress. 1) Teachers who do something silly/dumb/inappropriate etc., who create a stressful situation or who are under stress from home- life issues. divorce, illness etc., 2) Under performing teachers who don't care/ don't recognise/ run to union but their poor performance cause you stress via unhappy students/ community/ colleagues” (Principal no. 8)

“When teachers act as professionals then very little stress occurs, some teachers do not act professionally and this causes a great increase in stress levels for all members of the learning community especially the principal. Currently I am not affected however this has not always been the case.” (Principal no. 28)

The data also suggests that Area school principals, perhaps due to their isolation, would value a service of support for their stresses more than those of primary and secondary principals.

“It is a lonely job which can be much more challenging when you are dealing with personal attacks on your integrity and professional position.” (Principal no. 7, question 5)

“I have actively sought support and guidance from peers. This is not easily garnered - often it is assumed that all is well and (my school is remote) out of sight, out of mind plays a key role in being 'forgotten about'.” (Principal no 1, question 5)

The response to the question on principal stress caused by dealing with the parent community in question 3 also caused some issues. Principals no. 8 and 9 respectively quoted:

“.....Respect for the school, good education and teachers is on the wane, while pop psychology and over expressed opinions from people who have no training or experience is very much on the rise.” (Principal no.9)

“Always aware that I am potentially only one complaint away from a possible employment issue, based on carpark rumour or gossip. Also a concern that our employers as principals are these same parents....” (Principal no. 8)

Principal no. 5, question 3 states something that supports anecdotal evidence from many principal meetings I have attended:

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"We have a system in place for parent to voice their concerns, very few of them do it. The preferred method seems to be ignore any facts do you over on Facebook, talk over an oversimplified solution at the pub. Hassle some board members then when a good head of steam is worked up and everyone agree the school is shit and hasn't done anything about this problem, someone (but not the complainant) will get in touch. Respect for the school, good education and teachers is on the wane, while pop psychology and over expressed opinions from people who have no training or experience is very much on the rise." (principal no. 5)

This is a concern as rural communities struggle to find suitable Board members who allow the principal to do their job without their interference.

"Within a small rural school you find that the board members and teachers/support staff tend to have strong ties (sometimes even family ties) and are therefore not trustworthy in keeping things confidential. Therefore there are many times where I wouldn't share things with the board. Also it was unfortunate that one of the teachers who cause so much undermining and negativity was actually the staff rep to the board and managed to taint them somewhat too!" (principal no.7, question 7)

"BOT is the worst time of the month and it is this that is driving a lot of Principals out of education." (principal no. 6, question 10)

Principals were asked about their current support structures. Here are some comments:

"Most of my support is from my partner who has no connection to the community or school, He can give a clear perspective of situations. The Board Chair is good - however he is stepping down and the replacement chair is not as skilled, I hardly ever approach an advisor for the fact that I have felt that they seem a little 'weary' of professional support. It would be good to have another mentor who is similar in age and circumstances rather than so removed as many of them are. I use STA they are helpful." (Principal no. 8, question 13)

"Within a small rural school you find that the board members and teachers/support staff tend to have strong ties (sometimes even family ties) and are therefore not trustworthy in keeping things confidential. Therefore there are many times where I wouldn't share things with the board. Also it was unfortunate that one of the teachers who cause so much undermining and negativity was actually the staff rep to the board and managed to taint them somewhat too!" (Principal no. 9, question 13)

So the general agreement amongst principals, and one that confirms the findings from the research conducted overseas, from this small survey indicates that they would welcome a

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service (Question 14), one they could access 'freely' should things become difficult.

"If that professional service was experts able to help solve/resolve the issues I would use it considerably more often than if it is simply dealt with the stress caused by the issues." (Principal no.8, question 14)

"As above, depends on the quality of the advice and understanding of those giving it. My Board and I have been to various educational experts over the years and got some rubbish advice or ineffectual advice. My call is always to ask the person on the other end for an example school where this has worked." (Principal no.6, question 14)

"There actually has been a counselling support system set up for Chch principals. I was fortunate to be given access and received 6 sessions. This needs to be rolled out across the country. (I am not in Chch." (Principal no.1, question 14)

The survey conducted over a period of 4 months from January 2015 – April 2015, has uncovered many areas that need to be further examined. This is further validated by the qualitative responses from 3 Area School principals whose stories are described in the next section of the findings.

Qualitative responses:

I interviewed three Area School principals. I taped their stories, and have tried to faithfully describe succinctly and concisely their responses below. Their main concerns are highlighted for consideration to reflect this project.

Principal 1:

This principal began our dialogue by telling me a true story about one senior leader from his school getting a job as principal in another school and a few months later this new principal committed suicide. He believes that it is possibly because when principals first move into this position, it can be overwhelming and there appears not to be any support for you.

And that exemplified his experience as such....He did the First Time Principals' Programme (FTPP) but he didn't feel as if it helped as much as the aspiring principals' programme and neither programme offered what was needed to perform in the position. He was placed with primary principals at the FTPP and he felt that it didn't really help. He acknowledged that they were good people but thought that working with a group of experienced principals would have been more useful.

This led to his period of stress: He applied for the position of principal in a school where he was already a deputy principal and so there was always another conversation about this amongst staff and community; whether it was the right thing to do. He felt that there is a label given to people like himself in that they may be prescribing to the same style of leadership as the incumbent principal and an assumption made that you will be leading in the same or similar style. *"Same old, same old."*

There was an obvious interest in a principal that was Maori. Of the 4 applicants for this position, 2 were Maori and one was fluent in Te Reo who was also a well-known person in the community and worked for the Ministry of Education. Thus, his appointment to principal in this school unfortunately led to him not getting a formal welcome to the school.

He had been the acting principal for 6 months in this school and throughout this time the appointment was vigorously challenged. He felt that he was a survivor of a great deal of unpleasantness from the staff as well and it also split the staff; and this from staff that he had worked with for a long time and felt comfortable with and had supported.

And this was the time that he would have liked a mentor/coach. The Ministry of Education was fully aware of the situation and they kept abreast of the issues.

At the end of the year at the senior prize giving, one of the senior Maori teachers sent him out to call him in (as is the protocol). So the formal welcome was eventually done a year and 6 months after he took office. But it took a long time for him to unpack his responses to all of this, reassess how he worked with his colleagues, etc. But internally he was haemorrhaging, and although weak externally, walked steadily and it is how he now manages in his position.

The confidentiality of the process and the only person who knew what he was going through was his wife. And although the Ministry of Education knew what was going on, no-one was dealing with how he was feeling. And he still bears the scars to this day.

He doesn't know if there would have been someone that he could have developed a trusting relationship to be able to talk about the challenging issue about how he was feeling. What he learned was that you can't be a friend to the staff. It's not a time to be vulnerable, or unsure. He felt that "*change doesn't happen like you think it should*". And he was surprised (but not any longer) of the discontent from staff when he was appointed. This discontent was also spread by the person who did not get the position. This made him feel defenceless, and has led to him establishing restorative practices in his school; he calls it "*an investment of time*".

His suggestions for this project: He believes that being part of a group of principals that he admires and trusts is useful. He thinks that the principal just needs someone to tell and talk to, not to fix the problem; a very skilled practitioner to help principals unpack rather than solve the problem. He also believes that a principal needs a mix of encouragers and critics that critique you sympathetically. Principals need motivators and a team. Principals talk about how lonely the job is but this is an oxymoron as when you have staff and large number of students you aren't lonely, are you? But you feel isolated as opposed to being lonely.

Principal 2

This principal has been in many senior leadership roles and a principal in other schools and has now been at this Area school for the last 4 and ½ years. He thinks that the job is one of the most complex one he has been in. Rather than just the different working conditions for staff compared with primary or secondary, working conditions under what he feels is a hostile government who appear to hate the teaching profession. As a professional he feels attacked by the government.

Middle of last year he didn't know he was in trouble until day 1, term 3, 2014 as he stood in his window he encountered more of a feeling rather than a thought – *"I don't know if I can carry on doing this"*.

He got through the day but knew that he wasn't good. He felt that nothing was getting any easier as a principal, for example, fighting for resources, dealing with difficult students and aware of the need for more funding; applying for more and not getting anywhere.

"Nothing was working, everything felt broken". He had a sense of powerlessness and he became a lot more blunt and direct with people. His life was relatively good, compared to some of his staff who also had things happening for them; they were dealing with some horrific personal tragedies. He wrote to his local Ministry of Education advisor alerting them to the fact that his staff was working in crisis situations and he was only just holding on to 11/22 staff.

This provoked a visit from the manager and other senior advisors who were concerned for me (grateful) and he was provided with access to a counsellor – because of the Christchurch earthquakes. He had 6 sessions with this counsellor. He had also gone to his GP who was also a naturopath. The GP's advice to him was that there were 3 possible outcomes: give up the job, deal with my issues, or do what I am doing and the job would carry me out. The doctor's assessment suggested that he was moderately depressed.

His recommendations for this project: Principals need to be wiser and better at dealing with personal stuff in order to deal with jobs. The rest of the country does not understand the isolation of Area Schools. *“Don’t get yourself right by yourself.”* He thinks that there is a need for a regular mentor contact. He feels that education needs to take a note of the counselling profession and their supervision processes; a need to give their clients support in a meaningful way. He understands that there is a high turnover of principals; he quoted 30% of principals no longer in the job.

Why does it get so stressful – a sense of powerlessness and not being able to do what you need to do because of lack of resources and funding to Area Schools. It’s what we (staff and me) bring to the table at our school that makes the difference. He felt that he has been given the wrong tools to do the job. E.g. hammers and no nails and needing a specific screwdriver!

Wife of principal 2: *“What I see of what teachers have to deal with is physically and mentally challenging and they need to learn about self-care”.*

Her opinion is: Depression a direct result of the job of principalship.

Principal 2 believes that the job defines you and to be effective principal you have to be like this, but you are still a person and this ‘person’ is lost.

He knows of a retired principal who died early – within 5 years of leaving the position. He is aware of the health of retiring principals.

“We all have networks that we are part of but we do need something different that will help us with the mental and physical pressures of the job”. He felt that trying to meet as a group is also difficult to find the time that suits everyone. And

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if you are not in competition with each other principal members can speak freely. Some of the other groups have principals that are in competition with each other and so things are not voiced as openly. Much then depends on the group if you want honesty and support.

Principal 3:

This principal is a fairly new principal and has just completed the FPPP. He feels that his stress is just beginning to grow exponentially and he is keeping an eye on himself as his health is becoming a concern to him. He believes that out of the group of principals that began with him as new principals, there are only two or three who are still working in the position. He has been given sleeping tablets by his doctor and he is using them carefully as he doesn't want to become too depend on them. His psychologist has a designed a sleep plan for him.

His suggestion for the project: His mentor was not a good fit for him. He did not have any connection with her and resorted to seek another individual that he could trust. He believes that there were trust issues and a breach of confidence about his mentor for this principal as well as regular accessibility to discuss his issues.

He also recommends that there should be people, perhaps ex-principals who support principals who *"work with the heart to support the passion of the principal"*

Conclusions and recommendations

This project recommends that a longer and more in-depth research to be carried out to garner evidence provide support for principals to avoid premature burnout and to retain good leaders in the system for a longer period of time.

This short exploratory research project highlights some areas that principals face as leaders of their school communities. Most principals suggest that they would welcome an opportunity to talk, without prejudice and complete

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confidentiality, with a trained and trusted individual, about the issues that they are dealing with on a regular basis. Some principals would use the service sometimes and others more often. Having such a facility is the key to supporting our school leaders. It would be important to ensure that the selected principals are trained in micro-counselling skills to listen well and assist and enable the principal to reflect on their decision-making and future thinking. It is a worthwhile cost to ensure that principals have opportunities to discuss issues freely and confidentially.

The Ministry of Education needs to look at their FTPP and consider some of the points made in this project as to how best to support new principals. For example: perhaps choosing your own mentor rather than being given one so that the relationship between the two is a trusting one.

Providing a counselling service for principals who require additional support is also something that has become evident from this project. Please note that a principal who seeks a counselling service is someone to be respected for their ability to deal with their own internal issues in order to give of their best to their job. It should be seen as a strength.

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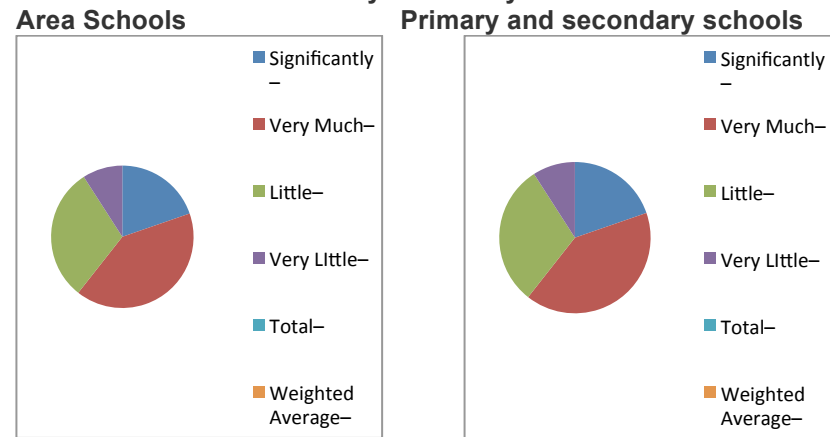
APPENDIX 1

Survey Monkey Questionnaire and results:

16 out of 44 Area school principals completed the survey and a combined total of 70 primary and secondary principals from the Waikato region completed the survey.

The results are set out below for each question posed:

Q.1 Teachers: How much do the teachers' behaviour and attitude towards you cause you stress?



The combined comments for all principals are tabled below:

1	.Attitude towards me is less of an issue (almost not at all) but staff behaviour can be somewhat difficult at times
2	a few cause a lot of stress but most cause none
3	I can see how this might be a big stressor. Its a shame this is not on a five point scale as I would sit right in the middle. Any sleepless nights it is staff keeping the brain in high alert.
4	The attitude and conduct of Teachers is more stressful than that of students.
5	Often the stressful situations catch you by surprise. You think an idea will be well received and 1, 2 or sometimes many staff rise up in opposition.
6	The large majority try very hard
7	This isn't often but when it does it is very stressful
8	There are 2 distinct areas of stress. 1) Teachers who do something silly/dumb/inappropriate etc who create a stressful situation or who are under stress

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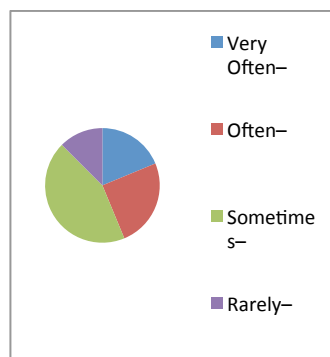
	from home- life issues. divorce, illness etc 2) Under performing teachers who dont care/ dont recognise/ run to union but their poor performance cause you stress via unhappy students/ community/ colleagues.
9	the issue is when the contract protects poor teachers especially in a samll school where you are exposed to a community who doesn't understand why it took over a year to move on what is obviously a poor teacher.
10	Lack of transparency is frustrating
11	Maintaining a happy behaviour medium is incredibly difficult.
12	There can be times when this ranges in between each end of the spectrum depending on different contexts, but generally speaking it is not common.
13	Although I try not to let it show. It is often the subtle that is hardest to deal with because you don't want to be seen to 'over-reacting' to comments.
14	unreasonable expectations, unprofessional behaviour and a lack of willingness to change create huge pressure on principals.
15	It all about building a united team which I have developed really well over my 40 years as a school principal. All staff in my schools have worked harmoniously together and this includes U4 and U5 schools over the years. Make everyone know you value their input and encourage and coach/mentor them to be the best that they can possibly be.
16	This varies considerably
17	Not an issue, BUT, have only been a Principal for a little over a year and am probably still in that 'honeymoon' period
18	I was a first time principal who took over after the retirement of a long standing principal who had had a very steady stable staff. When I started it was evident that the principal had not kept up with the profession and the staff were all on 'cruise control due to very low expectations. Over the past two years I've raised the expectations and along with that some teachers have felt uncomfortable with me expecting them to meet our professional standards! Two teachers have retired, one resigned to be a stay home mum with her second child, and whilst going through the process of advertising for a new DP I had to employ two fixed term teachers at different times of the year who both had hidden agendas. During all this time there was a lot of pathetic 'highschool girls' gossipping and backstabbing. Now they've all gone and I've employed genuine people who see the importance of being a professional the school culture has already drastically changed. Needless to say during this time my stress levels were challenged due to those few unprofessional ones.
19	In my 7 years as Principal I have had 3 Teachers that have caused a lot of stress. For the last 3 years the teaching staff have only caused very little stress.
20	The stuck in the rut ones that are so resistant to change.

21	If you have a difficult staff member or members who constantly challenge you or stir up unrest it is extremely stressful.
22	I find that is really only one teacher that causes me stress. However one person can cause a lot of unease on your staff. I am constantly searching for ways of addressing each issue.
23	It depends on the skill of the principal to deal with the complexity of human beings!
24	absorbing inappropriate responses to staff stress is a huge stressor for me. Not taking things personally doesn't mean I don't absorb this stress. How does this affect me long term? I worry about that!
25	The longer you are in the position the clearer your leadership becomes. Recruitment is so critical to ensure that you consider relationships in making appointments
26	Especially when dealing with discipline and/or competency issues that seem to take forever
27	This is over my time as a Principal. My teachers now are great but last year was a different story. It has only ever been 1 teacher at a time and it has always involved teachers who have not inquired into their own practice.
28	When teachers act as professionals then very little stress occurs, some teachers do not act professionally and this causes a great increase in stress levels for all members of the learning community especially the principal. Currently I am not affected however this has not always been the case.
29	last year we had to go to arbitration and as a result the teacher resigned. We are still dealing with the repercussions of this 12 months later
30	I don't like seeing one of my staff unhappy but sometimes this is out of my control. They can unwell or have family problems. As a Principal you still feel you have to support them. As for them displaying poor anti social behaviour to people I make sure that I don't employ people like that because they are just trouble in relation to staff culture.
31	Up until last year I would have said very little but 2014 was a year where one staff member took stress leave for half a year (due to depression) then started in on me via emails to the community!! Fortunately I had great BOT, staff and community support but boy, oh, boy was it tough at times.
32	My teachers are wonderful and well balanced.
33	Performance issues. Teacher or dependent health impacts on how a class is to be disrupted with teacher relief etc. Often children misbehave when the teacher is not there. A Principal once said to me "I have all my staff and the impact their families have on them to manage constantly". I worry about supporting the teachers well being as well their professional needs and future development adequately because I want to be a good employer and also nurture staff to grow and feel successful.
34	at times, but their attitude also contributes to my well being!

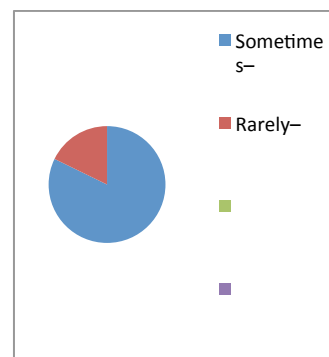
35	I feel like a really work hard to establish professional relationships with my staff, you look after them, listen to them, mentor them etc etc and then when you do have to talk with them about their attitude or some behaviour they turn on you, act like never look after them! There is also the stress of dealing with teachers who are clearly not competent. but you need to go through all the drama to get through it. Coaching and supporting someone who is obviously not really suited to the profession.
36	I have been in the same school for 11 years so am well-established and on the whole have effective relationships with my staff. I also know that at times I will make decisions they may not like or agree with and I accept this as part of my role.
37	We are a very small school, I am fortunate enough to have great staff with great attitudes etc. However in the past I have been under a lot of stress due to staff behavior and attitudes.
38	Only a select group. But it is constantly bubbling away.
39	Have had times where this has been very stressful but I am learning to work through a clear and transparent process that helps with this.
40	Generally this is linked to the change process when new initiatives are introduced and those who have poor time management not meeting deadlines

Q.2 How much would you value some support to help you manage your emotional response to this?

Area schools



Primary and Secondary schools



Combined Comments:

1	This can vary significantly during the school year, as issues come and go
2	I am currently under Dr care and have been regularly seeing a counsellor to help manage stress.

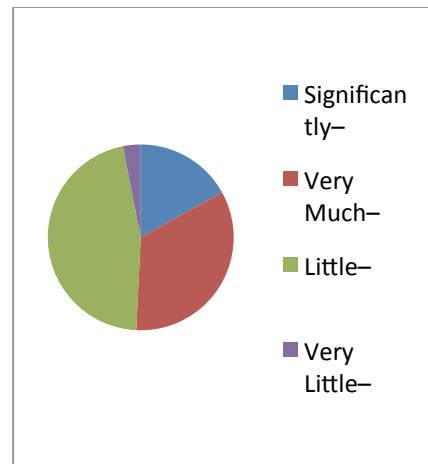
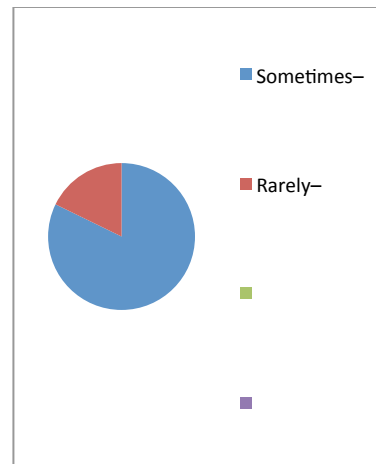
3	Most responsive to appraisal analysis
4	I already have a very supportive collegial and board group
5	If I did have issues within the school staff I would need support
6	Being able to talk to fellow principals is great but also STA field officers are fantastic.
7	Appraiser has helped considerably.
8	Although exactly what it could look like is difficult to imagine.
9	Dealing with conflict in the workplace is incredibly important. Also how to manage issues that teachers have historically with each other when you are new to the school.
10	Appreciate the work the Institute of Professional Learning and it's facilitators do in this area
11	I actually sit somewhere between low and high. Having had some experience with work related stress, I have learnt the importance of having someone to go to to talk about issues
12	I have very supportive friends and family, but if not for them I would have really needed someone to be able to 'vent' to and hear my side because it was a very isolating time for me.
13	One issue with a teacher involved NZEI, STA and the courts. When it came to the crunch there was very little support for me as a Principal.
14	I'm always open to new ideas.
15	I'm leaving my principalship end of term and after 23 years have gained a bit of wisdom and humility to deal with issues in a win/win way.
16	A highly trusted mentor seems to be the current way to go.
17	More medium value. I think I normally do a good job but on occasions it can be overwhelming and it would be good to have support when this happens.
18	I believe as you become a more experienced Principal you learn how to deal with time issues and emotional issues in a better way.
19	As an experienced principal and a Master of Educational Leadership my experience and support systems already help me to cope with my emotional responses. This has not always been the case and like all learners I have learnt from my mistakes... This would have been of great value to me in my formative years as a principal and I would still see it as valuable now.

20	from experience the MoE, NZEI and NZSTA were very helpful.
21	Theres no help out there for Principals. It pays to have anetwork of good friend and strong family bonds
22	I found NZSTA and the MOE a little frustrating at times as, whilst they totally agree the situation was very bad their advice was not that useful in getting anything resolved.
23	I don't think I would need too much support. It is obviously something that the staff member and/or I need to sort out. So I will internalise it for a while then think of a solution.
24	Having someone to download on and share ideas would be brilliant.
25	We are only human and we have feelings too regardless of being in this profession. It is a caring profession and most of us are very empathetic people and it does hurt when people treat you in a way that you would never treat them.
26	As a result of former stress I was entitled to see a councilor, this helped a huge amount.
27	It is never easy and very draining. We are the ones who are supposed to have all the answers and be able to fix it ASAP!!!
28	I pay for an independent counselor to meet with and discuss school issues.

Q3. Parents: How much do the parents' behaviour and attitude towards you cause you stress?

Area schools

Primary and secondary schools



Combined comments:

1	a few cause a lot of stress but most cause none
2	In my current school I enjoy strong support from the community, however this can turn so easily.
3	Every parent wants to meet "the principal" if their is an issue , irrespective of policies & procedures
4	Usually my parents are very positive. The car park moaners are always there at any school! You do get high stress situations ocassionally usually caused by substance abuse. The other stressors are when parents are unhappy with a teachers performance (you need to support staff) and you must find a way forward.
5	We have a system in place for parent to voice their concerns, very few of them do it. The preferred method seems to be ignore any facts do you over on facebook, talk over a oversimplified solution at the pub. Hassle some board members then when a good head of steam is worked up and everyone agree the school is shit and hasn't done anything about this problem, someone (but not the complainent) will get in touch. Repsect foir the school, good education and teachers is on the wane, while pop psychology and and over expressed opinions from people who have no training or experience is very much on the rise
6	As long as I am open and transparent

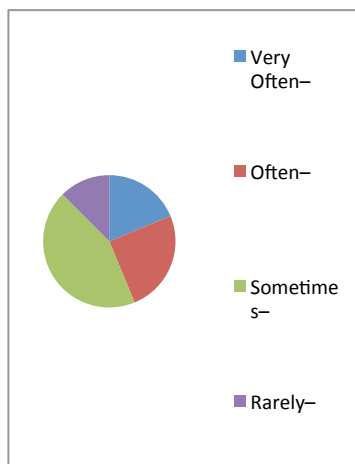
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7	As above, time to time it can be very stressful managing some parents and their behaviour, it is always a constant pressure, but not usually of significance.
8	Parents can be kept at arms length. Except in seriously vicious and poisonous communities where parents influence the way you feel outside of your role as a principal. The personal attacks put principals in a very precarious position because they want to speak out - yet retain are reluctant to say anything that will be at the detriment of their school rolls, manage the school and model leadership
9	
	always aware that I am potentially only one complaint away from a possible employment issue, based on carpark rumour or gossip. Also a concern that our employers as principals are these same parents. it is a very vulnerable position and does mean you need to temper a strong leadership style with the practical realities of "getting on" and keeping in a job.
10	Again building community support as quickly as possible when you arrive at a new school with open and honest communication. Keeping parents fully in the loop reduces the need for parents to feel annoyed about anything. Keep the welcome mat a well used one.
11	
	I often find their issues are blown out of proportion and when you sit them down things can be fixed with calm and rational discussion. I try not to let carpark gossip and innuendo affect me.
12	This is the biggest stress factor.
13	
	Upset parents and confrontational ones can be very stressful.
14	Once again it is a small minority group. At the moment it is really only one parent, however this one parent causes me so much grief and so much time I feel is wasted in addressing her concerns.
15	
	There again if you understand restorative practice this won't be such an issue.
16	Time to enable parents to share their thinking and values etc is the stress not the actual impact of the people's needs.
17	
18	From time to time a parent with an agenda can be very demanding
	Too much usage of social media - bagging the school and not being man / woman enough to come and discuss an issue. Also comments about the school coming back to school via their children.
19	Sometimes parents can cause stress but I think I am quite approachable and if they talk to me the problem is solved quickly. The stress is caused when they don't talk and try to stir up trouble.
20	

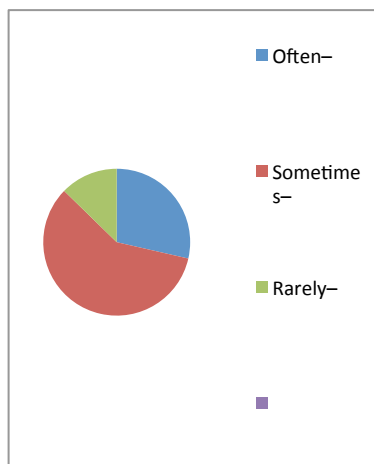
21	Parents will sap all your energy if you allow this to happen. I believe it would be beneficial for the MOE to give support for Principals to learn effective ways of communicating with teachers, parents and community members as this make the ultimate difference to stress levels.
22	Parents are always creators of stress because they have diverse expectations and strong emotional attachment to their children. The stress created varies depending upon the strength of their emotional response and type of behaviour. Currently I feel a little stressed by parents.
23	The competitive school v school model is part of the issue here. Parents know they can threaten to remove their child, and that causes stress on teachers and principals
24	this varies from day to day, most of the time they are of little concern and at others they can occupy your entire day.
25	Not as much as it used too. The trick is not to let them impact on your staff /students /community
26	I am fortunate to have parents that (for the most part) are involved, supportive and help make the school a better place.
27	As far as frequency goes, not much stress. But some occasions of a more serious nature, considerable stress can take place.
28	As the Principal the buck always stops with you so anything that happens comes to you. Loyalty to your staff also means response can be tricky and then there is the aftermath with the staff member or members too. Also there is the feeling of responsibility as the Principal of our school and a negative brings you down as the person in charge.
29	at times
30	The same as with teachers when you bend over backwards to accommodate them and their child's needs, you see them all the time, respond in a positive and kind way to their emails and then they return your kindness, empathy and professionalism with a kick in the teeth.
31	As above - have fought my battles in the past and am now established.
32	At times.
33	When a situation arises it can be very stressful if not dealt with appropriately and fairly especially through the parents eyes!
	When dealing with parents it is important to take a step back and look at the issue rather than the personality - they will often act emotionally.

Q.4 How much would you value some support to help you manage your emotional response to this?

Area Schools



Primary and secondary schools



Combined comments:

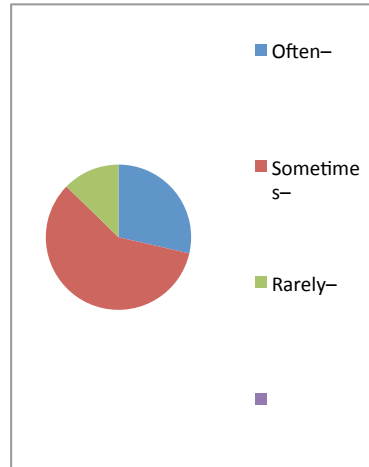
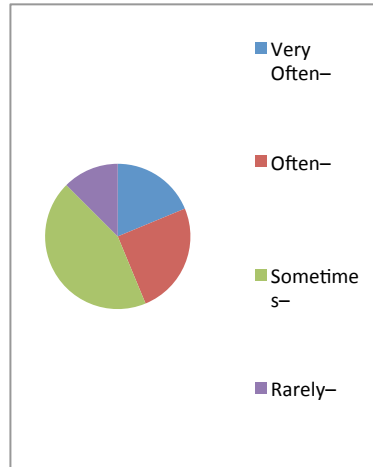
1	Union is useless , my best support is other colleagues I can network with or Ring
2	Ditto as above
3	Good luck solving this, I've been at it for 5 years and made little if any headway. Most other Principals will tell you a similar story. VErY much amplified in a smaller community
4	art of the job
5	After many years in the game I take most things in my stride and don't take issues as personal attacks but enter into conversations around the problems as quickly as I can. Always let parents know you are willing to listen and will work on a solution together.
6	See above
7	see comment to Q2
8	I don't take anything emotionally. I am very factual.
9	still hang my hat on a trusted mentor
10	I have learnt not to let things get to me.

11	As an experienced principal and a Master of Educational Leadership my experience and support systems already help me to cope with my emotional responses. This has not always been the case and like all learners I have learnt from my mistakes... This would have been of great value to me in my formative years as a principal and I would still see it as valuable now.
12	i think this depends on the support network you have place.
13	I am waiting for the 'one' to rear his or her head. So any support around what to do before it happens would be great.
14	Supervision

Q.5 How much value would you place for contact with others who have dealt with similar instances help to alleviate your stress?

Area schools

Primary and secondary schools



Combined comments:

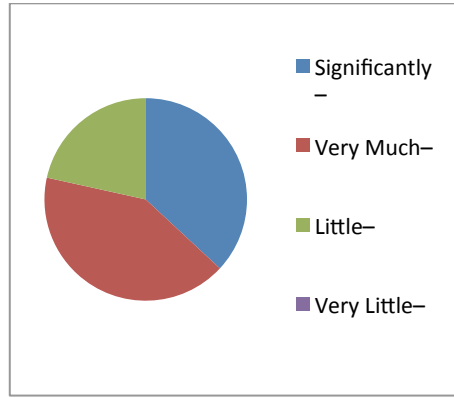
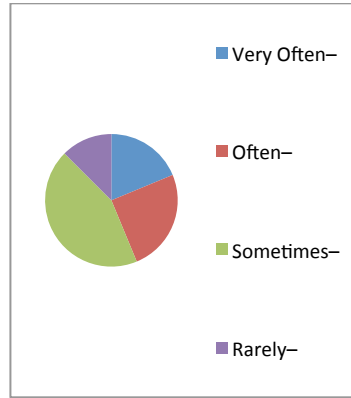
1	I have actively sought support and guidance from peers. This is not easily garnered - often it is assumed that all is well and (my school is remote) out of sight, out of mind plays a key role in being 'forgotten about'.
2	not just stress , but principal support
3	Principal colleagues are fantastic. The highly trust few... Two in my case
4	See earlier comments about chosen colleagues and STA officer
5	All ideas welcome. When we sort help we got answers with no value or examples of where they might have been effective.

6	I usually contact others who have experience for support and advice, this is great authentic support.
7	It is a lonely job which can be much more challenging when you are dealing with personal attacks on your integrity and professional position.
8	sharing a problem or stressor not only validates the concern but also can diminish it. Knowing that your situation is not unique can be a relief when you feel like you are alone in dealing with an issue.
9	Comradeship is the greatest ally a principal can have. Keep a sound bank of people to bounce ideas off and who are willing to help you resolve issues and put them in perspective.
10	Would rather a professional come in and help. Each situation is unique
11	I think there is value in listening to people who have experienced stress from relevant context to your own and found ways of coping
12	If others have already walked the path you can learn so many life lessons from them. Their details may not be the same but the big picture discussions would surely be helpful.
13	Great to talk out with colleagues who have experienced similar things.
14	I feel that I already have great network systems in place. I feel very supported
15	There is a need for experienced leaders to work in this area.
16	It is always good to talk to people who have had similar experiences.
17	This is difficult to answer as I would only feel safe discussing my stresses and emotional responses with someone I trust regardless of their experience with similar instances.
18	Principal to principal korero is invaluable. Rarely can we talk to others confidentially who appreciate the role you have.
19	As a mentor for first time principals stress and the problems associated with being a principal is often a discussion point in our PLGs
20	Experience is invaluable.
21	Two heads and a listener are always great.
22	I don't personally need it right now but have appreciated this in the past.
23	Always helpful. support that you can trust and rely on is critical.

Q6 Workload How much does your overall workload contribute to your level of stress?

Area schools

Primary and secondary schools



Combined comments:

1	As a new FTP I guess I expect the overall workload until I develop a better understanding of what I need to do and to become effective in improving outcomes for students
2	paper war is getting in the way of running our schools
3	Especially at critical times of the year - roll returns, data analysis, reports etc.
4	Many pressures from a a range of sources, demands do not relent, especially when trying to progress a school.
5	demands on time have increased markedly over the last five years in terms of expectation on the principal's community involvement, administration proficiency (esp finances and property). the recent push for principals to be the "lead learner" in their community created an unrealistic and unachievable expectation and has led to burnout.
6	I like all Principal's have a huge workload or 13 to 15 hours per day week days but ease up on the weekend when possible but i don't stress bout it just put jobs in order and work my way through them.
7	It's about being a Principal with a twenty first century outlook and not holding on to lat centuries paradigms.
8	You do not mention the added workload and stress of being a teaching principal in isolated rural areas. The administration and paper work is no less than in a large school and I am trying to keep a classroom going as well.Plus run the office once

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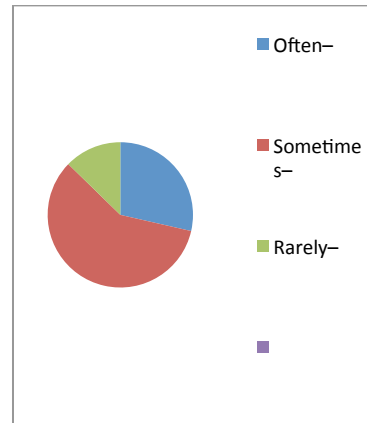
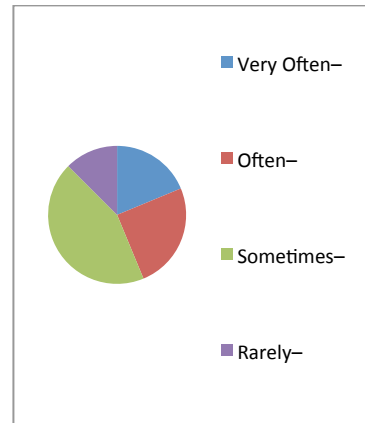
	our admin person leaves at midday.
9	Generally speaking any stress I get is from my workload. However, i found solutions to calm myself and walk away from work if i have too
10	Even when things are going beautifully there is very little time for home life. The work load seems to be increasing.
11	A huge workload particularly in Term 4. Never enough hours in the day.
12	I manage my workload well.
13	Again there needs to be outside support
14	Over time a successful principal will learn to manage this through being able to prioritise, delegate and work smarter
15	Makes it difficult to sleep at times when all the overlapping deadlines are floating around in my head. This is compounded with being a teaching principal - limited management time and less ability to delegate responsibilities and the desire to do everything well.
16	As a teaching principal in a small school and having to be tutor teacher to 2 PRTs at the same time, then add in a Board that does not have the skills (drawn from parents of a low decile school) the workload is horrendous.
17	I feel I have developed systems/techniques to deal with this. There are times when I have a large workload and times when it is more manageable. It is about me controlling the workload and finding a balance in life (work & personal). Principalship is a high stress job. Stress is not a bad thing, how we handle stress can create bad things in our lives.
18	This varies. Workload fluctuates from high to incredible, but we manage it as best we can.
19	Again this varies from ay to day. Different aspects of our job cause different levels of stress. no day is the same.
20	everything relates to workload and the additional expectations placed upon us
21	I would say a little, but my wife can tell when my levels are going up due to behaviour at home (cleaning, snappy, tired, etc)
22	All the other crap that detracts from my core role as leader of learning e.g. form filling, emails, IT troubleshooting, meetings with tom, dick ,and Harry.
23	A 7.15 am to 6.30 pm day is way too much.
24	also at peak times. Most of the year it is fine.
	I think that I try my best (I have only been a Principal since the beginning of term 4

25	last year), put in long hours to get through the workload then at some stage of the day you have to switch off and be yourself. I feel guilty if I am not writing the charter, I feel guilty if I am not out interacting with the students and teachers, I feel guilty if I am not supporting teachers to get better. There are not enough hours to do everything we are 'supposed' to do.
26	This can be 'seasonal' ie my DP gained a promotion for Term 4 last year and my workload doubled as she walked out the door! Different times of the year create different work loads - term 4 is a big one for me because I check every report as well as preparing the school for the next year - classes, staffing, budgets etc Staff turnover definitely creates work for me. We have been on a 4-5 year ERO review cycle so haven't had that pressure for a while, but we are getting nearer! Teaching principal. Essentially two jobs in one week.
27	Can depend on what else is happening.
28	

Q7 How much would you value some support to help you manage your emotional response and the possible negative health impact to this?

Area Schools

Primary and secondary schools



Combined comments:

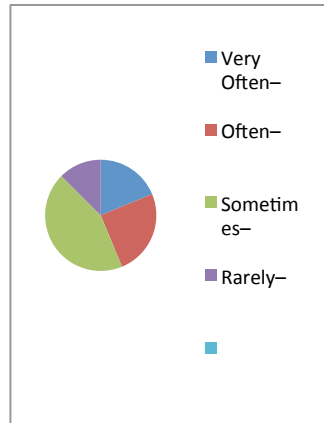
1	Ironically - taking time out to get support would potentially take time away from getting the work done...
2	I have actively sought support around the complexity of the role.
3	Heinekin & good red wine does it
4	Again I am well supported by my wife, colleagues, slt and bot

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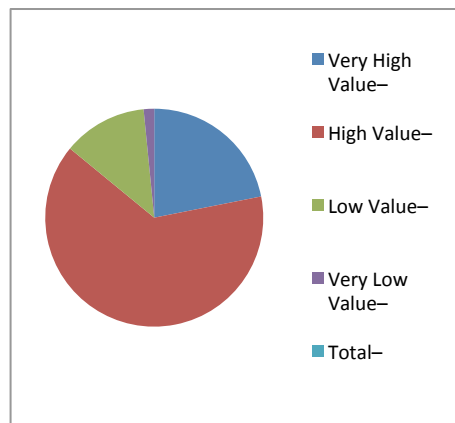
5	As a BLOKE i would want to choose if and to whom i talked too!
6	Work has never caused me emotional stress and don't allow emotions when solving issues.
7	Yes you need someone to tell you things don't look good but the Principal must seek professional help!
8	see q2 comment
9	this becomes a personal issue
10	It is what it is. I have very good health and have support systems outside of school that help me manage this.
11	I think this would be of great value to all principals.
12	Everything is about life balance and that is something that should be put into the new Principal course.
13	Expectations, job requirements to ensure a great place for learning and a safe place in all aspects mean long hours so the children get the best deal possible.
14	Again, I don't personally need it right now but have benefited in the past.
15	Higher release time would help with this.
16	It is a tricky one. our job is so complicated and variable. we really don't know what impact it is having on us health wise. In the long term i am meaning.

Q8 How much value would you place for contact with others who can suggest tools and strategies to deal with this alleviate your stress?

Area schools



Primary and secondary schools



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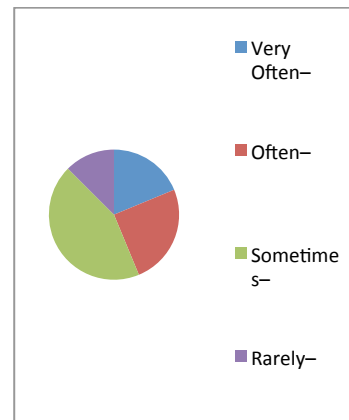
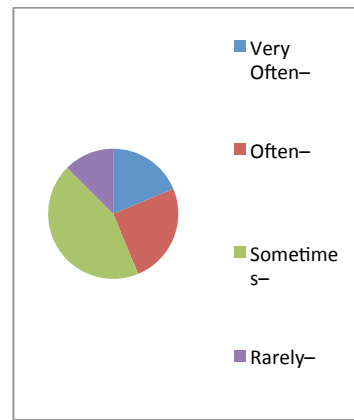
Combined comments:

1	although I do accept that stress goes hand in hand with this position and only so much can be done to reduce it
2	There is plenty of advice available through professional articles, internet, etc
3	we should develop pool of principals with skills in recognised areas that we can contact
4	These are quality trusted relationships
5	High value on networking and discussing tools and strategies but no worries about stress.
6	Maybe the local Principals Associations can have an expert in or at least have it as a discussion topic.
7	see q 2 comment
8	mentoring.....
9	As long as they are not trying to 'sell' a product
10	See comments for question 7.
11	This is difficult to answer as I would only feel safe discussing my stresses and emotional responses with someone I trust regardless of their expertise.
12	MOE expectations and funding of schools is hugely inadequate in all areas - and therein lies the problem.
13	I strongly believe that Principals should have some kind of professional supervision sessions to work through concerns/issues/feelings etc.
14	This is crucial for first time principals who can be over-whelmed.
15	Support is a good thing!

Q9 Administration – Finance, HR, and statutory reporting How much does overseeing these tasks contribute to your level of stress?

Area Schools

Primary and secondary schools



Combined comments:

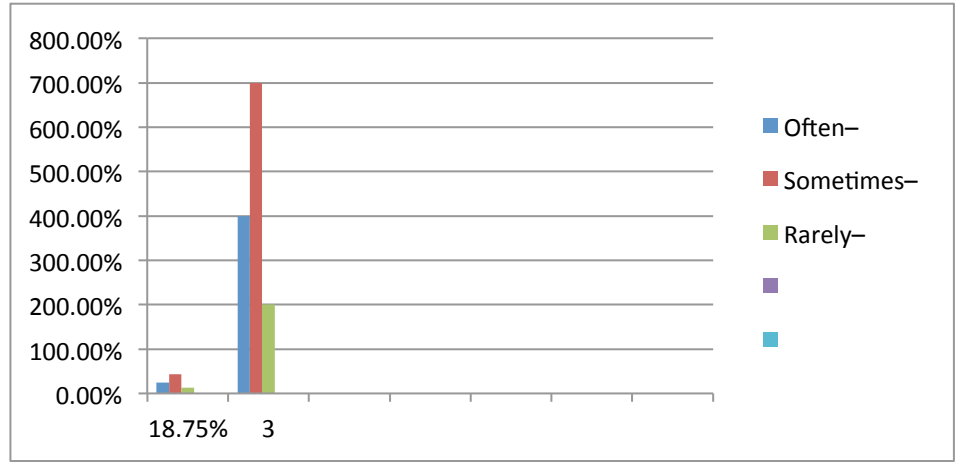
1	They are time consuming, but really just 'part of the job'
2	Once again, as an Area School, each of these roles is far more complex and consequently more challenging.
3	integral part of the job
4	It is more than little but less than very much..
5	At different times of the year eg when charter and data is needing to be reported to moe
6	As a new principal these drive me bonkers and there is little real support / guidance on it
7	I have had experience with a rogue BOT chair (thank good I had majority support from the BOT) . It was a hugely stressful 12 months and I came very close to resigning which may have ended my career. Upon reflection it was all about her influence rather than any real issues!
8	Some areas peak at different times
9	Comes in waves. Usually not a problem but keeping a rein on finances can be stressful from staff who have little clue or accountability.
10	Novopay continues to be the biggest issue at the start and end of year period
11	Depending on school size, it is not always overseeing, it can often be doing!
12	

	The new Health and Safety regulations are unfair, completely unbalanced level of culpability for the actions of others out of your control.
13	I have been a school principal in high decile schools for 11 years and have never felt the same financial pressure I have in the last three years - Novopay a big part of that, but also general inability to continue reducing budgets without compromising programmes for students,.
14	Plenty of support out there to sort this
15	These do cause me the most stress in my job...mainly because they are new to me and I am learning all the time
16	This is an area that can take you away from the real reason we all became principals! I want to be creative and collaborative with learners and teachers but I am finding less and less time to do this due to being stuck at my desk meeting deadlines for ministry requirements and bullshit admin stuff that I get a hand smack for if not done!!!!
17	NOVOPAY has been stressful. It seems to be improving.
18	Mostly in the HR area
19	It is the time factor. I am it. I do all the Finances, HR and Statutory Reporting. We have been unable to get a suitably skilled office person to do these roles when we can only employ them 10hours/week. There isn't the skill set in part time workers in rural areas.
20	We clearly have too many responsibilities on our plate - at the end of the day though this is the role of a CEO. the difference for us is that in education we do not have the depth of middle management below us. Instead of simply reading through financial reports to check accuracy etc we are the ones creating these and balancing banking staffing spreadsheets. Many other organisations would simply be able to ask their financial expert if they are in a position to hire more staff etc etc.
21	New to the job and still learning what's involved with different reports etc
22	HR issues especially with novopay have been stressful!
23	Just have to do it.
24	Part of the job, but at times it feels like the more we do the more that is expected
25	Ridiculous. You think that you have got it sorted then someone from MOE makes a change.
26	That is what causes the peak workload,
27	You always have to be sure that what you have asked to be done is done. Office staff

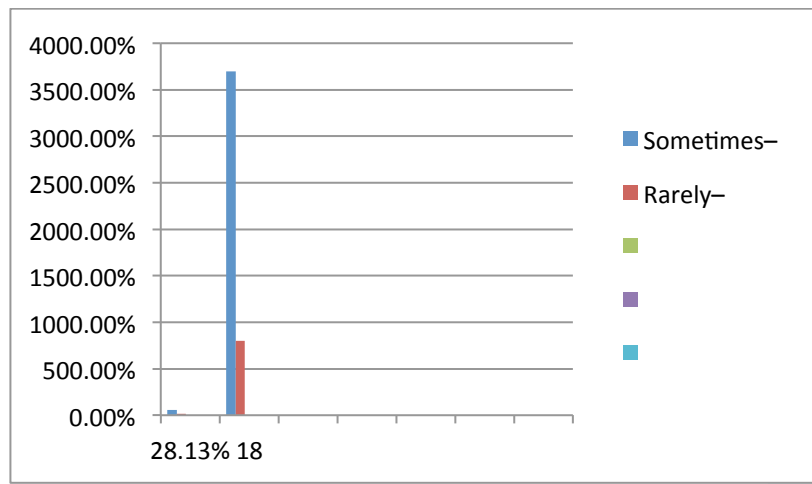
28	I have been doing this for years now so have systems in pace and it just rolls over. We also utilize outside expertise eg our accounts are done off-site.
29	Especially in rural NZ with falling school roles etc... we are dealing with peoples Livelyhoods...
30	HR! Support staff and weak teachers who require 'guidance' are the biggest issues for me.

Q10 Does the feeling of stress come from a lack of expertise in one or more of these areas of responsibilities?

Area Schools



Primary and secondary schools



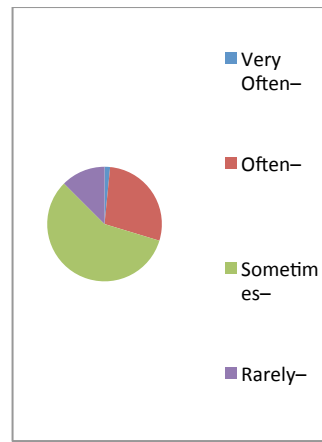
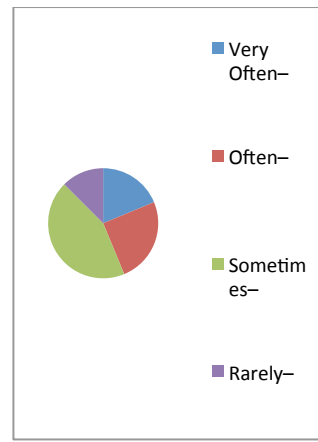
Combined comments:

1	Relentless, uncoordinated Ministry circulars. The transfer of information through e-mails has exponentially increased workloads.
2	My response to all of the above would be sometimes but the field won't allow that response.
3	programme won't accept answers here , not a lack of expertise , mainly the feeling of " me only" our job could be destroyed by salacious endeavours of others .
4	Error in ticking. For me all of them would be no except workload
5	More lack of control of the situation, especially when reasons behind things are masked, multifaceted and not owned by the perpetrator
6	BOT is the worst time of the month and it is this that is driving a lot of Principals out of education
7	financial pressures lack of positive messages/ incentives from MOE dysfunctional and confusing MOE/ Governmental priorities.
8	BOT issues
9	general poverty!
10	Living and working in the same community feels like you are always working. Eg. Even having a lovely family dinner in a restaurant in town I would have to say high to someone from my community. My own children, now teenagers get very frustrated with the amount of work I have to do for others outside of school time and definitely outside my role as Principal. I actually very rarely get a break unless I go away somewhere.
11	What expert knowledge I have will work for one person but not necessarily for another. Workload/admin - continuous change in requirements adds to the stress
12	i have been a principal for over 20 years and although i have dealt with the above issues regularly they can still cause stress as no two situations are the same.
13	Low socio economic parents are often challenged, overcome by parenting and very inexperienced so bring the trauma that goes with that.
14	There is no training that prepares you for some of the stuff you have to deal with in a day.
15	Its not really the fact that we cant manage any of these things it is the constant pressure from all areas of the role all the time. It just never lets up.

Q11 How much would you value some support to help you manage your emotional response to this?

Area schools

Primary and secondary schools

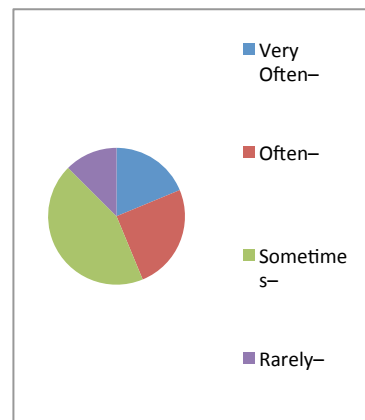


Combined comments:

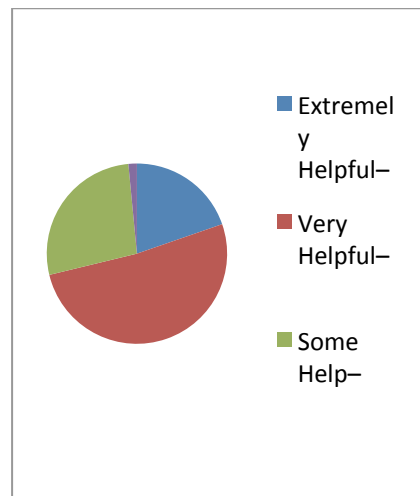
1	not Emotional support , actual support !!!!
2	I already have good support here
3	FOTP programme has helped but knowing when you can say something in confidence is really important
4	I have tTAS which helps to educate the BOT
5	I have support already and the best thing I did was a few years ago I allowed myself to take Saturdays completely off school work.
6	This is difficult to answer as I would only feel safe discussing my stresses and emotional responses with someone I trust.
7	There are already supports in place the issue is people recognising they are under stress and doing something about it.
8	Once again - have benefited from this kind of help ion the past.
9	I cant see how it will change it is just what we do.

Q12 How much would having access to experts in the various areas help alleviate your stress?

Area Schools



Primary and secondary schools



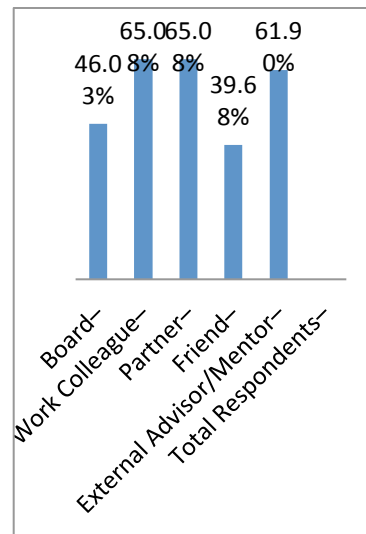
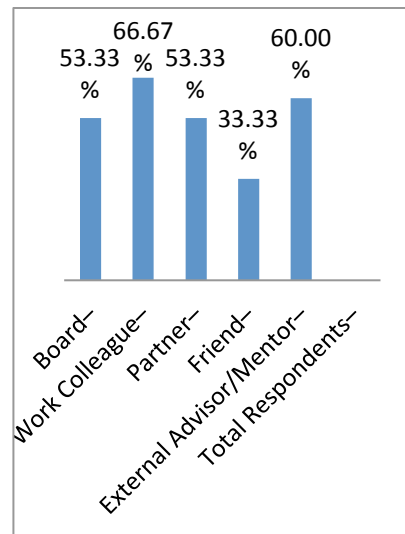
Combined comments:

1	As stated earlier , we should develop pool of expert principals to help
2	Always good to hear about how to do things better
3	Depends on the person, had some good mentors and crap mentors.
4	currently already pay for professional supervision, would be good to see MOE acknowledge this need and provide targeted funding for it or something similar
5	I have a big nest of people to bounce ideas off and always have had. Hence the lack of stress.
6	I say only some, as i have previous experiences with professional counselors re. work stress and have learnt some valuable tools for self-management
7	But it has to be with someone who has credibility and authenticity.
8	People that have helpful ideas not just things in theory.
9	It can be over-whelming at times so having access to an expert is helpful.
10	I already have the help of L&A facilitator, it is incredibly useful.
11	They are a gold mine. But again with falling school rolls eperts are being taken away from out areas. I am meaning child pscycologists etc.....

Q13 Who do you currently receive support from?

Area schools

Primary and secondary schools



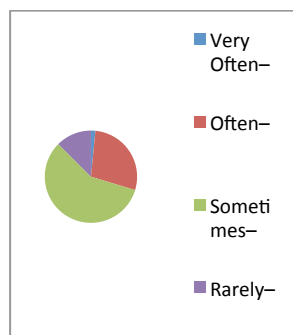
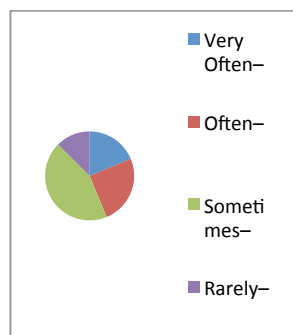
Combined comments are below:

1	Mentor
2	All these
3	Sometimes/mostly none
4	Trusted fellow Principals ie my brother in law!
5	Family
6	I'll call in who I need to mull things over. All else fails go for a surf and tell a sea lion
7	WPA and local Principals Association
8	Most of my support is from my partner who has no connection to the community or school, He can give a clear perspective of situations. The Board Chair is good - however he is stepping down and the replacement chair is not as skilled, I hardly ever approach an advisor for the fact that I have felt that they seem a little 'weary' of professional support. It would be good to have another mentor who is similar in age and circumstances rather than so removed as many of them are. I use STA they are helpful.
9	
10	Within a small rural school you find that the board members and teachers/support staff tend to have strong ties (sometimes even family ties) and are therefore not trustworthy in keeping things confidential. Therefore there are many times where I wouldn't share things with the board. Also it was unfortunate that one of the teachers who cause so much undermining and negativity was actually the staff rep to the board and managed to taint them somewhat too!
11	My family are amazing!
12	Ministry personnel / NZSTA / NZEI - but the latter 2 is often hit and miss and much less personal. I am very fortunate to have a great Ministry support person - I just have to remember to ask for help BEFORE I get snowed under!
13	
14	Those I trust NZEI Te Riu Roa colleagues are invaluable
15	Other principals (cluster meetings, principal executive)
16	Medical Professional principal friends
17	My board chair is awesome! We have become close personal friends as well as professional associates. I still have regular contact with my two previous board chairs who I trust and respect. I also keep in contact with a previous board member. All of these people are crucial to my support network, and they are in the unique position of having walked part of the journey with me.
18	I am not to proud to admit it either!!! Help and support even after 15 years in the chair is a good thing... Board only have limited ability to support serious issues.,

Q14 If a professional confidential service was set up to help principals manage their stress how often would you use it?

Area schools

Primary and secondary schools



Combined comments:

1	There actually has been a counselling support system set up for Chch principals. I was fortunate to be given access and received 6 sessions. This needs to be rolled out across the country. (I am not in Chch)
2	timetable monthly contact
3	Think I prefer to talk to someone I know and trust over issues
4	I have learned to draw on my key support network folks
5	Hard to say!
6	As above, depends on the quality of the advice and understanding of those giving it. My Board and I have been to various educational experts over the years and got some rubbish advice or ineffectual advice. My call is always to ask the person on the other end for an example school where this has worked.
7	It is very difficult for Māori to take up opportunities like this as we are expected to work harder to get things done.
8	If that professional service was experts able to help solve/resolve the issues I would use it considerably more often than if it is simply dealt with the stress caused by the issues.
9	There are already several support agencies in place to access and always has been. NZEI, NZSTA, PPTA, MoE Principal's Associations..
10	As a new Principal I would try to use a service like this a lot to begin with. For me it's about setting up my new systems and routines!
11	Often I need to ring someone to say "how did you handle this" or "this is the situation, what should I do?"

Asha Peppiatt, Principal Stress and Support Systems 2015

12	pending the development of trust, efficiency and effectiveness of advise and relationship building.
13	The major concern for me is that the stresses within principalship are putting off teachers applying to move into the domain. This narrows the pool for Boards who are appointing as well as making successional planning a challenge for those currently in the role. Don't get me wrong, I love my chose of career but lament the huge changes and challenges that are stopping others 'putting their hat in the ring.'
14	Any tips, direction, suggestions would be more than welcome
15	I already have strong networks established but I would have loved this in my early days as a first-time principal and as a principal of a rural school. That was incredibly isolating and difficult...so much stress and I was unsure of where to go for help because I won a position in a province that was new to me!

APPENDIX 2

Principal Support

ERO has demonstrated that when governance and leadership work together, it's magic and the positive impact on student outcomes is significant. The opposite is also the case. In fact we know that the complexities and demands of the principal's role are now such that principals are becoming more and more vulnerable.

NZPF noted last year that there are cases of Board/Principal conflict that have resulted in 'without prejudice' agreements in which a principal resigns, on the grounds that they will not be reported to the Teachers' Council. NZPF became aware of such cases (the details of which remain confidential under the 'without prejudice' agreement) last year and reported this to you. NZSTA argues that NZPF has provided no evidence to support such cases. That's not surprising! The use of 'without prejudice' communication is used so that offers can be made to settle claims without fear that those communications will later be used by the other party as an admission of liability. It's a kind of 'gagging' clause. So NZSTA is correct – NZPF will certainly **NOT** be supplying details of the cases.

In the wake of these and many more relationship break downs between principals and boards, NZPF lobbied to have a rural principal advisor appointed in Northland. Northland had a relatively high number of schools with statutory interventions and many of these were smaller rural schools. It is the view of NZPF that the principals of such schools are not receiving sufficient support and advice thus relationship issues escalate. We are thrilled to announce that the Ministry in partnership with Te Tai Tokerau Principals' Association, has now appointed the recently retired principal of Whangarei's Totara Grove School, David Hain, to this new position. It is entirely appropriate, in our view, to have an experienced, credible, former principal giving advice on leadership and management. The Ministry funds this position, whilst 'Team Solutions' University of Auckland, will be the employer. An advisory board is to be established comprising Ministry personnel, a 'Team Solutions' representative and a member of the Te Tai Tokerau Principals' Association. Despite criticisms from NZSTA that the advisory position will cross into their domain of responsibility, NZPF welcomes the move and congratulates the Ministry on establishing the position. Our lobby will now be for the Ministry in partnership with local principals' associations, to replicate this model in other areas of the country to support more principals.