



NSW INSTITUTE OF SENIOR EDUCATIONAL ADMINISTRATORS

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Newsletter January 2006

SIGNED, SEALED AND DELIVERED—A NEW THREE YEAR AWARD FOR CEOs

The ISEA and the DET have agreed on a new Salaries and Conditions Award for CEOs to cover the period 1 January 2006 to 31 December 2008.

The Award, which was filed and registered in the Industrial Relations Commission on the 23 January, will deliver 4% per year in salary increases to all levels of CEO positions and will re-instate flex time conditions to CEOs, as well as making available improved maternity, paternity and extended leave provisions now available to teachers.

CEOs will now have access to working hours consistent with the flexible working hours conditions afforded Senior Officers.

The Award makes several references to the importance of the professional development of CEOs and the ISEA will ensure the DET undertakings are implemented.

The signing of this award, on top of the Award for 2004–2005 by the ISEA negotiators, has delivered between 26% and 28% salary increases to CEOs over a 5-year period, improved working conditions and an enhanced commitment by the DET to professional development.

With the Award in place the ISEA will now actively address the following agenda items:

- P.D for all State and regional office staff
- Qualifications for education-based positions
- Permanency for long-serving NSBETS staff
- Right-of-Return Conditions for displaced NSBETS staff
- Merit Selection Policy and Procedures for NSBETS staff
- The involvement of the ISEA in selection forums.

The ISEA will work closely with its members, the DET and the NSW Teachers Federation on these matters of common concern.

Dr Norman McCulla
ISEA President



ISEA Tour Group Members at the Altrincham Girls Grammar School in Manchester, UK

OH, WHAT A YEAR IT WAS!

Year 2005 was an unprecedented one for the ISEA and its members with significant action and progress on several fronts of particular interest to members.

After a hard fought and expensive case in the IRC the ISEA secured salary increases for CEOs of between 14% and 16% for the years 2004–2005. These increases were in excess of those awarded to other NSBETS staff.

A new Award for CEOs was negotiated for the 2006–2008 and provided a 4% increase per year for all CEOs as well as the re-instatement of flex time and improved maternity, paternity and extended leave. Details of the new Award will appear on the ISEA's website.

A two week Study Tour, endorsed by the Minister, was conducted to the UK (Manchester and Nottingham) and Germany (Erfurt) with visits to schools, universities, system authorities and educational leadership training institutions. A Tour report is provided on pages 2–3.

Three professional dinners were conducted with members enjoying the opportunity for collegiality and to engage with leading educators as guest speakers. The Dinner with Michael Fullan was well attended.

A Theatre Afternoon was held at a production of *Love Letters* at NIDA. Members enjoyed the production and the meeting with leading actors, Shane Bourne and Noni Hazlehurst. (See photos on page 4)

An ISEA Website, established during the year, now provides a steady stream of information to members.

THE ISEA ON TOUR IN MANCHESTER & NOTTINGHAM (UK) and ERFURT (GERMANY)

Summary Report by Barry Laing

The ISEA study tour encompassed the work of the National College for School Leadership (NCSL) in Nottingham, UK, and visits to schools and local education authorities in Nottingham and Manchester in the UK, and attendance at an international leadership conference in Erfurt Germany.

The tour group of 10 consisted of a cross-section of school, regional and state-office staff.

Manchester (UK)

The Tour schedule included visits to the following institutions:

- Trafford Local Education Authority.
- Altrincham Girls' Grammar School
- Ashton On Mersey School (secondary)
- Manchester University: Centre for Educational Leadership.

Nottingham (UK)

The visits included:

- The National College for School Leadership (NCSL)—*Every Child in a well-led school, every leader a learner*, where the Group met the Directors of several UK school leadership programs including:
 - *Emergent Leaders*
 - *Established Leaders*
 - *Entry to Headship*
 - *Advanced Leaders*
 - *Consultant Leaders*
 - *National Professional Qualification for Headship*.
- Nottingham City Education Department meeting the Directors and Program Managers.



Meeting at the Nottingham City Education Department



ISEA Members at the National College of School Leadership

Erfurt (Germany)

The European Union International Seminar, *The Professionalisation of School Leadership*, was held at the University of Erfurt, hosted by Prof Stephan Huber. Fifty-one delegates attended representing 30 countries.

Topics covered included:

- School Leadership: empirical, theoretical, practical perspectives
- Leadership and accountability
- Leadership development
- Transition, selection and recruitment.



During a session at the Leadership Conference in Erfurt

In the course of the Seminar school and authority visits were made to:

- The Ministry of Culture and Education of Thuringia [State]: Secretary of State and Section Directors – schools, quality assurance, quality development of schools, teacher training
- A specialist music school: Musik Gymnasium Schloss Belvedere.
- A comprehensive secondary school: Friedrich-Schiller Schule
- A vocational School: Walter Gropius Schule.
- The Weimar Local Education Authority.

It was evident in the course of the Tour that there were key principles guiding the development of school leaders in the UK and Germany and major developments in the field of school accountability. They could be summarised as follows:

- 1. Leadership programs that are built around projects to improve teaching and learning in schools can be related to improvements in learning outcomes.**

(Edith Pagliacci, Assistant Director, Leadership Programs, NCSL, UK: “Some of the best leadership learning happens within schools.”)



Individual instruction at the Musik Gymnasium

- 2. There is scant evidence that leadership programs which focus on personal/professional improvement without a direct link to learning, are related to improved student outcomes.**

(Laurence Ingvarson, Australian Council for Educational Research: “An important question when looking at leadership programs is: Where is the control – who decides purpose and substance of programs and the achievement of standards?”)

(Mel West, Manchester University: “. . . the focus on leadership hasn't improved outcomes. That focus has prevented us focusing on other, maybe more important factors.”)

- 3. Action learning of groups of school staff result in leadership learning at middle levels and can be related to improved student learning.**

(Phil Blinston, Headteacher, The Minster School, Nottingham, “My staff came out of the National Professional Qualification for Headship (NPQH) with changed practice. It helps to keep up relevant practice.”)

- 4. Leadership can be reframed as responsibility, power, accountability, or even just the way work is organised: its standing as a concept is problematic. The widespread use of leadership capability frameworks is also regarded as problematic rather than a given.**

(Peter Gronn, Monash University: “What difference would it make to call a ‘leadership web’ a ‘power web’?. Why are we talking about leadership and not power?”)

(Robin Attfeld, Assistant Director, Leadership Programs, NCSL: “We’ve now moved into more awareness of distributed leadership as the way things work.”)

- 5. The English model of school development is now based on school self-evaluation with an external School Improvement Partner. The Ofsted inspections are now to validate the Self-evaluation Form prepared by the school. There are base national targets (a ‘floor target’) and school-developed targets.**

(Vicki Beer, Headteacher, Ashton-on-Mersey School, Cheshire UK: “At any time something is being looked at in teaching practices. It all builds into an evidence file for the Ofsted Self-evaluation Form.”)

- 6. Thuringia State in Germany is currently moving to a model of school self-evaluation with validation teams provided by local authorities but consisting of a mix of school and authority personnel.**

(Bernd Althaus, Ministry of Education, State of Thuringia, Germany: “The central theme is empowerment of schools. All other activities have to be adjusted to this central theme.”)

- 7. Contextual factors in the applicability of school development ideas may be far more important than would be evident in the literature.**

(Margaret Woodhouse, Manager, School Improvement Service, Trafford LEA: “The education authority has recently been brought under the Children and Young Peoples Services, under the *Every Child Matters* national policy. Over 10 years all services will come together, as an integrated framework.”)

(Michael Chirichello, William Paterson University, New Jersey, USA: “[In our ageing workforce] younger people are applying for principal’s positions because older teachers have salaries only a little less than principals, who also work more days.”)



Stephan Huber thanking the Principal of the Friedrich Schiller Regalschule in Erfurt

ISEA STUDY TOUR 2006

Readers interested in joining the ISEA Study Tour to British Columbia and Alberta, Canada in the third term vacation of 2006 should contact the ISEA Executive Officer Ron Ikin, on 9181 5879 or 0418 669 501.

ISEA AT DINNER WITH MICHAEL FULLAN

The ISEA combined in December with the Australian Council of Educational Leaders (ACEL) to conduct a professional dinner featuring Professor Michael Fullan of the University of Toronto as the after-dinner speaker.

Addressing the largest gathering seen at an ISEA function for several years Professor Fullan spoke of the developments in school improvement and accountability throughout the world and particularly in the UK, USA and Canada.

Professor Fullan had been working with the NSW Department of Education and Training and explained the significance of system-wide initiatives in promoting wide-spread school improvement.

The role of state, regional, and district offices was critical. It was important that each individual school felt a responsibility for the learning outcomes across a district. Isolated cases of school improvement, although important, were not sufficient.

“Raising the bar and narrowing the gap” in all schools was needed. The system, with the strategic use of data, was best placed to work with schools in achieving this”, Professor Fullan concluded.

Michael Fullan has made available, to the ISEA, a collection of his recent writings and research findings. Interested ISEA members may access these by contacting the Executive Officer on 9181 5879.



Jean Baikie thanks Michael Fullan at the ISEA Dinner



Shane Bourne, Noni Hazelhurst, ISEA members and friends

THE ISEA ENJOYS LOVE LETTERS WITH NIDA

A group of 14 ISEA members and friends spent a fabulous Sunday afternoon in December at the NIDA production of *Love Letters*, a play written by Al Gurney, Directed by John Clark and Produced by Les Currie.

Love Letters relates the beautiful bond which grew between two people through the writing of letters to each other over the period of a life-time.

Starring in the production were Shane Bourne and Noni Hazlehurst who were buoyed by their success the previous evening when both had won Australian Film Industry (AFI) Awards for their roles in Australian films and television series.

As the photo clearly shows, the ISEA group enjoyed refreshments and discussions with Shane and Noni after the *Love Letters* production

The ISEA has a cooperative arrangement with NIDA and members can expect discount tickets for productions in 2006.

ISEA MEMBERSHIP BENEFITS

The ISEA offers the following benefits to its members

- Professional and Industrial Support
- Access to DET Senior Executives
- Private Health Cover
- Financial Advice
- Professional Development
- Professional Dinners
- International Study Tours
- Collegiality and Networking
- Social Functions, Theatre Parties

Membership Enquiries: ISEA Executive Officer, Dr Ron Ikin on 9181 5879 or 0418 669 501

Application Form on ISEA website: www.iseansw.org.au