

ICP Magazine

December 2023 Edition

**New Leaders
New Futures**



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Walking On in Rovaniemi

Peter Kent - ICP President

It seems only right that this edition of our magazine should focus upon our Emerging Leaders and Council meeting in Rovaniemi, Finland.

I think I can never remember such a positive four days, characterised by tremendous professional energy, commitment, and a determination to work together to develop practical and constructive solutions to the real problems and challenges facing our colleagues around the world.

As I thought about our time together, five aspects of it particularly struck me:

1

The development of 'the way we do things around here'.

I shared at the end of Council that this phrase is still the best definition of the **culture** of an organisation or group of people.

So what is 'the way that we do things around here' in ICP? In my view ICP is a community of practice, a group of experienced practitioners and leaders from around the world committed to sharing their experience and knowledge in order to help their colleagues.

Craig Petersen from New South Wales summed it up when he talked about the ever-deepening conversations that we are having with one another during ICP meetings. When Wendy Cave from Australia shared with us a powerful research study, I was struck that it was both carried out and funded by leaders. The ethos and values of our association are becoming ever more defined.

The way we do things around here is to share knowledge, expertise, and insights in order to help the worldwide community. of school leadership.

“Us not them - the power of ICP as a global community of practice”

- Peter Kent

2

A focus upon the future.

I found the first two days of our meeting very powerful as we worked together to explore how best to support the next generation of leaders. The input of newly appointed and emerging leaders to these discussions was deeply impressive and demonstrated the outstanding contribution that they have to make.

Whilst recognising barriers and challenges, the overwhelming sense was that existing leaders needed to act as advocates and to take every opportunity to share what a wonderful job we do. This is not to run away from the challenges, but it to ensure that we always represent the privilege of **taking a formative role in the leadership** of our colleagues and the development of the next generation of young people.

3

Only Connect.

We concluded with a strong sense that this was just the first step in our work with and for Emerging Leaders. Just as ICP continues to develop as a community of practice, so we need to foster a network of Emerging Leaders and to provide regular opportunities for them to receive the support, encouragement and mentoring that we receive from our network of established leaders.

4

Embracing Change.

Part of our focus upon the future was a wonderful session on the use of Artificial Intelligence, led by

our colleagues Gabriel Rshaid from Argentina and Nadine Trépanier-Bisson from Ontario. They demonstrated its huge potential and the ways it can be used to support school leadership, whilst also reminding us of the challenges and ethical considerations that need to be considered as its role develops. One thing emerged with great clarity- we have to ensure that we grab hold of the opportunities that AI provides. The reality is that our students are already making regular use of Chat GTP, and we have to ensure that we harness its potential.

Hope.

5

Above all else, our meeting was summed up by this word. By now my colleagues on Executive are used to regular reminders of my allegiance to Liverpool Football Club. At the start of our meetings in Rovaniemi, I explained that the club anthem ‘You’ll Never Walk Alone’ summed up the approach of ICP to Emerging Leadership and to all of the challenges currently faced by leaders. We want to walk alongside them every step of the way on their leadership journey.

Kees van Bergeijk from the Netherlands took us one stage a few days later, by reminding that the reason we do not walk alone is that we have ‘hope in our hearts’. Leadership is all

about the sharing of hope, and the school leadership community particular reasons to be hopeful because we have the privilege of shaping the future and preparing the next generation.

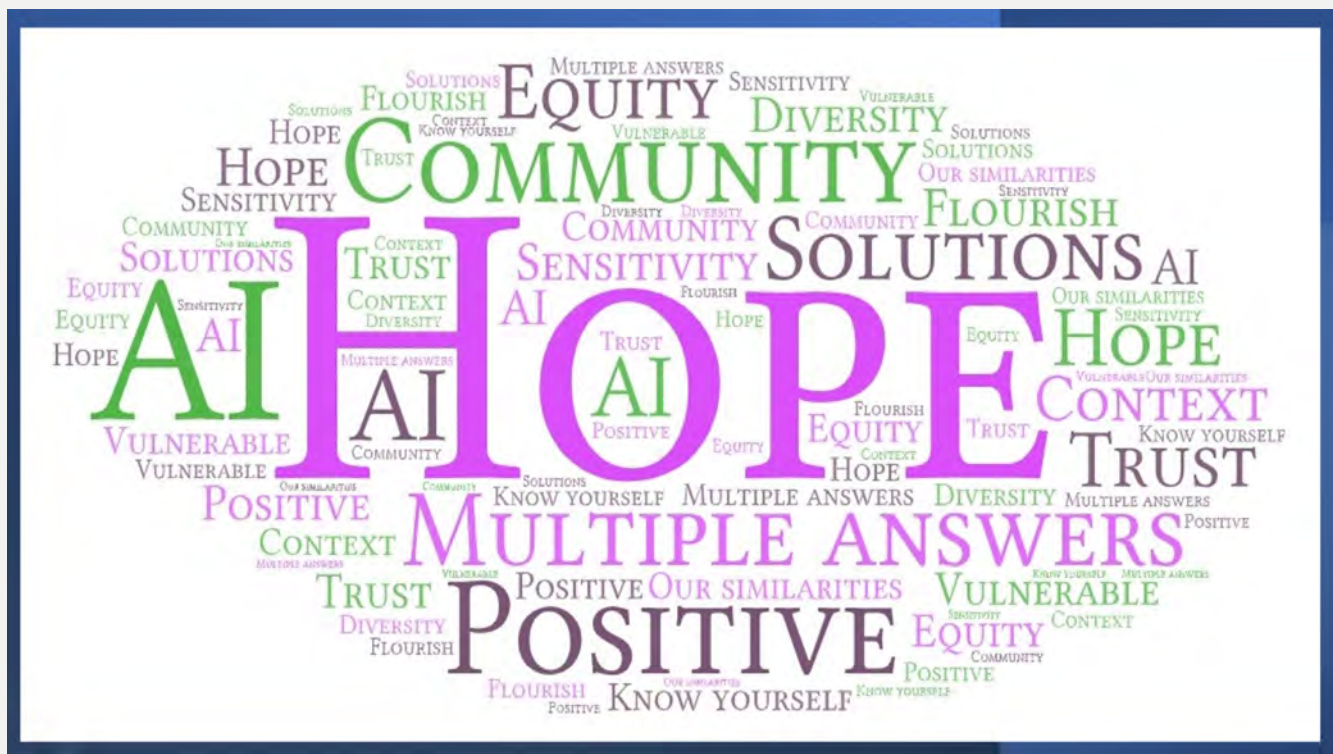
“

**Live in Fragments
No Longer. Only
Connect”**

EM Forster

At the end of Council, I shared the key words that had shaped our four days together, and I

suggested to colleagues that Kees had powerfully captured the way in which ICP works. It offers all of us the unique privilege of working with school leadership colleagues from across the world. Thanks to their support and inspiration, we walk on together with, above all else, hope in our hearts.





Stories from Emerging Leaders Forum

Peter Kent - ICP President

We were delighted by the success of our first forum for Emerging Leaders. Below two Emerging Leaders from the Netherlands, Leander Rowan and Jojanneke van Poecke, share their reflections on what they gained from their time in Rovaniemi.

Story 1 - Leander Rowan A Visit to Finland

Leendert-Jan, one of the board members of Kolom, invited us to the next meeting of the ICP in Finland. The theme this year was 'Emerging Leaders,' focusing on upcoming and novice school leaders.


Here is a detailed report of our findings, adventures, and obstacles from the Dutch delegation. It was a remarkable journey, where we not only experienced mystical Lapland but also gained insight into Finland's rich cultural heritage.

Without luggage in a foreign land

The journey started well. We were grateful for a co-worker who brought us to Schiphol Airport with our heavy suitcases. After that, everything went quite smoothly: check-in, boarding, takeoff, and landing. There wasn't much time for the layover, so we could almost go directly from one plane to another. We had a layover in Helsinki before a short flight to Rovaniemi.

However, things didn't go as planned there. The ground crew decided, precisely when we were on board, to go on strike. We received a text message on our phones stating that there was a strike. More details would follow...

Fortunately, for us, we were on the ground for only half an hour before we



could depart. Without our luggage, of course. We weren't the only congress visitors without luggage. This was frequently used to tease us. 'We don't mind that you guys are underdressed and smelly; we understand.'

Upon arrival in Rovaniemi and an overpriced taxi ride later, we arrived at the hotel. Spacious rooms, a delightful shower, and a complimentary toothbrush with the smallest toothpaste tube we had ever seen—just enough for three sessions. That evening, we took it easy, went to bed early because traveling is exhausting. We wanted to be early for breakfast and start the four intensive days well-rested.

The School Leaders Congress

The congress itself took place in a spacious hall with large, round tables featuring soft chairs (where many a jet-lagged person could easily fall asleep - which, of course, happened) and a modest stage with projection screens above for various presentations and video broadcasts. Typically, a speaker with a remarkable story would address the audience, followed by discussions in various table groups. Feedback was then provided to the assembly using a wireless microphone, which was initially nerve-wracking: public speaking in English in the company of strangers holding high positions within international education. Both of us did it, and naturally, 'The Dutch' gained a reputation for being funny, sharp, but with a clear message.

Some highlights of the speakers

To discuss all presentations and lectures here would be too much, so here are some highlights in random order that are worth sharing:

• Education in Utsjoki

High in the north of Finland, about 500 kilometers from where we were at that moment, lies Utsjoki. A traditional place by Lapland standards. In this small village, there is a Sami school. The Sami are an originally nomadic people inhabiting Nordic Lapland. They were formerly known as Lapps, a term considered offensive by the Sami. The director and her deputy director gave us a glimpse into life and education there. Both teach and share the challenges they face in Sami education: there are no methods in 'their language,' so teachers must write and devise almost everything themselves. Additionally, they face a constant struggle that threatens the original language's slow disappearance. There are about twenty-five different Sami dialects or languages, which are gradually being replaced by Swedish and English. It's comparable to the decline of the Gronings dialect, as the youth becomes less interested and exposed to this beautiful dialect. But even getting children to school during the 'hunting season' proves challenging. The solution is simple but effective: during certain periods of the year, the teacher joins the Sami population, and children receive lessons amidst hunting and fishing activities.

• Education in New Zealand

Another indigenous people are the Maori, located in New Zealand. A prominent delegation of two women, advocating for the interests of traditional Maori school leaders, took a clear step forward on day one. They had come here to emphasize that these professionals face racism and the non-recognition of signed treaties. The exact details of how they advocate for their interests were not entirely clear to us, but it's evident that these women have a mission. It was enlightening to see what education looks like in New Zealand. We would have liked to hear more about that.

• Education in Ireland

In Ireland, creative handling of student numbers was observed. A school with fewer than 160 students has one principal, who also has full-time teaching duties. A school with 161 students still has only one principal, but this one is entirely exempt from teaching-related activities. It is not surprising to suggest that a principal couple enrolled two students two days before the counting date at one school (to reach the required number) and then withdrew them after the infamous date. Both principals were dismissed when this was discovered. It made us realize how fortunate we are in the Netherlands: sure, we complain about workload, poor communication, and that incomprehensible colleague from time to time. But in this light, we can genuinely be grateful that everything is so exceptionally well-organized in our country.

● Education in South Africa

For clarification, as promised to this director, South Africa is a country. There is an immense primary school with over 1200 boys. South Africa receives no government funding. They exist entirely on subsidies and parental contributions, the latter of which are barely paid. Students cannot be refused, forcing the school to provide free education for many, many students. In a conversation with this director, we discussed the use of ICT tools in schools. He had a decent MacBook and iPad, but his comment struck us: 'Less than ten kilometers from my school, there are children who have never seen Google.' The use of Chat GPT in education, two presentations that would follow, was futuristic for him and his school, while we in the more Western world worry about the opportunities and threats that this phenomenon brings. The internet is pure luxury, and once again, we can be thankful for the IT possibilities offered to us.

● Education in the Future

Artificial intelligence, the use of programs like Chat GPT and Starry, is rapidly gaining ground in the education sector. With a few commands, you can have a complete and unique paper on 'my guinea pig.' In two comprehensive presentations, we were taken through the possibilities and impossibilities of AI. We can bury our heads in the sand or face the future with our chests held high: in some time, this language model will be a regular part of the curriculum. By the way, this text was not generated by GPT but written in a traditional manner.

● Research in Australia and Canada

How healthy is the profession of a school leader? Research has been conducted on this topic in both Australia and Canada. The study included an extensive questionnaire and, interestingly, participants wore heart monitors. An irregular heart rhythm is healthier than a very regular one (think about movement, sleep, stress, etc.). What did they find? Participants' rhythms were mainly very regular on weekdays, and there was more variation on weekends... Add to that the high number of burnout cases and the enormous (global) shortage of school leaders, and you can probably answer the question of how healthy the profession is yourself. The research findings have been shared, but unfortunately, the subsequent 'good practices' have not yet.

● Education in India

In India, a school day looks quite different from ours. Every day, everyone - and by everyone, they mean truly everyone - starts with an hour of sports. The sport you choose is a free choice, and there are many options. Additionally, there is a brief three-minute meditation moment every day. Every school focuses on 'wellbeing practices.' A school day lasts from 8:00 to 14:00, and everything described above happens within this time frame... Food for thought, perhaps?

● The 'Student Counsel' aka Student Council

Most primary schools have a student council in the Netherlands, but this Counsel has a genuine student council. Various young adults from around the world are 'the voice of education.' It quickly becomes clear that these students have a real understanding of the matter and good ideas about how things should go in schools. This makes us think: what about the student council at our school? How can we make the voices of our students heard in the school?

● A Visit to Santa Claus

After concluding the official program on Saturday afternoon, Sunday remained for 'something cultural.' A museum visit was an option, but so was a visit to Santa Claus's village... and that's where we went. Imagine the Zaanse Schans in a Christmas setting, and you'll get a small idea of what the village looks like. Of course, you could also take a photo with Santa Claus, costing you 'only' fifty euros; the man has to fund all those gifts somehow, of course.

We didn't take a photo. What we did do was pet and feed reindeer, shop for souvenirs in mostly identical shops scattered around the area, take our own photos, jump over the Arctic Circle, and before getting back on the bus, we enjoyed a much too sweet hot chocolate.

● On Finnish Television

Finally, this: on Leander's bucket list was the ultimate challenge of making it to

the eight o'clock news. Well, that has never happened in the Netherlands, but it did in Finland. A friend of Leander, living in Finland, spontaneously sent the photo below with the text: 'What are you up to now?' Mission accomplished!



Concluding Closure

The above is just a small projection of everything we experienced. There is so much more to tell, to reflect on, and to think about further. With a full head, we boarded the plane on Monday night (this time with luggage) and arrived at our school in the morning. Tired, fulfilled, and above all, inspired. Elements from what we learned and discovered here will surely come up in team meetings or on study days. We are grateful for this unique opportunity and proud that we could leave the school in good faith and in good hands.

2 -Jojanneke van Poecke

A Visit to Finland

During our visit to the ICP international congress in Finland, we gained insightful perspectives on global educational practices. From the unique Sami education in northern Finland to creative approaches to student numbers in Ireland.

We delved into the impact of artificial intelligence in education and glimpsed well-being-focused education in India.

The cultural highlight was a visit to Santa's village and meeting the red-hatted man himself. These experiences have motivated and inspired us, and we look forward to sharing these insights and implementing new ideas at our own school 'De Wereldboom'. This was an amazing opportunity.





Why Student Voice Matters

Maria Doyle, Alyssa Grigor, Tomás Fernández Durruty ,
Shridhar Raj

Since ICP began this exciting journey of including Student Voice in our suite of actions, we as global school leaders have been enriched beyond our expectations.

Listening and understanding the students' perspectives in relation to their learning and education has deepened our appreciation for what really impacts on their experience.

It has opened our minds to the centrality of the relationship between student and educator and the imperative that education is a journey we must make together.

Some of our Student Leader Forum group have given their reaction to 'Student Voice in Education Settings'

which I know you will find not only insightful but also challenging. My thanks and appreciation goes to Alyssa from New Zealand, Tommy from Argentina and Raj from Singapore for their wise words.

The benefits of encouraging student voice in education settings - Alyssa Grigor (New Zealand)

I think it is so important that student voice is heard in education settings for so many reasons. School is made for students to learn, so listening to what they have to say is the first step needed to make the school a better place for them. Student voice allows students to have a say in the choices that impact them. They are on the receiving end of

the decisions that get made, so it makes sense that they are able to have a say in making the decisions, and offer their opinions.

If the only people making the decisions within the school are the teachers, then they can't begin to fix the problems that are affecting the students. Students are the ones who can see and experience the problems within the school, so student voices can provide an opportunity for these problems to be fixed. By listening to student voices, bigger changes can be made that will positively influence students' schooling. Solving the smaller problems affecting the students can then lead to improving their learning, and schooling experience.

Through encouraging student voice, and having student leaders, this allows there to be a representative for the students, especially for those who don't have the courage to express their concerns to the teachers, but feel more comfortable sharing them with a student representative. It can be so much easier to talk to someone closer in age, and can be much less intimidating talking to a fellow student, as opposed to a teacher. Having student voice heard in education settings allows there to be someone acting as the link between students and teachers. Students should have a say within their learning. They know what they need, and what is or isn't working, so by encouraging them to speak up, their learning and school experience can be vastly improved.

Why Student Voice Matters - Tomás Fernández Durruty (Argentina)

I firmly believe that Student Voice should be considered in all educational settings. After all, students are the main focus in

schools, so why wouldn't we want them to be able to express themselves and make their overall experience a better one? By allowing Student Voice, one teaches students to go after what they believe in,

to be natural leaders, and to learn to stand up in the face of adversity. It teaches them to not be bystanders and to act for the betterment of not only themselves but also their peers.

When all students are given a voice, you also get to learn more about each student's interests, what drives them forward, and what goes inside their heads. This is really helpful in generating more engaging classes and making the process of learning more entertaining and fun. Furthermore, kids in school are experiencing tons of changes, not only physical but mental as well. It is important to learn to hear them to accommodate when they may need help, but if a school tends to not pay attention to what students want and need, then the students won't trust enough to tell what is going on with them. Especially after the pandemic, where cases of students with mental disorders multiplied, it is of the utmost importance to let them be heard. In addition, by letting students voice their opinions, you are also teaching them to

**By listening to student
voices, bigger changes
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students' schooling.**

hear what others have to say, thus teaching them to be more open-minded. Honestly, I could go for hours talking about the benefits of encouraging students' voices, but to sum it up, by allowing students to be themselves and speak for themselves, you will find out that the overall experience of both students and teachers will be better because if there is one thing all students want, it is for them to be understood and treated with the same respect they are expected to give to others.

Why Student Voice Matters - Shridhar Raj (Singapore)

In the vast landscape of education, fostering student voices emerges as a **beacon illuminating the path towards innovation and progress** in our modern world. When the vibrant cadence of youthful perspectives harmonises with the structured melodies of our rigid education system, a symphony of creativity and growth resounds. I believe that this song is one that will inspire and propel our world into a new era of inclusivity and progression.

As youth, we possess the innate ability to innovate, to push boundaries, and to dare to challenge the status quo. Our generation has never been one to simply accept things for the way they are and sit idly by when we know our words can make a difference. Encouraging student voices in educational settings is akin to unfurling the wings of creativity, allowing ideas to soar beyond the confines of tradition. This allows our feedback, on the foundation of our lived experiences in learning, to revolutionise the way we educate our future leaders. A simple way to achieve this would be the in the



implementation of student-led projects and initiatives within schools, where students actively contribute to the decision-making processes. That is why I applaud Finland's student-centric education system, where students have a substantial role in shaping the curriculum and school policies.

Within these spaces, students transcend the role of passive recipients, evolving into active architects of their learning journey. The heartbeat of innovation pulsates within us. We can envision solutions not yet conceived, explore possibilities yet unexplored. Empowering our voices isn't merely a gesture of inclusion; it's a recognition of our capacity to pioneer change. Consider the approach taken by the Singaporean Ministry of Education in introducing the Applied Learning Programme in schools, where students actively engage in real-world, problem-solving projects that bridge classroom learning with practical applications.

Student-led workshops or forums where innovative ideas are discussed and collaboratively developed are just one manifestation of such a mindset. Initiatives like the World Innovation Summit for Education (WISE) often showcase student-led projects that address real-world challenges, showing how much impact our voices can have on our global landscape.

It's hence imperative to acknowledge that youth should play not just a supplementary role but a complementary role in shaping our collective future. Our insights, perspectives, and ingenuity complement the wisdom of experience held by our current leaders in education, infusing it

with fresh vitality. Our input shouldn't just be overlooked as a mere garnish but a cornerstone in constructing a future that accommodates the evolving landscape of ideas and aspirations. For instance, mentorship programs where students collaborate with experienced educators can bridge the gap between traditional wisdom and contemporary innovation. Singapore's Our Singapore Conversation, emphasises the collaboration between leaders and youth, wherein youth were able to directly speak to governmental leaders. Meaningful discussions on the impact of the stressful education system on youth led to a ground breaking educational policy change removing mid-year assessments for students. This shows how the involvement of young people in policy discussions ensures that our perspectives contribute to shaping the future of our nations, and even our greater world.

When student voice reverberates within educational spheres, it isn't solely about amplifying individual opinions; it's about nurturing a culture that values diverse perspectives, embraces change, and cultivates an ecosystem where innovation thrives. A practical suggestion to ground this idea would be the establishment of student advisory boards or councils that actively participate in decision-making processes. It's about acknowledging that in empowering the youth to play a pivotal role, we are nurturing a future where their imprint becomes an integral part of the tapestry of progress.



Progress Report on Sustainable Leadership Project

IPPN - Extract From Report

Last year we published an extract from IPPN's excellent report 'A roadmap to Sustainability', which explored a series of proactive ways to make the role of school leaders more sustainable over time. During our Emerging Leaders Forum in Rovaniemi, Páirc Clerkin and Brian O' Doherty shared the report in more detail and led our thinking about how we can best support current and future leaders.

During their excellent recent conference in Killarney, IPPN published a progress report, which provides a fascinating update on the development of the project and a realistic overview of the challenges still facing leaders. As is so often the case, the issues confronting leaders in Ireland will strike a chord with many of us, wherever we are in the world.

Key findings from the report

Expansion of role

Since the role of the principal was last defined - by circular in 1973 - successive pieces of legislation, circulars, policies, guidelines and new initiatives have identified and leveraged the strategic importance of the role in terms of effecting reform and improvement, both at a school level and within the system. Each identifies the particular responsibilities that fall to school leadership.

In order to ascertain the exact breadth of these responsibilities, we analysed all active circulars for the period 2016 to 2022, as well as all of the key policy initiatives and guidance documents arising from education legislation, and logged the duties and responsibilities that are ascribed to school leadership. The period from 2016 was chosen for the analysis of circulars as the Looking at our Schools policy document, with its Quality Framework for Leadership and Management, was published in 2016. If that quality framework forms the basis of how leadership should be practised, it is reasonable to analyse duties and responsibilities in that context. In total, 162 documents were reviewed. Our analysis detailed the year-on-year expansion of the role that has arisen for school leaders because of this approach, which was included as Appendix 1 in the report.

In addition to an analysis of the role and responsibilities, we also reviewed the documents to identify into which of the domains from the Quality Framework for Leadership and Management the responsibilities fell. The results of that review are detailed in **Table 1 below**.

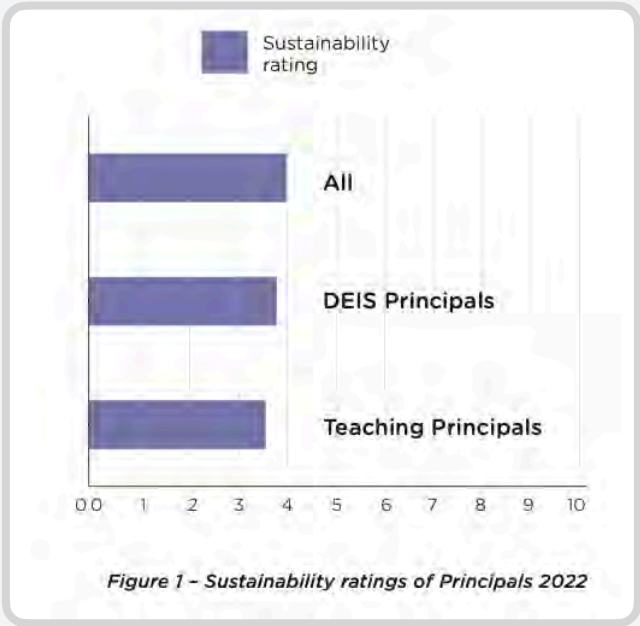
Leadership and Management Domain	Number of the 162 documents/ circulars analysed that have duties that fall into each domain	% of the 162 documents/ circulars analysed that have duties that fall into each domain
Leading Teaching and Learning	40	25%
Managing the Organisation	162	100%
Leading School Development	29	18%
Developing Leadership Capacity	22	14%

Table 1

Impact on sustainability

In order to ascertain the extent to which the sustainability of school leadership roles is compromised by this expanded workload and the disproportionate focus on management tasks, we issued a survey to our members, to which over 1,000 school leaders responded.

We asked those school leaders to rate the current sustainability of their leadership role (0 being completely unsustainable and 10 being fully sustainable).



Their responses (see Figure 1) told us that:

- principals rated the level of sustainability of their leadership roles at just **3.96**
principals of DEIS schools rated the level of sustainability of their leadership roles at just **3.76**
- teaching principals rated the level of sustainability of their leadership roles at just **3.53**.

It was also noteworthy that 97% of respondents either strongly agreed (78%) or agreed (19%) that the key issue that undermines the sustainability of their leadership role is the number of tasks and responsibilities that divert their attention away from their core purpose as a school leader. In short, they are not being given the opportunity to do the job they signed up to do.

See Figure 2 below.

The key issue that undermines the sustainability of my leadership role is the number of tasks and responsibilities that divert my attention away from my core purpose as a school leader

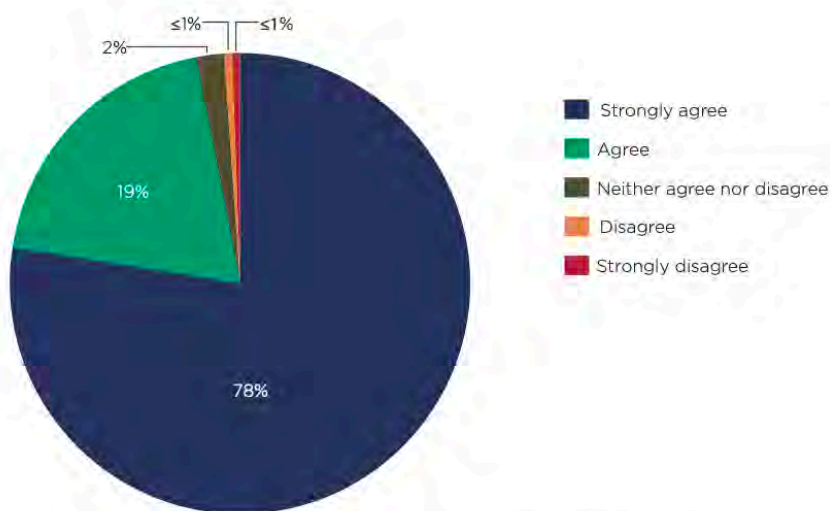


Figure 2 – Most significant factor that undermines leadership sustainability

Impact on health and wellbeing

In response to concerns that the increasing complexity and workload demands of school leadership roles are impacting on the health and well-being of Irish school leaders, IPPN commissioned a specific piece of research in partnership with our sister organisation at post- primary level – the National Association of Principals and Deputies (NAPD).

The focus of the research project was on the occupational health, safety and well-being of school leaders in Ireland, and was conducted by a team from Deakin University, Melbourne, in March/April 2022.

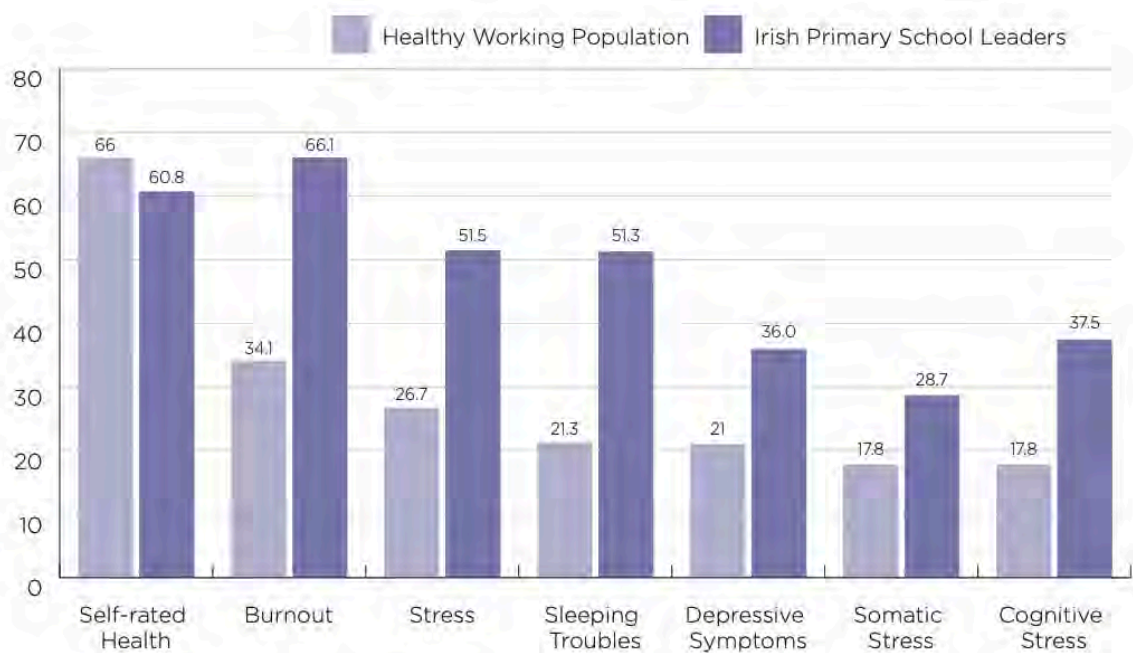


Figure 3 - Health and Wellbeing outcomes of school leaders compared to the healthy working population (2022)

The data gleaned from this research revealed that the incidence of burnout, stress and depressive symptoms among Irish primary school leaders was almost double that of the healthy working population, and more than double for sleeping troubles and cognitive stress.

See Figure 3.

Also notable was that the scores for burnout, stress, sleeping troubles, depressive symptoms, somatic stress and cognitive stress, have all increased since the last study undertaken in 2015.

See Table 2.

	2015	2022
Burnout	57.6	66.1
Stress	49.6	51.5
Sleeping troubles	45.4	51.3
Depressive symptoms	33.5	36.0
Somatic stress	23.8	28.7
Cognitive stress	34.2	37.5

Table 2 - Comparison of Health and Wellbeing Outcomes (2015 v 2022)

The two highest sources of stress at work were identical to the top two identified in the 2015 study, namely quantity of work and lack of time to focus on teaching and learning. However, in both cases, the stress rating has increased from 2015.

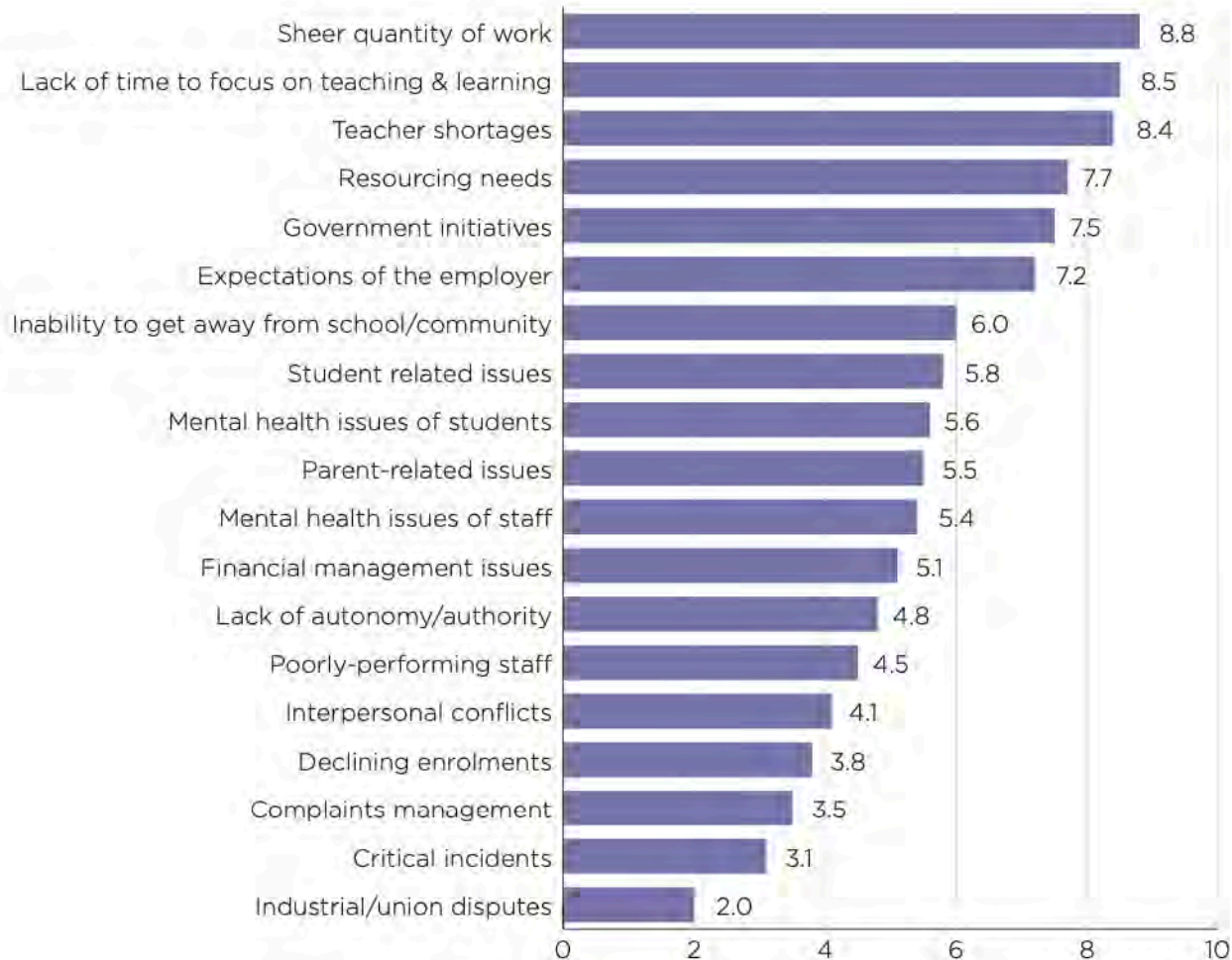


Figure 4 – Sources of stress scores (2022)

It should also be noted that the third highest source of stress is teacher shortages, which has jumped from 13th place on the list of stressors in 2015. Its mean score for stress has more than doubled from 4.1 to 8.4. **See Figure 4 above.**

Summary statement of findings from analysis of ‘current reality’.

1. The work demands of Irish primary school leaders have consistently increased, year on year.
2. The majority of tasks and responsibilities that constitute this workload have little to do with the core purpose of school leaders, which is leading teaching and learning.
3. Not being able to do the job they signed up to do, despite their increased workload, is undermining:
 - A. the effectiveness and sustainability of their leadership
 - B. their health and wellbeing.

Key areas considered in the report:

Given the imperative to ensure school leadership of the highest quality in our schools, and a leadership role that is sustainable and less likely to have a negative impact on the health and wellbeing of school leaders, in response to these findings, the report considered the following:

- The development of a shared understanding of what constitutes effective school leadership and the core purpose of that leadership
- The extent to which school leaders are deflected from their core purpose by having to take on responsibilities and tasks not related to that purpose
- The skills, knowledge and competencies school leaders require to enable them to be effective
- The need for a systematic process of preparation for leadership and what it might look like
- How the process by which school leaders are recruited could be improved
- How to ensure all school leaders are afforded sufficient time and space to exercise both the leadership and management dimensions to their roles
- How leadership can be shared and supported more effectively in schools
- How the current governance structure in primary schools is impacting on the sustainability of school leadership roles and how that structure could be reimaged.

Conclusion and emerging themes

The report made specific and detailed recommendations in each of its sections, a broad summary of which was included in the Conclusion section of the original report. A more granular analysis of progress on those broader recommendations is contained in this report.

However, three themes emerged which, if addressed, have the potential to have a profound impact on leadership practice in Irish primary schools:

- if school leaders were enabled and empowered to maintain their focus on their core purpose of leading teaching and learning
- if school leaders had greater capacity to share leadership effectively and
- if our schools had a governance structure that had the capacity to meet its onerous statutory and legislative responsibilities,

then there would be greater leadership capacity with our schools, that leadership would be more effective (leading to better outcomes for children) and therefore, those leadership roles would be more sustainable.





How the Involvement of parents & school Communities prepares the next generation

Salwan Montessori Team - Gurugram

“Life affords no greater responsibility, no greater privilege, than the raising of the next generation”

– C. Evertt Koop

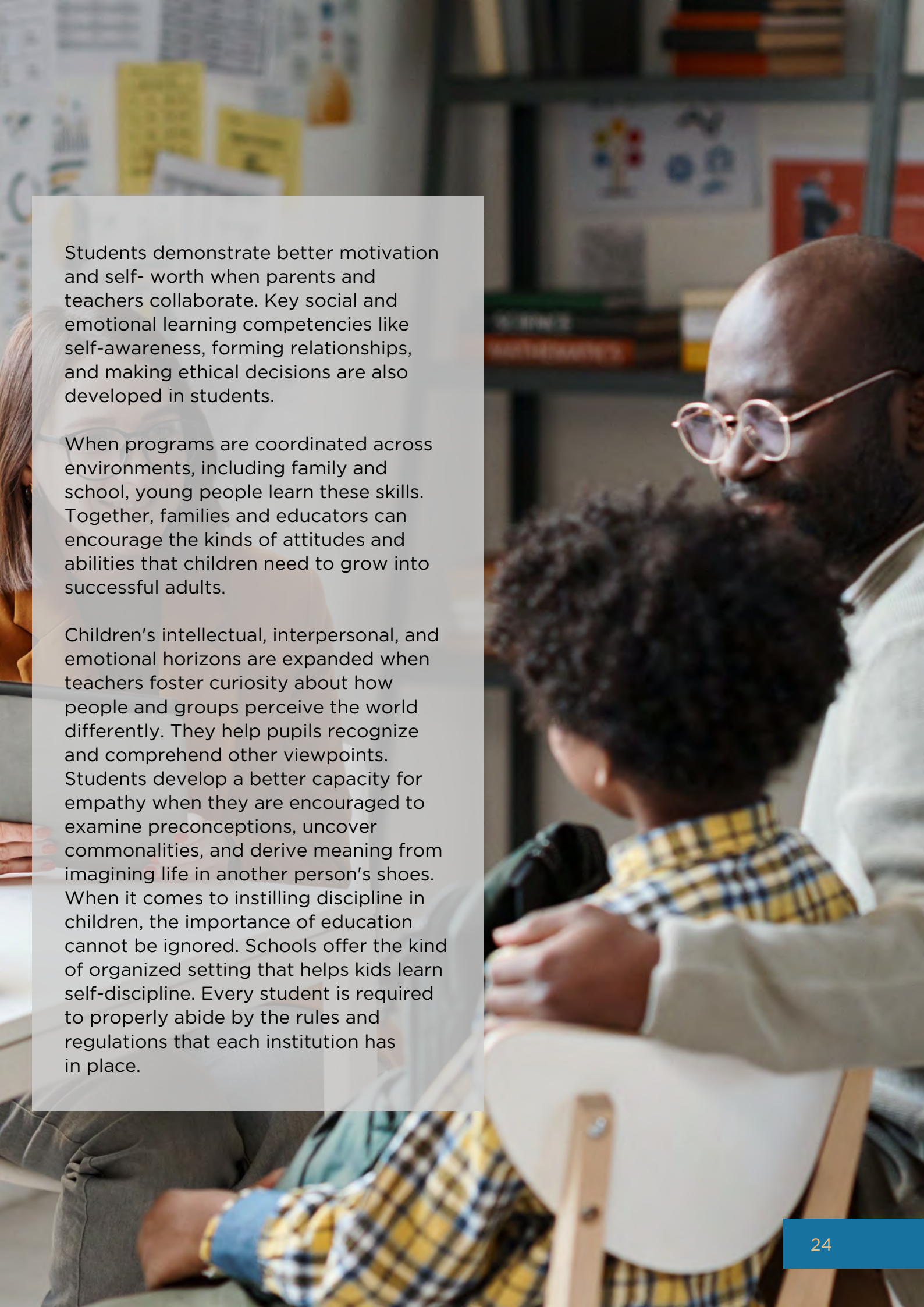
Our youth are a vital element of the school system, and the need to invest in young children is so important that their future well-being is maximized. Children are viewed as society's future, and their development is important for it. Schools play a variety of roles in children's lives, from practically changing their personality traits to ethically educating them.

Schools must form partnerships with parents and establish shared accountability for children's achievements in the educational system, in order to adhere to

the system of integrated support for their pupils. They serve a range of different functions in addition to being educational institutions; by doing this, parents' efforts to help schools are encouraged, and parental involvement is raised, thus contributing to a successful educational system.

Teachers and families working together promote the growth of successful, all-around children. Students now have greater opportunities to study and develop from a wider variety of perspectives and life experiences. Parents and educators can help kids improve their social, emotional, and intellectual skills by being open with each other and working together.

Participation in the school makes a difference. The benefits of a school-family partnership go beyond improved academic performance.

A photograph of a man with a beard and glasses, wearing a white shirt, sitting at a desk. He is looking down at a tablet held by a young child with curly hair, who is wearing a yellow and blue plaid shirt. The background shows a bookshelf with books and some papers on the wall.

Students demonstrate better motivation and self-worth when parents and teachers collaborate. Key social and emotional learning competencies like self-awareness, forming relationships, and making ethical decisions are also developed in students.

When programs are coordinated across environments, including family and school, young people learn these skills. Together, families and educators can encourage the kinds of attitudes and abilities that children need to grow into successful adults.

Children's intellectual, interpersonal, and emotional horizons are expanded when teachers foster curiosity about how people and groups perceive the world differently. They help pupils recognize and comprehend other viewpoints. Students develop a better capacity for empathy when they are encouraged to examine preconceptions, uncover commonalities, and derive meaning from imagining life in another person's shoes. When it comes to instilling discipline in children, the importance of education cannot be ignored. Schools offer the kind of organized setting that helps kids learn self-discipline. Every student is required to properly abide by the rules and regulations that each institution has in place.

To preserve peace among different people, students are instructed to abide by these regulations at all times, whether on campus or outside.

Raising responsible citizens who will play an active role in their communities in the future is another function of school and the role of parents in a child's life.

This involves helping kids acquire civic characteristics like dependability, justice, generosity, and cooperation, enabling them to contribute positively to society.

With each passing day, the importance of schools' involvement and parental engagement in a child's life becomes more and more apparent. Schools that are striving for parental involvement are required to identify projects, needs, and goals and share information with parents. The goal of family engagement is not to assist patrons but to cultivate partnerships. It is, therefore, evident that school communities and parents are jointly responsible for the overall development of children, thus preparing the next generation.

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Preparing Students for the Future: Nurturing Skills Beyond the Classroom

Sunita Madan - Salwan Public School, Ghaziabad

“The Best Way to Predict the Future is to Create it.”

- Peter Drucker

With the advent of AI and ChatGPT children of today can have access to knowledge and information on a platter. They wake up to numerous new technologies and innovations every day. An invention that is thriving today may be obsolete in the next 10 years. This indicates the need of the current generation to keep learning and unlearning so as to keep up with the advancing world.

Amid all this, an educator's role becomes crucial, as it involves preparing the youth for a

future that is changing at lightning speed; a future that, by any definition, is uncertain. School pedagogy and curriculum should aim at empowering the students with a strong, complete, holistic, and dynamic foundation, so that they can cope with the overwhelming pace of change.

On course for the future

During Covid times, we have realised that academic learning may take place online but the personal touch, care & empathy by teachers, emotional bond with peer group is also crucial for a child's mental and emotional well-being.

Schools need to reflect on their roles in the life of a student and also whether

we are preparing them to become responsible citizens, for the betterment of self and society. While AI & ChatGPT have the potential to revolutionize the education industry, teachers will never get redundant. Teachers provide a personal touch that AI cannot replace, and they bring creativity, passion, and emotional support to the classroom. The joy of sharing tiffins, celebrating birthday in class, gossip in school buses and friendly matches in playground is what students missed during the online learning.

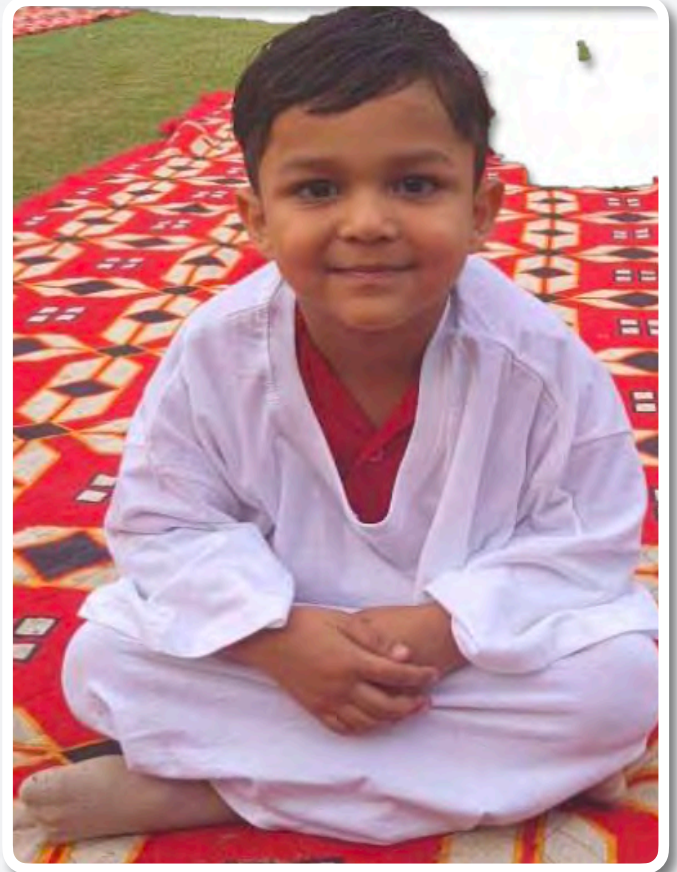
It helps in shaping the overall personality of the child through collaboration, sharing and respecting each other's opinion.

As educational institutions we must impart knowledge, skills, and dispositions that will help them embrace opportunities and solve challenges. In addition to cognitive ability, they need broader competencies, such as teamwork, critical thinking, social and global awareness, time- and life-management skills.

Enhancing physical well-being
Global estimates indicate that over 80% of young people in schools are not meeting the global recommendations of 60 minutes of moderate-to vigorous physical activity per day.

Schools must provide opportunities for active recreation, sports and play for girls and boys. With increasing use of mobile phones students report difficulties in

sitting upright, standing & playing for long durations. Hence schools need to apply the principles of the whole-of-school approach to promote the enjoyment of, and participation in, physical activity, according to capacity and ability.



“...over 80% of young people in schools are not meeting the global recommendations of 60 minutes of moderate-to vigorous physical activity per day.”

Fostering Soft Skills through Socio-Emotional Well-being

In the era of technological advancements, the significance of soft skills cannot be underestimated. Communication, problem-solving, emotional intelligence, and teamwork are key soft skills that will be essential for success in this AI-driven era. Therefore, to meet the challenges of this constantly evolving landscape, schools must actively hone their soft skills by

prioritising strategies to cultivate socio-emotional well-being.

Education in schools should aim at fostering ethical, rational, compassionate, caring and healthy individuals. Such a vision cannot be solely relied on academic curriculum and pedagogy. As leaders of educational institutions, we need to develop among students, a feeling of being fair to others, learning from failure, and remaining calm during uncertain times.

Recommendations for physical & socio-emotional well-being in school:



Focus on Physical Health and Fitness through health interventions integrated in the curriculum.



Yoga & Meditation sessions to relax the mind & body and start the day with positive energy.



Brain Exercises and Whole brain activation programmes resulting in an intellectually, socially & emotionally brighter mind.



Deep Breathing and Relaxation techniques to inculcate a sense of mindfulness through focus on present.

Educational leaders have immense opportunities to nurture the next generation of scientists, social entrepreneurs, and professional who prioritise social change and make a positive impact on people and the planet. Making them physically and emotionally healthy will serve this philanthropic vision.

“Education is what remains after one has forgotten what one has learned in school.”

- Albert Einstein



Broadcast - The Wellbeing Voice for School Leaders

Matt Johnson - Q&A with James Wilson



What is Broadcast and how did it come about?



Broadcast is a wellbeing platform developed exclusively for the numerous coalition of Australian School

Principal Associations and their members across Australia. The aim of Broadcast is to provide an exclusive and united community approach to the mental health and wellbeing of school leaders in achieving better personal wellbeing outcomes. It's also being able, for the first time, to measure and reflect changes across the sector over time.

Broadcast was an initiative that was born in a Post COVID environment and research. It was something we had to do. You simply



James Wilson is Co-Founder and Director of SchoolTV Australia, New Zealand and UK. SchoolTV reaches **1.75 million parents monthly** and is distributed to 1,000 plus schools on 3 continents.

can't ignore the challenges and stress school leaders are experiencing daily.

At that time the leading Principal Associations were also forming an Australian coalition, and it was the perfect time to support them.

Concerning numbers around School leadership

The most recent Australian Principal Occupational Health Safety and wellbeing Survey, 2022 revealed the environment school leaders are operating in:

- Over **47.8%** of principals triggered "red flag" alerts in 2022
- **One in two school leaders** is at risk of serious mental health concerns including burnout and stress
- Special school principals are most at risk with **56.3%** triggering red flag emails
- Offensive behaviours escalated in the past year with **44% of principals subjected to physical violence**
- ACT principals reported the highest rate of physical violence and/or threats from students at **80.5%**
- Heavy workloads, lack of time and teacher shortages driving principals to **resignation** and **early retirement**

Over 47.8% of principals triggered "red flag" alerts in 2022

- The number of principals wanting to quit or retire early has tripled in one year.



What's inside Broadcast as a resource platform?



When we blueprinted Broadcast we surveyed over a hundred schools from primary to secondary, central and regional, big and small. It was fascinating and in many ways met our expectations. There was universal agreement for a wellbeing resource that was:

- a. Reflective of changes to the role and challenges faced by school leaders
- b. Credible and accessible
- c. Ongoing and relevant
- d. Had the capability to independently conduct research studies

Today Broadcast as a resource brings together principal interviews, third party resources, key topic articles and research content. In 2024 a range of new, more interactive material will be introduced.



Has Broadcast been a success?



It's fair to say we spent a year **fine tuning the platform** and its value proposition to a diverse range of school communities but what we have today has strong appeal with hundreds of school heads registering monthly.

The introduction of a Q and A series has been a great success. This video series titled “Principal Perspectives” is a round table discussion from school heads each put forward by the different Principal Associations representing Government Primary, Secondary, Independent, Catholic, Indigenous and specialist schools.

There is no shortage of resources for school leaders but at the end of the day I believe the value of shared community conversation is what has the greatest value to school heads as they seek guidance from others in similar positions.



It seems much has been achieved in such a short period, what’s the background to Broadcast?



So in April 2021, the major Australian school principals’ associations united to create the **Coalition of Australian Principals (CAP)** to address the realities of the work and the decline in those wanting to become school leaders.

The ***Australian Principal Occupational Health, Safety and Wellbeing Survey 2020*** found an alarming number of school leaders endured continuous stress during 2020 and were often subjected to bullying, offensive behavior, and physical violence.

The annual report by Professor Philip Riley, (Deakin University), and others highlighted numerous concerning issues relating to the health and wellbeing of the nation’s principals and listed key recommendations to address them.

One key recommendation was for the peak bodies representing Australia’s principals to collaborate and speak with one voice to governments and communities.

CAP was born and brought together all the national principal associations for government, Catholic, independent, Aboriginal and Torres Strait Islander, and special education primary and secondary schools and features nearly 9000 members.

The then President of APPA, Mr. Malcolm Elliott, who has worked in the industry for the past 45 years, commented on the need for **one unified voice** to drive change and have much-needed conversations as the conditions and state of wellbeing facing current day principals are worsening, as evidenced by the survey.

“...the need for one unified voice to drive change and have much-needed conversations as the conditions and state of wellbeing facing current day principals are worsening...”

Driving change and shared conversation

From SchoolTV's perception the Coalition could finally start to make a difference. It would enable like-minded individuals to work together to drive change and raise awareness, while also share key knowledge and learnings from those at the coalface.



The Coalition of so many organisations representing the diversity of schools was a significant event. What was the first initiative?



One of the first initiatives of CAP was the development of Broadcast, an interactive program delivered in partnership with an independent resource that streamlines wellbeing content for school communities, SchoolTV. The Broadcast platform was developed by SchoolTV in close consultation with CAP.

The role of Broadcast was to provide ongoing and regular surveys and research, wellbeing support, resources and communication for principals. It will encourage a national conversation about what needs to be done to fix and address some of the key areas.

Overseen by one of Australia's leading psychologists and SchoolTV presenter **Dr Michael Carr-Gregg**, Broadcast's aim is to act as a central communication hub for Australian principals.



“School leaders, as a group, are at risk of fatigue, mental health decline and burnout,” Dr Carr-Gregg said.

“More than 70 per cent of school leaders are aged over 50 years and more than 25 per cent aged over 60 years, close to retirement, the increasingly complex role of principal has become far less attractive to aspiring educators.”



“Something needs to be done now and fast. Broadcast will provide a strong platform for principals to engage, learn and connect. It will highlight key issues and conduct ongoing research during the year to capture new data to complement the national survey released this week.

“This will encourage a national conversation about what needs to be done to fix and address some of the key areas.

“The regular research will go a long way to having current and ongoing conversations about the mental health of our principals and show vital statistics from the national community of school leaders.”

To current day, Broadcast continues to give the sector an opportunity to respond and get information out quickly to the public domain and to key decision-makers who need access to real and current data.

As we move to 2024 it's clear that there are multiple issues facing school leaders. Broadcast will drive greater dialogue, shared conversations and more data, which will have the highest impact on change and support.

For more information visit <https://broadcast.schooltv.me>

And SchoolTV: <https://schooltv.me/>



Invisible Labour: Principals' Emotional Labour in Volatile Times

Jane Wilkinson, Andrew Pierpoint, Lucas Walsh, Amanda Keddie, Fiona Longmuir, Christine Grice

The principals' role is changing.

In nations such as Australia, principals are being forced to navigate increasingly diverse and often volatile school settings and communities, arising from issues associated with identity, difference, privilege and marginality in areas such as sexism, racism, homophobia, gendered exclusions, Islamophobia and radicalisation (Howie et al., 2020; Keddie et al., 2018; Wilkinson et al., 2018; Zembylas, 2020).

The COVID pandemic has exacerbated relational tensions in schools, with the highest ever recorded levels of burnout and cognitive stress amongst school leaders (See et al., 2022); record levels of mental health issues for children and youth (Brennan et al., 2021) and rising levels of poverty (Davidson, 2022). In addition, externally imposed accountability measures have increased principals' workloads and added to the

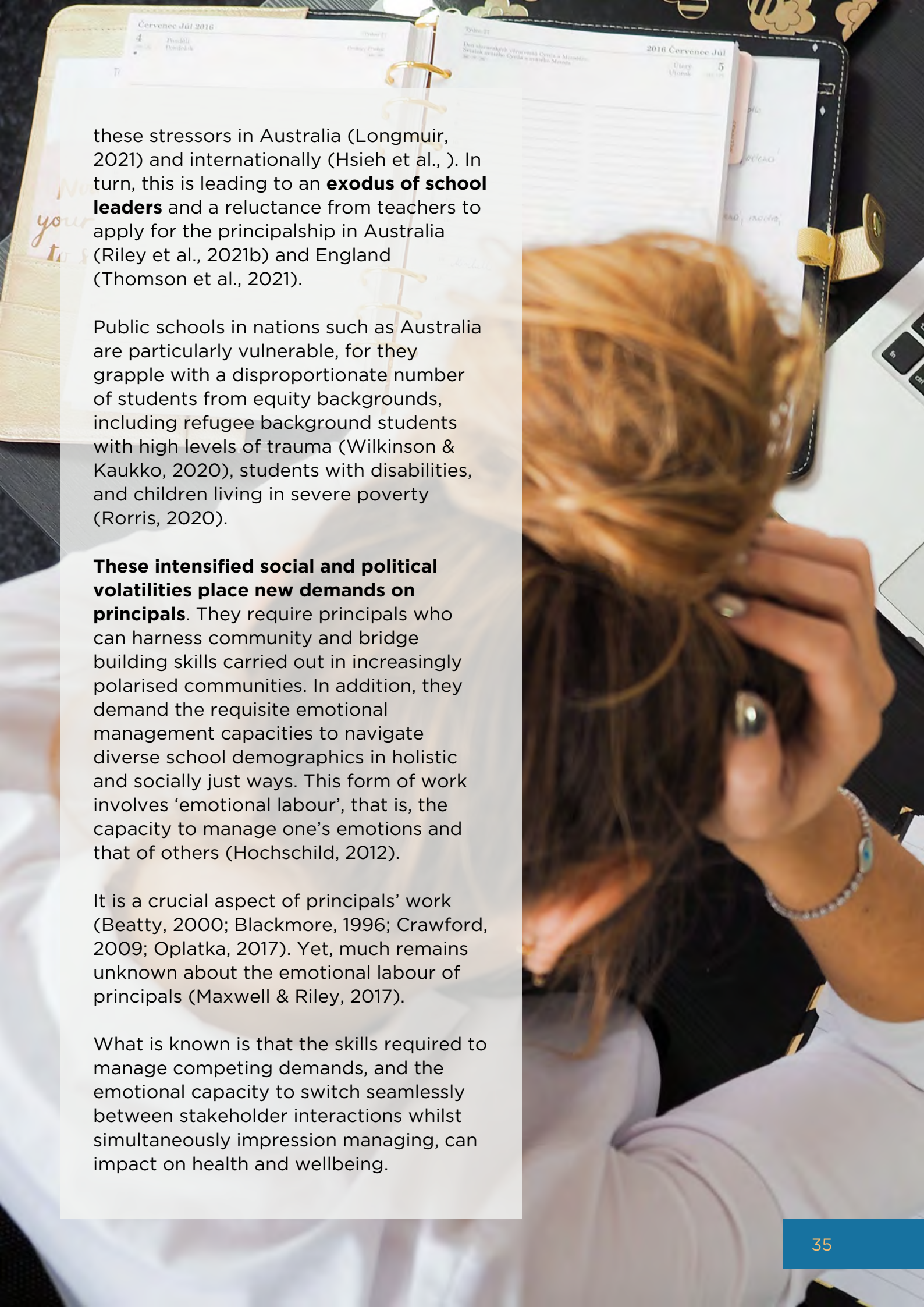
complexity and scope of their role (Heffernan & Pierpoint, 2021).

These factors, along with increased market competition, have intensified relational tensions within and between individual schools and school systems.

These circumstances are not peculiar to Australia.

One in three Australian principals' health and wellbeing is deemed to be at serious risk (See et al., 2022),

a pattern echoed in England (Thomson et al., 2021), New Zealand (Riley et al., 2021a) and Ireland (Rahimi & Arnold, 2022). The pandemic has exacerbated



these stressors in Australia (Longmuir, 2021) and internationally (Hsieh et al.,). In turn, this is leading to an **exodus of school leaders** and a reluctance from teachers to apply for the principalship in Australia (Riley et al., 2021b) and England (Thomson et al., 2021).

Public schools in nations such as Australia are particularly vulnerable, for they grapple with a disproportionate number of students from equity backgrounds, including refugee background students with high levels of trauma (Wilkinson & Kauko, 2020), students with disabilities, and children living in severe poverty (Rorris, 2020).

These intensified social and political volatilities place new demands on principals. They require principals who can harness community and bridge building skills carried out in increasingly polarised communities. In addition, they demand the requisite emotional management capacities to navigate diverse school demographics in holistic and socially just ways. This form of work involves ‘emotional labour’, that is, the capacity to manage one’s emotions and that of others (Hochschild, 2012).

It is a crucial aspect of principals’ work (Beatty, 2000; Blackmore, 1996; Crawford, 2009; Oplatka, 2017). Yet, much remains unknown about the emotional labour of principals (Maxwell & Riley, 2017).

What is known is that the skills required to manage competing demands, and the emotional capacity to switch seamlessly between stakeholder interactions whilst simultaneously impression managing, can impact on health and wellbeing.

“...What is known is that the skills required to manage competing demands, and the emotional capacity to switch seamlessly between stakeholder interactions whilst simultaneously impression managing, can impact on health and wellbeing.”

In turn, this can lead to chronic stress, feelings of burn out and lowered job satisfaction levels (Berkovich & Eyal, 2015; Heffernan & Pierpoint, 2021).

Yet education policies, workforce development/ induction programs and principals' standards are largely silent about this form of labour. This is even though these skills and capacities are indispensable in fostering the kinds of necessary conditions for students, schools and their communities to be healthy and thrive (Walsh et al., 2020).

This is particularly the case for public schools where disadvantaged students are predominantly located and women principals are typically over-represented given social perceptions of them as skilled emotional managers (MacDonald et al., 2021).

This project investigates the intensified emotional management workload demands of the principalship required in current socially volatile times. Funded by the Australian Research Council [ARC] and running from 2023-2025, it aims to:

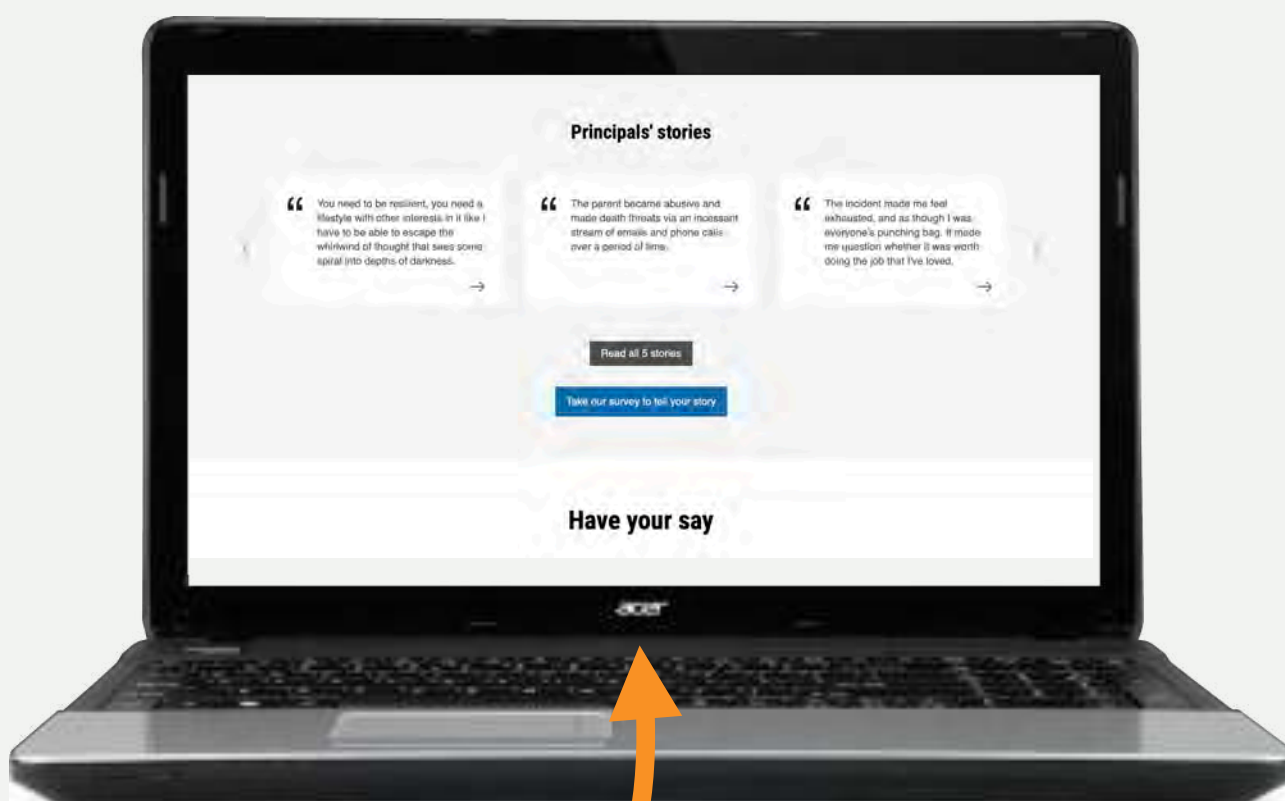
- A. **Capture concealed aspects of principals' emotional labour** (via principal testimonials on a national website, focus groups with key stakeholders);
- B. **Map this labour in its granularity and specificity** through in depth case studies of practices of principals' emotional labour in Australian government schools; and
- C. **Generate new understandings** of the moral and ethical complexities of this labour and the conditions that enable and constrain principals' practices in this area.

The study has begun with a survey of these emotional complexities of principals' work. It provides a chance for principals in public schools to tell their stories about how these demands are impacting the nature of their work.

It will provide new understandings of the changing nature of the principals' role when it comes to these emotional demands.

A publicly available website that curates, in de-identified form, some of the principals' stories will give the public a glimpse into the new emotional intensities of principals' work. It aims to build public, media and political awareness of principals' day-to-day emotional challenges: <https://www.monash.edu/education/research/projects/school-principals-emotional-labour-in-volatile-times>

(See Article References at end of Magazine on Page 33 and 34)



Click here,
and have your say!



A Final Word From The Outgoing President

Peter Kent - ICP President

Since this will be the final magazine edition of my Presidency, I leave you with the closing words of my report to Council.

I wanted to put on record how much I have appreciated the opportunity to work with such a hard working and committed Executive over the past two years.

They have made a huge contribution to the work of ICP and we are fortunate indeed to have colleagues of this calibre taking a leading role in our association. On a similar note, I know that our President Elect, Leendert-Jan Veldhuyzen, will be fantastic in the role and is the ideal person to take us to the next stage of our development.

Since this Council will be my final ICP event as President, I wanted to finish by

passing on a huge thank you to every ICP member for giving me the opportunity to have taken on this role over the past two years.

I am more grateful than I can say for the warmth, kindness, hospitality and friendship that you have all shown to me, both at ICP events and when I have joined you at conferences around the world.

Being President of ICP has been one of the privileges of my life and it is wonderful to see the ways in which the organisation is growing and developing in such a positive and exciting way.

Thank you for everything and I look forward to continuing to support the work of ICP in the future.

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