

## Promotional Positions Classification Review

### Report of results

Date of review opening	<b>June 2017</b>
Distribution method	Emails and Newsflashes were sent to all QTU members to give their responses via a website open ended form or by email directly to their QTU organiser.
Closing date of review	Friday July 28 <sup>th</sup> 2017
Number of respondents	328

## DEMOGRAPHICS

### NAME (not compulsory)

307 respondents provided their name

### MEMBERSHIP number (not compulsory)

211 respondents provided their QTU Membership number (not verified, open text box)

### WORKPLACE (not compulsory)

306 respondents provided their workplace

### CURRENT POSITION (not compulsory, open text response type where respondents wrote their Role Description, not from a list of options).

304 respondents provided their current position.

The respondent sample is slightly biased due to a statistically disproportionate amount of Guidance Officers and Senior Guidance Officers who have submitted feedback, compared to the normal proportion within the workforce for all Queensland state schools.

The distribution of respondents by their current position in their school is displayed below in Figure 1 and Table 1.

FIGURE 1. Distribution of respondents by current position.

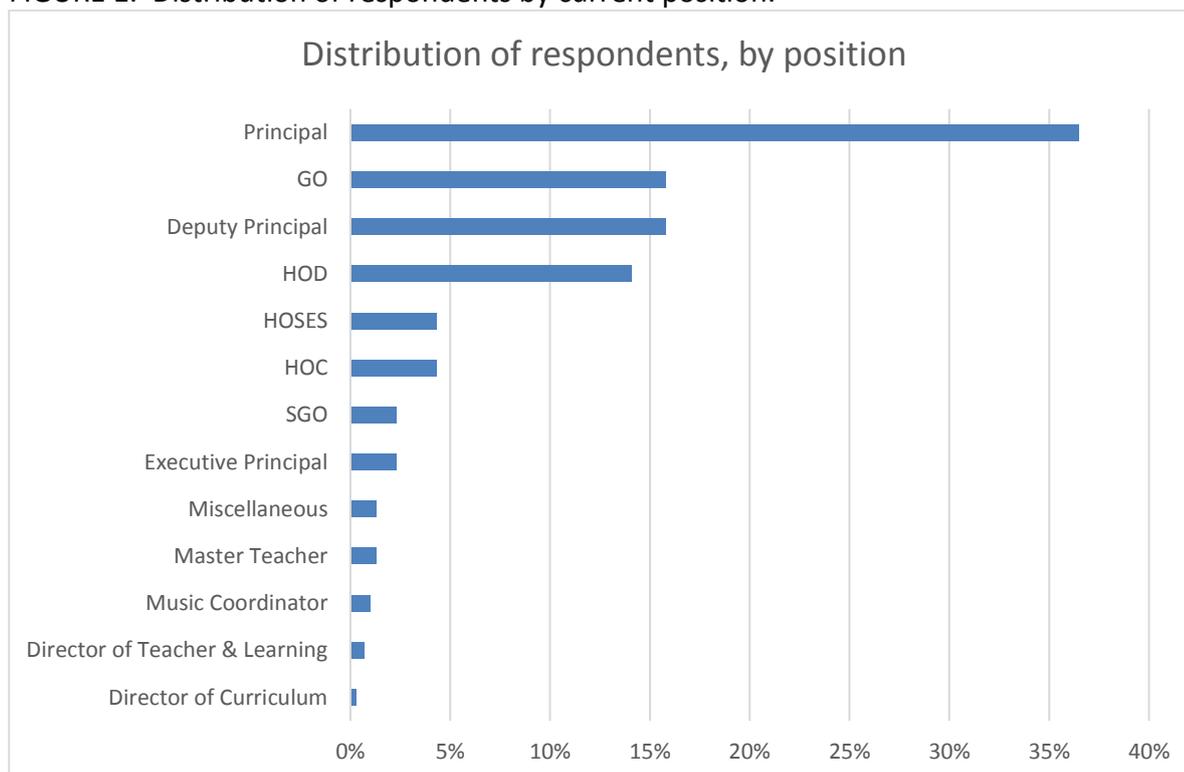


Table 1. Distribution of respondents by position at their workplace.

Position	n	%
Director of Curriculum	1	0.3%
Director of Teacher & Learning	2	0.7%
Music Coordinator	3	1.0%
Master Teacher	4	1.3%
Miscellaneous	4	1.3%
Executive Principal	7	2.3%
SGO	7	2.3%
HOC	13	4.3%
HOSES	13	4.3%
HOD	43	14.1%
Deputy Principal	48	15.8%
GO	48	15.8%
Principal	111	36.5%
<b>TOTAL who gave their position.</b>	<b>304</b>	<b>100.0%</b>

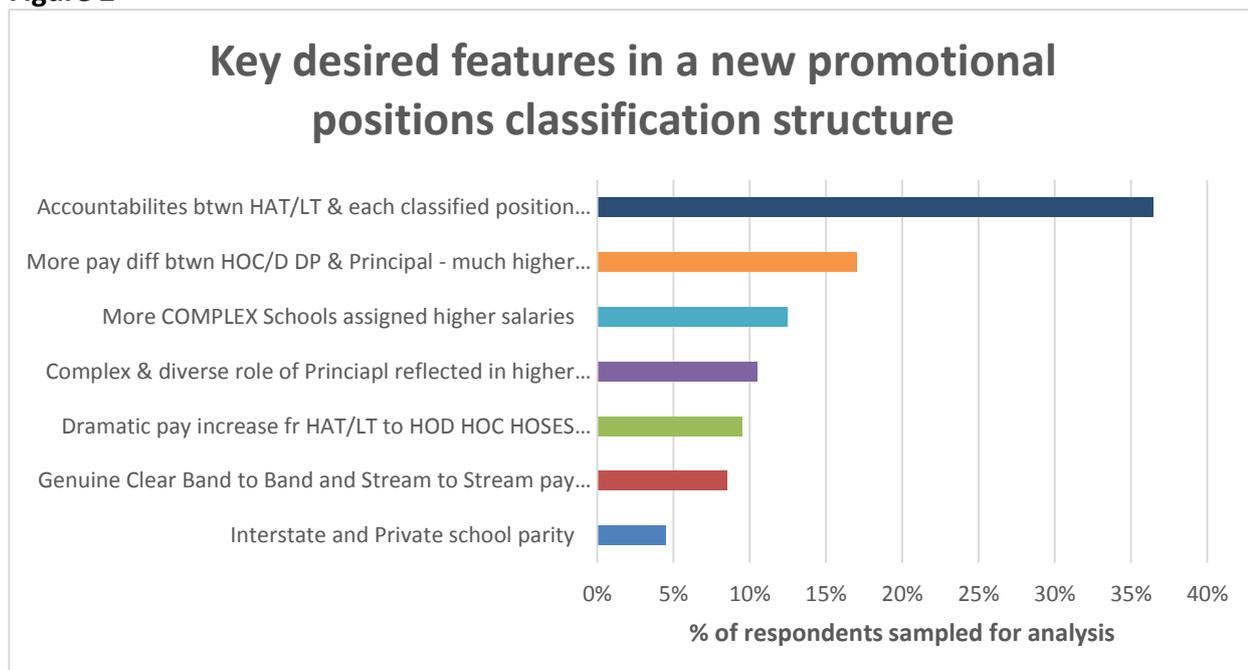
RESULTS

PART 1.

**Key desired features in a new promotional positions classification structure.**

The feedback provided by respondents was varied in themes and context. Figure 2 below illustrates the most crucial issues that emerged from the data regarding the promotional positions classification review.

**Figure 2**



Respondents are eager to see clearly defined role descriptions in the new classification system that outline not only the responsibilities and tasks but more importantly, the accountability of

each classification step. There are many references to the 'creep' of accountabilities into roles where they did not exist before. Notably, reporting accountabilities on student reporting, not directly involved with classroom issues but those involving child protection, mental health, domestic violence reporting issues etc.

"...Clearly defined role descriptions for the classified positions with statements outlining the scope and extent of the role parameters. A description of accountabilities is critical to provide boundaries and scope for each distinct classification role. That will inform the type of work to be performed."

"Accountability and mandated returns, data, general running is still required in small schools as well as expectation of teaching loads."

"The smaller the school - more 'hats' to be worn".

".....Ultimate Principal accountability does not seem to be recognised when compared to other levels" Principal

"...Clear differentiation between positions regarding ultimate accountability"

"Gap/distance/recognition of significant higher accountability/expectation of Principals over the other officers e.g. HODs, HOSES etc."

There was frequent mention of the perceived need for a clearer definition between classroom teaching positions and classified positions of HOC/Ds, HOSES and Deputy Principals.

Specifically, there was a clear concern expressed across all promotional positions regarding the need for a significant gap between highly accomplished and lead teachers, and the next classified salary step. Also, it was commented that highly accomplished and lead teachers do not have any management accountability.

Further up the scale there were feelings of a need for principals to be remunerated at a much higher level than Deputies and heads of department due to the high level of accountability associated with their roles.

"The top of the pyramid ie principals with the most responsibility and increased autonomy to make decisions and stand by their decisions to be paid at a rate significantly greater than lower classified officers with far less accountability."

" The role of principal is changing from being managed by EQ to leading"

"Increased accountability and responsibility of the role - you no longer manage a school under EQ direction you are now expected to lead. "

"Recognition that a principal's role is of ultimate responsibility for a school, its staff, students and facilities. They have ultimate accountability."

"While this is not a work load issue, it should be noted that as the size of a school increases, a Deputy's portfolio may increase. However; even though the workload would

increase, the value of the role is still the same. The ultimate accountability falls to the principal. All deputy principals have a principal to lead them and take that ultimate responsibility.”

“Teaching principals should be recognised for the ultimate accountability that they take on for a school and not compared to the ‘work value’ of deputies, HOCs, master teachers etc. I believe that the new structure should be a separate structure that, rather than run alongside deputies and other associate leaders, starts at the ‘bottom’ of a principal remuneration structure.”

“Level of legislative accountability (in regards to DDA obligations, Student Protection reporting, advise and information sharing delegation acknowledged, formal training and clinical supervision in mental health, child development, psychometric assessment and emergency management adequately acknowledged and remunerated)”

“The current classification and remuneration structure does not properly value the work of small school principals. Small school principals have the same expectations and accountability placed upon them as those in larger schools, yet have no support from middle management, reduced administration support, and they must also do an exemplary job as a classroom teacher”.

“The Role of Band 5 Principal is significantly different and difficult in terms of work load and accountability to that of HOCs, HODs, HOES, GOs and SGOs, who are currently being paid a similar wage to Principals.”

“I would like to see a HOD salary structure which would be similar to the teacher structure. The salary increases for the first x amount of years, and then there is something like "Senior Leader" or "Experienced Senior Leader". To mimic the Senior and Experienced Senior Teacher positions.” HOC

“...would like to see... Clear, reasonable role descriptions - what they have grown to - not what it was - taking in to account the role consistent across 'like schools'.”

“In the current system teaching principals are valued below deputy principals yet they have the full accountability of running the school.”

## PART 2.

### **COMPLEXITY OF THE ROLE OF SCHOOL LEADERS**

Respondents gave in depth feedback about the level of complexity that has crept into their leadership positions including increasing complexity of the communities in which they work and the resultant issues such as economic hardship, mental health and the increased accountability for schools students’ well-being.

Some example quotes:

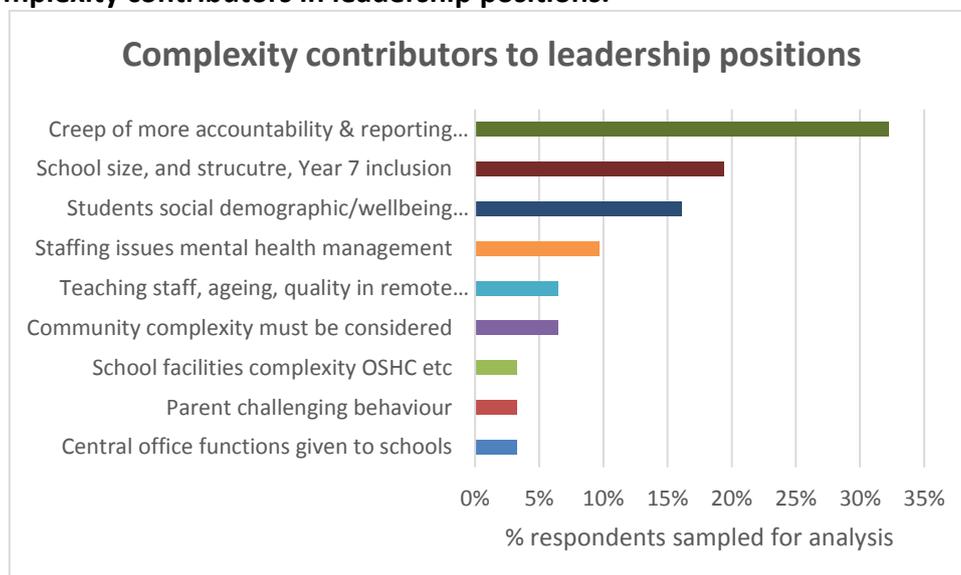
“...Paperwork/on-line recording and reporting of interagency caseloads and co-ordinating the management of. Maintaining latest research-based practices while managing wellbeing of staff”

“...Managing the diverse and complex situations that students are dealing with and which accompany students to school, including but not limited to mental health, gender identification, allergies, domestic and family violence,

“...Social media management”

Figure 3 below displays some of the issues that add most highly to the complexity of the role of officers in promotional positions.

**Figure 3: Complexity contributors in leadership positions.**



## Visualisation of most crucial issues

Word tag clouds are another way of conveniently visualising the most discussed topics in a particular text based, qualitative data source by varying the font size of a word depending on its frequency or dominance in the text source. Figure 4 below has been created to visualise the 100 most frequently used words in data submitted.

Figure 4: Word tag cloud analysis of responses <sup>1</sup>



<sup>1</sup> Derived by Word Frequency Query, Nvivo 10 (QSR International ); Settings: Word frequency setting – 100 most frequent words; Min word length = 5;

## **Summary of most important issues.**

The results from show us that respondents feel that some of the most crucial issues that need addressing in the new classification system for promotional positions are:

- Dramatic pay increase from the teacher stream (including HAT / LT) to HOD HOC HOSES &/or Band 5/6 Principal
- Genuine clear Band to Band and Stream to Stream pay increases
- The complex & diverse role of Principals to be reflected in higher pay and incentives for example paid sabbatical leave
- Leaders at more complex schools to receive higher salaries
- More pay difference between HOC/D DP & Principals with a much higher start salary level for principals
- Accountabilities of each classified position to be clearly defined
- Interstate and private school parity