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Principals'/Heads' Insights

Staff Welfare – Challenges & Strategies

October 2016

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Introduction

In late 2013, MMG Education approached a number of Principals/Heads of Schools from a cross section of our client base seeking their interest, support and agreement in sharing their views on two areas considered to be of interest to all.

The two areas were:

1.   What are the most important learning's that have contributed to leadership of your school?

2.   What are the greatest challenges Principal/Heads see emerging over the next few years?

The objective was to be able to share these views with Heads from all our client schools and in a small way provide a value added service leveraging from this wealth of experience that exists. The report was extremely well regarded and as a consequence MMG decided to repeat the process in 2016.

The subject selected for 2016 relates to Staff Welfare, Attitudes and Morale. These topics were selected based on the past two years of MMG's research where it has been observed that staff related matters are becoming more important and are requiring significant time and attention from Principals and Heads.

The 2016 MMG initiative focused on asking Principals/Heads their views on:

1.   Challenges impacting staff welfare, attitudes and morale

2.   Strategies and initiatives to strengthen staff welfare, attitudes and morale

Thirty two Principals/Heads provided insights to these questions which was an outstanding response.

We hope these will be of interest and that they may in some way assist you in driving continual improvement with the management, motivation and development of staff at your school.

Principals/Heads of School Who Participated

Principals and Heads of School who Contibuted Views	
Principal/Head	School
Gareth Leechman	Arndell Anglican College, NSW
Andrew Powell	Ascham School, NSW
Bruce Simons	Australian International School, Hong Kong
Ross Featherston	Brighton Grammar School, Vic
Graeme McDonald	Brisbane Boys College, Qld
Anthony Micallef	Brisbane Grammar School, Qld
Garth Wynne	Christ's College, Canterbury NZ
Doug Thomas	Claremont College, NSW
Linda Evans	Fairholme College, QLD
Brian Kennelly	Kinross Wolaroi School, NSW
Michael Parker	Oxley College, NSW
Kate Hadwin	Presbyterian Ladies College, WA
Vicki Waters	Pymble Ladies College, NSW
Fiona Godfrey	Radford College, ACT
John Newton	Scotch College, SA
Alec O'Connell	Scotch College, WA

Principals and Heads of School who Contibuted Views	
Principal/Head	School
John Collier	St Andrews' Cathedral School, NSW
Simon Murray	St Peter's College, SA
Adrian Wiles	St Peters Lutheran College, Qld
Kristen Sharpe	Stuartholme School, Qld
Murray Guest	The Armidale School, NSW
Michael Smith	The Hills Grammar School, NSW
Allan Shaw	The Knox School, Vic
Simon Armstrong	The Lakes College, NSW
Ian PM Lambert	The Scots College, NSW
Peggy Mahy	The Scots School, Albury, NSW
Greg Wain	The Southport School, Qld
Brad Fry	Tintern Grammar School, Vic
Briony Scott	Wenona School, NSW
Meg Hansen	Westbourne Grammar School, Vic
Steve Bousfield	Westminster School, Adelaide, SA

MMG Education are most grateful to the 31 Principals/Heads for their support and for taking the time to contribute to this service project.

Principals/Heads Insights relating to Major Challenges Impacting Staff Welfare, Attitude and Morale in Schools

Summary of Challenges

- Staff workload, cyclic implications, equity and staff work/life balance

- Staff external pressures – ageing parents, financial, family, health

- Increasing direct communication from parents, particularly through email and parents gaining mobile numbers of teachers - often at unreasonable hours

- Increased parent expectations and unreasonable and aggressive demands on staff

- Growth of compliance, assessment and corresponding demands such as risk assessments, child protection protocols, safety and security

- Increased work demands from non-teaching responsibilities – co-curricular and sport

- The ability of Principals and Executives to remain connected and in 'touch' with teaching staff

- Differentiating remuneration for outstanding teachers

- Complexity of the College calendar and resultant demands on staff

- Adaptability to change - staff see change and any new initiative as additional workload

- Transitioning talented teaching staff into middle management (HOD) roles

- Effectiveness of staff selection and development

- Professional learning – delivered in a tailored and effective way

- Providing staff a 'voice' without risk of excessive negativity and unrealistic expectations

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Principals/Heads Insights Relating to Major Challenges Impacting Staff Welfare, Attitude and Morale in Schools

Summary of Strategies & Initiatives

- Creating a senior executive role responsible for staff welfare

- Developing and initiating an effective staff welfare program

- Providing an effective forum for 'staff voice'

- Introducing clear protocols for parents relating to accessing and communicating with teaching staff particularly relating emails – Implementation of 'Respectful Workplace Policy & Procedure'

- Introducing programs to recognise staff efforts and achievements

- Provision of appropriate staff facilities – common room, meeting rooms, change facilities

- Development of a leadership team charter as a role modelled guide for middle leaders/HOD's

- Development of a performance remuneration system

- Introduction of a wide range of staff services including fitness, health, social, flu vaccination etc

- Provision of counselling services for staff paid by the school

- Ensure greater visibility of the leadership team school wide (Principal/Head, College Executive)

- Building positive psychology practices into staff time - we have formal periods of 'stillness' 3 times a week

- Holding regular briefings school wide on school matters, development, change

- Calendar reform – spacing of major events

Challenges & Strategies Noted by Heads in Relation to Staff Welfare, Morale & Attitude

School	Major Challenges Relating to Staff Welfare, Attitude & Morale	Strategies and Initiatives in Place and/or Planned in relation to Staff Welfare, Attitude & Morale
School 1	• The welfare of my colleagues with increasing expectations of stakeholders • Dealing with the need for increased staff turnover to keep the organisation fresh • Getting middle management to take more responsibility for leading their teams • Designing more strategically aligned professional development programs • The new focus on external assessment	• Introduction of a very successful health and wellbeing program • Sponsored annual flu vaccination at no cost to staff • Introduced a performance planning and review process • Developing a focus on our brand to assist staff on providing the best service to our clients • Focussing energies in areas identified through MMG surveys as priorities e.g. improving our ICT system
School 2	• Staff perceptions of increased workload • Growing family commitments • Financial pressures	• Assign senior staff member to be the welfare contact person for staff • Provision of counselling for staff • Conducting regular performance and feedback reviews
School 3	• Increasing teacher workload on a per child basis • Increasing and sometimes unrealistic parent expectations • Compliance expectations - growth and impact on staff • Professional development/learning pressure	• Management of staff expectations of perfection • Support to staff in parent dealings • Benchmarking staff welfare processes with like schools • Staff wellbeing support - staff yoga, exercise groups, mindfulness, etc.

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School	Major Challenges Relating to Staff Welfare, Attitude & Morale	Strategies and Initiatives in Place and/or Planned in relation to Staff Welfare, Attitude & Morale
School 4	• Staff workload • Equity in workload across staff • Compliance obligations e.g. first aid training • Co-curricular obligations • Increased accountability around classroom teaching	• School wide wellbeing program • Small initiatives i.e. 'Staff Member of the Week' • Reward and recognition program • Increased focus on targeted and specific professional learning opportunities • Reduced sport (co-curricular) obligations for teaching staff
School 5	• Personally as Principal – getting around everyone to connect with staff and ensure they feel valued • How to recognise staff achievements without making others feel devalued in the process • How to provide flexibility for employees given we are so bound by the timetable • Supporting staff when dealing with aggressive/unreasonable parents • Trying to minimise unnecessary work for teaching staff. Getting the balance right around feedback for students both formative and summative in a way that is meaningful for students and sustainable for staff	• Appointment of a Director of Wellbeing with a strong focus on staff wellbeing • Give staff more flexibility – trial of job share, allow staff to leave early if it cuts travel time so they can work at home with their children etc. • Initiation of staff appreciation awards (nominated by staff, students and parents) • Three focus groups per term with 8 staff in each group with the Principal to discuss what they like about work and improvements • Staff activity morning in pupil free day where all staff nominate to be in group activities (paddle boarding, pottery, yoga, walking etc.)

Challenges & Strategies Noted by Heads in Relation to Staff Welfare, Morale & Attitude

School	Major Challenges Relating to Staff Welfare, Attitude & Morale	Strategies and Initiatives in Place and/or Planned in relation to Staff Welfare, Attitude & Morale
School 6	• The welfare of boarding housemasters and their families to make the job sustainable • Rewarding teachers who are well above average in talent and effort who are being paid the same level as 'average' performing teachers • Maintaining a high level of job satisfaction and motivation	• Family welfare conversations/surveys of boarding housemasters and action to mitigate concerns • Development of a performance pay system involving student and parent feedback and lesson observations • Creation of Associate Dean positions with two year tenure, project based to further our strategic plan • Conducting work satisfaction surveys which led to a staff welfare program based on positive psychology including wellbeing breakfast, one a month, yoga and aerobic classes, offered free - giving back to staff - teaching and non teaching
School 7	• Adaptability to the change process - staff see any new initiative as additional workload • Lack of understanding of the bigger picture which impacts on how they do their job • Workload balance - staff perception can be that this is the school's problem • Relationship between staff can be damaging which impacts welfare • Lack of understanding of others and their work loads	• To survey staff - gain feedback and empower them by putting forward strategies • Provide leadership training to assist staff to understand the bigger picture • Provide access to counselling to assist staff come up with solutions and strategies • Provide assistance so staff are willing to have difficult conversations with others • Cross faculty groups to meet and discuss ideas

Challenges & Strategies Noted by Heads in Relation to Staff Welfare, Morale & Attitude

School	Major Challenges Relating to Staff Welfare, Attitude & Morale	Strategies and Initiatives in Place and/or Planned in relation to Staff Welfare, Attitude & Morale
School 8	• Time demands and pressures of a job that goes way beyond school hours • Demanding parents - and parents who bully • Accountability/transparency/legality and accreditation • Work/life balance plus the demands and pressures of home and family • Mental health issues	• Staff welfare is a priority of our current school strategic plan • Emphasis on articulating and growing a positive and healthy staff culture • Staff voice - Openness to talk about 'pain points' at work • Emphasis placed on staff appraisal • Encouraging laughter, fun, celebration, creativity, affirmation within a model of distributive leadership
School 9	• Complexity of College calendar e.g. need for regular lunchtime meetings • Reality of loads beyond the school day e.g. events, co-curricular etc. • Parental expectations and communication • Under performance of some staff and lack of skills to deal with it effectively • Professional learning - complexity and number of offerings/expectations/accreditation	• Refine and target the amount of professional development per teacher • De construct the staff survey data (wellbeing) and assigned measurable accountability for executive staff • Examining calendar and timing of events • Formation of staff wellbeing reference group • Provision of professional learning and support to manage dealing with performance issues

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School	Major Challenges Relating to Staff Welfare, Attitude & Morale	Strategies and Initiatives in Place and/or Planned in relation to Staff Welfare, Attitude & Morale
School 10	• Increased expectations regarding employment conditions • Looking after staff careers/tracking/priorities • Genuine professional development - authentic experiences • Creating a sense of ownership about staff lives • Juggling family demands - aging parents, young children etc.	• Dedicated member of staff to look after staff careers and advice • Access EAP - confidential advice • Fun staff days • Relatively 'flat' hierarchy - staff take ownership over their areas • Teaching fellowships/scholarships
School 11	• Managing emotions and maintaining connections during peak periods of work • How to foster personal responsibility for their own wellbeing and positivity • Finding ways to reduce demands that take staff energies away from work • Reducing the impact on others of negative morale • Increasing expectations from parents, staff, external bodies and managers	• Improving quality of teaching environment through physical refurbishments and rebuilding • Creation of new leadership role - Wellbeing Co-ordinator • Development of new school wellbeing framework • Introduction of 'Conversations for Performance Development' program to demonstrate investment in individual staff and address problematic attitudes and behaviour • Reducing the number of competing interests e.g. streamlining school improvement priorities

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School 12	• Ability to adapt to change • Ability to have buy-in to 'whole of school' initiatives • Access to professional learning when remotely located • Coping with health and stress	• Whole school briefings • Whole school staff strategic planning sessions and focus groups • Supporting professional learning provided it is aligned to the PL plan • Staff fitness club - swimming, fruit provided to staff rooms, health checks, flue vaccination
School 13	• Communication with technology on the rise - particularly in relation to the use (and misuse) of emails • Juggling home life, health, aging parents, young children • Growing expectations and accountability measures • The enormity of their roles in a busy and complex life • Need to feel valued and connected	• Development of clear protocols around e-communication, discussed and shared with all parents and staff • Hear concerns genuinely • Be flexible with leave arrangements • Establishment of an Employee Advisory Program - offer emotional support • Identify processes and protocols collaboratively • Be aware of staff concerns though regular Consultative Committee meetings • Offer social activities - yoga, pilates classes • Regular tailored staff professional learning

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School 14	• Transitioning talented teaching staff into middle management roles • Develop leaders of people who can influence staff (not only task orientated) • Giving staff a 'voice' where views can be expressed without the whinging and attack mode • Establishing a professional learning culture	• Dedicated leadership team member for staff wellbeing • Develop leadership team charter as a role modelled guide for middle leaders • Professional leadership learning programs
School 15	• Parent demands and expectations • Work demands on teachers • Executive/line manager leadership style • Job satisfaction	• Development of a wellbeing program and task force i.e. monitor staff wellbeing • Employment assistance program • Operational changes - increased release time, increased par allowance, decrease offerings/expectations e.g. subject offerings • Enable cross team networking/social events • Set achievable work demands and expectations

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School	Major Challenges Relating to Staff Welfare, Attitude & Morale	Strategies and Initiatives in Place and/or Planned in relation to Staff Welfare, Attitude & Morale
School 16	• Properly resourcing areas such as sport, IT, learning support with a tight budget • Perceptions (and reality) about work intensification as academic and other expectations increased • Particular demands required to be a high performing regional school • Conflation at time of personal, home, family and work issues. Work taking the 'blame' for all	• Living the adage that 'culture eats strategy for breakfast' in our daily prioritisation • Creation of a 'common room' and affinity with the union where possible that lessens a sense of divide • Daily presence - getting out there • Giving staff their 'head of steam' for projects they are passionate about • Real staff input into vision, mission and values • A much better coffee machine • Secret friend programme – a program where each staff member buys a present for another staff member on an anonymous basis
School 17	• The cyclic nature of teacher work loads, peaks and troughs during term time • Addressing poor work performance without having to deal with resultant stress • Allowing time in your diary to get out and talk to staff in their own work areas • Crowded curriculum and an expectation that we have a co-curricular program that caters for every child's interests • A handful of staff who consistently view/think in a negative fashion - starts to rub off on other staff	• Regular appraisals to allow for early identification of poor work performance • A thorough and systematic probation process • Making time to chat on an informal basis to staff • Encouraging staff to be positive ' glass half full' rather than 'glass half empty' • Consistently recognising the work of staff who have done something extra

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School 18	• Curriculum changes and, as a result, having to re-work associated documentation • Parental expectations in a high fee environment • Level of accessibility due to e-communication and expectations regarding speed of replies • Career stagnation • Increased level of students diagnosed as requiring learning support placing increased demands on resources	• Appointment of a Director of Students and Staff Wellbeing • Employment of a new HR Director who has come from a 'not for profit', high mission focused environment to work on programs and strategies aimed at stress reduction and wellbeing • Introduction of a 5, 10, 15, 20 years and life staff recognition program • Data driven analysis of the busiest periods of the year to try and reduce complexity and measure real impact
School 19	• A harmonious EA process • Career development beyond the day to day • Staff remuneration and conditions • Work life balance	• Leadership training program • Introduction of a process of continuous dialogue with staff to facilitate a more effective EA process and experience • Adopting appropriate pay and conditions of employment based on the right benchmarks in a transparent way • Introduction of appropriate extra curricular remuneration and incentives

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School 20	• Balancing personal life and professional responsibilities • Appropriate staff participation in decision making • Communication between leadership and staff • The process of staff selection and promotion	• Review of the curriculum program to reduce the staff commitment from four terms to two per year • The use of focus groups to determine major decisions that affect the staff i.e. changes to the co-curricular program, major infrastructure changes to the college, the Leadership Review process, recruitment process • Appointment of communication team to ensure staff have access to appropriate information • A targeted survey will be sent to all staff for their input on communication matters • Introduction of three lunch time staff forums to raise issues and provide feedback
School 21	• Changes to curriculum, assessments and accountability - requirements externally driven • Heavy burden from accreditation requirements • Internal change management, engagement and workload • Work/life balance - workload • Aging population (aging parents, health, personal illness)	• Re branding the Staff Association to provide a forum for engagement • Regular surveying of staff to track their needs with response in a timely fashion • Greater visibility of leadership within the campus e.g. Principal, Executive, Chair of Council • Small gestures/wins in response to ideas or requests - physical fabric of the school • Linkage with school ethos - clarify expectation and ownership

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School 22	• Work life balance consequence of enmeshment in weekend activity at school – sport or other • Intrusion of ONLINE access when expecting 'personalisation' of education • Teachers' self-perception that they 'work' extremely hard and are underpaid • Unionisation of the teaching 'profession' • Lack of movement of staff within the independent sector means a lack of competency	• A move towards outside expertise in co-curricular programs • Greater engagement of parents to 'manage' co-curricular activities NB sport • Weekend staff engagement to be only 50% of a year for standard staff with additional payment for 100% per year commitment • Teaching only employment rather than 19th Century 'schoolmaster' model
School 23	• Change and technology - change in curriculum, expectations, technology on the classroom, strategies • Aging work force i.e. 25+ years of experience in a changing environment • Intimidating parents in a fee paying situation • Time - bound by EBA that does not allow flexibility results in in a greater number of staff not doing anything outside of the classroom • Compliance - ever increasing • Staff welfare - average salary, no financial rewards of consequence coupled within a commitment of student education	• Create a deliberate approach to staff wellbeing e.g. programs. We have programs in place but more needs to be done • Reduce workload from compliance activities • Managing difficult conversations and development of a 'Respectful Workplace Policy & Procedure' • Employment of a PD Co-ordinator • Allocated a Chaplain to staff • Re-established a 'Staff Club'

Challenges & Strategies Noted by Heads in Relation to Staff Welfare, Morale & Attitude

School	Major Challenges Relating to Staff Welfare, Attitude & Morale	Strategies and Initiatives in Place and/or Planned in relation to Staff Welfare, Attitude & Morale
School 24	• Mental health issues for teaching staff - seems to be on the increase and difficult to manage • Administrative burden of teacher registration - impacts on overall work load and this in turn impacts welfare. It is work with no satisfaction payback • Increasing direct communication from parents, particularly through email and parents gaining mobile numbers of teachers - often at unreasonable hours • Finding collegial time - both staff meeting time and staff socialising time	• Using professional learning days to provide departmental time for meetings that are otherwise difficult to schedule - extended planning sessions • Building positive psychology practices into staff time - we have formal periods of 'stillness' 3 times a week • Arranging staff social activities as part of PD days - particularly at the end of term (from sushi making to clay target shooting, automotive and welding courses • Supporting the work of the staff association in their social functions - adding resources • Regularly inviting staff input to major decision making - was applied during decision relating to introduction of co-education and the master planning process
School 25	• Change is hard work - old habits are strong • Fear of the unknown and that change means a heavier workload not a different workload • Adjusting mindset that has a fear of failure and setback • Moving staff attitudes from transactional to professional and from professional to vocational • Adjusting the mindset from a teacher of 'maths' to a teacher of children who is an expert in Maths	• Say 'thank you' and I'm grateful' all the time and meaning it. Notice others getting it right • Acknowledge and show that classroom teaching and learning is core business • Continually speak, acknowledge and show that positive relationships improve learning. Children learn from teachers as much as they learn from their subjects • Setbacks and 'failures' dead ends and the unknown are part of school life for teachers as well as students

Challenges & Strategies Noted by Heads in Relation to Staff Welfare, Morale & Attitude

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School 26	• Increasing time demands through the advent of email, more empowered and demanding parents and an expectation of individualised learning for students (with attendant requirements for extension programing of curriculum) • The growth of assessment regimes, with greater precision expected, and a higher level of challenge from parents about what they perceive is inappropriate (difficulty level, time constraints, mode, relevance) • Expanding pastoral role with a greater prevalence of mental health issues; teachers are torn between compassion and lack of professional training • Growth of compliance, expectations, and corresponding demands, risk assessments, child protection protocols, safety and security • Generational change - greater demand for work/life balance, professional growth and change opportunities from Generation X and Y staff	• Employment of Head of Staffing Services (pastoral, emotional, social support of staff and free access to a limited number of professional sessions with a workplace psychologist • Staff Chaplain - someone who is very pastorally skilled and compassionate/empathetic • Calendar reform - attempted spacing of major overloads • Social club activities, gym activities, staff outings - these tend to not be very successful for the ironic reason that people are too busy to participate • Staff voice in solution of above issues, always accepting that to entirely solve the issues is not possible, and so the best solution would be amelioration.
School 27	• Staff workload • Professional development opportunities • Work/life balance • Goal congruence and alignment with position description • Senior management acknowledging staff both for good and poor work and behaviours	• Communication - discussion with staff on development of plans • Articulating the benefits to staff of working with at the school • Developing a wellbeing program for staff. This is in its infancy • Staff having a 'voice' and feeling they are heard by their manager

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Challenges & Strategies Noted by Heads in Relation to Staff Welfare, Morale & Attitude

School	Major Challenges Relating to Staff Welfare, Attitude & Morale	Strategies and Initiatives in Place and/or Planned in relation to Staff Welfare, Attitude & Morale
School 28	• Understanding and focusing on the school's moral purpose - the right priorities • Clarity of roles - first and foremost, what a professional teacher is • Establishing professional rather than personal relationships with colleagues in the first instance • Managing time effectively - less 'busy' more 'how to prioritise' - how to stop wasting time • Being kind to colleagues - working with people in a genuine team environment	• Cognitive coaching - drawing attention to the right things • Deep focus on our 'tool kit' and a structured professional development toolkit • Conversations which model behaviours • Conversations which address the causes of loss of focus • Professional development in house using Outlook calendar more effectively • Develop personal courage and a growth mindset
School 29	• Workload - staff are having to work harder as parents are more demanding, increased accountability as a result of compliance and regulations • Electronic communications - in the age of email, staff are challenged by the significant number of emails they receive daily; some from parents, where the expectation that there will be quick turnaround times • EBA Negotiations - we live in an era of unprecedented low CPI and as such many of our parents are getting extremely low salary increases each year (if at all), and yet staff expect increases of I or 2 percentage points above CPI. It is difficult to navigate through this territory • The modern teacher placing a higher priority on family as well as work-life balance	• Supporting staff to embrace a growth mindset through professional development involving positive psychology • Developing a whole of school Wellbeing strategy for staff as well as boys • Deferred salary scheme which sees a staff member able to receive 80% salary and every five years have a full year off on salary

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School 30	• Sharing the financial and competitive realities with staff without demoralising them or making them feel blamed • Restructuring staff leadership and allowances/time to meet the changing needs of the school • Building capacity in new leaders • Embedding new practices/programs to deliver the new vision • Incorporating and embedding new staff with existing staff to create new teams	• Running regular briefings containing financials and market analysis alongside a solution based workshops • Reviewing new structures and including staff input as part of that review • Running staff engagement surveys and focus groups • Running a 'happy bodies at work' program • Delivering staff induction and 'buddying' in a climate that is social and fun
School 31	• Coping with/managing change effectively (change being substantial, rapid and constant) • Mental health, frequently stress/anxiety related and often connected to above • Lack of/need for proper HR systems and support mechanisms to provide clear processes and guidelines, esp. around performance • Need for staff to develop improved interpersonal and relational skills/habits in an environment of change and need for increased collaboration • Shifting staff who default to narrow and often solitary disciplinary/subject expertise into a mode where pedagogical agility and team/collegial mindset are	• Visibility – getting out of the office and mixing/talking with staff; 'humanising' the SLT • Accessibility – being available to staff for advice, check-in, conversation etc; being willing to listen and sensitive to personal issues • Reminders of cultural norms and expectations as required (provides clarity and boundaries for staff) • Referring out issues when necessary (e.g. counselling, mediation, legal, PD); demonstrates school commitment to supporting its people • Providing timely decisions and/or modifying timelines to ease anxiety and cognitive load on staff, especially at peak times

Challenges & Strategies noted by Heads in Relation to Staff Welfare, Morale & Attitude

School	Major Challenges Relating to Staff Welfare, Attitude & Morale	Strategies and Initiatives in Place and/or Planned in relation to Staff Welfare, Attitude & Morale
School 32	• Leadership disconnect – SLT loosing contact with staff; • Collaborating with staff about important strategic decisions; • Connectedness of staff to supportive teams; • Displaying a sense of appreciation for work done by staff • Understanding and connection to strategic vision.	• Aligning mission and values of the members of teams (one voice); • Empowering others to establish standards of excellence. Create teams that are positive and pro-active; • Other centred model of leadership practice; • Collaborative as well as appreciative of feedback from staff, developing a culture of trust and cooperation toward growth and development; and • Embrace innovation, disruption and change.

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END OF REPORT

Tony Pfeiffer
Director MMG Education
tony.pfeiffer@mmgedu.com.au
W 61 2 9369 1449
M 61 419 267 097

Nicholas Guyatt
Director MMG Education
nicholas.guyatt@mmgedu.com.au
W 61 2 9369 1449
M 61 418 628 932

Rob Pfeiffer
Director MMG Education
rob.pfeiffer@mmgedu.com.au
W 61 2 9369 1449
M 61 402 223 796