

## APPENDIX A – Supporting research

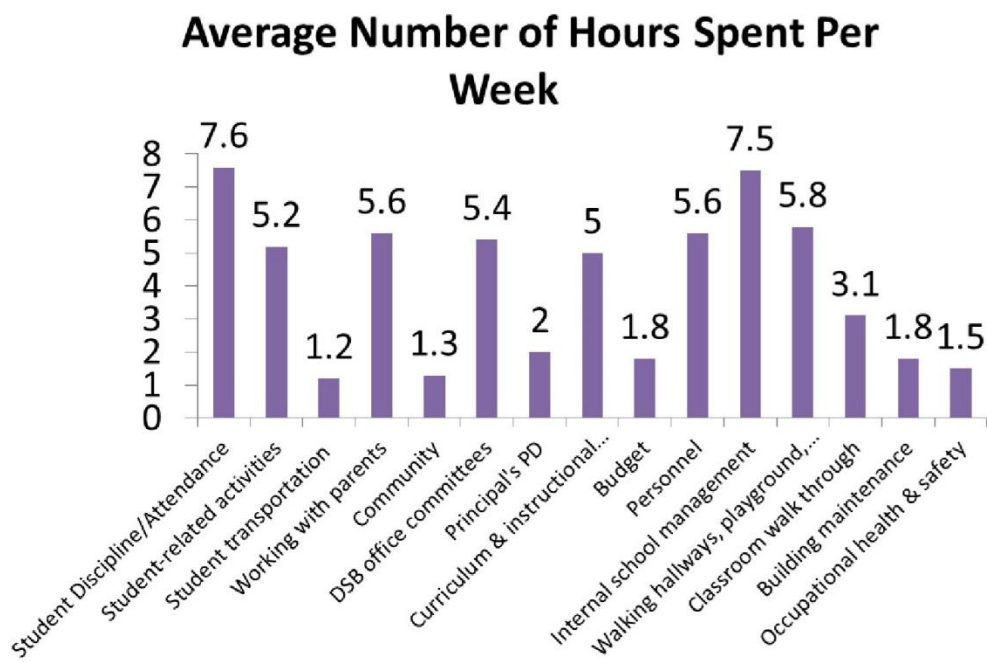
1. Research conducted by Dr. Katina Pollock with Dr. Fei Wang and Cameron Hauseman in October 2014 and June 2017 provides significant insights into the working conditions for Ontario-based Principals and Vice Principals.

Research link: <https://www.edu.uwo.ca/faculty-profiles/docs/other/pollock/OME-Report-Principals-Work-Contemporary-Times.pdf>

A key summary of findings (exact extracts from the report) from the October 2014 study entitled *The Changing Nature of Principals' Work* is outlined below. This study examines the changing nature of Ontario principals' work. It seeks to provide a more accurate picture of what principals do on a daily basis, and the challenges and possibilities inherent in their work.

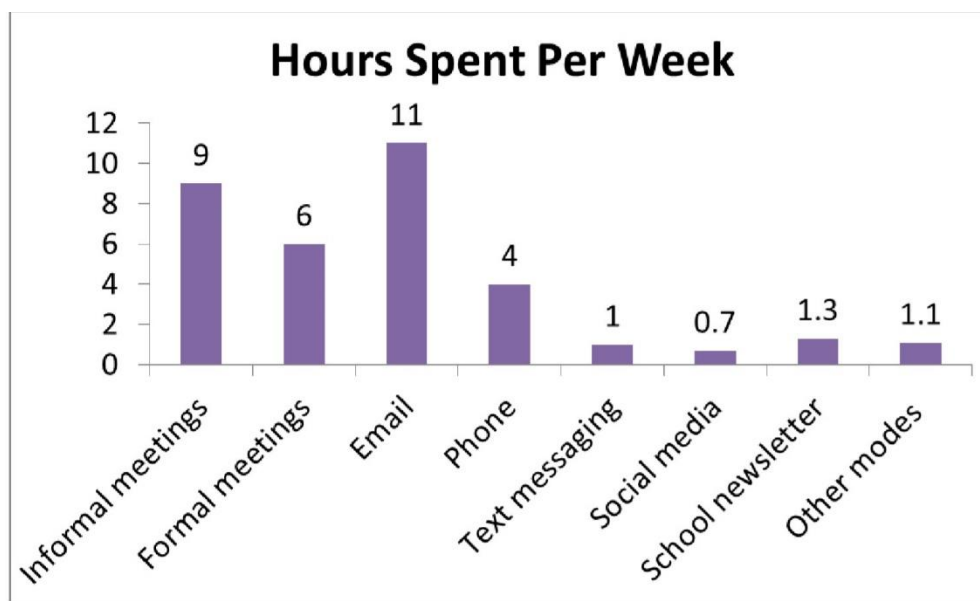
- Policies have a significant influence on what principals actually do at work, and in particular on their duties and responsibilities. Regulation 274/12 (77.7%), which deals with hiring practices and regulations, Growing Success (77.4%), and the Safe School Act – Bill 212 (69.1%), were cited by the participating principals as having the most influence on what they do on a daily basis.

Hours Spent on Different Tasks, Duties, and Responsibilities – Per Week



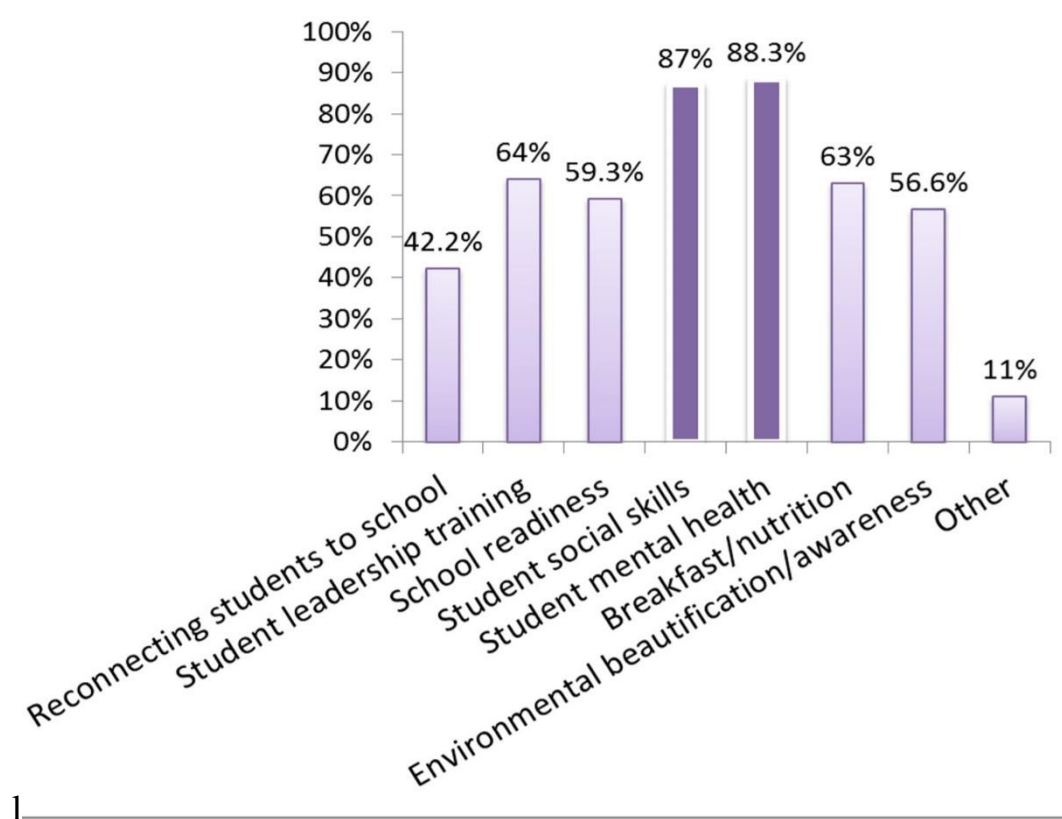
As demonstrated in the above graphic, on average, the task on which principals spend the greatest amount of time is dealing with student discipline concerns, which takes up 7.6 hours per week. On average, principals spend 7.5 hours per week on other management-related tasks, described below as “internal school management.” The majority of the sample (55%) indicated that they would like to spend less time on internal school management issues. Similarly, principals indicated that, on average, they spend 5.6 hours per week on issues surrounding personnel, while 29% of the sample would like to spend less time on these activities.

- Hours Spent on Different Forms of Communication – Per Week



The above graphic reveals that, on average, Ontario principals spend 11 hours reading and writing e-mail every week. A total of 83.7% of the sample (83.8% of elementary principals and 82.3% of secondary principals) would like to spend less time on e-mail. Principals also spend nine hours each week participating in informal meetings, while they spend an average of six hours per week engaging in formal, pre-scheduled meetings. Phone calls account for four hours of work each week, while principals spend less time using other modes to communicate with stakeholders.

- School-based Programs that Influence Principals' Work



As displayed in the above figure, 88.3% of principals are involved in school-based programs designed to support student mental health, while 87% administer programs aimed at improving the social skills of their students.

- Provincial legislation that influence principals' work

	None	A lot	N/A
Regulation 274/12 (Hiring Practice)	0.7%	79.6%	1.0%
Growing Success	0.1%	77.4%	0.3%
Safe School Act - Bill 212	0.2%	69.1%	0.4%
Bill 13 (Anti-bullying)	0.3%	65.7%	0.3%
Bill 115 (Putting Students First Act)	1.0%	65.4%	0.1%

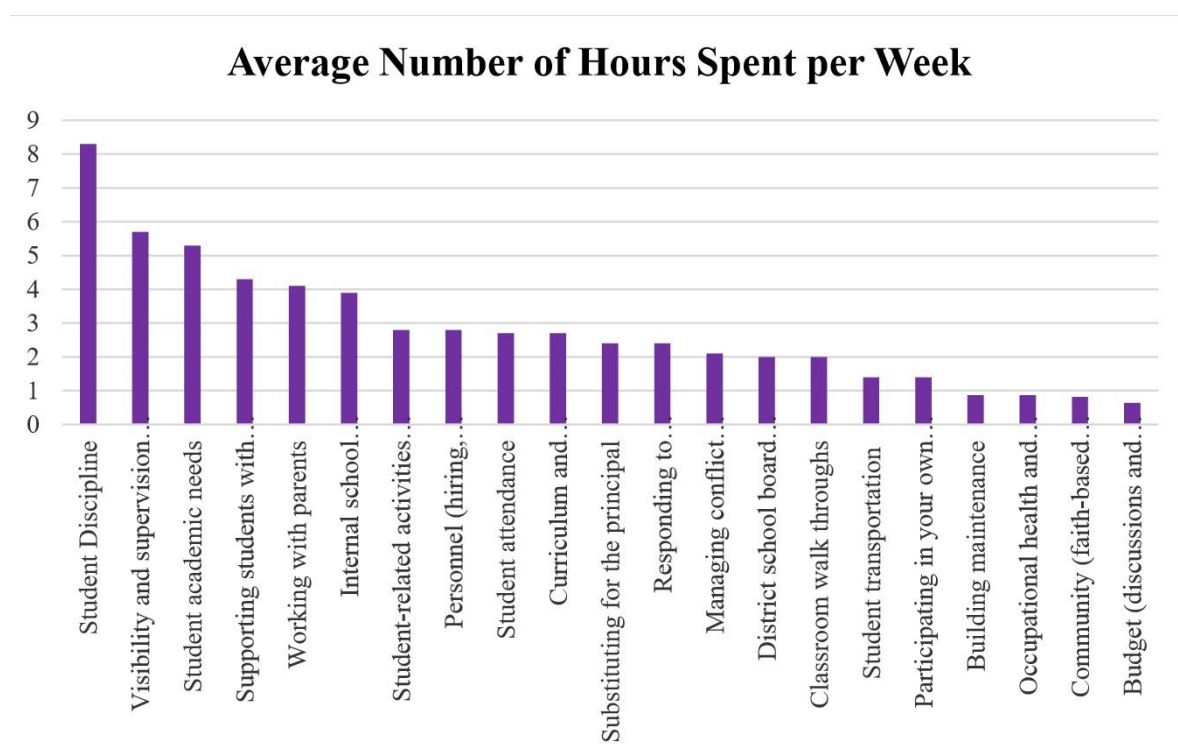
Regulation 274/12 – Hiring Practices (77.6%), Growing Success (77.4%), and the Safe Schools Act – Bill 212 (69.1%) are the three current provincial policies that are having the greatest influence on principals' work in Ontario. The implementation of these policies restrict a Principal's available discretionary time thus limiting his/her ability to adequately address other critical functions, which influence student achievement.

2. A key summary of findings (exact extracts from the report) from the June 2017 study entitled *The Changing Nature of Vice Principals' Work* are outlined below. This study examines the changing nature of vice-principals' work in Ontario public schools. It sought to develop a more comprehensive understanding of vice-principals' work in changing times. This included determining the types of duties, activities, and practices vice-principals engage in on a daily basis, as well as the challenges and possibilities they face in their current work. Key findings are summarized below:

Research link:

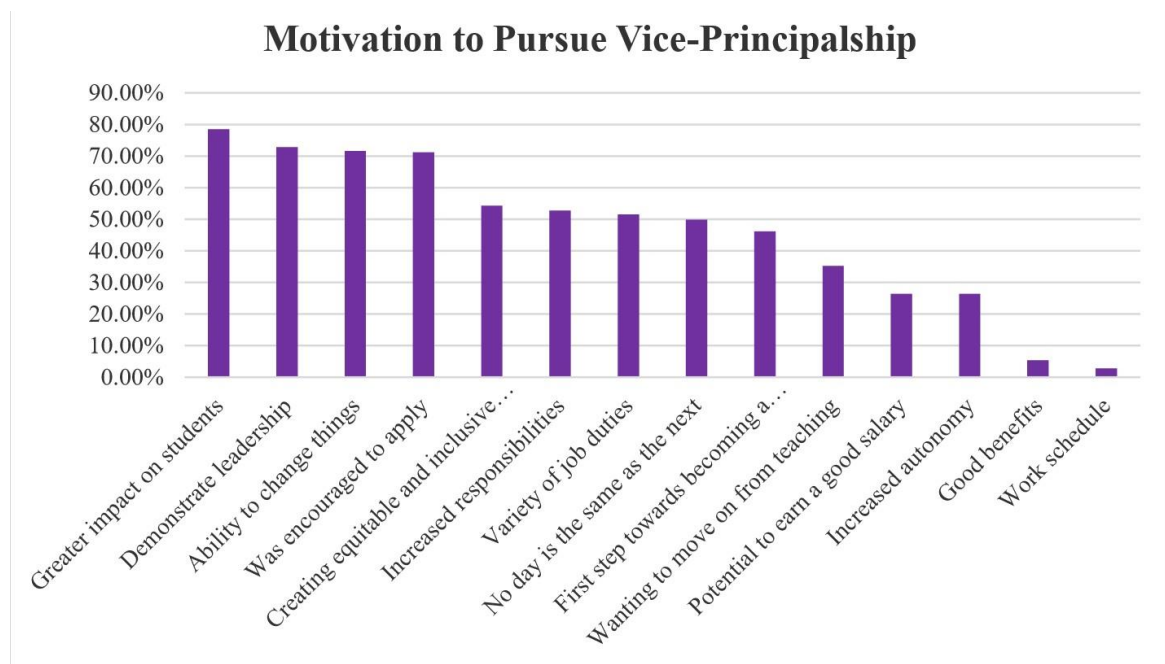
<https://www.principals.ca/Documents/Pollock%20VP%20Report%20Final%20Jun%2017.pdf>

- Hours VPs spend on different tasks, duties, and responsibilities: Per week.



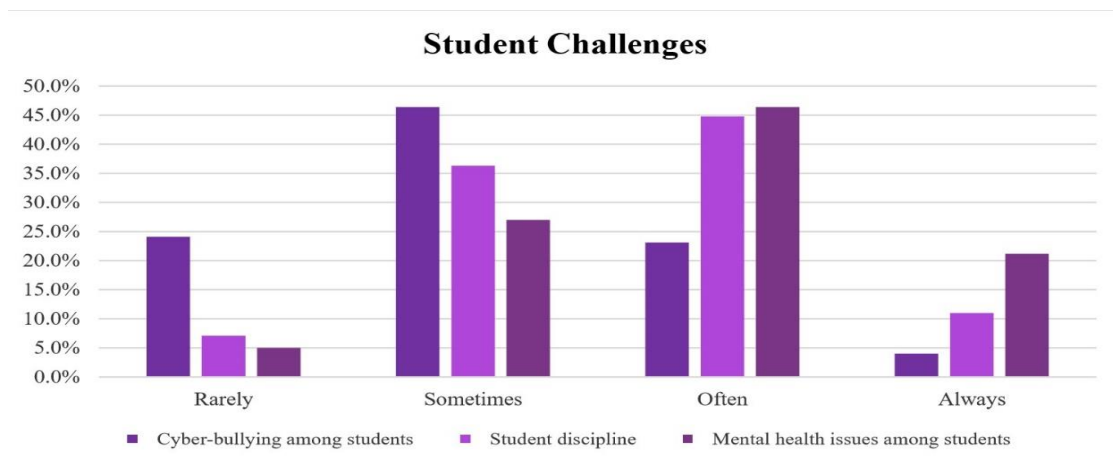
As demonstrated in the previous graphic, on average, vice-principals indicated being involved in curriculum and instructional leadership for 2.7 hours per week. ***Instructional leadership was the 10th most frequent task in which participants engaged.*** At 88.1%, the vast majority of vice-principals indicated wanting to spend more time on tasks and activities associated with instructional leadership. Similarly, participating vice-principals ***spent an average of two hours per week on classroom walkthroughs, an area where 86.9% would like to spend more time.*** Another area that vice-principals indicated that they would like to spend more time is their own professional learning. These vice-principals engaged in their own professional learning for an average of 1.4 hours per week, providing little opportunity to be involved in a sustained professional learning plan or program.

- Participants' motivations to pursue a career as a vice-principal.



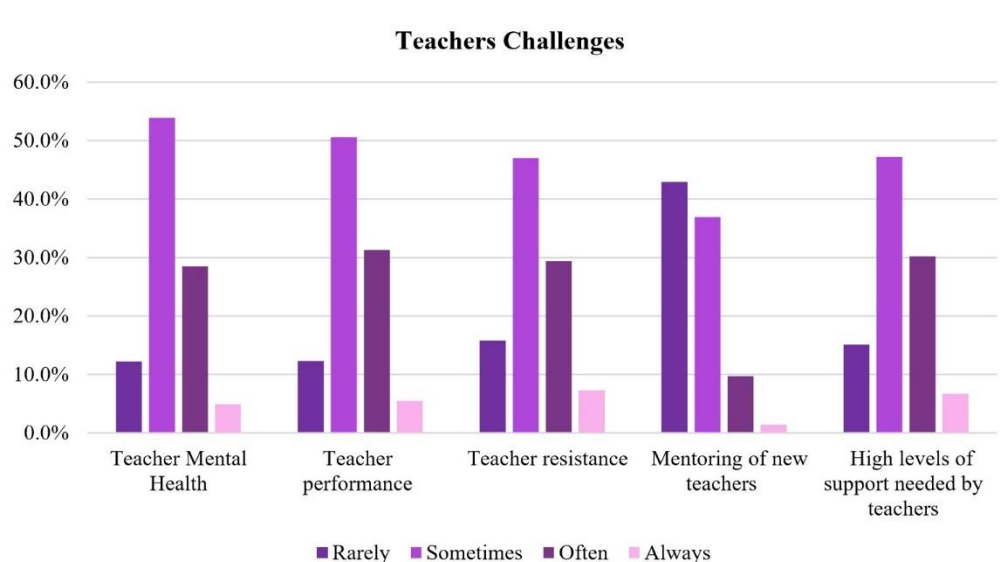
The above figure highlights the fact that vice principals site the ability to have a greater impact on students as the highest motivating factor for entering the vice-principalship among 78.5% of the sample. A further 72.9% viewed the vice-principalship as an opportunity to demonstrate leadership, and 71.6% thought the position would allow them greater ability to affect change. ***This presents an obvious problem for the vice principal's perception of their effectiveness given the previous figures conclusion that they report only being able to spend a small number of hours on this task per week.***

- The frequency of student challenges that lead to emotionally draining days for VPs.



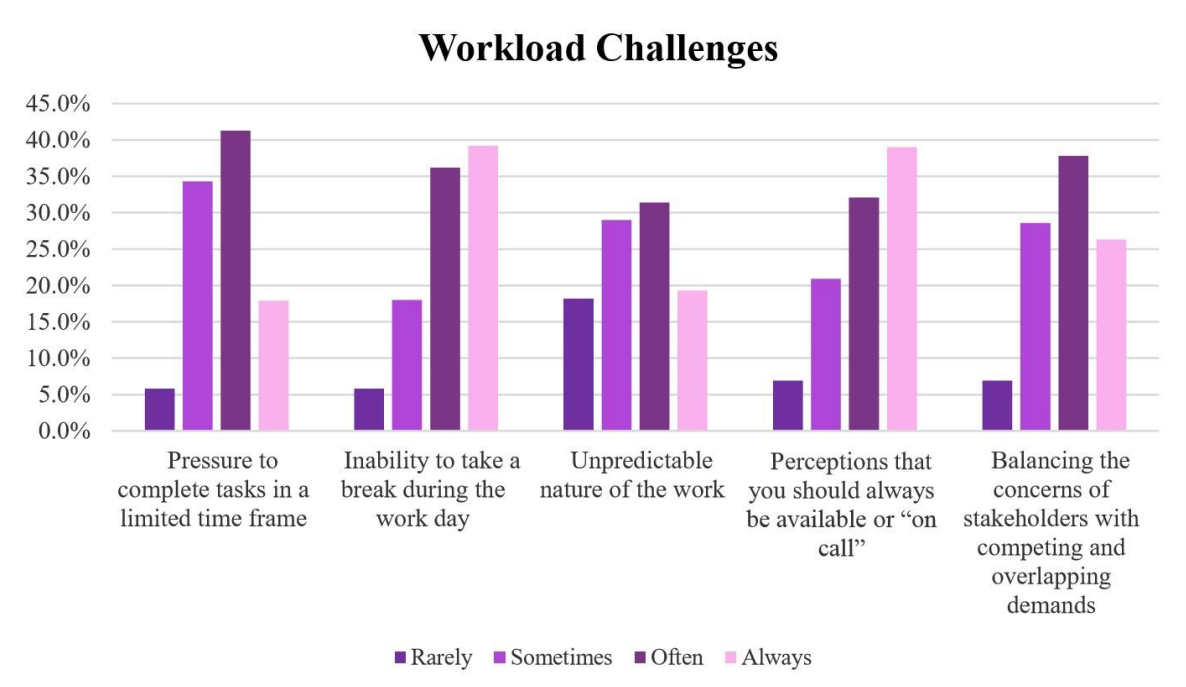
As demonstrated in the previous graphic, *a total of 46.4% of participating vice-principals highlighted how mental health concerns among students often lead to emotionally draining days*. Managing mental health concerns among students was also cited by a further 21.2% of the sample. Another issue with students that leads to emotionally draining days is discipline. For example, over half of respondents indicated that managing student discipline often (44.8%) or always (11.0%) led to emotionally draining days. Cyber-bullying among students was another issue, but not as often as student discipline or mental health concerns among students.

- The frequency of teacher challenges that lead to emotionally draining days for VPs.



The previous graphic highlights the fact that teachers requiring high levels of support always cause emotionally draining situations for 6.7% of participating vice-principals and often cause emotionally draining situations for 30.3%. A total of 31.3% of vice-principals in this study often experience, and 5.5% always experience, emotionally draining situations when addressing concerns about teacher performance. A further 7.3% of the sample responded always when asked if teacher resistance leads to emotionally draining situations, while 29.4% of the sample often shared that experience.

- The frequency of workload concerns that lead to emotionally draining days for VPs.



The above figure demonstrates how participating vice-principals struggle to adapt to work intensification and an expanded workload. For example, 75.4% of participating vice-principals indicated often (36.2%) or always (39.2%) experiencing emotionally draining situations because the nature of their work does not allow them to take breaks during the workday. Further, for 71.1% of participating vice-principals, emotionally draining situations are often (32.1%) or always (39.0%) caused by their perceptions that they should always be available or "on call."