Principals' Work and Well-Being in Ontario

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Booklet #1 Work Intensification of Principals



PART OF A SERIES OF 4 BOOKLETS

Overview

This booklet summarizes the findings of a research survey. The following results include principals' work intensification, how it manifests, the contributing factors, and the related challenges and possibilities.

The Respondents

2419 invited

35.6% response rate



elementary principals



secondary principals

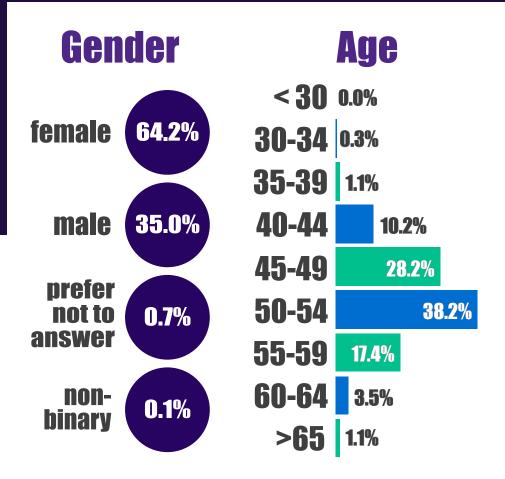


middle school principals

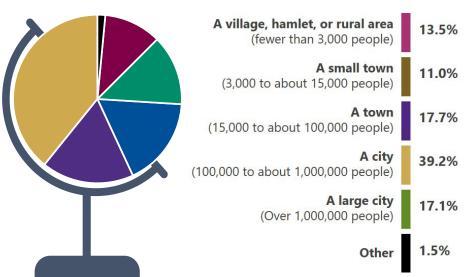


K-12 principals 5 system

principals



School Location



school boards

Highest Level of Education Achieved Master's Professional Bachelor's **Doctorate** Degree Degree Other Degree 3.7% 36.4% 2.4% 2.0%

55.6%

Years of Experience as a Principal 34.9%



31.4%

ESS THAN 5 YEARS

Average = 8.7 years



1.6%

DEMOGRAPHICS

their work:











5.5% outstanding

How Principals Spend Their Time

Average Hours Spent per Week on Work-Related Activities

student discipline/attendance 10_3

student well-being 6_8

administrative directives **f**_**f**

working with parents 53

staff well-being 44

district school board office committees 4.2

classroom walk-throughs 3.5

building maintenance

occupational health & safety

community | | |

special education

walking hallways, playground, etc.

5_9 internal school management

school personnel

curriculum & instructional leadership

4 7 student-related activities

2.3 budget (central & funding raised by school)

student transportation

principal's own professional development

Many principals would like to spend **LESS time on student discipline and attendance** (57.7%).

They would also like to decrease the number of hours spent on activities related to managerial and administrative matters such as:

Administrative Directives (53.1%) Internal School Management (43.8%) School Board Committees (29.6%) Building Maintenance (28.0%)

Principals also felt that the following activities should have **MORE** time dedicated to them:

Classroom Walk-Throughs (75.2%) Curriculum & Instructional Leadership (74.5%) Principal's Own Professional Development (74.0%)

How Principals Spend Their Time

57.3 avg. # of hrs worked per week

97.5% % of principals working more than 40 hrs per week

Hours Spent on Communication Tasks & if Less, More, or the Same Amount Should be Spent

informal formal phone e-mail (impromptu) (pre-scheduled) (cell or landline) meetings meetings **LESS** SAME SAME SAME 1.3 other modes of school text messaging social media communication newsletter SAME SAME **SAME SAME**

Political Climate

The TOP 10 areas where principals' work has been VERY or EXTREMELY impacted by the political climate surrounding public education in the past 2 years:

Growing mental health issues among students, teachers, and parents (94.5%)

A system of anxiety in education (86.0%)

Impact of the changing government (82.2%)

Finite resources available to meet demanding constituents (68.9%)

A culture of complaints and litigation in educational system (63.8%)

Diversification of student discipline (59.6%)

Advances in Information Communication Technology (59.3%)

Consumer mentality among parents (57.3%)

Operational and building management demands (53.6%)

Other (50.0%)

Work-Related Challenges & Possibilities

Principals AGREED or STRONGLY AGREED with the following statements:

Highest in agreement

I know how to get my job done

My work requires me to always be available or "on call"

I encounter increased demands from competing priorities from different stakeholders

My work puts me in emotionally draining situations

My job makes a difference in the school community

My school is a good place to work

My work requires extensive memory recall

I find it impossible to take a day off or a sick day

I find my work unpredictable

I am unable to take a break during the work day

I feel pressured to work long hours

Increased threats of litigation and complaints have influenced the way I do my work

I get behind on my work

Increased parental engagement has influenced how I go about doing my work

I can make my own decisions about how I do my work

The pace of my work is too fast

I find it impossible to attend professional development events

I often have time to complete all my work tasks

I have the appropriate resources to do my job

Lowest in agreement

The extent to which principals agreed with the following statements:



strongly disagree or disagree



agree or strongly agree







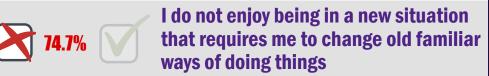












Policy & External Influence

Principals reflected on which of the following provincial policies impacted their work A LOT:

Reg. 274/12: Hiring Practices	73.1%	
	57.5%	Safe Schools Act - Bill 212 (Progressive Discipline and School Safety)
Equity and Inclusive Education Strategy	55.0%	
	52.3%	Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
Bill 13 - Anti-Bullying	46.4%	
	44.3%	Occupational Health and Safety Act (incl. Bill 168 changes)
Student Well-Being Strategy	41.5%	
	36.9%	Bill 115 - Putting Students First Act
Full Day Kindergarten - Full Day Early Learning Statute Amendment Act	35.0%	
Tull buy Lully Louining Statute Amendment Act	24.3%	Aboriginal Education Strategy/First Nations, Metis, and Inuit (FNMI) Policy Framework
Anti-Racism Act	21.7%	
	20.4%	Fluctuating Enrollment/School Closures (ARC)
Parents in Partnership: Parent Engagement Policy	17.7% 17.7%	Policies related to Truth and Reconciliation
Collaborative Professionalism (PPM 159)	17.7%	i viivies ielateu to iiutii aliu necoliciliativii

Recommendations

For Ministry of Education

- align the number of policies and initiatives principals are responsible for to address the time-consuming nature of regulations, follow-up reports, and documentation
- recognize context matters and allow principals more localized discretion and decision-making
- make provincially standardized templates, sample documents, and routine tasks to alleviate principals' paperwork and administrative tasks

For District School Boards

• streamline work processes by consolidating standardized templates, forms, samples, and routine tasks into an interactive portal/database to alleviate principals' paperwork and administrative tasks

For Professional Associations

- advocate and lobby for members to have more staffing arrangements (e.g., co-principalship, VPs, administrative assistants, dedicated school management positions, and district resource people), and increased health and well-being benefits (e.g., counselling, physiotherapy, etc.), resource allocations, and administrative time.
- enhance its process for disseminating and sharing information with its members

For Principals

- create opportunities for collaboration
- engage in peer support and learning on effective practices
- create or revisit your existing well-being plan to determine if it includes all components of your well-being

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For the full research report, visit: https://bit.ly/ONprincipals2020

To cite this booklet:

Pollock, K. & Wang, F. (2020). Principals' work and well-being in Ontario: Booklet #1 Work intensification of principals. University of Western Ontario, London, Ontario, Canada.



This research was supported by the Social Sciences and Humanities Research Council of Canada.



