

The New Zealand Principal's Experience of the School Board as Employer

Survey Report to the New Zealand Principals' Federation and the New Zealand
Secondary Principals' Council

APPENDICES

October 2009

Carol Anderson



APPENDIX 1: COVERING EMAIL AND SURVEY QUESTIONS



Dear Principal

The New Zealand Principals' Federation and the Secondary Principals' Council of NZPPTA seek your assistance with a survey into the employment relationship that principals have with their boards.

Purpose

Recently, as the twentieth anniversary of Tomorrow's Schools approaches, a number of surveys and reviews of school governance in New Zealand have been undertaken. One area that has been particularly identified in all the surveys as an area where boards still need support is in their role as the legal employer of the principal and staff.

What is not clear from the current research is exactly which aspects of their employer role boards are performing effectively and which they need support with. This survey has been designed to provide this information. It builds on previous research and has been piloted with a group of principals and adjusted, based on their feedback.

The Survey

The most important employer role which the board must undertake is their obligations to you as their chief executive, particularly in relation to strategic direction, appraisal, and professional development and support. The survey therefore enquires in some detail about this aspect of the employment role. Other sections seek information on your views about the working relationship you have with your board and who does which employment and governance tasks in your school, as this may also impact on the employment relationship. There is a short section on stress and problems which may arise from the employment relationship.

(If your school is currently governed by a commissioner or has a limited statutory manager the survey allows for this.)

The survey takes about 20minutes. There is no need to complete the survey in one hit. You may wish to take time to think about some questions and you can simply exit the survey and then log on again later through the same link. The survey will pick up where you left off. It will not be sent until you click the SEND button on the final page.

When you are ready, please click on this link to open the survey:
http://www.surveymonkey.com/s.aspx?sm=Co1A5AvVUGJkrfW6uhcJKg_3d_3d

We look forward to receiving your response as soon as possible, but have allowed 4 weeks from today so that principals can do the survey when it is a little quieter in the holidays if they wish.

If you have any queries about the survey please contact the researcher at:carol.anderson@sgsl.co.nz.

Confidentiality

The survey has been designed to be completely anonymous. Your response cannot be traced though your email or ISP provider number. The survey does not ask you to identify yourself or your school as

it is important that principals feel free to answer honestly and in the knowledge that they cannot be identified. In the event that comments you make might inadvertently identify you or your school the researcher will take the utmost care to protect confidentiality in any reporting.

Report Back

It is intended that a summary of the findings of this survey will be reported in national principal professional magazines (the NZPF magazine *New Zealand Principal* and *PPTA News*) It is hoped that it will also be useful to the Ministry of Education and the New Zealand School Trustees Association [and the participating organisations](#), in policy development and support planning. A full copy of the report will be used by both the NZPF and PPTA to inform their advocacy work for their respective members.

Ernie Buutveld

President
New Zealand Principals Federation

Graeme Macann

Chair
Principals Council
NZPPTA

Carol Anderson

Researcher
MA(Hons) LLB(Hons) Dip Tchng
School Governance Solutions Ltd

Principals' Experience of the School Board as Employer

1. Welcome and thank you

Thank you for taking the time to participate in this survey. Its usefulness is very much dependent on your contribution and thoughts.

There are 8 pages in the survey. You may find that some of the questions require a bit of extra time: if you need to, you can exit the survey by clicking the button in the top right hand corner. You can log on again through the link on the same computer when you have had time to reflect. The survey does not need to be done in one hit. The results will only be forwarded when you press SEND on the final page.

We look forward to receiving your response as soon as possible but have allowed 4 weeks from today so that principals can do the survey when it is a little quieter in the holidays if they wish.

CONFIDENTIALITY

Please note that the survey is completely confidential. As a number of the questions relate to potentially sensitive issues, no ISP numbers are being recorded and it is therefore impossible to trace comments back to any computer or individual. It is hoped that this will encourage principals to be frank with their information and comments.

2. Demographics

This section of the survey collects basic data about you, the type of school that you are working in, and the school's current governance arrangements. When you have completed the page click on the NEXT button to move to the following section.

1. I am

- male
 female

2. Aged

- 20-25 26-30 31-35 36-40 41-45 46-50 51-55 56-60 61-65 65+

3. Years as a principal

- less than 1 year 1-3 years 4-5 years 5-10 years more than 10 years

4. Years as a principal in your current school

- less than 1 year 1-3 years 4-5 years 5-10 years more than 10 years

5. Number of schools in which you have been a principal

- 1 2 3 4 5 or more

Principals' Experience of the School Board as Employer

6. Which of the following qualifications do you have

- Diploma of Teaching
 Bachelors Degree
 Trade Certificate
 Masters Degree or higher
 Diploma of Educational Management or similar level management qualification
 Masters of Educational Management or similar level management qualification
 Other (please specify)

7. Have you received, or are you currently receiving, formal training for principalship, eg First Time Principals' Training

- Yes
 No

8. Your school's U grade is

9. Your school's decile is

10. Your school is a

- state school
 integrated school

11. Your school is a

- primary school
 intermediate school
 junior high/middle school
 year 9-13 secondary school
 senior high school
 area school
 year 7-13 school
 kura kaupapa māori
 special school or residential school

Principals' Experience of the School Board as Employer

12. The school would be described as a

- rural school town school city school

13. The current board chair is

- male
 female
 do not currently have a board chair

14. The profession of the current board chair is _____

15. How many years of experience has the current board chair had as either a board member or board chair (include time on other school boards). _____

16. Your school is currently

- governed by a board
 governed by a commissioner

17. If the school is receiving specialist advice under s78K of the Education Act 1989 please state in what area(s). _____

18. If the school has a limited statutory manager, please state what area (s) they have been appointed to assist with. _____

3. The Board's Role as Employer

The board is the legal employer of all staff in the school. It is customary for the board to delegate many aspects of this role to the principal.

(If your school is currently governed by a commissioner please answer the remaining sections by replacing the word "board" with "commissioner".)

Principals' Experience of the School Board as Employer

19. In your school, which aspects of the employment role are performed by you and which are performed by the board

	principal	board	both principal and board	neither
appoints senior staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
appoints other teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
appoints support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
investigates staff disciplinary issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contacts STA for advice on employment issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contacts the school's insurers in relation to employment issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes the decision to issue verbal or written warnings to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes the decision to suspend or dismiss staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manages the staff appraisal system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes the final decision on competency issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has the final say on the content of the principal's annual performance agreement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ensures that the principal performance management/appraisal process occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Has the board formally recorded in the board minutes which powers it has delegated to you.

- Yes
 No
 Some
 Don't know/Not sure

21. How familiar is your board chair with the relevant Principals' Collective Agreement

Has a copy/is very familiar with it	Has a copy/ generally understands it	Has a copy/hasn't referred to it	Don't know if he or she has seen it/hasn't referred to it
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Formal Understandings

Principals' Experience of the School Board as Employer

Principal's Annual Performance Agreement and Appraisal

22. Do you currently have an annual performance agreement
- yes
 no
 don't know/not sure
23. Has the annual performance agreement been signed by you and the board chair
- yes
 no
 don't know/not sure
 not applicable (no agreement)
24. Does your agreement state clear performance goals for the year
- yes
 no/not really
 not applicable (no agreement)
25. Does the agreement set out the appraisal process to be followed
- yes
 no/not really
 not applicable (no agreement)
26. Does the performance agreement record what personal professional development you will receive
- yes
 no
 not applicable (no agreement)
27. Does the performance agreement record what professional support mechanisms you will access or be provided with
- yes
 no
 not applicable (no agreement)

Principals' Experience of the School Board as Employer

28. If not, has this been discussed with the board chair

- yes
 no

29. Does the school have an agreed principal performance management/appraisal policy

- yes
 no

30. Have you had a written appraisal in the last year

- yes
 no

31. If you currently have an annual performance agreement did you and the board reach agreement on

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| performance goals | yes | no | not really |
| the appraisal process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| who the appraiser | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| would be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

32. If any difficulty was experienced in reaching agreement on the above, was an independent advisor or mediator consulted

- yes
 no
 no difficulty reaching agreement
 not applicable (no agreement)

33. How happy were you with the amount of input you had into the performance agreement

- happy
 not happy, but I did not file anything about it
 not happy, and I made sure my objections were recorded
 not applicable

34. How closely is the appraisal process set out in the agreement followed by the board

- followed pretty much to the letter
- never followed at all
- neither

Principals' Experience of the School Board as Employer

35. To what extent did the appraisal process contribute to your professional development

Please rate very useful not useful at all

36. Was your most recent appraisal

- internal, done by the board chair
 internal, done by a board committee
 external

37. If you were appraised externally, how much did the appraisal cost

- \$0-\$1000
 \$1001-\$2000
 \$2001-\$3000
 more than \$3000

38. If external, who was appointed as appraiser

- another principal that I know personally
 another principal that I do not know well
 an independent consultant that I know personally
 an independent consultant that I do not know well
 Other (please specify)

39. How many years have you been appraised by your current appraiser

number of years

40. If you have comments or concerns about the way your appraisal process was conducted please note them here.

Principals' Experience of the School Board as Employer

41. How is the result of the appraisal process reported back to the board

- result of the appraisal process is not reported back to the board
 chairperson reports to the board that the appraisal has been done
 summary of the appraisal report is provided to the whole board in-committee
 the entire appraisal report is provided to the whole board in-committee
 the appraisal report or summary is provided to the board in open session
 Other (please specify)

42. How happy are you with the way the result of the appraisal is reported back to the board

Please rate very happy not happy at all

5. Professional Development and Support

43. What professional development specifically for principals have you received in the last year. (Please click on as many as apply to you)

- nothing in particular
 local principals' meetings
 Principals/Educational Leadership conferences in New Zealand
 Principal/Educational Leadership conferences overseas
 First Time Principals course
 Appraising Principals course
 PDPC
 PPLG
 Sabbatical/Study Leave
 Other (please specify)

Principals' Experience of the School Board as Employer

44. What personal professional support or advice have you accessed in the last year (you may select more than one of the sources of support). Personal professional support means personal support that you have sought to solve a relationship, staffing, management or legal issue arising from your role as principal. It does not refer to professional development on curriculum issues.

Please tick the organisations or people that you used and rate how helpful you found their advice and support. If you did not use an organisation please do not tick that row.

	very helpful	not helpful at all
sharing problems with other principals and seeking their advice	<input type="radio"/>	<input type="radio"/>
advice and support from Ministry of Education	<input type="radio"/>	<input type="radio"/>
advice and support from Principals' Federation or SPANZ	<input type="radio"/>	<input type="radio"/>
advice and support from NZEI or PPTA	<input type="radio"/>	<input type="radio"/>
advice and support from NZSTA	<input type="radio"/>	<input type="radio"/>
advice and support from Principals' Advisor (Team Solutions)	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>	<input type="text"/>

45. If you did not access any support, what are the reasons why you did not do so. You may tick more than one reason.

- didn't feel a need for support
- lack of time
- concerns about confidentiality
- concerns about being perceived as inadequate or not up to the job
- Other (please specify)

6. Legal

Principals' Experience of the School Board as Employer

46. To the best of your knowledge how many personal grievances have been taken by staff at the school against the board in the last 3 years

- Don't know, difficult to find out
- Number of grievances

47. What have been the total legal costs (approximately) to the school in relation to personal grievances in the last 3 years? Please include in the total figure both legal fees and the amounts of any settlements paid.

48. Does your board have legal liability insurance

- yes
- no
- don't know

49. Do you have professional indemnity insurance for yourself

- yes
- no
- not sure

7. Principal - Board Working Relationships

50. Select the following words and phrases which best describe the attitude of your current board towards you (You can choose more than one answer)

- supportive and empowering
- supportive but demanding
- professionally challenging and stimulating
- supportive but passive
- negative
- controlling or micro-managing
- openly antagonistic or confrontational
- appears to be focused on removing the principal
- Other (please specify)

Principals' Experience of the School Board as Employer

51. Select the phrases which best describe the level of competence of your current board chair. You can choose more than one phrase.

- experienced.
- understands the difference between governance and management.
- knowledgeable about educational management issues.
- knowledgeable about current educational issues.
- brings useful professional expertise to the board.
- not very knowledgeable or well-informed at the moment but is getting training and learning fast.
- not very knowledgeable or well informed but does not see a need to get more training.
- not very well-informed, relies on me for guidance.
- Other (please specify) _____

52. Please answer whether you agree or disagree with the following statements.

The board of trustees

	yes	usually	not really	no
has an agreed vision for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
works systematically towards achieving its vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
works cooperatively with me to achieve its goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
leaves me to decide how and when goals should be achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gives me clear directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
board meetings are structured and focus on governance issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. How long is the average board meeting

- 1-2 hours
- 2-3 hours
- 3-4 hours
- more than 4 hours

Principals' Experience of the School Board as Employer

54. How often does your board meet in a full board meeting

- monthly
- twice a term
- once a term
- other

55. In your school who usually performs the following functions

	principal	board	both equally or together	neither/other
drives the formulation of the school vision and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
develops the school's strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
develops the school's annual plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
monitors progress towards school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
monitors and evaluates learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
decides what the principal will report to the board on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
decides on financial priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensures the financial soundness of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensures compliance with legal requirements and manages risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drives fund-raising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
deals with property issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drives major building projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Principals' Experience of the School Board as Employer

56. How often, outside board or committee meetings do the principal and board chair meet together or have phone or email contact

- regular contact, initiated by either party
- regular contact, mostly initiated by me
- regular contact mostly initiated by the board chair
- generally once a week at a set time
- generally once a fortnight at a set time
- once a month
- occasionally
- seldom or never

57. Are you happy with the frequency of contact with the board chair

- yes
- would like it to be more
- would like it to be less

58. Overall, how would you rate the relationship between yourself and the current board

The relationship is not stressful very stressful

8. When relationships are problematic

If relationships with your current and past boards have always been positive you will not need to answer this section. Please go to the bottom of this page and press NEXT.

The first set of questions (58-60) on this page relate to your experiences with your current board. The second set of questions(61-65) relate to experiences with previous boards.

Principals' Experience of the School Board as Employer

59. If CURRENT relationships with the board are problematic or more stressful than you would like them to be, what do you believe is contributing to the problem. Please select any of the following phrases which may apply.

- lack of clarity about what the board requires of me
- unrealistic performance expectations from the board
- the expectations maybe realistic but I do not feel able to meet them
- over-involvement of the board in day to day management of the school
- personality conflict with the board chair
- disruptive, demanding or antagonistic board members
- division or dysfunction amongst board members
- problems with the staff representative
- problems with the student representative
- frequent questioning or criticism of management decisions by board members
- board promises to attend to matters but doesn't follow through
- mistakes or misjudgments on my part

Other/Comments

60. What kind of intervention do you believe would be helpful to improve the situation or prevent it from deteriorating further.

Principals' Experience of the School Board as Employer

61. If you have already sought or received advice or support in relation to these issues, what parties or organizations did you receive advice or assistance from and how helpful was it.

	very helpful	quite helpful	not very helpful	not helpful at all
NZSTA Helpline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NZSTA Industrial Adviser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RZEE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PPFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RZPF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SFBANZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals Adviser (Team Solutions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lawyer paid for by professional indemnity insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lawyer paid for by independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adviser/consultant or mediator (paid for by MOE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independent adviser/consultant or mediator (paid for by the school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informal (other principals/acell/friends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principals' Experience of the School Board as Employer

62. If you have experienced conflict or stressful relationships with a PREVIOUS board what do you believe contributed to the problem. Please select any of the following phrases which may apply.

- lack of clarity about what the board required of me
- unrealistic performance expectations from the board
- expectations may be reasonable but I did not feel able to meet them
- over-involvement of the board in day to day management of the school
- personality conflict with the board chair
- disruptive, demanding or antagonistic board members
- division or dysfunction amongst board members
- problems with the staff representative
- problems with the student representative
- frequent questioning or criticism of management decisions by board members
- board promised to attend to matters but didn't follow through
- mistakes or misjudgments on my part

Other/Comments

63. How was the problem resolved

- We managed to repair the relationship
- There was a change of board chair
- The individual(s) who were causing difficulties left the board
- The situation was so unpleasant that I resigned / got another job
- I was actively pressured to leave and resigned
- I was dismissed

Other (please specify)

Principals' Experience of the School Board as Employer

64. If you managed to repair the relationship or resolve the issue with the board what other parties or organizations did you receive advice or assistance from and how helpful was it.

	very helpful	quite helpful	not very helpful	not helpful at all
NESTA Helpline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NESTA Industrial Adviser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NZEF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PPTA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NZPF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPANZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals Adviser (Team Solutions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lawyer paid for by professional indemnity insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lawyer paid for by me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independent advisor/consultant or mediator (paid for by MOE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independent adviser/consultant or mediator (paid for by the school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informal (other principals/staff/parents)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principals' Experience of the School Board as Employer

65. If you resigned under pressure or were dismissed, whom did you seek support and advice from during that process. For each party that you sought advice from please tick how helpful you found that advice. If you did not use a party or organisation please do not tick that row.

	very helpful	quite helpful	not very helpful	not helpful at all
NEZI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PPTA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NZPF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPANZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NESTA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals Adviser (Team Solutions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lawyer paid for by professional indemnity insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lawyer paid for by me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsellor(s) paid for by EAP or the board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsellor(s) paid for by me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
friends and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. What other support or assistance would you like to have received.

9. Thank you

Thank you for taking the time to respond to this survey.

67. If you have any further comments you would like to make about the board-principal employment relationship please feel free to write them here.

APPENDIX 2: REPRESENTATIVENESS OF SURVEY

Comparison of survey respondent group with data for national cohort of principals

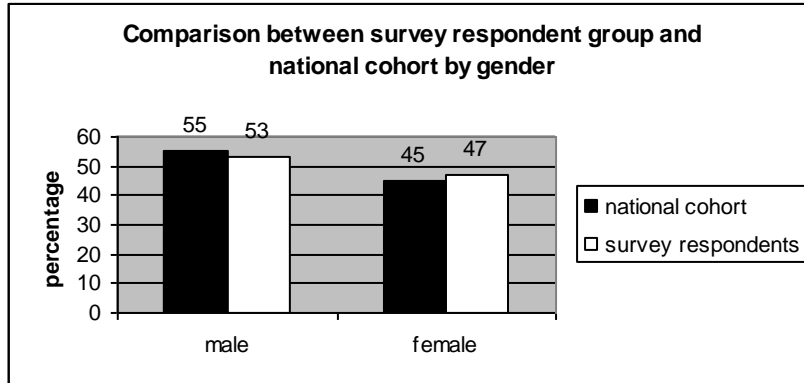


Figure 1

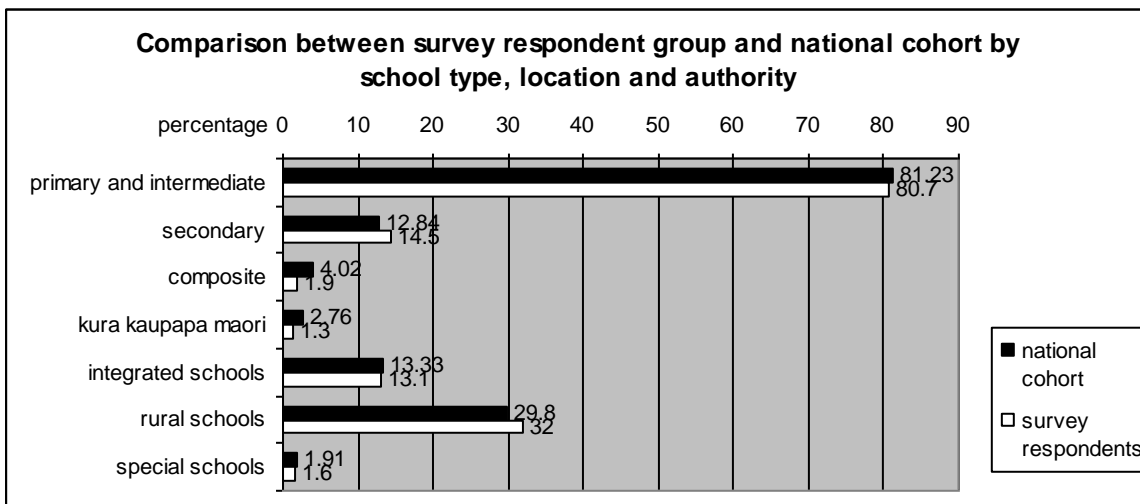


Figure 2

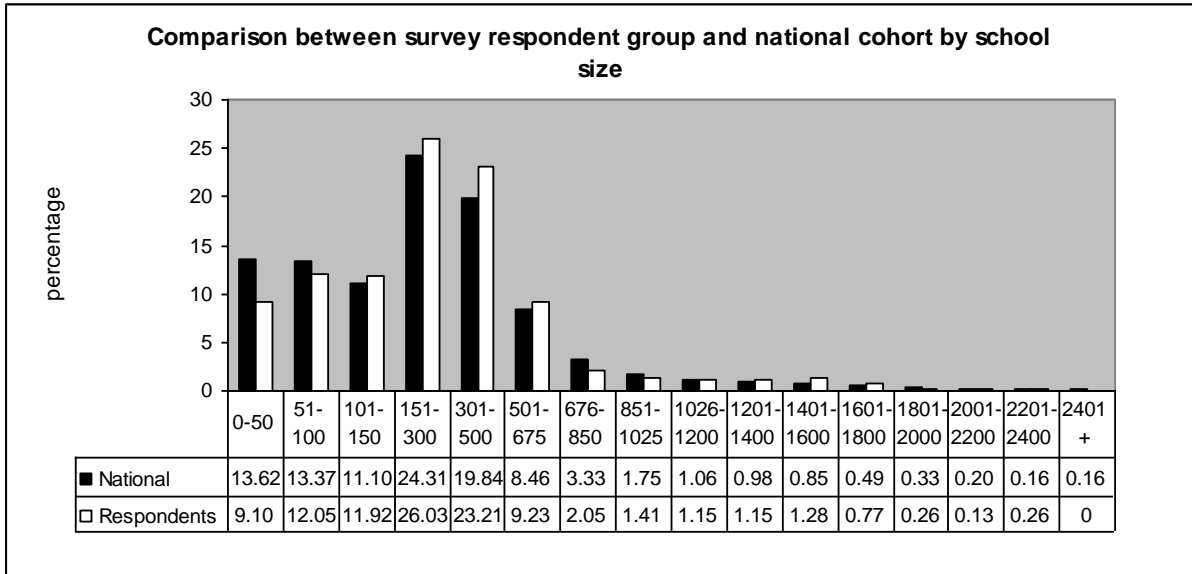


Figure 3

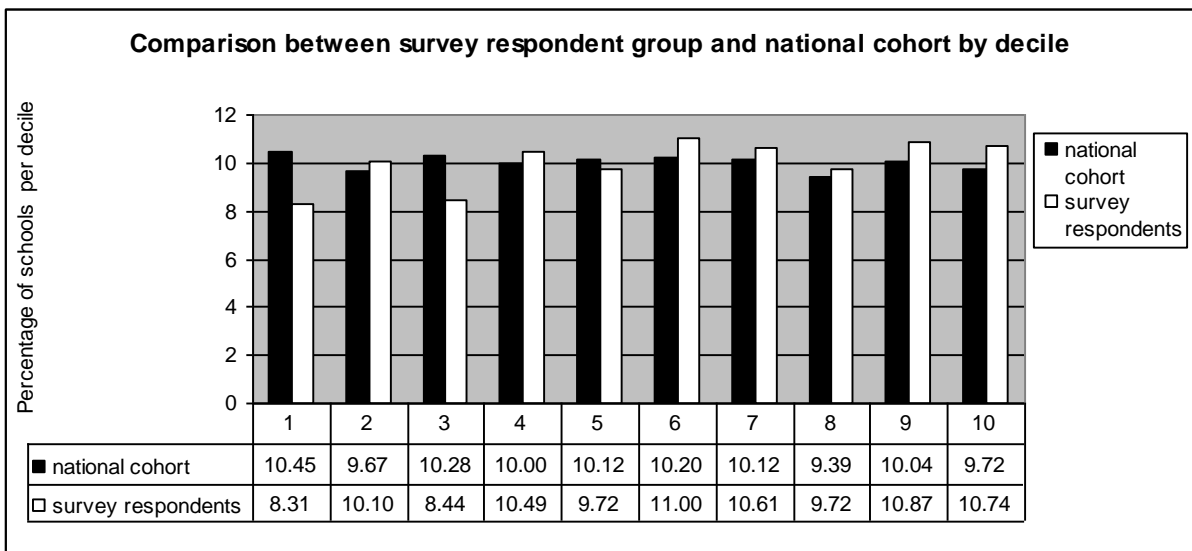


Figure 4

APPENDIX 3: U GRADES

1. U-GRADE	2. Roll size
3. 1	4. 1-50
5. 2	6. 51-100
7. 3	8. 101-150
9. 4	10. 151-300
11. 5	12. 301-500
13. 6	14. 501-675
15. 7	16. 676-850
17. 8	18. 851-1025
19. 9	20. 1026-1200
21. 10	22. 1201-1400
23. 11	24. 1401-1600
25. 12	26. 1601-1800
27. 13	28. 1801-2000
29. 14	30. 2001-2,200
31. 15	32. 2,201-2,400
33. 16	34. 2,401+

APPENDIX 4: SOME APPROXIMATE CALCULATIONS OF BOARD RUNNING COSTS

	School size	Student numbers	No of school boards	Cost to govern: includes annual payments to trustees, at an estimated cost \$3500 per board, but does not include cost of NZSTA support, and training and other forms of board support, including school support advisers and independent consultants.	Cost of governance per student
Group A (approx 50% of students)	Up to 500 students	376,683	2043	\$7,150,000	\$18.98
Group B (approx 50% of students)	More than 500 students	374,845	439	\$1,536,500	\$4.09

	School size	Student numbers	No of school boards	Cost to govern: includes annual payments to trustees, at an estimated cost \$3500 per board, but does not include cost of NZSTA support, and training and other forms of board support, including school support advisers and independent consultants.	
Group A	Up to 300 students	204,698	1594	\$5,579,000	\$27.25
Group B	More than 300 students	547,019	889	\$3,111,500	\$5.60

	School size	Student numbers	No of school boards	Cost to govern: includes annual payments to trustees, at an estimated cost \$3500 per board, but does not include cost of NZSTA support, and training and other forms of board support, including school support advisers and independent consultants.	Cost of governance per student
Group A	Up to 150 students	73,667	987	\$3,454,000	\$46.88
Group B	More than 150 students	678,200	1473	\$5,155,500	\$7.60

APPENDIX 5: STATISTICAL ANALYSIS

Table 1 : Comparison of mean rating scores at $p < 0.05$ (all independent samples t-tests unless stated) for Questions 34, 35, 39, 42 (no differences found) and 58

Eta squared was used to calculate the effect sizes.

Question	Principal characteristics	School characteristics	Cost of appraisal
Q34. BOT follows appraisal process as set out in agreement (1=followed 4 = not followed) (lower mean is more positive)			Appraisal cost (\$1000-\$2000) mean (1.43) rated lower than appraisal cost (\$0-\$1000) (1.63) [1-way anova test]. The magnitude of the difference was small (eta squared = 0.018)
Q35. The appraisal process contributes to Principal prof. dev. (1= very useful 4 = not useful at all) (lower mean is more positive)	<p>Lower mean rating if principal is below 55 years old (mean = 1.85 compared to 1.99). The magnitude of the difference was very small (eta squared = 0.006)</p> <p>Lower mean rating if principal has been in role for less than 10 years (mean = 1.82 compared to 2.00). The magnitude of the difference was very small (eta squared = 0.010)</p> <p>Lower mean rating if principal has completed the First-time Principal Programme (mean = 1.80 compared to 1.96). The magnitude of the difference was very small (eta squared = 0.008)</p> <p>Lower mean rating if principal is female (mean = 1.82 compared to 1.98). The magnitude of the difference was very small (eta squared = 0.009)</p>		
Q39. Number of years the principal has been appraised by their current appraiser (range = 0 to 19 years)	<p>Higher mean rating if principal is 50 yrs or older (mean = 2.38 compared to 1.85). The magnitude of the difference was small (eta squared = 0.016)</p> <p>Higher mean rating if principal is 55 yrs or older (mean = 2.49 compared to 2.01). The magnitude of the difference was small (eta squared = 0.011).</p> <p>Higher mean rating if principal has been in role for 10 or more years (mean = 2.66 compared to 1.76). The magnitude of the difference was small to moderate (eta squared = 0.043)</p> <p>Higher mean rating if principal has not completed the First-time Principal Programme (mean = 2.51 compared to 1.65). The magnitude of the difference was moderate (eta squared = 0.050)</p> <p>Higher mean rating if principal is male (mean = 2.40 compared to 1.90). The magnitude of the</p>	<p>Higher mean rating if school is decile 5 or below (2.32 compared to 1.99). The magnitude of the difference was very small (eta squared = 0.006)</p> <p>Lower mean rating if school is U3 or smaller (1.88 compared to 2.30). The magnitude of the difference was moderately large (eta squared = 0.10)</p>	

	difference was small (eta squared = 0.015)		
Q58. Principal does not find relationship with BOT stressful (1= not stressful 4 = very stressful) (lower mean is more positive)		Lower mean rating for town schools (1.29) over rural schools (1.45) [1-way anova test]. The magnitude of the difference was very small (eta squared = 0.008)	Lower mean rating if less than \$3000 spent [1-way anova test] (Mean = 1.92 for \$3000+ vs 1.41, 1.40, 1.32 respectively for other lower categories). The magnitude of the difference was small (eta squared = 0.025)

Table 2 : Comparison of mean rating scores at $p < 0.05$ (all independent samples t-tests unless stated) for Question 44 – quality of external help

Eta squared was used to calculate the effect sizes.

Question	Principal characteristics	School characteristics	Cost of appraisal (no differences)
Q44a. sharing problems with other principals and seeking their advice			
Q44b. advice and support from Ministry of Education (1= very helpful 4 = not helpful at all) (lower mean is more positive)	<p>Lower mean rating if principal is below 50 years old (mean = 2.09 compared to 2.31). The magnitude of the difference was small (eta squared = 0.019)</p> <p>Lower mean rating if principal is below 55 years old (mean = 2.15 compared to 2.36). The magnitude of the difference was small (eta squared = 0.011).</p> <p>Lower mean rating if principal has been in role for less than 10 years (mean = 2.09 compared to 2.39). The magnitude of the difference was small (eta squared = 0.026)</p> <p>Lower mean rating if principal has completed the First-time Principal Programme (mean = 2.06 compared to 2.33). The magnitude of the difference was small (eta squared = 0.020)</p> <p>Lower mean rating if principal is female (mean = 2.08 compared to 2.32). The magnitude of the difference was small (eta squared = 0.016)</p>	<p>Lower mean rating if school is U3 or smaller (2.02 compared to 2.31). The magnitude of the difference was small (eta squared = 0.023)</p> <p>Lower mean rating for rural schools (2.06) over city schools (2.33) [1-way anova test]. The magnitude of the difference was small (eta squared = 0.017)</p>	
Q44c. advice and support from Principals' Federation or SPANZ	<i>No differences found</i>		
Q44d. advice and support from NZEI or PPTA	<i>No differences found</i>		
Q44e. advice and support from NZSTA (1= very helpful 4 = not helpful at all) (lower mean is more positive)	<p>Lower mean rating if principal has been in role for less than 10 years (mean = 1.50 compared to 1.83). The magnitude of the difference was small to moderate (eta squared = 0.041)</p> <p>Lower mean rating if principal has completed the First-time Principal Programme (mean = 1.53 compared to 1.71). The magnitude of the difference was very small (eta squared = 0.013).</p> <p>Lower mean rating if principal is female</p>	Lower mean rating if school is decile 5 or less (1.56 compared to 1.70). The magnitude of the difference was very small (eta squared = 0.009)	

	(mean = 1.46 compared to 1.79). The magnitude of the difference was small to moderate (eta squared = 0.046)		
Q44f. advice and support from Principals' Advisor (Team Solutions) (1= very helpful 4 = not helpful at all) (lower mean is more positive)	Lower mean rating if principal is below 50 years old (mean = 1.99 compared to 2.24). The magnitude of the difference was small (eta squared = 0.014) Lower mean rating if principal has been in role for less than 10 years (mean = 1.99 compared to 2.35). The magnitude of the difference was small (eta squared = 0.025) Lower mean rating if principal has completed the First-time Principal Programme (mean = 1.96 compared to 2.28). The magnitude of the difference was small (eta squared = 0.023). Lower mean rating if principal is female (mean = 1.81 compared to 2.40). The magnitude of the difference was moderate (eta squared = 0.079)	Lower mean rating if school is U3 or smaller (1.79 compared to 2.34). The magnitude of the difference was moderate (eta squared = 0.067) Lower mean rating for rural schools (1.91) over city schools (2.35) [1-way anova test]. The magnitude of the difference was small (eta squared = 0.036)	

Table 3 : Comparison of mean rating scores at $p < 0.05$ (all independent samples t-tests unless stated) for Question 52 – principals' perception of their BOT

Eta squared was used to calculate the effect sizes.

Question	Principal characteristics	School characteristics	Cost of appraisal (no differences)
Q52a. The BOT has an agreed vision for the school (1=yes; 2=usually; 3=not really; 4=no) (lower mean is more positive)	Lower mean rating if principal is female (mean = 1.30 compared to 1.42). The magnitude of the difference was very small (eta squared = 0.009)	Lower mean rating if school is U4 or larger (1.32 compared to 1.44). The magnitude of the difference was very small (eta squared = 0.006) Lower mean rating if school is State Integrated rather than State (1.24 compared to 1.38). The magnitude of the difference was very small (eta squared = 0.008) Lower mean rating for city schools (1.29) over rural schools (1.44) [1-way anova test]. The magnitude of the difference was very small (eta squared = 0.011)	
Q52b. The BOT works systematically towards achieving its vision (1=yes; 2=usually; 3=not really; 4=no) (lower mean is more positive)		Lower mean rating if school is U4 or larger (1.70 compared to 1.85). The magnitude of the difference was very small (eta squared = 0.009) Lower mean rating for city schools (1.66) over rural schools (1.82) [1-way anova test]. The magnitude of the difference was very small (eta squared = 0.010) Lower mean rating if school is decile 6 or higher (1.68 compared to 1.82). The magnitude of the difference was very small (eta squared = 0.007)	
Q52c. The BOT works cooperatively with the Principal to achieve its goals (1=yes; 2=usually; 3=not really; 4=no)		Lower mean rating if school is U4 or larger (1.38 compared to 1.52). The magnitude of the difference was very small (eta squared = 0.008)	

(lower mean is more positive)			
Q52d. The BOT leaves the Principal to decide how and when goals should be achieved			
Q52e. The BOT gives the Principal clear direction (1=yes; 2=usually; 3=not really; 4=no) (lower mean is more positive)		Lower mean rating if school is U4 or larger (2.11 compared to 2.30). The magnitude of the difference was small (eta squared = 0.011) Lower mean rating if school is decile 6 or higher (2.06 compared to 2.29). The magnitude of the difference was small (eta squared = 0.019)	
Q52f. The BOT meetings are structured and focus on governance issues (1=yes; 2=usually; 3=not really; 4=no) (lower mean is more positive)	Lower mean rating if principal is 55 years or older (mean = 1.55 compared to 1.69). The magnitude of the difference was very small (eta squared = 0.009)	Lower mean rating if school is U4 or larger (1.58 compared to 1.79). The magnitude of the difference was small (eta squared = 0.019) Lower mean rating for city schools (1.56) over rural schools (1.75) [1-way anova test]. The magnitude of the difference was very small (eta squared = 0.008)	