



# National Association of Headteachers' PAs

# NAHPA

AUTUMN 2015 / ISSUE 43

How neuroscience can help us learn

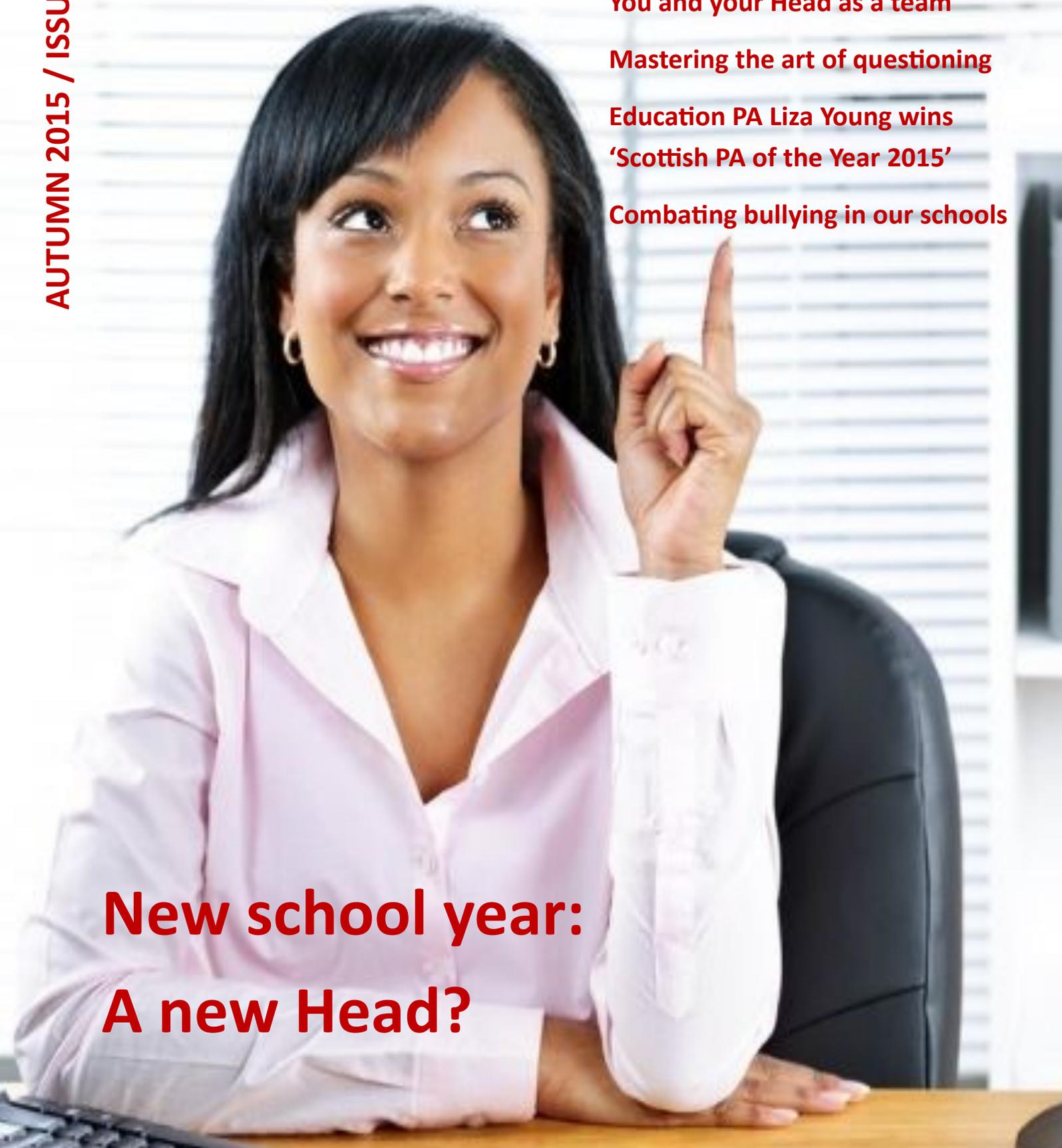
You and your Head as a team

Mastering the art of questioning

Education PA Liza Young wins  
'Scottish PA of the Year 2015'

Combating bullying in our schools

**New school year:  
A new Head?**



# Welcome to this issue of NAHPA!



## Angela Garry—Editor

Welcome to this term's NAHPA magazine, which I hope you'll find full of a range of articles to assist you, inspire you, motivate you and encourage you in your vital role in a school or college.

As I stated in the previous issue, my aim now as Owner (as well as Editor) of the magazine is to build the publication—and the accompanying website and LinkedIn group—to include more and more items of relevance to PAs and admins working in education, and for this, I welcome your suggestions (see back page!). Please do get in touch by emailing [editor@nahpa.org.uk](mailto:editor@nahpa.org.uk)

Sadly, this issue goes to press just as we have received the news of the death of one of the leading PA Trainers worldwide, **Susie Barron-Stubley**, who inspired me in building my own business as a PA Trainer. We mark her passing on page 32. Rest in peace, Susie, you will be much missed.



Best wishes to all,



Angela Garry

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## The A-Z of this issue's contributors:

- **Heather Baker**, of *Baker Thompson Associates*, has been training PAs worldwide for many years. She created the Baker SpeedWrite system and is the author of two books.
- **Poppy Calvert** is a Brit living in Japan. She is PA to the Principal at the *British School in Tokyo*—where she is our PA Interview for this issue.
- **Andy Case** is a cartoonist, illustrator and music mogul by night, and talented teacher by day. Andy created our PA Cartoon "God's right hand" as well as the NAHPA 'learning magpie' logo.
- **Sue France** is an award-winning former PA, now a world-renowned trainer at *Sue France Training* and author of two books including 'The Definitive PA & Secretarial Handbook'.
- **Bobbie Heaven** is a former teacher who changed career to become a full-time carer. She returns to give her perspective on bullying in our schools.
- **Lindsay Taylor**, of *Your Excellency*, spent 10 years working as a PA/EA in both the UK and US and is now an international PA trainer. Her book "A to Z Pearls of Wisdom" is due out soon.
- **Michelle Torr** recently left her role as a Teaching Assistant to "go it alone" in her own business.
- **Liza Young** is a PA at the *University of Aberdeen* and was recently awarded 'Scottish PA of the Year 2015'.

## ALL REMAINING ARTICLES:

- **Angela Garry** is NAHPA's editor, author of "Brave PAs" and "The PA & EA Circus", and a global PA Trainer, with 24 years' experience in admin & PA roles.





# National Association of Headteachers' PAs

# NAHPA

## Your website & online community

All subscribers have been issued with usernames and passwords to access the 'Subscribers Only' section of the website ([www.nahpa.org.uk](http://www.nahpa.org.uk)) - please contact [editor@nahpa.org.uk](mailto:editor@nahpa.org.uk) if these have not yet reached you.

The 'Subscribers Only' pages contain links to free downloadable resources (books and articles), items which you can buy, training courses, videos,

details of trainers, etc. The pages are marked with the latest update dates—please do check on them once a month or so for new items.

In addition, you should also have all received an emailed invitation to join NAHPA's discussion group on **LinkedIn** which gives subscribers the opportunity to "meet" each other in a confidential virtual space. The

contents and membership of the group are private (i.e. not searchable via Google), so "*what's said in the NAHPA group stays in the NAHPA group*".

Please do use both sites—they have been set up with YOU in mind. Share knowledge, expertise, questions, frustrations, thoughts, ideas, articles—the space is there for you.

## National PA events



These are some of the annual events for PAs in England, Ireland, Scotland and Wales: great opportunities to network and talk with other PAs. Most include training sessions, to make a difference in your role. Put the dates in your diaries, and start putting together a business case to present to your Head/Principal so you can attend.

**2-3 March 2016** Olympia, London.

**The PA Show** (part of the annual International Confex event). Includes a range of seminars.

[www.thepashow.com](http://www.thepashow.com)

**8-9 April 2016** Grange Tower Bridge, London.

**ExecutiveSecretaryLive** — with 8 major worldwide PA trainers. One day conference plus 2 half-day workshops.

[www.executivesecretarylive.com/london/2016/](http://www.executivesecretarylive.com/london/2016/)

**11-12 May 2016** Excel, London.

**office\*2016**, (CPD Accredited). Annual exhibition and conference for PAs, EAs, Office Managers and VAs. Large programme of training, CPD and motivational seminars. 4000+ attendees for you to meet and network with!

[www.officeshow.co.uk](http://www.officeshow.co.uk)

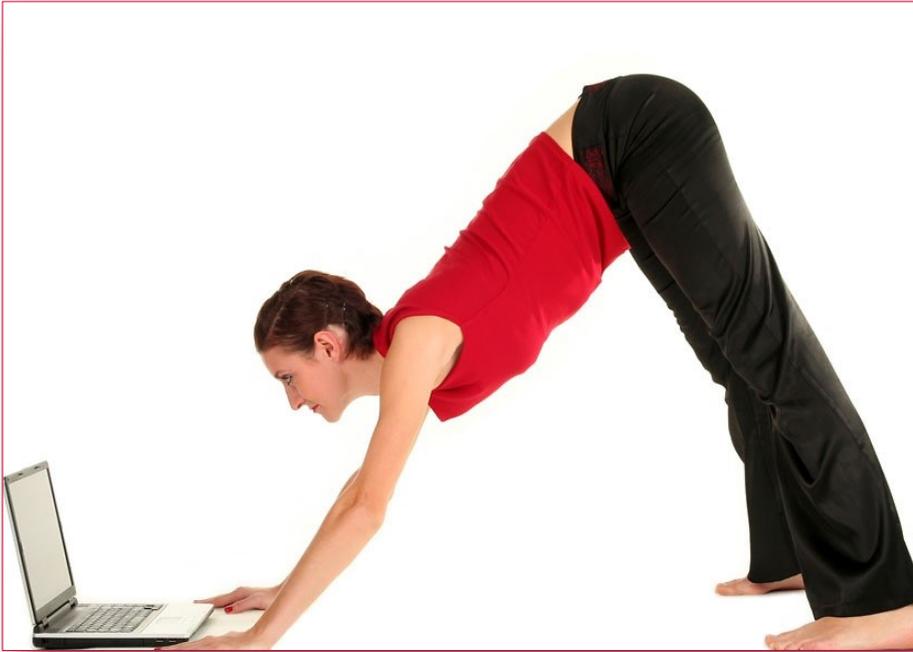
**TBA May 2016** Dublin.

**Executive PA, Secretarial & Admin Forum.** The 7th annual Irish event. [www.zoomin.ie](http://www.zoomin.ie)

**10 June 2016** Edinburgh Zoo. **ACES 2016.** Scotland's 9th Annual Conference and Awards for PAs from all backgrounds.

[www.mackayhannah.com/conferences/9th-annual-conference-and-award-for-executive-secretaries-and-pas-in-scotland](http://www.mackayhannah.com/conferences/9th-annual-conference-and-award-for-executive-secretaries-and-pas-in-scotland)

**TBA September 2016** Dundee. **ESPA Conference.** 5th annual conference for PAs in the Scottish education sector. Check for details at [www.collegedevelopmentnetwork.ac.uk/news-esp/](http://www.collegedevelopmentnetwork.ac.uk/news-esp/)



# Anyone for Desk Yoga?

Many PAs experience pain from many years of sitting at a desk. Following last issue's article on maintaining good posture for working, here are some "desk yoga" moves that may also assist you.

## Seated Spinal Twist

- Plant your feet on the floor and elongate your spine with the crown of your head in line with your tailbone.
- Cross your right leg over your left and on the exhale, twist from the lower belly towards the top leg, allowing the upper body to follow.
- Hold the pose on each side for 30 seconds to one minute.

## Forward Bend

Sitting towards the front edge of your chair, plant your feet slightly wider than your hips so your shoulders can fit between your knees. For those with less flexibility or a sensitive lower

back, lean forward, resting your forearms on your knees and elongate the spine into a half-forward bend. If you can go further, drop your shoulders between your knees so your head hangs toward the floor.

## Hands Alive

- Sit tall, pushing your 'sit' bones into the chair.
- Imagine a string is attached to the top of your head that gently lifts the crown up, putting space between your vertebrae.
- Inhale and raise your arms towards the ceiling with palms facing each other, make sure to relax your shoulders away from your ears.
- Spread your fingers wide, then close them into fists six times.
- Keep your spine long and make sure your rib cage isn't jutting out.
- Exhale and bring your hands down.

## Neck Rolls

- Take high heels off, if wearing.

- Close your eyes and let your chin drop down to your chest.
- Begin to circle your neck slowly, taking the right ear to the right shoulder, the head back, and then the left ear to the left shoulder.
- Try to keep the shoulders relaxed and not to hurry through areas of tightness.
- Do 3-5 rolls and then switch directions and do another 3-5 rolls.

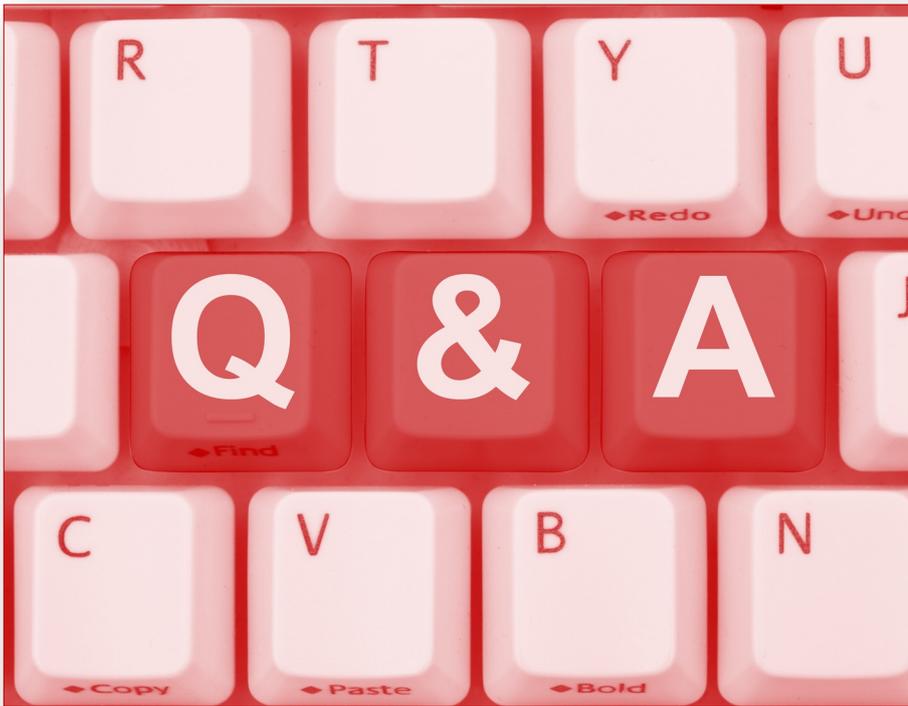
## Cat-Cow Stretch

- Put both feet flat on the floor and bring your hands onto your knees.
- On an inhale, arch the back and look up toward the ceiling.
- On the exhale, round the spine and let your head drop forward.
- Repeat for 3-5 breaths.

## Eagle Arms

- You can either stand or sit for this one.
- Take your arms out to either side, parallel to the floor.
- Bring the arms forward, crossing the right arm over the left and bringing the palms to touch.
- Lift the elbows while keeping the shoulders sliding down your back.
- Repeat with the left arm over the right. The important things to remember when doing yoga are to breathe, relax, go slow if you're just starting out, and stop if you begin to feel pain.

If you work in an open office area and it might look a little odd for you to try this at your desk, go into the break room or some other private area (maybe an empty conference room?) and give these a try. You'll be surprised at how much better you feel.



questions or some reading materials in the past but because the student's age and level of studies differ so much, it was difficult for me to determine the most suitable study materials for the individual students. Shorthand, on the other hand, is a useful skill to learn and converting ordinary writing into what it essentially looks like some sort of 'secret code' often intrigues the students. It'll be difficult for them to join the letters at this stage but knowing how to write the alphabets is a very good start: some students actually came back to my office after meeting with the Head to learn more about shorthand!" submitted by Mariko Kaneko at the British School in Tokyo, Japan. Mariko wins our prize of a book for the most innovative answer

## PA: Question Time

### Can YOU answer?

This YOUR space to share questions and answers... In the last issue, we included a question from Julia, a Head's Personal Assistant in a secondary school in Kent—and we invited your responses. Julia asked:

**Q. Occasionally a pupil is sent to the Head's office – but the Head is out – so I need to look after the pupil until the Head returns. I'm new to working in a school environment, so can you give any suggestions of what to do with the pupil?**

Answers we received included:

*"I am also new to the school environment and have students sitting outside the Headteacher's office waiting. I have found these maths worksheets are good for occupying their time and keeping them learning. They are easily printable and the answers print off on a separate sheet so they can complete it and then mark themselves: [\*drills.com"\* submitted by Katie Dutton, Chaucer School, Sheffield.](http://www.math-</a></i></p></div><div data-bbox=)*

*"When dealing with students who have been sent out of their class to speak to the Head - but the Head is unavailable - the best thing to do is to give them a piece of paper and ask them to write down a statement, describing what the students (think) they have done and ask them to include their side of the story. If they finish too quickly, give them a shorthand alphabet chart (I use Teeline) and ask them to write the statement out again, but using the shorthand letters. If they question the purpose of this exercise, give them a choice to write an essay or do some maths exercises instead - they will choose the shorthand then.*

*I have tried giving them some maths*

This issue, Chiara, a Principal's PA in Bristol asks two technical questions regarding using Microsoft Word 2010:

**Q. Whenever I open documents saved in my folders they come up as 'read only'. I don't know how this came about and can't find out how to reset it so documents open unprotected. At the moment, I resolve the issue by closing the document, re-opening from 'Open Recent File' and selecting 'no' when asked if I want to open as read-only. Any suggestions?**

**Also whenever I select text it shades it black rather than blue. Although it is a minor point, does anyone know how to reset the colour?**

Please send in your answers — and your questions — by email to [editor@nahpa.org.uk](mailto:editor@nahpa.org.uk)

Please send in your Q&As for future issues—and the most innovative answer will win a copy of "Brave PAs".



reading books, watching videos, attending webinars, attending conferences and workshops, taking part in social media such as LinkedIn discussion groups and we can also learn from our mistakes and the mistakes other people make. We should take the opportunity to learn as much as we can and be mentors and role models for those around you.

Learn how to excel when you communicate by applying insights from neuroscience and psychology and then you can improve your productivity. When you understand the neuroscience and psychology that's going on in people's minds, it becomes much easier to persuade, influence and deliver messages that people can easily understand, remember and act on.

When you understand how people learn you train and educate better, when you know how people absorb information you present with more impact and influence, when you understand how people read, you write more persuasively, so understanding the brain and how it works is imperative to everyone's success.

Neuroscientists are discovering new facts about the brain all the time with the aid of new technology. Neuroscience researchers Sarah-Jayne Blakemore and Uta Frith were commissioned by the Teaching and Learning Research Programme (TLRP) to carry out a review of neuroscientific findings relevant to educators (Blakemore and Frith 2000). This review dispelled a number of neuro-myths.

**Some of the Neuro-myths I would like to dispel here are:**

**1. *We are left or right brained - myth***

It is true that we have a left hemisphere and a right hemisphere and it is also true that the left side of the brain controls the right side of the body and the right side of the brain controls the left side of the body. However, the brain is a complex,

interconnected organ and for effective operation, the different areas need to communicate and work together.

If you hear anyone saying "are you right brained or left brained" you need to tell them – "I am whole brained" - the left/right brain scenario is a myth! This also means that we can all learn new things such as being creative and we are able to change our habits and neural pathways.

**2. *We only use 10% of our brains - myth***

Some people believe we only use 10% of our brains when in actual fact we use 100% of our brains over a period of 24 hours including when we are asleep.

This myth has probably come about as it has been miscommunicated – the fact is that the neuroscientists only know about 10% of how our brains work although with the new technical equipment they are making many new discoveries.

**3. *We can multitask - myth***

Neuroscience says that we cannot physically multi-task when using the cognitive, thinking, rational, decision making part of our brain – the Pre Frontal Cortex which is just behind the forehead. What we do is switch-task from one thing to another and that wastes precious time, as our brain has to readjust from one thing to another.

It is much more productive and less time wasting to focus on one

thing at a time and get it done and this prevents procrastination. We can however, multitask when using the subconscious mind and conscious mind together such as walking and talking. Also certain 'fast gaming' can help improve the speed of switch tasking over a period of time.

**4. *We are most productive when we start early, work through lunch and leave late without stopping for a break - myth***

Breaks are very important as our brains use 20% of our glucose intake even though it is only 3% of our body mass, which shows you just how much energy it uses. This energy is used up very quickly when doing cognitive, rational and decision-making work and then we cannot think properly.

Our brains try and reserve our energy for our survival so that we are prepared for any threats and it prepares our bodies to be ready to run or fight, as this is our survival instinct. It conserves energy by working on automatic pilot via our subconscious brain and through our habits. In fact our brains work subconsciously for 90-95% of the time.

We can concentrate well for about 25 minutes but then we need to take a break either by taking a walk, having lunch, getting a cup of coffee or even doing something that is automatic and needs little cognitive thinking to reboot the brain.

"Take a break and incubate" - when you are tired and cannot

Sue France FCIPD FInstAM INLPTA is an international, motivational speaker and is available for bespoke in-house workshops and also runs public workshops and the new 'Workations' and you can find more information on these at [www.suefrance.com](http://www.suefrance.com).

She is also a coach and the author of the best selling 'The Definitive Personal Assistant & Secretarial Handbook' 3rd edition published August 2015 now with neuroscience and 'The Definitive Executive Assistant & Managerial Handbook' published November 2012.

Both books have been endorsed by The Institute of Administrative Management.

think properly you can incubate your thoughts by writing them down on a whiteboard or type them up and leave your subconscious brain to work on a solution or to inspire an insight for you. Even when you go to sleep your subconscious brain will be working for you.

Dr Paul Howard-Jones researches neuroscience and education at the Graduate School of Education, University of Bristol. His scientific research combines neuro-computational modelling with functional brain imaging to explore the relationship between reward and learning, and he is applying this knowledge in the development of educational learning games.

He states that insights from neuroscience mean we are beginning to understand how to harness the learning potential of new technologies involving gaming, connectivity and simulation.

It has also been proved that fast gaming enhances our ability to

process visual information and in an experiment with older people it was found that gaming enhanced the cognitive ability and may even stave off diseases such as Alzheimer's disease.

However, gaming can become addictive and young people may play games to the early hours of the morning which is detrimental to cognitive thinking the next day as we need 6-8 hours sleep a night.

### **Sleep is very important.**

Not only for our well being as the toxic chemicals are removed from the brain during sleep, but also for putting short term memories into long term memories, for consolidating our thoughts and for helping the brain to revive and be ready for a fresh start in the morning enabling us to think and recall better.

So students who cram revision into the night are not helping themselves to be able to remember well or figure things out or make decisions when they are sitting their exams. Sleep also helps us prepare to learn more

and use what we know to generate insights.

### **Exercise can help improve our thinking.**

We should all make sure that exercise continues to be an important part in all our lives. We should also make sure that educational institutions continue to encourage students and pupils to do physical education as this helps your brain function better as it fuels your thinking, get rid of the harmful hormones such as cortisol and introduces feel good hormones such as dopamine and endorphins and improves performance and the ability to focus your attention.

### **We need to learn the ability to focus as never before.**

Why? Because of the extraordinary and unprecedented rise in the level of distraction and ubiquitous and constant stream of information from social media such as Facebook, Twitter, LinkedIn, Instagram, Pinterest etc. and the devices we now use every day such as mobile phones and tablets.

### **Practicing mindfulness can help you focus and mindful attention enables learning to take place.**

We need to convince schools and educational establishments to teach mindfulness to pupils as well as staff as it is essentially about learning to pay attention and cultivate attitudes such as curiosity, and being non-judgmental.

There is evidence that practicing mindfulness will benefit everyone as it can address a wide range of health, social, and emotional problems, including stress, depression and anxiety. Mindfulness helps you to feel a greater sense of calm, happiness, well being, improves memory and concentration and engagement with others.

Practicing mindfulness can help Assistants in their role as first point of contact for the Head Teacher when liaising with staff, governors, parents, outside agencies and local communities, as it is important to be able to engage successfully with others in a focussed, calm and positive manner.



# Do you have a new Headteacher this term?

**Under New Management**

**Change happens all the time in education and you may now be working for a new Headteacher or Principal. Here are some challenges you might experience and what you can do.**

## **What are some of the good things?**

Your new Head may be nicer, quite lenient, more qualified or more personable. They may be a better fit for the school and foster a renewed atmosphere of teamwork—or their management style may be one that encourages staff to take responsibility for their jobs and have pride in their work and may prefer not to have detailed weekly status reports from you, but prefer a high-level overview of what you've accomplished and if there are any areas of concern.

## **What are some of the not so good things?**

Some Heads can be the opposite, micro managing you all day. Others may have no idea about what you do and it can take a long time to build up their trust enough for you to be able to work well together. Or tensions among a few staff about changes may cause conflict for everyone on the team.

## **So now you're either happy or not!**

If you're happy, congratulations: you can continue on as you have been. But if you're not happy, then you need to ask some yourself hard questions.

**How bad is the situation...really?** You might be feeling overwhelmed and haven't had time to take a breath and figure out all that's happened. Chaos and confusion are very common during these transitions. Give yourself some time. Possibly talk to a mentor and ask for advice. When you have a clearer head, you may be able to see things differently.

**Is there one particular thing that is bothering you?** Pick one thing and work towards a solution. Perhaps there is a personality conflict, in which case figure out what you don't like about them and seek out a solution. Ask your mentor or another PA how they have adjusted to different types of personality.

If you feel in particular that you're being scrutinized (aka micro managed) too closely, come up with a better solution like offering to send the new Head a daily email with highlights of the day, to relieve them from feeling they need to watch over you. It's understandable that they may be wary over trusting you for a while after they arrive—they may be instigating changes which are unpopular with staff and need to make sure you are on their side. You should be aiming to show your professionalism—and commitment to the job—to them.

**Are there noticeable changes in other staff?** Different people handle change in different ways, and realistically, there is going to be at

least one person who is not going to like what's happened. This can be caused by fear of the unknown or because he / she simply has to change a tried and true routine. What can you do then?

**Most importantly, do not buy into other people's complaints.** If they moan about the whole situation, distance yourself. If a new Head has been appointed it is not your job to try and "fix" the situation. It is your job to support them as best as you possibly can, so walk away from complainers.

**What is your "new" ideal day?** What you did before may be long gone so you need to re-evaluate and come up with a new plan. Take into account any new processes, tasks and responsibilities you may receive from your new Head and create your new day around them.

**Can you live with it?** It always comes down to this: if you are unhappy and cannot find a workable solution, you need to look elsewhere. You should not be working for someone if you are not behind what they do—they deserve better than that, and so do you. Be sure you have really tried everything else before taking this non-reversible step. If you feel you've given it your best, then move on.

**Be up for the changes.** View them as opportunities to expand your horizons – whether it be staying where you are or looking for something elsewhere.



# PA PR: Promoting Reading to All

**Can you assist your school's literacy programme by promoting reading?**

Books books books... I've always been an avid reader. I spent my childhood in Narnia, went to school at Malory Towers and St Clare's, had summer holiday adventures with The Famous Five, and in teen years I played detective with Nancy Drew.

I loved - and still do love - that reading a book can have such an effect on me as to transport / transplant me into someone else's world / life / perception of reality, where I can feel things almost as acutely as they do, from the words on a page. We can gain so much from a book, I get quite emotional about it!!

I met up with a former colleague the other day from the school I worked at from 2008 to 2013. During our conversation I was reminded that

about a third of the kids who joined our particular school in year 7 at age 12 came to us with a reading age of 6 - the lowest number on the reading age scale. Another third of the same year group were between reading ages of 7 and 11 - and the remaining third were at 12 (their own age) or above.

The school then had just five years to get them up to a good enough reading and writing standard to pass their GCSEs at age 16. For a large number of those kids, it seemed that they were doomed to failure. (And in these days of 'we mustn't be seen to be grading pupils in case someone gets upset that they are behind', we now have a colour scheme instead of reading ages, how very PC of us. For "reading age 12", please substitute with "lime". God almighty!)

We need to get children and teenagers to read much more so that they can experience more of life from their own homes than wasting

countless hours playing video games and the now strangely common activity for girls of taking endless duck-faced selfies with comedy eyebrows seemingly drawn on with marker pens.

There's so much more to growing up than shoot-'em-ups or duckfaced pouting at a camera phone, and there's so much that we can all learn - and gain - from reading: an appreciation of other natures, cultures, lives, experiences, feelings, thoughts, ideas... not to mention improving our own language and vocabulary and bettering our reading and writing skills.

You don't even have to have any money to do it, there isn't a need for expensive books or a kindle - we can borrow them - but how many kids these days have a library membership and how many of them during this summer holiday have used it and actually read the books they got out? How many adults give

money or an Amazon-type voucher for birthday / Christmas presents, with a request that it actually be spent on books?

I seem to know so few children and teenagers who read on a regular basis, with the exception that for a while they got stuck into the Harry Potter or Twilight series. At least these series made some in-roads to getting them to read, but we need to encourage more of it, on different topics my different cultures and lifestyles, not just more of the same vein (magic and vampires) or switching straight back to video games and taking selfies as their major pastimes.

It needs to start from home. The kids at the school I worked at primarily came from a poor background, with something like 47% on enough benefits that they qualified for free school meals and uniform allowances. Most lived with one parent.

Many of the parents didn't work, and were very young, had attended the predecessor school on the site of the new one where I worked, and

had poor levels of educational attainment themselves. They didn't see much point in their child becoming a "boffin" and didn't have high educational aspirations for them - and with low reading skills themselves, they didn't read with their kids and they didn't actively encourage reading in the home. No wonder, therefore, that their children came to us with such low reading skills.

Schools can only do so much - the children are only there for a certain number of hours of the day then they go home to their families. Whatever teachers and other staff in schools do to educate a child simply **MUST** be continued / enforced / encouraged / cajoled into the child once they get home. If parents themselves don't have good literacy skills, they can learn with their child: but it is imperative that the children are given the chance to learn.

So... what can **YOU** be doing to help with raising literacy levels and standards?

For a starter, if you have children of your own, or grandchildren, nieces

or nephews, how about picking up a book and reading it with them on the next chance you get?

At your school, put a sign on your door or the wall, showing an image of your choice of book, with a big "What I'm reading" headline. If a pupil comes into your office, talk with them about it. Ask what they have read recently, what types of books they like, what they feel when they read—and their favourite characters in their books.

Talk with your school librarian, maybe even borrow a few of the latest books they've got in (there's some great fiction being written for teens these days), or suggest a book to them.

Is there a reading club - and can you find some way to support it in some way for an hour a week? You never know, whilst helping a child to read you might inspire them to one day become a PA!

#changingtheworldonebookatatime

## Share your favourite quotes!

The best moments of childhood often involved incredible stories. The books we read as children can stay with us for ever, and provide truly inspiring quotes that we can appreciate even as adults.

As well as promoting whatever you yourself are reading at the moment, why not share some quotes from some children's books that you used to read and which are still available now, on a poster outside your office door?

Here are a few to get you started.

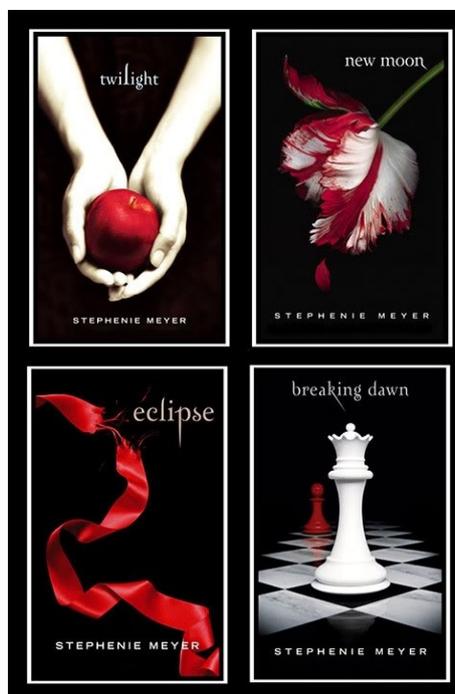
1. "Today you are **YOU**, that is truer than true. There is no one



*Promote reading: display a poster on the book you're reading – and initiate a conversation by asking what books your pupils have enjoyed.*

- alive who is Youer than YOU." (*Dr. Seuss, Happy Birthday To You*)
2. "Listen to the mustn'ts, child. Listen to the don'ts. Listen to the shouldn'ts, the impossibles, the won'ts. Listen to the never haves, then listen close to me...Anything can happen, child. Anything can be." (*Shel Silverstein, Where the Sidewalk Ends*)
  3. "Above all, watch with glittering eyes the whole world around you. Because the greatest secrets are always hidden in the most unlikely places." (*Roald Dahl, Charlie and the Chocolate Factory*)
  4. "It does not do to dwell on dreams and forget to live." (*J.K. Rowling, Harry Potter and The Philosopher's Stone*)
  5. "For what you see and hear depends a good deal on where you are standing: it also depends on what sort of person you are." (*C.S. Lewis, The Magician's Nephew*)
  6. "Oh, it's delightful to have ambitions. I'm so glad I have such a lot. And there never seems to be any end to them—that's the best of it. Just as soon as you attain to one ambition you see another one glittering higher up still. It does make life so interesting." (*L.M. Montgomery, Anne Of Green Gables*)
  7. "Real isn't how you are made," said the Skin Horse. "It's a thing that happens to you. When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become real." (*Margery Williams, The Velveteen Rabbit*)

8. "It is only with the heart that one can see rightly; what is essential is invisible to the eye." (*Antoine de Saint Exupery, The Little Prince*)
9. "You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose." (*Dr. Seuss, Oh The Places You'll Go!*)
10. "I don't understand it any more than you do, but one thing I've learned is that you don't have to understand things for them to be." (*Madeleine L'Engle, A*



- Wrinkle In Time*)
11. "You must never feel badly about making mistakes... as long as you take the trouble to learn from them. For you often learn more by being wrong for the right reasons than you do by being right for the wrong reasons." (*Norton Juster, The Phantom Tollbooth*)
  12. "So come with me, where dreams are born, and time is never planned. Just think of happy things, and your heart will fly on wings, forever, in

- Never Never Land!" (*J.M. Barrie, Peter Pan*)
13. "You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts it will shine out of your face like sunbeams and you will always look lovely." (*Roald Dahl, The Twits*)
  14. "What day is it?", asked Winnie the Pooh. "It's today," squeaked Piglet. "My favourite day," said Pooh. (*A. A. Milne, The Adventures of Winnie the Pooh*)
  15. "There's no place like home." (*L. Frank Braum, The Wonderful Wizard of Oz*)
  16. "The moment where you doubt whether you can fly, you cease forever being able to do it." (*J.M. Barrie, Peter Pan*)
  17. "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." (*Dr. Seuss, The Lorax*)
  18. "We all can dance when we find music that we love." (*Giles Andrege, Giraffes Can't Dance*)
  19. "It's no use to go back to yesterday because I was different person then." (*Lewis Carroll, Alice's Adventures in Wonderland*)
  20. "You have been my friend. That in itself is a tremendous thing." (*E.B. White, Charlotte's Web*)

In my last school role I shared my all-time favourite quote from *Brideshead Revisited* (Evelyn Waugh): "Just the place to bury a crock of gold. I should like to bury something precious in every place where I have been happy. Then when I was old and ugly and miserable, I could come back and dig it up and remember."

**Start a conversation about books: ask your pupils where they would bury their crock of gold....**



## Battling bullying: one family's story

**Readers may recall a previous article by former teacher Bobbie Heaven on becoming a full-time carer. Here, Bobbie shares with us her family's experience of her daughter Katie being bullied at school, and what the family went through in their attempts to stop it...**

I'd like to relay some of the issues I faced as a parent when my daughter was experiencing bullying at school. Firstly, I will explain that I worked as a School Teacher for many years, so I am totally clear on what constitutes bullying and what is just normal day to day fall outs etc.

To be fair to my daughter, I probably had a tendency to dismiss lots of upsets as just "Kids being kids", so she knew not to come home with endless ridiculous tales, as I learnt early on that you only hear one side! And she has always been able to

"stick up for herself", so to speak.

It all changed in her penultimate year at secondary school, when she had her first boyfriend, fell desperately in love, and then he decided to end it. We went through all the normal heartache with her, told her to ignore the unkind comments from him and others at school, and thought time would eventually put a stop to it. How wrong we were!

The verbal, and sometimes physical abuse that started made her life a misery. Name calling, barging into her in corridors, and the final straw was when she came home in tears having had a "Beware of the dog" sign thrown at her, accompanied by a crowd "barking". The former boyfriend was of course the ringleader.

So after the half term break, I made an appointment to see the school's deputy head. I explained that I was now having problems getting Katie to school, and I needed the situation

sorted. If I did send her, she was playing truant, and on one occasion the school didn't inform me until 11:00 am that she had not registered. The deputy head was less than helpful, basically telling me that if she had unlawful absences I'd be in trouble. Fine, I said, in that case I shall be contacting the EWO myself. At this point I felt things got a little unpleasant, for having tried to threaten me with authorities, the deputy head had nowhere left to turn as I was telling him I'd involve them myself. I knew from my teaching days that it was important for parents to liaise with the EWO and I had a genuine problem.

Long story short, I had a lovely meeting with her, and she understood my concerns for keeping my daughter home. By this point the harassment had entered every area of Katie's life, from being taunted outside of school, to cyber bullying, and the police had issued the ex-boyfriend with an harassment order.

My daughter was asked to sign a 'contract' at school, as was the bully, stating that they would stay away from each other. He refused to sign. When I asked why, as a minor, she had been asked to sign anything without me present, the document vanished and I wasn't allowed to see it. I also made it clear she was not the one causing problems so questioned why she was asked to sign anything.

The police arranged a Resolution Meeting with the school, as the bullying was now outside of school as well. The deputy head was very quick to say that was beyond their control and it did not impact on Katie's life at school. Of course it did! The children who were bullying her outside of school hours were the same children she had to deal with in school.

The Resolution Meeting went ahead, with a police officer, the deputy head, me, Katie and the ex-boyfriend. He admitted to having a knife, and to some of the bullying, and also to getting his friends involved. The conclusion was that they agreed to stay away from each other, and he would draw a line under his behaviour. They had to shake hands. My daughter left feeling happier, and that afternoon went along to the

local park with a friend. The ex-boyfriend appeared, started barking at her, and got his friends to shout abuse. That was the last time Katie attempted to go to school. Meanwhile I was sent minutes from the meeting, where they'd cleverly left out his admissions of guilt and of holding a knife.

My daughter was by now seeing our G.P. with symptoms of stress. She was put on citalopram and mild sleeping tablets for nights she couldn't sleep. The doctor issued a sick note, and told me not to hesitate to go back once it ran out.

I'd like to add at this point that my daughter was a very able student, and had a lot of potential to offer, as opposed to the ex-boyfriend who at the time was more into selling weed at school, carrying knives, and generally getting put into isolation. The school however would not exclude him in order to give Katie a chance to complete a normal education, in spite of the fact that he had a name for repeating this behaviour with various ex-girlfriends along the way!

The upshot was that my daughter was left at home, the school refused to send work home despite a doctor's

note, and the EWO finally managed to gain her a place in a pupil referral unit for children with anxiety issues.

By this time Katie was having regular panic attacks and she had to take a taxi to and from the PRU each day, but at last she was able to continue her education. We did eventually have different problems arise from the PRU but they're another story!

The whole issue became all consuming as a family. My husband has severe anxiety and agoraphobia, so was unable to come to meetings with me, which left him feeling useless and frustrated. Katie was alternately angry, anxious, upset and hurt. I did my best to keep her occupied with work from the internet and library, but waiting for her place at the PRU was a very hard time. We lived directly behind the school which didn't help, as staff and students used the lane past our house for access. We were made to feel we were the ones in the wrong.

On one occasion the deputy head rang me to gleefully ask why my daughter was out when she was absent from school. I told him in no uncertain terms that the EWO was fully aware of the situation, and that I believed the school was failing in their own anti bullying policy and therefore unable to guarantee her safety or presence at school, maybe they should focus on genuine truants, of whom I could name several.

In desperation and anger, I told my story to the local press, disgusted at how my daughter, the victim, had had to change schools. The local paper published the story, and the school gave a standard anti-bullying response via the council, even though I had proven to them that they were failing their own policies on bullying. I informed the Head of Governors that I wished to make a formal complaint against the school, and received a very curt reply, as expected.



I think it says everything about my daughter that she eventually passed her GCSEs, with an A\* in Art. However, she received no recognition in the school awards that year, despite being still on roll there. She was the only child to be left out. And the ex-boyfriend? Two months before his final term at school ended, he was permanently excluded for drug dealing on school premises.

Katie finally shook herself free from all of this when she started college. We relocated as a family for other reasons shortly after, and she decided she wanted to go to work instead, spending a year working in a residential home for adults with mental health issues. She has now moved into working with dementia. She's engaged to be married, and eventually wants to set up her own business using her great talent for Art. She still gets upset if the bullying is brought up, but has managed to glean the positives from the experience.

She has had a few issues at work with bullying, either of her or someone else, and is now very quick to confront the situation as soon as it starts. So we ultimately have a happy ending. But when I came to write this I found I couldn't bring myself to rake out my folder cataloguing all the abuse, meetings etc. that I had to keep, as the memories are still painful.

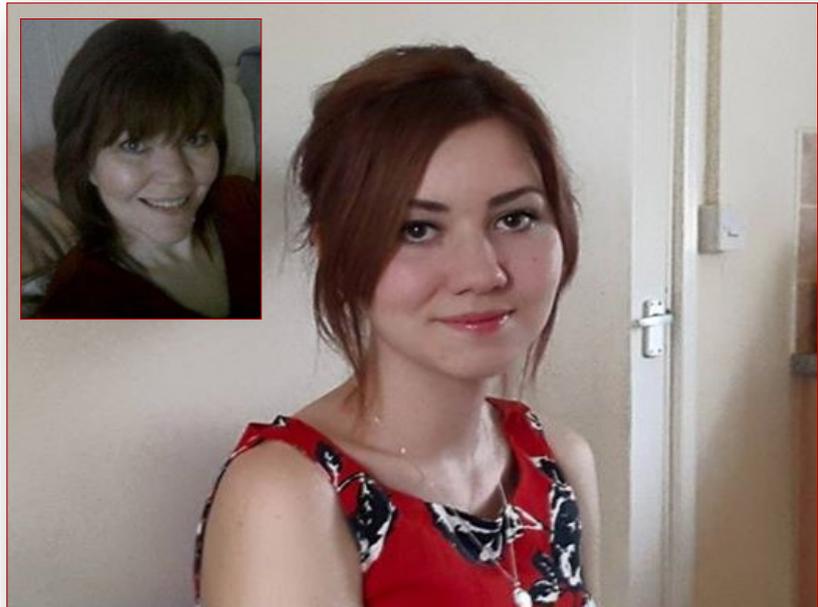
It was a very traumatic time, and I would say to anyone taking issue with a school over bullying, be prepared for a huge battle!

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**NAHPA writes:**

**As a Headteacher's or Principal's PA, you may be involved in your school's procedures if parents get in touch to complain that their child is being bullied.** This article gives the

*Bobbie Heaven (inset) is very proud of the confident young woman that her daughter Katie has become despite being bullied at school.*



perspective of one mother — herself a former teacher — on how many children are sadly failed by the system when they try to combat bullying. It's something we all need to be aware of, and work hard to bring about change...

**However, it's not just pupils who are being bullied.**

A survey in the US this year by OfficeTeam has shown that **35% of office workers have experienced bullying**: a third of whom confronted the bully, whilst a quarter told a manager. Sadly, over 1 in 10 of those who were bullied quit their jobs, and nearly 1 in 5 did absolutely nothing about it, instead learning to live with it and accept it.

Over and over, workplace bullying goes on "under the radar" because many workers feel uncomfortable admitting it or seeking out their boss about bullying.

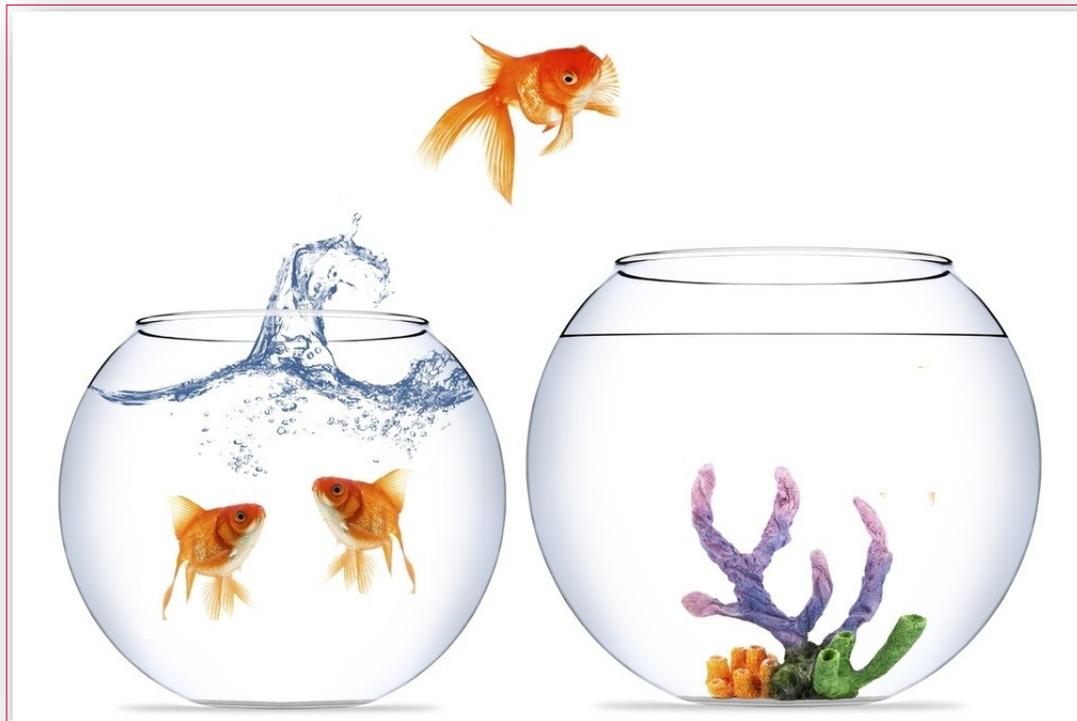
**Within your role as a PA, you can look out for negative behaviours in all of your colleagues to make sure that they do not impact morale or productivity or turn into bullying.** This is not just the responsibility of school management — we all have a

part to play in eradicating bullying.

**But what if you are the person being bullied?** OfficeTeam suggests:

1. **Take a stand.** Avoid being an easy target. Bullies often back off if you show confidence and stick up for yourself.
2. **Talk it out.** Have a one-on-one discussion with the bully, providing examples of behaviours that made you feel uncomfortable. It's possible the person is unaware of how his or her actions are negatively affecting others.
3. **Keep your cool.** As tempting as it is to go tit-for-tat, don't stoop to the bully's level. Stay calm and professional.
4. **Document poor conduct.** Maintain a record of instances of workplace bullying, detailing what was said or done by the individual.
5. **Seek support.** If the issue is serious or you aren't able to resolve it on your own, alert your Headteacher / Principal or HR manager for assistance.

**Let's collectively stamp out bullying!**



## Taking the leap: a dignified exit

**Michelle Torr left her job at the end of the 2015 summer term, to “go it alone” in her new business. She had been a Teaching Assistant in a secondary school in the East Midlands for 10 years. It was the tradition at her school for all leaving staff to give a speech on their last day. Michelle wrote a leaving poem: a gift to the staff of the school, where her daughter Kayleigh now works as a TA. We think this is an excellent commemoration of her role.**

### ‘Ten years a TA’

Ten years a TA, my job's not the same:

Children supported, more grades to gain.

The kids haven't changed, but the job really has -

I'm now in exams more than I'm in a class.

The people I work with are lovely to me,

Well, most of them anyway, I think you'll agree...

The elders were always there with advice,

(Not always the best, and not always that nice),

But I learnt the rules, and worked my way through  
Until I was trained and knew what to do.

I had my own lessons, as Intervention TA.  
Some kids were horrendous that were sent my way!  
The funding got dropped so back to the norm  
Of hour-long lessons in any room at all.

French is my Nemesis - my mental block -  
And 10 years later I don't speak a jot.

When I first started wheelchairs were the norm:  
Toileting pupils, moving them through the halls,  
Hoping the chair missed the many loose slabs  
And trying to stick to the most even paths.  
Your thoughts were always "Oh my god!  
I hope I don't catapult him over the quad!"

Hoists and lifts and raising devices,  
Tables that lowered and chairs of all sizes.  
'Handling' training, boys peeing in jars,  
"Bend your knees, not your back", "strong holding arms!"  
Kids getting bigger and kids getting thin -



Two years ago now I opened a shop:  
Three days a week open, I gave it a pop.  
It was just a whim but it flourished in time:  
The sales are good, I am doing fine.

Crafting, my main love, became my new pay.  
I make and I paint, I create all the day.  
And people they buy the things I have created -  
The feeling this gives me can make me elated!

New rules from the council have now forced my hand:  
They won't pay school holidays, that is their stand.  
More than two months a year of not getting paid?  
If things hadn't changed, I might just have stayed...

A TA's wage was never the best:  
We always got paid a lot less than the rest.  
But with the new cuts my future has changed -  
And the shop is my future, my career rearranged.  
I will miss you all, but I just have to stop!  
My future is 'HANDMADE IN ENGLAND' - my shop!

***NAHPA wishes Michelle well with her new venture.***

Illness can be a very cruel thing.

Four winters expecting the call from our boss  
To tell us infection had taken our Josh,  
Every year just the same before the new term.  
Then to see him as well as he had been, returned.

I still see him now, even though we were told  
"He would not see 16", "he wouldn't get old".  
Five years out of school and he's still going strong -  
I am so very pleased he proved us all wrong!

Sally and Helen were there from the start;  
I will miss them both, with all of my heart.  
The stories we have would fill a good book:  
We may get it written, in the future, with luck!

I have laughed and I cried with both of them too,  
And the laughter is often what carried me through.  
From colleague, to friend in the blink of an eye -  
The last day will be hard, I know I will cry.

My daughter now works here, one year done.  
Please do look after her, after I'm gone.  
Please be her mentor, a friend when in need:  
Being the new girl is quite hard indeed.

50 minute lessons to make the day 'slicker',  
From 5 to 6 lessons, "just make them learn quicker!"  
The kids learnt quickly the new timetable,  
As break moved later the kids they were able.



**We take a brief look at the importance of food and drink for working to the best of our ability.**

We all need to be brain-friendly via our food and drink!

Do you ever find yourself losing concentration, feel like you need to doze during a meeting or a could do with a lie down after particularly busy and stressful day? Losing speed or energy can be very difficult, especially if people are looking to you to take notes or you need to be on top form. Even having little to no attention span can be the catalyst for problems. All too often, the food and drink we put into our bodies can be to blame. Why not try these few suggestions to keep your mind sharp and on point?

**Remember to FLOSS:** Choose Fresh, Local, Organic, Sustainable, and Seasonal produce, if at all possible. Avoid white flour and sugar at breakfast, opting instead for complex carbohydrates, low fat items, and protein.

**If you skip lunch,** don't. You wouldn't encourage the pupils and students at your school to skip lunch as they'd run out of energy - and so will you! And if you eat at your desk, don't - get up, move about, go and sit with others to eat. Eat a light lunch and strive for a high protein/low carb balance. Ideal options are chicken, fish, vegetables and fruit - in even proportions.

**The best afternoon break snack** is lots of fruit and protein. This helps counteract brain drain and mental fatigue.

**If your meeting or project work is going to take more than one day this week,** what you eat at dinner



## Food for Thought

in the evenings is key as well to give you some brain resilience tomorrow. Eat red meats, turkey, bananas, whole grains, beans and (believe it or not) some dark chocolate.

**Get your Omega 3 to reverse memory loss and ease any depression.** (Meetings and the mental/physical fatigue they cause can lead to unexpected depression. Plan ahead to avoid this unfriendly result.)

**Avoid coffee and opt instead for tea and dark chocolate.** You'll get similar caffeine-related results without the "crash and burn" effect.

Finally, the most important thing you can do to aid your brain power is to drink - water that is. **Hydration is essential for a healthy brain.** Your brain weighs around 3 pounds and is 75% water.

**Researchers at the University of East London believe that once thirst is relieved, the brain is left to focus on the task in hand,** after an experiment in 2013 using a number of mental tests twice - once after a breakfast of just a

cereal bar and again after a cereal bar washed down with a bottle of water. None of the test subjects had eaten or drunk anything overnight and all were asked how thirsty they were at the start of the experiment. Those who said they weren't thirsty were equally quick at the test of reaction time with or without the water. However, those who were thirsty sped up after having a drink, making them up to 14 per cent quicker than before. The researchers think the water helped by freeing up the parts of the brain that were busy 'telling' the body it was thirsty.

Researcher Caroline Edmonds said: 'It is not going to hurt you to have a drink of water when you are working hard.' She pointed out that tea and coffee will also help hydrate you.

Dr Edmonds has previously shown that children who have a drink of water ahead of sitting tests fare up to a third better. Separate research has also found that failing to drink enough water can make your grey matter shrink, making it harder to think.

**So go and get yourself a drink and a snack!**



## Education PA Liza wins 'PA of the Year'

**In June Liza Young, PA to two Vice Principals at the University of Aberdeen, was awarded 'Scottish PA of the Year 2015'. This is the 2nd consecutive year that an education PA has won this award. We asked Liza to share her story with us.**

First of all, Liza, many congratulations on being awarded 'Scottish PA of the Year 2015'. It's really encouraging to know that, as with last year's winner Gail Welsh (who was interviewed in the Autumn 2014 issue of NAHPA), a PA working in Education has won this prestigious award. You're an inspiration for our readers!

**NAHPA: Can you introduce yourself to us please, Liza - who are you?**

Liza: Hello! I am 39 and live in Aberdeen. My hobbies are reading, crafting, exercising, listening to music, travelling, cinema and being a devoted auntie to my niece, Tamzin. I love to travel and visit new places - my favourite holiday destination is anywhere that I don't have to sit in

one place for too long! This year it was a family holiday to Florida where it was very hot and humid but didn't seem to affect Mickey, Minnie and Princesses as much as it did us.

I attended Bankhead Academy for the full 6 years. At my first place of employment, I did day release for 2 years to Aberdeen Chamber of Commerce where I obtained a Business Administration qualification.

With my current employer, I studied part-time (and partly funded by my employer) with the Open University, obtaining a BSc (Open) in 2007 studying Maths, IT and Design. These subjects aren't entirely related to my employment but the skills and attributes gained through the discipline of studying by myself and part-time were numerous and invaluable.

**What jobs have you held previously?**

A month after finishing school I was employed as a Receptionist/Administration Assistant at CorrOcean Ltd, a Norwegian oil-related company who had a regional office in Aberdeen. Duties there included the logistics of sending crew

and equipment offshore not only to the North Sea but worldwide.

I worked there just short of 4 years when I moved to the University of Aberdeen and am currently in my 18th year of employment! My first role at the University was Secretary to the ACT Monitor. ACT is a fund provided by Scottish Government to cover the Additional Costs of Teaching medical undergraduate students within the NHS.

I was in that position for over 3 years when the opportunity arose to apply for PA to the Associate Dean (Clinical) in the Faculty of Medicine and Medical Sciences. The Dean of the Faculty at the time was non-clinical and therefore there was a requirement to have a Clinical Dean for liaising on clinical matters with NHS Grampian, research bodies and Scottish Government.

The Associate Dean (Clinical) at that time was Professor Haites, who I continue to support today (15 years later). The Faculty is now a College and the Dean changed to a Head of College. Professor Haites was promoted to Head of College and Vice Principal and my role changed to

reflect that.

**Can you tell us about your current role?**

I have multiple bosses and am PA to Head of College and Vice Principal, College of Life Sciences and Medicine (Professor Mike Greaves) and PA to Vice Principal for Development and Equality & Diversity (Professor Neva Haites OBE). Both Vice Principals have recently retired from clinical practice, Professor Greaves as a Consultant Haematologist and Professor Haites as a Consultant Geneticist. My duties include extensive diary management, travel arrangements, finance, liaising with clinical colleagues at NHS Grampian and I also assist with tasks relating to others in the College including the College Registrar, Deputy College Registrar, Assistance College

Registrars, finance, human resources, IT, etc. I have good working relationships with all.

With over 1000 academic and professional support staff, the College of Life Sciences and Medicine is the largest College of three at the University and comprises biological sciences, psychology, medical sciences, nutrition, medicine and dentistry over a number of campuses and locations in the north east and north of Scotland. I am based at the Foresterhill campus where the main teaching hospitals are located as well as medical teaching and research buildings. Our main campus is in Old Aberdeen, a short journey away. This can mean exclusion however I try to involve myself in as much as I can e.g. graduations, registration, attending

training courses so I can keep in touch with colleagues there.

**Working in higher education – how would you compare it with working elsewhere?**

Having limited experience of working elsewhere, I enjoy the variety of the role and the opportunities to be involved in major projects. I have heard it said that public sector is 'easy' compared to private sector. There is a relaxed atmosphere at times but there is nothing easy about my job!

**What was the award process, and what you've been doing since?**

The award was run by ACES (Awarding and Celebrating Excellence in Scotland) & Brook Street and presented at the 8th Annual Conference and Award for Executive



**Liza Young, University of Aberdeen**

I would like to nominate my colleague Liza Young for the ACES PA of the Year Award 2015.

Liza is an outstanding PA and currently provides beyond excellent support for two Vice Principals at the University of Aberdeen.

Liza is a long standing member of staff at the University, working here since 1998 and supporting various Heads of College since 2004. Liza is an incredibly dedicated member of the College team and excels in her role, often providing guidance and support to a wide ranging network of staff both within the University and with external partners such as the NHS. Liza has placed herself within the College as the epitome of what a Personal Assistant should be and I would go as far as to say she was indispensable at this stage in her career. The College simply would not work without her.

Liza typically works for Clinical Academics combining her wealth of knowledge of diary management and complex clinical arrangements, she is able to balance both responsibilities for her managers and does so effortlessly. Using her established network of contacts, she is able to organise almost anything with the upmost of ease.

Nothing is too much trouble for Liza, she works well in a team and is an excellent ambassador for the University. She recently attended the Association of Administrators conference and it was commented how enthusiastic she was for her employer.

Liza is often described as quietly efficient, and does not like to be forward facing or attract too much attention for herself. However, as a colleague of Liza's for nearly 10 years I think it is about time she took some much deserved praise and strongly recommend her for ACES PA of the Year 2015.

Secretaries and PAs in Scotland: ACES 2015, held in Glasgow on 3 June 2015. **(NAHPA Editor Angela Garry chaired the conference.)**

I was nominated for the award by a colleague, Melanie McCann, and I was aware that the nomination had been made. I have mentored Melanie for a few years now and she has moved onwards and upwards at the University. Amongst the reasons for the nomination are that I excel in my role, working well as part of the College team and being the epitome of what a PA should be.

I was travelling to the conference when I next heard – checked my e-mails and there was one from the organisers Mackay Hannah, advising that I had been shortlisted and giving details for the following day. That was surprise enough! Arriving the evening before, I had an enjoyable night in Glasgow and didn't really have much of a chance to be nervous. Conference day arrived and the inspirational morning sessions quickly went by. Over lunchtime the 3 shortlisted finalists met each other for the first time and got our instructions for the awards time. Prior to the awards, Gail Welsh, the 2014 winner, spoke about her history and experiences since winning and then it was on to the awards. This year's finalists were invited onto stage and the live vote commenced.

Up until then I had been relatively calm as I thought I had no chance of winning. Out of the corner of my eye I could see the screen behind change with the graph showing the results and then my name appeared as the winner. To say I was shocked is an understatement and after that it's a bit of a blur – I remember Gail saying she was chuffed that the award had stayed in the education sector. Following the event people were congratulating me and saying they

had voted for me which I was very flattered by.

Prizes received were shopping vouchers, a huge bouquet of flowers (to take on the train!), a magnum of champagne, a hotel stay, a copy of Angela Garry's book 'Brave PAs' and of course the glass award and certificate which take pride of place in my office.



I am delighted to have been nominated for the award and even more delighted to have won. More used to celebrating others' successes within the university, it was a strange feeling to be receiving plaudits and congratulatory messages from inside and outside the University with numerous mentions in university wide e-zines.

Since winning I have continued networking and have written a piece to be published in the AUA (Association of University Administrators) newsletter.

#### **What's next for you?**

In the immediate future (1st October) the Head of College and Vice Principal of the College of Life Sciences and Medicine is changing. Professor Greaves is retiring and Professor Phil Hannaford is taking over. Professor Hannaford is a current Vice Principal at the university and will be Vice Principal for Digital Strategy also, whilst maintaining his research work.

I'm sure there will be challenges ahead while we all get used to the changes! The university is currently undertaking a professional services review and within the College of Life Sciences and Medicine there is a restructuring of some areas so there may be further challenges as well as opportunities.

#### **Finally, have you any words of advice for fellow PAs out there in education?**

To grasp every training opportunity. Budgets are tight in the education sector but it doesn't have to cost: shadow somebody, be mentored by somebody, look out for in-house training courses.

And be prepared to self-learn; I've lost count of the amount of times I've google searched for how to do something. This includes keeping up with changing technologies – my secretarial studies were done on a word processor and I can now appreciate how typewriter users felt about word processors!

Customer service – one of the most important things I learned early on at the university is that although it may be the tenth time you've been asked the same question in a day, it is the first time that particular student or colleague has asked so respond how you would the first time.

Networking is invaluable, get out there and meet others who do the same as you. I am on LinkedIn and Twitter so please get in touch!

**Many thanks for sharing this with us, Liza – and congratulations once again on your award!**

**To all our readers: why not nominate a colleague—or ask your Head / Principal to nominate YOU—for an award? Let's get more education PAs to the forefront, to demonstrate to the world that we are a force to be reckoned with!**



## You & your Headteacher as a Team

**PA Trainer Heather Baker looks at the Head / Principal and PA team, and how to develop the working relationship to its fullest.**

The PA and the Head / Principal spend a great deal of time together; they have the same objectives and carry out different tasks to achieve those objectives. Communication is vital; it would be impossible to work together successfully without excellent communication.

You and your Headteacher should be speaking regularly during the day but, most importantly, time should be set aside at least once a week to sit down together and agree on objectives for the coming days, weeks and months.

I remember my boss telling me “you are the most important person I speak to”. Very flattering, but actually quite true. I completely organised his working life—and much

of his personal life too.

How can you make decisions on your Head’s behalf and be proactive if you don’t know what’s important to him/her at that time? Any manager who is secretive is harming their own effectiveness as well as yours.

These meetings should not be one way; you waiting for your Head to tell you what to do. It should be two way communication.

Beforehand you should have prepared what you need to relay to them and anticipated any questions he/she may have for you.

As issues arise, always attempt to offer viable solutions rather than problems; you are there to assist, not give your manager more worries.

Many PAs who tell me they have offered to do more for their manager, complain that he/she has not responded and they feel a lack of trust. In fact, their Head may very much want the PA to take on more responsibility, they are just not sure

what they could do. Give your Head suggestions of how you could be more proactive; he/she will probably be delighted.

Become involved in the business of the school as much as possible to enable you to do all of this. Networking internally and externally is vital.

Take every opportunity to attend meetings and training courses to expand your knowledge and skills. Read books and magazines tailored for PAs’ requirements.

Join groups on social media to share good practice with other PAs.

Be aware of your Head’s working style and how he/she likes to receive information. Listen and observe to really understand your their needs. Explain things clearly and simply; many busy Heads do not have time for detail.

In addition, an exceptional PA will be aware of the importance of supporting the leadership team and

establishing his/her role within that team. One of the first things my boss encouraged me to do was to build great working relationships with his direct reports. It is the same whether you are a CEO's PA or a Headteacher's PA: you are part of the support team for the person running the organisation.

Meet with them and take time to understand their priorities, concerns, requirements, experience and working styles. It's never "you and your boss", it's "the team". They should also be regularly included in the briefings with you and your Head.

Talk about "our objectives", "what we want to achieve". Have confidence in your role as an equal, but different, part of the management team. Be a leader not a despot. It is important that the leadership team respect you and view you as an integral part of the management.

The key word on all my PA courses is "preparation".

An effective PA always puts some thought into situations before acting – from routine telephone calls and emails, to attending meetings, offering proposals and issues of conflict.

An effective PA offers his/her views whilst always having considered the views of the other person.

An effective PA is priceless!



*About the Author:*

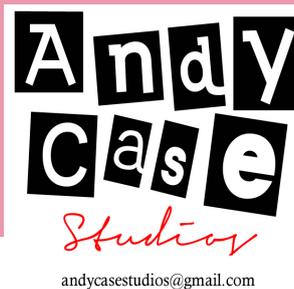
Heather Baker had over 20 years' experience as a secretary and PA before setting up Baker Thompson Associates Limited in 2000 ([www.bakerthompsonassoc.co.uk](http://www.bakerthompsonassoc.co.uk)), specialising in the training and development of EAs, PAs and administrative staff. She travels around the world working with large and small organisations to enable their office staff and PAs to work more effectively.

Heather is the author of "Successful Minute Taking: Meeting the Challenge" and "Successful Business Writing". She is the creator of the BakerWrite speedwriting system and the author of "Speedwriting". Her BakerWrite speedwriting system can also be learnt online at [www.BakerWrite.com](http://www.BakerWrite.com).

Heather is a Prince's Trust business mentor.

# The PA cartoon

*Celebrated cartoonist Andy Case gives us the second golden rule of the workplace...*



## God's Right Hand by Andy Case





## PA Interview

**This issue we meet Poppy Calvert, a British expat living in Japan since 2008—where she is PA to the Principal at The British School in Tokyo.**

***Could you tell us a little bit about yourself and your role?***

My name is Poppy Calvert and I'm PA to the Principal at The British School in Tokyo. I've been in this position for nearly 4 years.

***What made you want to work in an international school?***

The school has an excellent reputation and I knew that it would be a lovely community to be a part of. I really enjoyed the interview; and as all PAs know- having a boss that you get on with is key so when I was offered the job it seemed like an obvious move.

***What did you do before you became a Personal Assistant / Executive Assistant? Have you always worked in education - and if not, where else have you worked?***

Before working at BST I was an executive assistant to the CEO of a recruitment company, and before that I was on the operations team at Abercrombie and Fitch. My first job in Tokyo was as an editorial assistant at a media publishing company.

***What first attracted you to this job, and what do you enjoy about it?***

There is something very special about working in a school. Knowing that whatever you do has a direct impact on its community certainly keeps you going. The teachers are passionate and energetic and the students are ambitious creating an incomparable atmosphere to work in.

***What do you value most about***

***working with your Headteacher?***

Schools can be unpredictable places, so I value his ability to keep calm in any situation; I also value his honesty and fairness. He sees the potential in others and is trusting when staff (myself included) want to take the lead on new projects. He has also been wholly supportive of my professional development.

***What do you think is special about your particular school / pupils / staff?***

BST is more than just a school; it's a community, which becomes a sort of lifeline for those expat families and staff who are a part of it. Situated in the centre of Tokyo, we have over 900 students, of over 60 nationalities making it a truly international environment. I don't think I'd be able to find an "office" quite like this anywhere else in Japan- especially one that stocks PG Tips in the staff room.

***How do you cope with the various conflicting priorities within the role?***

Holding e-mails! It's easier said than done, but a quick holding e-mail to let the other party know that you're going to get back to them within the next day, week or month (depending on the level of urgency), keeps them informed and allows you a bit more breathing space to get on with more pressing tasks.

***What's the most important aspect of your job?***

With so many staff, students and parents (spread over two campuses), along with governors and external people (sometimes spread over several time zones), you never know what's going to come across your desk. Therefore it's really important for me to have a strong awareness of what is going on throughout the whole school. I need to be aware of any school-wide issues and what the Leadership team's vision for the

school is in order to successfully do my job. A high degree of planning, prioritisation, and communication is vital.

***Can you share some of your experience of moving to Japan, working there, how you settled in?***

I visited Tokyo on holiday in 2008, fell in love with the city and decided to move there. At first I worked for a media company but struggled to work to my full potential because of the language barrier. I quickly realised that if I really wanted to succeed in Japan I would have to learn the language, so I left my job and went to a Japanese language school for eighteen months. It was risky but it has opened up a lot doors for me.

***What sort of school did you attend yourself, and how was it different from the school you work in now?***

My secondary school was unusual. I was one of just 36 boarders, in a small boarding house affiliated with a large comprehensive school in the north of England. In the boarding house, we were a happy family of misfits from all over the world, but when we were at school we were the minority. This wasn't necessarily a bad thing, but being different wasn't

exactly "cool". At BST the diversity is ten-fold, creating a truly inclusive environment where being different isn't weird, or even cool- it's just normal. The students are wonderfully accepting of each other.

***What have been the most challenging, strange or interesting tasks you've undertaken in this role?***

The biggest challenge is an acknowledgement of what we do as PAs. When I was at school, I was under the strong impression that the Head teacher's PA had two important jobs: to sign-in late-comers into the big red book and to hand out custard cream biscuits to the well behaved ones. I strongly believe (and hope) that this image of secretaries is dying out, with PAs taking the lead in all sorts of ways. However as the job grows, it becomes difficult to pigeon hole us and thus, reward us. Ask any PA what they do on a daily basis and no doubt they will struggle to give you a concise answer. Updating your job description is a good way to keep track of this, something that my boss encourages me regularly

***Have you taken on any other tasks in addition to the traditional PA role?***

I really do all sorts (which I suppose is a way to describe "the traditional PA

role,") but something that I really relish, is organising events- particularly those which involve bringing people in from overseas, such as University fairs and staff training sessions. There's a real sense of achievement in being able to oversee projects like these right from the beginning to the end.

***Who do you find inspiring?***

As a young female working in a very traditional country in terms of equality in the workplace, I would have to say that the people at BST who are involved in the morning drop-off are an inspiration. The role of Japanese women is currently under much scrutiny, but the variety of routines that our families (many without the support of an extended family) adopt in order to carry out the morning drop-off at BST is testament to the fact that there is no one-size-fits all policy for the home and work-life balance.

***Most organisations have a 2, 3, 5 04 10 year plan - but what are your plans for your future, either in your role or elsewhere in life?***

I've had quite a bit of experience event and project managing within my current position and hope that I can build on this with bigger projects in time. If possible I would like to stay within the service industry or perhaps work for an NGO.

***What was the most recent training course or other professional development event you attended, and what did you gain from it?***

Last year, I attended one of Angela Garry's PA courses in Thailand and gained so much from it. When I came back to school I asked my boss if we could fly Angela over to provide two days worth of training for International school PAs in Japan and he said yes. We hosted Angela's course in March this year and the



Poppy (4th from left) at NAHPA editor Angela Garry's PA course in Tokyo, 2015

weekend was a great success. As a PA you can sometimes feel quite isolated as you aren't necessarily part of a "team," and so training like this, where you are able share common practice with others who are in the same position as you, is invaluable.

**What tips or advice would you offer to a pupil who told you that they want to become a PA?**

The PA role has become much more of a proactive one in recent years. There is real scope for taking on large responsibilities and for leading projects. If you're successful you can really carve out a career by becoming a key player within your company.

**Can you give us a favourite saying or quotation that you think sums up your role?**

I'm stealing this from my lovely colleague and fellow PA Mariko who once described us as swans who appear to glide effortlessly, but are in actual fact paddling frantically below the surface!

**What has been your proudest / fulfilling career moment, and why?**

Not giving up on my Japanese and passing my proficiency test (after 3 attempts). It's got me to where I am

today.

**Similarly, in relation to your life outside of work.... What is the most exciting thing you've done in your personal life, and what (if anything) did you learn from it?**

I was lucky enough to spend a week in Myanmar last year. It's a striking country, which still feels barely touched by modern society. It was a wonderful place to slow down, take in the culture and put everything into perspective.

**If you could go back in time to change something about your career (not necessarily just in your current role), would you? When would you go back to, what would you change?**

I wish I'd have tried harder with a language at school. I was lucky enough to be able to take the time out to learn a language as an adult, and it's the best thing that I ever did—but it would have been much quicker to learn as a child! Languages are real eye openers and the key to understanding why other cultures are the way they are.

**Has there been a stand-out point for you at the British School in Tokyo?**

It's something that has happened

over time, but as my responsibilities have grown so has the respect from my colleagues and managers. Knowing that your boss has confidence in you and trusts you to deliver means a lot.

**In your eyes, what makes a great PA to a Headteacher, and a great Head?**

That's a difficult one; as a PA you wear various corporate "hats." One week you could be organising a two day recruitment session for a new Head teacher, and the next you could be introducing yourself as the go-to person to 10 inspectors who hold the future of your school in their hands! I suppose you could say that always being on hand, and being ready for the next challenge makes a great PA to a Headteacher. For a Head, there are so many skills that are required, that I'm not quite sure where to begin. I often wonder how Headteachers do it to be honest—running a school is quite a feat! I suppose emotional intelligence is key, to understand your employees, students and parents.

**Looking to the future - if / when you return to the UK, do you see yourself working in a school again – and if so, which would you prefer to work in: International , independent, state or academy, and why?**

Whether independent or state, all schools are so different. There are countless factors that give a school its particular vibe. Regardless of what the school's name is or what the company's brand is, as long as I'm interviewing for a PA position- the most important factor will be to find out as much as possible about the boss!

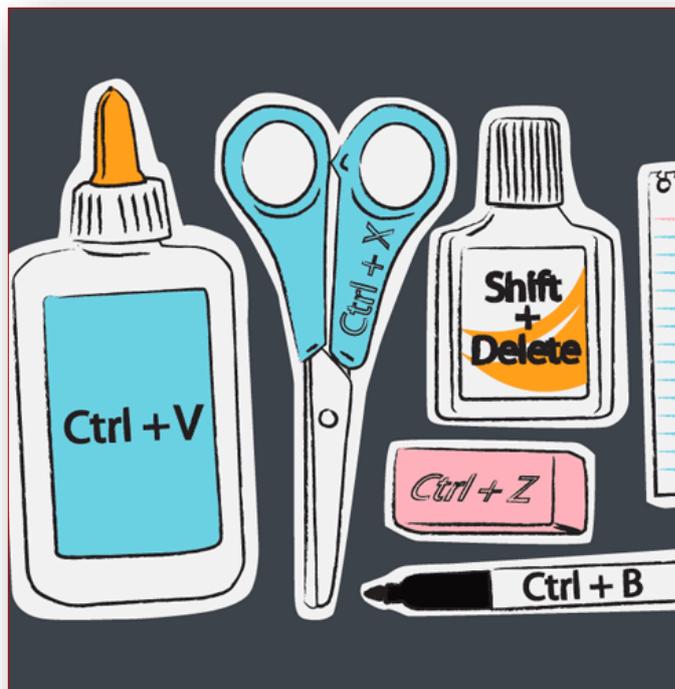
**If you are interested in being our PA Interviewee for a future issue of NAHPA, please get in touch!**



BST students at the end of the "Fuji Relay": a 135 km circuit run around Mt. Fuji in 3 days, as part of the school's 25th Anniversary celebrations

You may use Word all day – or just for a few hours here and there. But are you well versed in keyboard shortcuts which can save time and effort (and reduce the need to take your hands off the keyboard towards the mouse)? These are the most common ones.

Ctrl O	Toggles 12pts of spacing before a paragraph
Ctrl A	Select all contents of the page
Ctrl B	Bold on / off
Ctrl C	Edit Copy
Ctrl D	opens the Format Font window
Ctrl E	Centre alignment
Ctrl F	opens the "Find" box
Ctrl G	Opens the "Go to" box
Ctrl H	Opens the "Replace" box
Ctrl I	Italics on / off
Ctrl J	Justify align
Ctrl K	Insert hyperlink
Ctrl L	Left align
Ctrl M	Indent the paragraph
Ctrl N	Opens a new blank document
Ctrl O	Opens the file Open dialogue box
Ctrl P	Opens the Print window
Ctrl Q	Resets current paragraph
Ctrl R	Right align
Ctrl S	File Save
Ctrl T	Create a hanging indent
Ctrl U	Underline on / off
Ctrl V	Edit Paste
Ctrl X	Edit Cut
Ctrl Y	Redo the last action
Ctrl Z	Undo the last action
Ctrl Alt 1	Changes text to heading 1
Ctrl Alt 2	Changes text to heading 2
Ctrl Alt 3	Changes text to heading 3
Ctrl Alt 4	Insert a Euro sign (€)



## Word shortcuts

Ctrl Shift L	Bullet Point
Ctrl Shift F	opens the Format Font window
Ctrl ]	Increase selected font +1pts
Ctrl [	Decrease selected font -1pts
Ctrl / c	Insert a cent sign (¢)
Ctrl ' <char>	Insert a grave accent above character you enter. To reverse accent using the ~ key
Ctrl Shift *	View or hide non printing characters
Ctrl B	Move cursor one word to left
Ctrl à	Move cursor one word to right
Ctrl ↑	Move cursor to beginning of line or paragraph
Ctrl ↓	Move cursor to end of paragraph
Ctrl Del	Deletes word to right of cursor
Ctrl Back-space	Deletes word to left of cursor
Ctrl End	Moves cursor to end of document
Ctrl Home	Moves cursor to beginning of document
Ctrl Space-bar	Reset highlighted text to default font
Ctrl 1	Single-space lines
Ctrl 2	Double-space lines
Ctrl 5	1.5-line spacing
Alt Ctrl F2	Open new document
Ctrl F1	Open the Task Pane
Ctrl F2	Display the Print Preview



**PA Trainer Lindsay Taylor writes on mastering the art of questioning and getting it right first time.**

*“To master the art of questioning one must ask the right person the right question in the right way”  
Lindsay Taylor*

Questioning can provide you with the information you need and want quickly and efficiently. Ensuring you get it right first time will save you time and energy and will ensure your credibility in your educational establishments as a highly organised and time-efficient PA.

Firstly, ensure you are clear about the information you need or want and identify the best (and therefore right) person to get this information from. Who has the expertise or know-how that you can “tap in to”? Who is most likely to be receptive and helpful in their response to you? Think about whether it is going to be best/quicker to get the response you need by asking the question of someone face to face (or over the phone) or by sending the question via

email? Remember, having a record of a response via email can be useful if this is information needs to be referred to again. What do you know about this person with regard to their own busy timetable – would it be best to ask them a question in the staff room during their break, to book an appointment to chat to them or to catch them at the end of the day?

Identify the right question to ask. Do you need to ask an “open question” to facilitate lots of information? Or do you need to clarify information or a request of you by asking a closed question (one that invites a yes or no response)? Much time and energy is lost if you ask an open question inviting lots of information if you only need that one word answer in the first place!

I have a favourite open questions model that I introduce to PA clients (and one that raises a lot of giggling from my 9 year old daughter!). This is the “5 bottoms on a rugby post” model. Transpose the word “bottoms” for “derrieres” or “behinds” – whichever you prefer.

Imagine some rugby posts (the letter “H” for our “How” questions) and on the crossbar of the rugby posts imagine 5 rugby bottoms (or “W’s” for our “W” questions – namely, Where, What, Why, Who and When—see the photo above).

You will notice that the “Why” question in the model has a warning triangle by it – the reason? Because asking a “why” question can be received in an accusatory way and therefore the response you get may be a defensive one. Also, as a questioner you can find yourself in a “why” spiral, asking a quick succession of “why” questions whilst never quite getting the highest quality response.

For those of you working in schools with youngsters you’ll know how “draining” and frustrating that “why, why, why” spiral can be I’m sure! Rephrasing your question to “what’s important....” or “what’s important about....” ensures you are getting to the real “crux” of a matter, the heart of the question and ensuring a quality response that has invited the respondent to think deeply about the question posed to them.

## Why ? Why? Why?



## Editor's Update

### Angela Garry (Author, PA Trainer, Editor / new Owner of NAHPA) updates on the last few months.

What's that? It's November ALREADY? What happened to August to October? Crikey, time flies... The last I updated you on was in the summer issue, back in late May / June. Since then I've been waddling around almost faster than I ever did in any of my PA roles, working with PAs around the world.

To start off, after the summer NAHPA issue was distributed I flew up to Glasgow where I had been invited to **Chair the ACES Conference** for PAs on 3 June. This was a real honour—and my first time actually chairing a conference. The day had lots of really interesting and useful seminars throughout the day, and ended with the crowning of the 2015 **Scottish PA of the Year**, Liza Young, who is featured in this term's NAHPA.

Home again, I was then on a train

down to London to be one of the trainers on the programme at the **PA Life Training Day** on 15 June at the ILEC Earls Court, where I delivered two half-day workshops on 'How to work for more than one boss' (including prioritising and scheduling), and 'Meetings, note-taking and minutes'.

This was my third time as a PA Life Training Day trainer, plus I've also spoken at their owners' Forum Media's ExecSec Summit in previous years. It's always flattering when an organisation asks me back to work with them again, as it shows me that I'm delivering the type of training that their audience wants and appreciates.

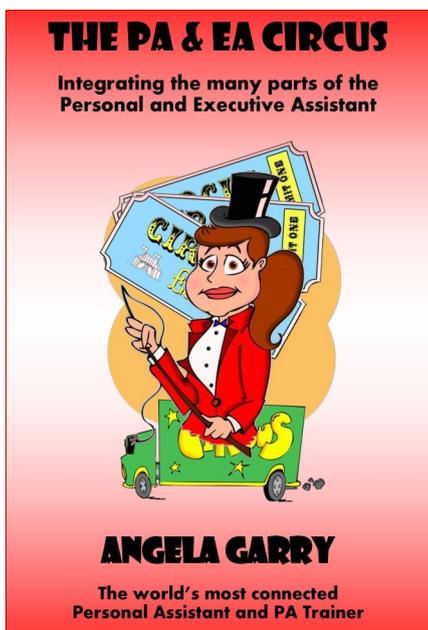
During early June I had an idea late one night, which led to me digging out a children's story I'd been writing some months previously and then combining with it some of the psychotherapy skills which I gained from my MSc course. The result was a children's fictional story with a therapeutic slant, on coming to terms with grief after losing a friend. I decided to see if I could create a book

from this—and under my new publishing brand, Pica Books, "Missing Mark" came into being: a book for children and young adults to read either on their own or with their parents / carers / support workers or teachers. It's been a great opportunity for me to examine the self-publishing process, using Createspace.com—the printing-on-demand service owned by Amazon.com. I uploaded the finalised text, images and cover pictures to Createspace on a Saturday afternoon—and by the following Thursday I had some copies of the finalised book in my hands. I've subsequently written and produced two more books on the same lines, this time looking at family breakups in "Darcy Decides" and bullying in school in "Tasha's Torment". These three books are the start of my **Pica Books series of therapeutic fiction**: I've plans

for about 15 or so titles in the series so far, which I'd like to market out to school SENCOs, school libraries, hospitals, charities, services which work with children, etc. A late-night idea has turned into a huge new venture!

July saw me working with two groups of PAs at the **University of Derby** (spread over two different days, as the PAs weren't all available to attend a course at once, so I delivered the course on two occasions to fit everyone in). With all my jet-setting around, it was quite a change to just drive 20 minutes down the road and park at the University, not having to catch a train or a plane!

I then made my fourth annual trip to Thailand towards the end of July, to deliver another two-day training course for **International Schools' Headteachers' PAs**. I was based in Bangkok for four days for the course—with 15 attendees from across Asia. I've been running courses in Thailand, Singapore, Beijing, Hong Kong and Dubai since 2012 with one particular



training organisation, KSI Thailand—this was my ninth course with them. After the course, I tacked on a holiday at the end of my trip, and planned a relaxing few days at a lovely hotel at Jomtien Beach, on the Gulf of Thailand to celebrate my 46th birthday. Unfortunately I became ill from food / water bugs which knocked me off my feet for the rest of my stay, and for some time after I returned to the UK.

I spent the rest of August finishing writing my second book for PAs—**“The PA & EA Circus”**, for PAs and Admins in any organisation—a sister volume to “Brave PAs” which I wrote for Education staff, published earlier this year. I finally finished writing in time for printing to take copies to a major event in October...

Meanwhile, early September saw me on a train up to **Dundee to talk at the ESPA network event**. Education Scotland PAs is a network of admins from further and higher education across Scotland. I spoke at their

annual event on the future of the role of the PA. Sadly, the date of this clashed with an invitation I’d received to speak at a corporate PA conference in South Africa—but with my main work focus now being within education I opted to stay in the UK to attend ESPA’s event. My future of the role topic was something which I then built on further for my seminar at the **Liverpool “2015 Venue Expo”** event just a week later.

Then I was back home again, working on my next workshops and pulling together some of the articles for this term’s issue of NAHPA, before my preparations to attend the biggest event on the PA calendar in the UK—attending **Office\* 2015**. For several years I have been a paying attendee of the seminar programme at **the Office\* show in London**—this is a superb 2-day event attended by more than 4,000 PAs, which has taken place in September / October each year. Back in April this year, I was delighted to be contacted by the show’s organisers, who invited me to be a **speaker** at this October’s show. My seminar was on the many roles played and hats worn by PAs in their jobs in corporate and industry environments. I was also to do a book signing session to publicise both “Brave PAs” and “The PA & EA Circus”

A few days before the event, I received another call from the organisers— one of the other trainers had had to drop out, so could I possibly fill in and do their session as well as my own? I agreed and ended up **speaking on both days of the event**, plus I had a stand in the trade exhibition, where I met many of the

PAs who attended the event. It was a fabulous opportunity for me to be “on the other side” of the show, running a stand, speaking, signing books—being the very type of person I had clamoured to meet when I was a paying attendee every other year!

Mid-October had a “hop, skip and a jump” trip when I dashed over to deliver a **2-day course in Dublin for the Islamic Cultural Centre of Ireland**—and since then I’m working full-pelt on more Pica Books with a whole list of titles underway. I’ve also published two of my 2-day course handbooks as stand-alone training resources, then edited and published a friend’s real-life online dating experiences in “Dating Dilemmas” (out now!), and I’m also working on “Chilli the Chimp”, a book for small children with illustrator Andy Case. Lastly I’m editing and producing Lindsay Taylor’s “A—Z Pearls of Wisdom for Executive PAs” which should be available shortly. **Next step will be to create a Writer’s Workshop course, to help anyone who wants to write a book!**

Yesterday I was in London, attending a talk by my intellectual crush, Dr Brené Brown, on her new book “Rising Strong” - and like her previous talk 3 years ago, I met her afterwards at the book signing. **We chatted and I came away with a huge smile. Always meet your heroes, if you have a chance!**

Coming up: I have some 2-day courses lined up across the UK before Christmas—then February I’m off to Bucharest and April to Nairobi, both with Headteachers’ PAs. It’s all go—pew! **My best wishes to you all for this term — onwards and upwards!**

*“The first thing we do in the morning before our feet even hit the floor is we think to ourselves “I didn't get enough sleep” and the very last thought we have as our head hits the pillow every night is “I didn't get enough done” - and everything in between those two moments is a litany of scarcity” - Dr Brené Brown Ph.D.*

*“Let today be a day when you are satisfied that you’ve done enough” - Angela Garry*



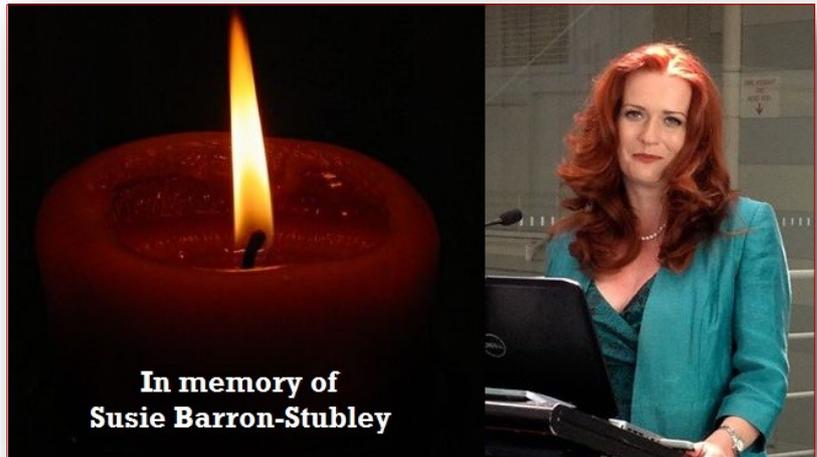
## In Memoriam

**09 October 1970—02 November 2015**

**SUSIE BARRON-STUBLEY:** PA Trainer / Executive Coach, and Owner of Castalia Coaching & Training, a premier provider of specialist Executive PA Performance Coaching and PA Training.

Just as NAHPA was about to go to press, I was shocked and saddened to receive the very sad news of Susie's death. She was a leading light in the PA & EA community.

Susie touched something in each of us - and the many tributes to her which have been flooding in all day on Facebook and Twitter about her death show how precious she was to us



individually and to the PA profession / community.

I met Susie for the first time in 2010 after attending one of her seminars. I saw her at several events, and we met up, just the two of us, on a couple of occasions for dinner and a chat. She also supported me via phone on a few issues. She gave her

time and energy freely and so kindly, and with such humour. I'll always treasure the business advice she gave me that has helped me so much. Susie is a bright light now gone from this world. I will be lighting a candle for her tonight in my home.

*Angela Garry,  
NAHPA Editor*

## Moving forward



**H**ere at NAHPA we're intent on making the magazine, website and LinkedIn discussion group as useful as possible to all of our readers. With this in mind, if you would like to suggest any topics for future articles which you would like to see, please get in touch to let us know.

We also welcome submissions from our readership—so if you get the urge to put pen to paper (or finger to keyboard, or voice to dictation system...) please do!

Each issue we will be interviewing one of our readers, to find out about how your role fits within the organisation

and to learn more about your experiences of working in your school or college. So if you'd like to put yourself forward for this—again, please get in touch.

And please don't think that contributing is just for the good of the other readers—how good will it look on your own CV to be able to state that you are a published author, that you have contributed to the UK's leading publication for administrative staff in schools and colleges?

We'll ensure that all contributors receive an additional printed copy of the magazine plus a pdf of their

finalised article, which you can append to your future job applications, add to your CPD folder, share with your boss at your next Performance Appraisal, etc.

Don't forget to join the LinkedIn group and start communicating with each other—you'll be amazed at how useful it can be!

***Together, let's make NAHPA the best print resource and online forum for PAs, Secretaries and Admins in Education!***

To get in touch, just send an email to:  
**Editor@nahpa.org.uk**