



SASPA
STRATEGIC
NAVIGATION
2019 – 2020

Our Purpose



The promise that the South Australian Secondary Principals' Association makes to its members is to advocate for high quality leadership of secondary public education by:

Strategic Directions

01

Curriculum & Pedagogy



SASPA is committed to working collaboratively with the Department for Education on the delivery of world class secondary curriculum, pedagogy, innovative learning design, assessment and moderation. This work will assist in the paradigm shift to contemporary practices as well as the preparations for transitioning Year 7 into Secondary and implementing the recommendations of the SACE Review.

02

Human Resources



A world class education system needs world class HR practices designed to deliver the right person, at the right time, to the right place. We are committed to working collaboratively with the Department for Education on a new approach to rethinking HR policies, procedures and practices to improve issues of Leader, Teacher and SSO supply, development and movement.

03

Professional Learning



SASPA has developed a set of guidelines for quality professional learning and is committed to working collaboratively with the Department for Education to influence systemic practices. An agreed description for a secondary teacher's work in a 2019 – 2030 world class school will inform the professional learning needed to deliver consistent expectations across all sites and to transform practice.

- further developing the capacities of principals and their executive teams who are leading the continuous improvement of teaching, learning and wellbeing in secondary schools
- providing networks for effective secondary educational leadership practice to be shared
- enhancing our profession (and the systemic conditions in which we work),

04

Wellbeing



SASPA is committed to working collaboratively with the Department for Education on improvements to those systems, policies, procedures and practices that are designed to support the wellbeing of school leaders, students and staff in our schools. SASPA will explore ways to build the capacity of its leaders to better address student, staff and personal wellbeing.

05

Year 7 into Secondary



SASPA is committed to working collaboratively with the Department for Education on clear and coherent communication about the milestones related to transitioning Year 7 students into high school in January 2022. Our collaborative interests include curriculum and pedagogy; teacher and leader recruitment and selection; professional development; facilities; student and staff wellbeing, and pilots (country and metro).

The SASPA Board's Priorities 2019 – 2020

Leader's Work

Addressing workload intensification issues productively through problem solving leader's concerns with our employer, the Department for Education.

Teaching Quality

Realising the ambition of having quality teaching in every classroom and in every school, by rethinking HR Policies, Procedures and Practices in ways that better address supply, development and movement issues regardless of a school's location.

Teacher's Work

Providing an agreed description of secondary teacher's work in a 2019 – 2030 world class school that makes our professional expectations clear, consistent and explicit.

Professional Growth

Recognising that focused professional learning collaborations for teachers are fundamental to professional growth, we are seeking common and consistent approaches to how our schools effectively use collaborative teacher time to improve learning design, task design, assessment design and ways of managing the learning environment in secondary education settings.

Equity

Addressing the perceived gaps between how the needs of rural, regional and isolated students (and Departmental staff) are serviced compared to the metro area, and between how the needs of low-SES students (and Departmental staff) are met compared to high-SES.

Achievement Growth

Formulating a South Australian position, informed by the profession, as to what constitutes one year's achievement growth for one year's learning within the curriculum, inclusive of the General Capabilities.

Leader Wellbeing

Attending to the wellbeing needs of school leaders as they seek to progress school-based changes consistent with the Department's World Class System strategy (i.e., Stages of Improvement and School Improvement Planning).



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