



SASPA

SOUTH AUSTRALIAN SECONDARY PRINCIPALS' ASSOC.

SASPA

STRATEGIC  
DIRECTIONS

2021–2023

# Our Purpose

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

- 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 and promoting these practices more widely
- identifying, and working to improve, systemic conditions that will increase leaders' capacity to have positive impact on secondary learners.

# Our Priority Work (2021 – 2023)

## *Policy Advocacy*

*The SASPA Board is committed to collaborating with the Department for Education on the following key directions:*

- 1** Ensuring that all students, regardless of their backgrounds and where they live, have a world class education that enables them to realise their full potential.
- 2** Improving the capacity of our school-based workforce to deliver high quality contemporary secondary education practices.
- 3** Harnessing the potential of secondary alliances to lift student achievement within the Australian Curriculum, SACE, and VET frameworks, and providing appropriate support to achieve this outcome.

## *Building Leadership Capacity*

*The SASPA Board is committed to the following key directions for the professional learning and growth of its members:*

- 1** Using educational research and professional wisdom to accelerate innovation and school transformation.
- 2** Developing the capabilities for futures leadership - building the public will for change, and creating and leading a new professional debate.
- 3** Equipping members to achieve a healthy work-life balance within the roles of Principal, Deputy Principal and Assistant Principal.

# Strategic Networks

## *Curriculum and Pedagogy*

SASPA is committed to an authentic working partnership with the Department for Education on the delivery of world class secondary curriculum, pedagogy, learning design, assessment, and moderation. SASPA will work with a range of agencies (including the Department for Education, the SACE Board, and our state's universities) to build the capacity of secondary leaders to challenge and improve teachers' practice.

## *Human Resources*

SASPA is committed to working collaboratively with the Department for Education to realise the ambition of having quality teaching in every classroom and in every school. This includes strategic revisions to HR policies, procedures, and practices to improve the supply, professional growth and mobility of leaders, teachers and SSOs (regardless of a school's location or its index of disadvantage).

## *Inclusion and Wellbeing*

SASPA is committed to working collaboratively with the Department for Education on improvements to those systems, policies, procedures, and practices that enable leaders to develop and sustain more inclusive approaches to secondary schooling. SASPA will explore ways to build the capacity of its leaders to better address student, staff, and personal wellbeing, and will use its influence to achieve systemic policy improvements that support such intentions.

## *Professional Learning*

SASPA has a set of guidelines for quality professional learning and is committed to working collaboratively with the Department for Education to influence its systemic professional growth practices. Our association is committed to providing opportunities for high quality professional learning experiences that aim to improve leader capacity to impact positively on student learning and teacher development.