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# SASPA's 2020 Education Road Map

SASPA advocates & networks for public secondary education:

- enhancing the profession,
- building the capacity of leaders,
- leading the continuous improvement of teaching and learning in secondary schools.

# SASPA's Secondary Education 2020 Road Map

## ***The best practice 21<sup>st</sup> century education in public secondary settings in 2020 involves:***

- all teachers using effective teaching, learning and assessment practices based on current research about improving student learning outcomes. Teachers being expert in personalised differentiated learning. Control of learning being shared between teachers and students.
- each **student and** family being able to access information about the student's achievement, attendance, behaviour **and the agreed improvement actions**, in real time via online learner information management systems.
- schools being hubs for wrap-around provision of government health and family services.
- community, business/industry and family partnerships enabling authentic learning in real-world settings.
- each learner developing their personal learning plan when they enter secondary school and continually updating it with assistance from significant adults. Information about each learner's achievements, progress, attendance and behaviour easily accessed in real time on each teacher's device. Teachers knowing where each student is up to in terms of their learning, what needs improving or developing and the strategies to help students improve/develop.
- face-to-face teacher-student interactions being enhanced and extended by the use of 24/7 virtual learning environments. **Technology-based collaborative learning** enabling students to influence each other's learning within and beyond the classroom using high-order thinking and problem solving skills.
- students learning in different combinations, e.g. in readiness or extension groups in addition to age-defined groups.
- innovative, responsive school systems in curriculum, HR, finances and infrastructure, providing the tools and expert advice to support schools to operate effectively and efficiently.
- school leaders being empowered to manage their resources to get the best outcomes for the communities they serve.
- teachers working collaboratively, with time in the school week for professional learning conversations, i.e. time for teacher teams to meet and reflect on each other's practices, design curriculum activities, analyse data and investigate research findings. Teaching teams observing each other's practice, analysing students' work and using research to improve curriculum delivery. Professional development being focussed on support for teachers to improve their practices and on evidence of what adds value for each learner.

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## ***The key school changes needed to enable these key differences to happen are:***

- Teachers being supported to have the confidence, competence and tools to facilitate 21st century learning. Teachers collaborating, rather than working in private, sharing expertise and resources, observing/mentoring colleagues, providing feedback and moderating each other's assessment tasks.
- Using evidence-based teaching that engages the full range of students in authentic 21<sup>st</sup> century learning, both on and off site, so that students can learn what they need when and how they need it. 21st century modes of learning being the core work of teachers, and all teachers taking responsibility for understanding the relevant research, for continuously upgrading their practice and for learning how to use technology to personalise learning.
- Confederations of schools being the hub of 'wrap around' education, health and wellbeing service delivery to students, families and communities with a real capacity to meet wellbeing needs of students. Schools being understood as places of virtual and physical socialisation and positive learning which increase the engagement and resilience of young people. Communities of learning supporting strong enabling relationships. Effective wellbeing programs and student management processes being based on research about adolescent wellbeing needs.
- Leaders having the responsibility for, and designated authority to make, local decisions about how they use HR, financial and physical resources to deliver improved student learning and wellbeing outcomes.
- The critical role of performance development in school improvement being understood by all leaders and all staff being engaged on a regular basis in performance development programs **and professional learning** that build capacity. All staff being involved in cycles of self-reflection and improvement that include risk-taking, performance improvement and feedback. A culture of accountability leading all teachers to take responsibility for improved outcomes and value-adding for all their students. All leaders and support staff taking responsibility for collaborating with and supporting teachers to deliver on improved outcomes. All staff being data literate: data analysis and follow up actions being part of everyone's business.

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### ***The key organisation changes needed to enable these key differences are:***

- Teachers' work at school legitimately including time for them to collaborate, to research, and to investigate and develop the skills needed to challenge 21<sup>st</sup> century learners.
- It being clearly apparent that all parts of the system recognise schools as the centre of everything they do, so that schools can continue to put learners at the centre of everything *they* do. This means that principals are education leaders and the procedures of the department are designed to efficiently support principals in this role.
- **Schools are supported by clear curriculum and pedagogy frameworks.**
- Principals having the authority to decide what human resources are needed in their schools, within the framework of the system. Principals being able to decide what staffing resources are required and to choose them, including professional support and the purchase of any specifically required service.
- Adequate flexible funding being provided to support the full range of learners and to support schools to deliver 21<sup>st</sup> century education. Schools' funding being sufficient to ensure that teaching and learning provision is supported by sufficient funding for school operations e.g. utilities, breakdown maintenance and general ongoing maintenance.
- HR processes celebrating teachers' work and dealing effectively with mediocrity and underperformance.
- A fast, reliable broadband network, as well as portable high speed devices for all staff and students so that schools have the tools to provide 21st century learning.
- Quality information about where learners are up to at any point in time in terms of their learning and wellbeing needs being at teachers' fingertips. (Learner Management Systems, student outcome data, student wellbeing data, testing tools, data-literate staff).
- Structural flexibility being encouraged; e.g. varied school hours, systematic and strategic support for teacher professional development and learning teams. Risk aversion across State Office replaced with support for disciplined innovation.
- Quality communication systems supporting widespread discussion between all those involved in education; staff, students and parents.
- 20<sup>th</sup> century learning spaces being redeveloped to enable connected and collaborative 21<sup>st</sup> century learning.