



Education  
Public Schools

# SAM Conference

SRG Nirimba – 30 October 2015



# Presentation outline

- SAS staff Reference Groups (SRG) structure
- Professional Learning Focus Areas
- Professional Development Project Officers
- Excellence in School Administration
- School Development Days
- Performance Development Plans
- Building the team
- Change readiness



# SASS Reference Groups Structure

School Administrative and Support Staff Reference Groups (SRGs) optimise professional learning opportunities for SAS Staff in schools that support the Department's key reform agendas and build *Excellence in School Administration*.

10 groups state wide – working towards consistent practice and professional development opportunities.

# SRGs represent all classifications of SAS staff

- \* Aboriginal Education Officer
- \* School Administrative Officer – High School
- \* School Administrative Officer – Primary School
- \* School Administrative Manager – High School
- \* School Administrative Manager – Primary School
- \* School Administrative Manager – Small School (P5/P6)
- \* General Assistant
- \* School Learning Support Officer (High School or SSP)
- \* School Learning Support Officer (Primary School or SSP)
- \* PSA representative (nominated by Public Service Association of NSW)
- \* ED delegate – to facilitate the operation and communications of the SRG

# SRG ~ 3 focus areas

|          |  |            |
|----------|--|------------|
| <b>1</b> | <b>Developing leadership capabilities and mindsets</b> | <b>15%</b> |
| <b>2</b> | <b>Developing staff capabilities and mindsets</b>      | <b>75%</b> |
| <b>3</b> | <b>Enhancing collaboration within and across teams</b> | <b>10%</b> |

# Professional Development Project Officers

- \* Three positions commence Monday 2 November
- \* Design professional development resources that support consistency in training resources for SAS staff regardless of geographical location (Rural and Remote)
- \* Review the “SAM toolkit” to develop resources that will support *Excellence in School Administration* for all staff in schools

# Excellence in School Administration

- \* A new framework that will support schools to increase their capacity to improve administrative practice
- \* Workshop with SAS staff (SRGs) to develop text to define levels
  - \* Outstanding – High – Medium – Low
- \* Schools can self assess – input from all stakeholders
- \* Then develop strategies to improve in each area
  - \* i.e. Customer Relationships and Communications

# School Development days

- School Development Days Guidelines (2013) – currently under review

1.3 Five school development days are available each year: the first day of the school year, the first day of Terms 2 and 3 and the last two days of Term 4.

Of these five school development days, the first three are available to all staff. The last two days are available to all teachers.



# Professional Development Plans

Performance Development Plans (PDP) for non-teaching staff in schools is managed by People and Services.

- Following the consultation process
- PDPs will be introduced for SAS staff in 2016
- Aligns to statement of duties and the school plan
- SRGs – 2 nominated officers will be trained to deliver information sessions

# Building the team

- Develop an understanding of ability levels within the team
- Coordinate team meetings including the Principal and invite other executive
- Listen, consult, encourage and set goals that align to collaborative learning within and across schools
- A great SAS staff team is not “good luck”

# Change readiness

- Discuss how the team will function when “change” occurs
- Plan for succession of roles and responsibilities
- Openly support all staff to lead and delegate
- Plan professional development
- Develop “communities of practice” – network with other schools
- Promote an understanding of healthy work practices
- Question “old practice” and boundaries.

# Consider an audit in.....

- Excel skills (advanced not required)
- Bridgit , Adobe Connect, Video Conferencing
- Webcams and headphones
- Microsoft Outlook
- Accustomed to using two screens
- Ability to use technology with confidence
- Adding attachments
- Ability to plan and implement change
- Working collaboratively in teams

# Ask yourself?

Am I working with a colleague that I feel may struggle with change?

What am I doing to support that colleague now?

What do I think will make things better for us to accept and feel valued during a change process?

How can I make these things happen?

# What change have we already successfully adopted?

- \* Think about all the changes that have occurred since you commenced in a school?
- \* Discuss these with your team and praise yourself as a leader and your team for how well these things are working in your school.



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# Questions

