



Education

LEADERSHIP AND HIGH PERFORMANCE DIRECTORATE

supporting SAS staff and schools in a time of change



SASSPA Conference – 18 August 2017

EXCELLENCE IN SCHOOL ADMINISTRATION (ESA) STRATEGY


The Excellence in School Administration strategy is designed to enhance the administrative capacity of the school by focusing on the administrative practices of non-teaching staff.

The three elements of the ESA strategy are:


- framework
- online resources
- coaching and mentoring




ESA FRAMEWORK



assists SRGs and schools to plan professional development for non-teaching staff



describes quality customer relationships and administrative practices



supports leadership growth for aspiring administrative leaders

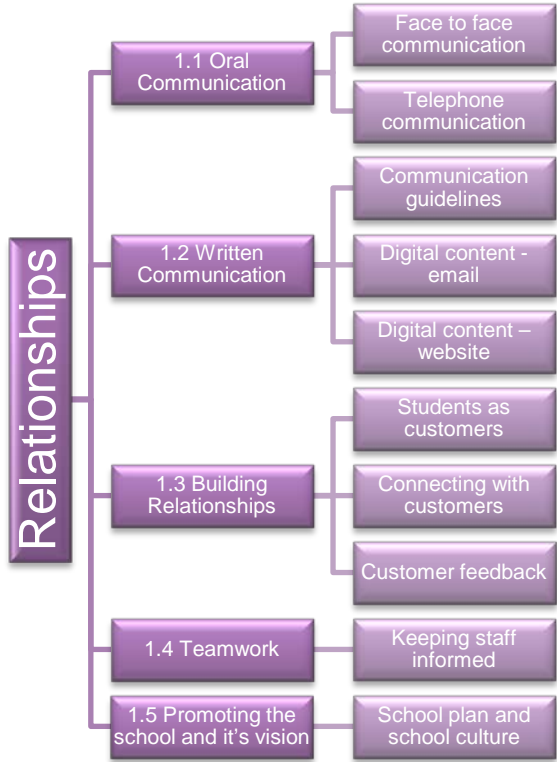
<https://education.nsw.gov.au/teaching-and-learning/professional-learning>

Aspect	Focus	Module	Delivering Staff in your school are able to:	Developing Aspiring leaders in your school are able to:	Demonstrating Administrative leaders in your school are able to:
Communicate effectively	1.1 Oral communication	a) Face-to-face communication b) Telephone communication	1.1.1 Describe the skills necessary to deliver effective oral communication. Demonstrate these skills in a professional manner to meet the needs of all customers including those from diverse language, cultural, religious and socio-economic backgrounds.	1.1.2 Work with colleagues, using customer feedback, to engage in professional learning which supports the further development of quality oral communication skills.	1.1.3 Lead the implementation of professional development for staff, based on analysis of customer feedback, to provide excellent oral communication across the school community.
	1.2 Written communication	a) Communication guidelines b) Digital content – email c) Digital content – website	1.2.1 Describe the characteristics of clear, concise, quality written communication and apply these to produce writing in the following forms: – General correspondence and reports – Permission notes and newsletters – Digital content and email	1.2.2 Support colleagues to implement feedback in order to edit written communication, so that it meets the needs of customers including those from diverse language, cultural, religious and socio-economic backgrounds.	1.2.3 Take a leadership role to ensure that customers have the opportunity to provide regular feedback and analyse this information to identify areas for professional development for staff to improve written communication with all key stakeholders.
Commit to customer service	1.3 Building relationships	a) Students as customers b) Connecting with customers c) Customer feedback	1.3.1 Describe strategies which build positive relationships with customers and apply these to develop relationships that are authentic and supportive.	1.3.2 Work collaboratively with colleagues to establish positive ongoing relationships with customers and other key stakeholders, informed by feedback.	1.3.3 Initiate collaborative relationships and lead colleagues to consult with key stakeholders when making decisions.
Work collaboratively	1.4 Teamwork	a) Keeping staff informed	1.4.1 Work with colleagues as a collaborative and supportive team member, creating a working environment of mutual respect and contributing to effective communication, by sharing information amongst colleagues.	1.4.2 Build positive working relationships, demonstrate understanding of team goals, seek and act on constructive feedback to improve knowledge and skills.	1.4.3 Lead the evaluation of the team's effectiveness, encouraging self-reflection and capacity development by providing constructive feedback based on observation as part of professional development.
Consistency and vision in planning	1.5 Promoting the school and its vision	a) School plan and school culture	1.5.1 Understand that the school plan is the document which translates the school vision into a series of coordinated actions. Work collaboratively with colleagues to support the implementation of the plan in their workplace.	1.5.2 Understand and effectively communicate with stakeholders when variations to school routine relate to the implementation of the school plan and support the delivery of quality education.	1.5.3 Lead colleagues to understand the school's vision as expressed through the strategic directions in the school plan. Support colleagues to communicate with stakeholders when variations to school routine relate to the implementation of the school plan and support the delivery of quality education.

Aspect	Focus	Module	Delivering Staff in your school are able to:	Developing Aspiring leaders in your school are able to:	Demonstrating Administrative leaders in your school are able to:
Demonstrate accountability	2.1 Applying DoE policies and processes	a) Policy and procedures in administrative practices b) Risk management in the workplace	2.1.1 Act with integrity and demonstrate compliance with DoE policies and procedures. Follow safe work practices and take reasonable care of own and others health and safety.	2.1.2 Demonstrate integrity and support colleagues in the application of policies and procedures. Identify safe work practices and be aware of their application.	2.1.3 Demonstrate professionalism and accountability to support a culture of integrity within the team. Implement effective safe work practices and manage risk.
Finance	2.2 Financial literacy and compliance	a) School finance b) Financial terminology c) Procurement	2.2.1 Understand financial terms and compliance obligations related to resources and recording transactions.	2.2.2 Appreciate how effective financial practices contribute to the financial management of the school and work collaboratively to ensure staff understand these practices.	2.2.3 Contribute to financial decision making and provide reliable financial and operational management advice. Identify professional development requirements of staff to maintain effective financial practices.
Plan, prioritise and deliver results	2.3 Achieving team objectives	a) Team objectives	2.3.1 Understand and contribute to team objectives, prioritise allocated tasks, and respond flexibly to changing circumstances.	2.3.2 Plan and coordinate allocated tasks to meet team objectives and share ideas about methods to improve administrative practices.	2.3.3 Initiate and monitor school organisational systems and demonstrate accountability for administrative practices in a team environment.
	2.4 Supporting change	a) Change in the workplace	2.4.1 Engage in change with a positive mindset. Support improvement by participating in professional learning and acting on feedback.	2.4.2 Contribute to and promote new initiatives and work collaboratively to support team members in understanding and managing change.	2.4.3 Actively promote and communicate new initiatives and support team members in implementing new processes and practices. Identify professional development requirements of staff to support change.
Technology	2.5 Systems improvement	a) Technology and systems	2.5.1 Demonstrate effective use of technology and understand its application in a school environment. Actively participate in the implementation of systems improvement and roll-out of new technologies.	2.5.2 Identify and select the most appropriate technology to perform more complex tasks. Support team members in the implementation of systems improvement and roll-out of new technologies.	2.5.3 Monitor and review current systems and support the implementation of new technologies. Identify professional development requirements to enable systems improvement.

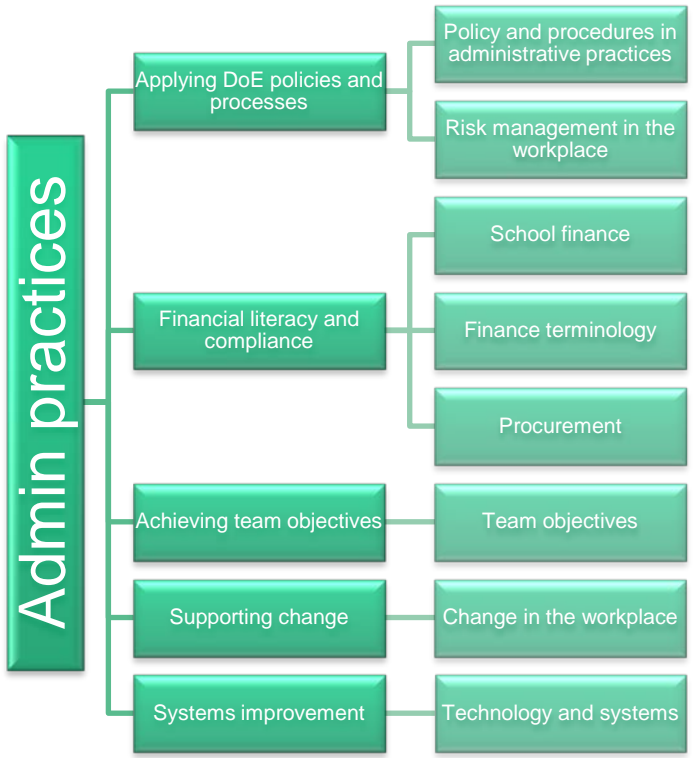
EXCELLENCE IN SCHOOL ADMINISTRATION FRAMEWORK

RELATIONSHIPS



EXCELLENCE IN SCHOOL ADMINISTRATION FRAMEWORK

ADMINISTRATIVE PRACTICES



COACHING AND MENTORING PROGRAM



THE COACHING AND MENTORING TEAM

Project Officer

- Mandy Simpkins

Development Officers

- | | |
|-------------------|-------------|
| • Julie Sando | Sydney |
| • Jenny Jackson | Sydney |
| • Kelly Richards | Wagga Wagga |
| • Margaret Bugden | Lismore |
| • Melissa Smith | Tamworth |
| • Julie Gilbert | Maitland |

TIER 1

Intensive support provided
over a period of six months to
secondary SAMs who are new,
relieving or acting in the SAM
role



TIER 2

Moderate support provided
over a period of twelve months
to SAMs who have completed
the Tier 1 level and
experienced SAMs who are
new to working in a secondary
context



TIER 3

Development and support
provided to all experienced and
aspiring SAMs



SAS staff Professional Learning Team Contacts

- Lyn de Gruchy, SASS Professional Learning Coordinator
- Genevieve Carroll, Project Officer

- Mandy Simpkins, Project Officer Coaching & Mentoring

Contact the team for any enquiries regarding SAS staff in your school

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