



NSW Secondary Principals' Council

Supporting Principals and Public Education

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Learning and Engagement Position Paper

Date Ratified: 2025 Term 1 State Assembly (Thursday 6 March 2025)

Vision and Purpose

The prime purpose and responsibility of every NSWSPC member is to do their utmost to serve the educational needs of each student within their school community. Principals will always act in what they believe are the best interests of the students under their care.

The NSWSPC's role is to enhance the effectiveness of Principals through advocacy, support, professional development and collegiality for Principals. This role will lead to school based contextual learning that gives students the best possible outcomes for their future.

Application of the Position Paper.

This position paper can be used as a lens to view other position papers and to influence decisions across the NSWSPC as applicable. It does not attempt to encompass all aspects of NSWSPC or replace other position papers, rather help frame all position papers.

The Learning and Engagement reference Group is a resource available to all reference groups to support their work and can act as a reflective mechanism prior to making decisions.

We will do this by:

- Advocating for policies that will improve the wellbeing and efficacy of school leaders and communities.
- Supporting school and teacher autonomy, advocating for the principal as an expert in the context of their school and tailoring learning for students as applicable.
- Promoting and advocating for equity in government secondary education for all students of all backgrounds.
- Promoting and sharing the “art” and “science” of teaching including applying recent research.
- Connecting, supporting and sharing expertise with colleagues
- Advocating for a variety of contextual pathways for students.

Values:

Our service and practice is strengthened by a shared understanding and the following values:

- Collective efficacy, collaborative practice and excellence in education.
- Creativity and innovation.
- Professional learning that is tailored to school vision and school priorities.
- Student agency and voice in all aspects of schooling.
- Courage in advocating for student needs.
- High expectations and belief in our students and their right to opportunity.



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- Integrity, trust and ethical decision making.
- Responsibility to and respect for the diversity of students in NSW public education.

Beliefs

We believe that:

- Students learn when all their needs are considered, and learning focuses on the whole child to address their needs as appropriate.
- There is authority in principal and teacher professional expertise
- We will practise our profession with conscience and dignity. (SPC pledge)
- We need a socially just and fair education system that gives access and opportunity to all students and schools, and the flexibility for principals to do this for our communities in our context.
- There is integrity in considered and courageous leadership on behalf of students, staff and the community.
- The people in our schools make a positive difference in the lives of adolescents and families (communities) in NSW.

Outcomes

We will expect, promote, work towards and measure the impact of advocating and promoting a range of pedagogies, opportunities and structures that support student learning in specific contexts. Outcomes include:

- That the NSWSPC plays a pivotal advisory role in shaping the short and long term learning and engagement direction of the department and facilitating professional learning initiatives.
- That principals have the authority and recognised expertise to cultivate a collaborative learning environment that nurtures the potential of every student and equips them with the skills to thrive.
- That we measure what we value. That we develop methodologies that measure a broad range of student learning and engagement to create an image of the whole child.
- That we embrace the amalgamation of lived classroom experiences and current research to establish a comprehensive framework of preferred pedagogies (including the Quality Teaching Framework) that balance equity, consistency and creativity.
- That principals and teachers are considered the experts in setting curriculum and developing structures to deliver the curriculum, appropriate to the school and community context.
- That we work with the DoE to achieve significant improvement in government/DoE policies and systems to ensure that the complex, professional work practices of the secondary teachers and executive in our schools are better recognised, valued and supported.
- That the NSWSPC Learning and Engagement Reference Group advocate for this position in this paper.



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