



Position Paper

Learnings from COVID -19

Senior Curriculum Delivery

Introduction

1. Principal autonomy is pivotal to improved community confidence in school operation (Heffernan and Pierpoint 2020).
2. Principals are best placed to lead their communities in times of stress and pressure. This was highlighted in 2020 as Principals successfully and professionally led their respective communities through the COVID-19 situation.
3. The management of the COVID-19 response had as a central pillar the notion of remote learning – that underpinned the continuity of learning for students. Principals (and their staff) developed, delivered engaging and effective learning packages for students.
4. The broad community reaction to schools response to COVID was accepted as highly professional and positive. The learnings prompted by an ‘external motivator’ in the form of COVID should be used to develop additional change in our schools.
5. A report published by the Coalition of Australian Principals (CAP) and Pivot Professional Learning (Leading Australian Schools During the COVID-19 Pandemic: Lessons from 2020) also noted that community confidence and trust in the Principals judgement has never been stronger.

Issues

1. A recently published CAP/PIVOT report of how educational leaders responded during the COVID 19 pandemic has indicated that school communities are now ready to adopt permanent blended and/or remote learning options into their curriculum delivery. What this looks like will vary from context to context.
2. The new normal for secondary schooling requires a set of systemic conditions for Principals that enables them to lead with creativity, flexibility, and innovation.
3. The Shergold Report (2020) points to several improvements to the delivery of Senior Secondary Education (Findings 1.6, 2.3, 2.5, 5.1 and Recommendations 7 and 18) – this initiative will address these findings.

ASPA advocates that

1. Governments and employing authorities support Principals who wish to lead and engage their community in conversations that consider a blended model of Senior Curriculum delivery.
2. Governments and employing authorities engage in authentic conversations with relevant Principal Associations to consider effective delivery modes of the curriculum



3. Governments and employing authorities develop protocols, procedures and policies (e.g. HR, resource allocation etc) to support Principals and school communities that decide to adopt a blended model.

References

1. **Coalition of Australian Principals and Pivot Professional learning (2020).** Leading Australian Schools During the COVID-19 Pandemic: Lessons from 2020.
2. **Heffernan, A., & Pierpoint, A. (2020).** Autonomy, Accountability, and Principals' Work: An Australian Study. Australian Secondary Principals' Association
3. **Shergold, Peter (2020)** Looking to the Future: Report of the Review of Senior Secondary Pathways into Work, Further Education and Training.