

Seventh-day
Adventist Church™

South Pacific

2021
—
2025

EDUCATION STRATEGY HOUSE SOUTH PACIFIC DIVISION



EDUCATION MINISTRY ARENA

Adventist education seeks to be wholistic with students and teachers walking humbly with God, and thus loving mercy and doing what is right (Micah 6:8). God is seen as the ultimate source of existence, truth and life (John 1:1-4, 14:6). Adventist education is built around the biblical world view of Creation, the fall, redemption and restoration (Col. 1:15-20). The Gospel and the Cross are central (1 Cor. 2:1; Gal. 6:14) as we seek to restore the student to the image of God (2 Cor. 5:17; Gal. 6:15). As disciples of Jesus, our students and staff are motivated by God's love (Deut. 10:12-13; Matt. 22:37-39; Rom. 12) in service to others (Mark 10:35-45).

Adventist education strives to be transformative. Adventist education is successful when our students connect with God, develop wholistically, and engage meaningfully with their church and community. It is a living, learning community where they will experience Jesus permeating all that happens. It should be Jesus focused, Bible based and nurturing followers of God, disciples, who are engaged in their learning journey through their head (knowledge), their heart (attitudes and values) and their hands (behaviours).





EDUCATION MINISTRY STRATEGIC FOCUS

How can we provide quality learning experiences in an authentic Adventist context that develop students spiritually, physically, socially and mentally, increasing their capacity to contribute wholistically to the life of their community and engage productively in church and society, whilst operating a financially sustainable ministry model?

STRATEGY SUMMARY

1. Ensure Adventist identity remains a key part of Adventist education
2. Develop and grow our education leadership team
3. Educational improvement
4. Ensuring the future





Ensure Adventist Identity Remains A Key Part Of Adventist Education

By promoting the involvement of selected Adventist schools as research is conducted exploring the link between faith development and school climate, providing regular staff orientation and in-servicing and sharing resources across the Division.

MEASURING PROGRESS

- Interim and final research papers along with recommendations are published.
- Resources are utilised in at least two Adventist Acquaint programs in each Union around the SPD annually.
- Monitor long-term effects by annual sampling from across the Division.
- Adventist Acquaint PD days are evaluated and feedback utilised to improve delivery each time.

Educational entities are influenced to enshrine support for Adventist values, beliefs and lifestyle within the teacher contractual agreements.



Objective 4, 5, 6, 7





Develop And Grow Our Education Leadership Team

By establishing succession plans for key education leadership positions, providing opportunities for mentoring, coaching and supporting the team with other professional development opportunities.

MEASURING PROGRESS

- Focus on succession planning tabled at each Board of Education across the various levels of the SPD.
- Increasing pool of new potential leaders as positions become vacant.
- Emerging leaders programs being conducted bi-annually with a growing pool of potential leaders.
- School staff taking up SPD Leadership Course offerings.



Objective 8



Educational Improvement

Continue to grow Adventist education's reputation as an innovative learning community that continues to meet and exceed our accreditation requirements as a provider of quality education.

MEASURING PROGRESS

- Reports to Boards of Education at all levels include focus on the progress being made in improvement.
- Senior educational leaders are encouraged to work with their leadership teams to ensure school staff meeting focus is annotated as being PD focused—with staff now delivering PLC focus for at least 75% of their meetings.
- Teacher in-service is documented and reported in Adventist publications / online sites to inform our Adventist parents of the success of robust, authentic Adventist education.
- Regular surveys are conducted and utilised to guide the school improvement journey effectively.



Objective 5, 8





Ensuring The Future

By leveraging the strength and breadth of an Early Learning to Tertiary education system with established MOUs where necessary, good governance and financial management standards and processes that maintain our unique Adventist ethos.

MEASURING PROGRESS

- Authentic Adventist education is offered with committed Adventist teachers in financially sustainable circumstances.
- MOUs are in place and crafted to provide assurance of ongoing authentic Adventist education.
- Benchmarks used in budget preparation and school expenditure as reported by Education Directors.



Objective 2, 4

Providing Quality Education

TERTIARY | VOCATIONAL | HIGH SCHOOL | PRIMARY SCHOOL | EARLY LEARNING



Strategy Summary

SOUTH PACIFIC DIVISION
EDUCATION



STRATEGY 1 *Ensure Adventist Identity remains a key part of Adventist Education*

	KPI 1 Research outcomes provide resources that increase faith engagement and positive school climate in participating Adventist Schools	KPI 2 Discipleship mentoring occurs naturally within our schools and impacts beyond into the community.	KPI 3 All new Adventist education staff participate in an Adventist Acquaint program when employed in a new conference/mission.	
Components	Validate the link between faith development and school climate.		Staff orientation and professional development.	Division-wide sharing portal.
Key Actions	<ul style="list-style-type: none"> Promote and utilise existing published research to provide inspiration to administrators and teachers on the benefits. Conduct new research with a sample of educational facilities from across the division into the link between faith development and positive school climate with the results published in professional journals. Develop the successful intervention tools to be shared beyond the research sample groups, through a division wide pool of resources. Based on research findings develop a plan to implement the positive changes throughout the Adventist education sector. 		<ul style="list-style-type: none"> Ensure new staff onboarding systems provide orientation to the Adventist Identity. Ensure that regular staff professional development includes components inculcating a strong Adventist ethos amongst the teaching staff. Hold "Adventist Acquaint" days to ensure all new and existing staff are reminded of the importance of Adventist Identity in their work. Utilise a Division wide pool of resources that presents the value of Adventist Identity. 	Establish a division wide sharing portal for resources that add value Adventist to embedding Adventist ethos within the Adventist administrators, teachers and staff.
Effectiveness	<ul style="list-style-type: none"> Interim and final research papers along with recommendations are published. Resources are utilized in at least two Adventist Acquaint programs in each Union around the SPD annually. Monitor long term effects by annual sampling from across the division. 		<ul style="list-style-type: none"> Positive results from staff 360 performance appraisals. Adventist Acquaint PD days are evaluated and feedback utilized to improve delivery each time. Educational entities enshrine support for Adventist values, beliefs and lifestyle within the teacher contractual agreements. 	
Impact Reporting	Effective discipleship mentoring occurs within the school setting. Students and staff become discipleship makers themselves.		<ul style="list-style-type: none"> Teacher understanding of what it means to be an Adventist teacher grows as measured by a pre-test and post-test survey sheet. Teacher surveys indicate 100% take-up of support for Adventist ethos / mission 	
Leader	SPD Ed Director		with Union / Tertiary leaders	
Team	with Union / Tertiary leaders		Conference / School admin	
When	2021 onwards		2021 onwards	

STRATEGY 2 *Develop And Grow Our Education Leadership Team*

	KPI 1 Succession tagged individuals are listed, trained and mentored for upcoming roles.	KPI 2 Existing leaders default position is to build potential leaders.	KPI 3 Biannual emerging leaders programs are in place in all four Unions.	
Components	System wide development	Develop existing leaders and develop a culture of leadership building.	Building the leadership pipeline	
Key Actions	<ul style="list-style-type: none"> Identify key leadership positions and develop an appropriate succession plan for the identified positions. Establish clear career paths for teachers into leadership positions. Include Leadership development on all key governance agendas. 	<ul style="list-style-type: none"> Identify skills gaps for existing leaders. Create development plans for existing leaders including opportunities for mentoring, coaching and further professional development. Evaluate progress on closing the gaps. Nurture a culture of leadership / capacity building by existing leaders of potential leaders under their care. 	<ul style="list-style-type: none"> Actively identify and mentor high capacity students before high school and University graduation with appropriate interventions, and initiate staff leadership activities for those with leadership potential. Develop a database of possible emerging leaders who can be actively matched with mentors to guide their development from all educational sectors. Develop a Bi-Annual Emerging leaders conference in each Union supported by Adventist Tertiary institutions. 	Encourage all school staff to be involved in SPD Leadership course offerings.
Effectiveness	Focus on succession planning tabled at each Board of Education across the various levels of the SPD	Building potential leaders becomes the new normal for all leaders.	<ul style="list-style-type: none"> Increasing pool of new potential leaders as positions become vacant. Emerging leaders programs being conducted bi-annually with a growing pool of potential leaders. 	School staff taking up SPD Leadership Course offerings.
Impact Reporting	There is an adequate supply of new leaders as positions become available	<ul style="list-style-type: none"> Increased retention of high capacity individuals within the Adventist education sector Increased satisfaction ratings for team members on performance reviews. Building leadership potential is the new norm for all leaders 		Capacity building occurring at staff level.
Leader	All leaders	Conference Education Director	All Education Directors	
Team	All leaders	Division / Union		
When	2021	2022		

STRATEGY 3 *Educational Improvement*

	KPI 1 AAA processes and school improvement processes are owned and adopted by each school and institution in their pursuit of Adventist ethos and academic excellence.	KPI 2 Staff engage naturally in professional learning communities and professional processes are data driven based on surveys and appraisals
Components	Build a reputation for quality Education outcomes in an Adventist context.	Foster professional learning communities.
Key Actions	<ul style="list-style-type: none"> • Ensure all education facilities maintain accreditations with government accreditation bodies. • Utilise the AAA processes to ensure our Adventist ethos integrates with delivery of curriculum in an effective manner. • Implement culturally and locally appropriate education improvement programs to ensure Adventist education continues to deliver quality outcomes in the 21st Century. • Publicise academic and vocational results which positively build the reputation of Adventist Education. 	<ul style="list-style-type: none"> • Demonstrate the value of professional learning communities through regular professional development for principals and school administrators. • Encourage the adoption by principals and schools of regular professional development and PLC focus within school staff meetings. • Engage all staff in regular professional development that encourages continued innovation in teaching and learning techniques.
Effectiveness	Reports to Boards of Education at all levels include focus on the progress being made in improvement.	<ul style="list-style-type: none"> • School staff meeting focus is annotated as being PD focused – with staff now delivering PLC focus for at least 75% of their meetings. • Teacher in-service is documented and reported in Adventist publications / on-line sites to inform our Adventist parents of the success of robust, authentic Adventist education. • Regular surveys are conducted and utilized to guide the school improvement journey effectively.
Impact Reporting	<ul style="list-style-type: none"> • School improvement is owned and driven by each school, with the ongoing support of the system. • Teachers are affirmed and positive about the difference they make in the lives of their students and families 	<ul style="list-style-type: none"> • Principals and System Support personal confirm through observations, surveys and teacher performance reviews. • Individual system/ school data now owned and utilised by each system/school as they plan their school improvement journey.
Leader	All Ed Directors	All Ed Directors
Team	All Ed Directors and Principals	All Ed Directors and Principals
When	2022	2022

STRATEGY 4 *Ensuring the future*

	KPI 1 Annual surveys indicate that at least 75% of our parents are satisfied with their experience in Adventist education.	KPI 2 Appropriate MOUs guarantee the sustainability and integrity of our Adventist School system.	KPI 3 Schools and school systems run in the black on a consistent basis with clear financial KPSs set, and staffed by committed Adventist teachers.	
Components	<ul style="list-style-type: none"> Growth strategies that incorporate adequate Teacher Supply and retention. MOUs and policy review 	<ul style="list-style-type: none"> Establish and maintain working strong relationships, backed by MOU's and polices where appropriate, with Government and peak sector organisations. Growth strategies that incorporate adequate Teacher Supply and retention. 	Leverage the strength of ELC to Tertiary system	
Key Actions	<ul style="list-style-type: none"> Strategies for growth that still protect our ongoing Adventist ethos and philosophy, are financially sustainable and focus on encouraging recruitment and retention of committed Adventist Teachers are in place at the appropriate levels. Succession planning. Review or develop MOUs and policies that protect as much as possible our right to select staff, present the curriculum with an Adventist worldview and maintain independence of student selection. Further we enshrine support for Adventist values, beliefs and lifestyle within the teacher contractual agreements. 	<ul style="list-style-type: none"> Review or develop MOUs and policies to ensure Adventist education can maintain its unique ethos and fundamental curriculum delivery by appropriate selection of staff. Regularly meet with peak bodies in each jurisdiction. Strategies for growth that still protect our ongoing Adventist ethos and philosophy, are financially sustainable and focus on encouraging recruitment and retention of committed Adventist Teachers are in place at the appropriate levels. 	<ul style="list-style-type: none"> Develop, union specific collaborative forums to strengthen links between levels of education. Maximise the opportunities to leverage the breadth of Adventist Education to ensure adequate supply of future teachers. 	<ul style="list-style-type: none"> Ensure Boards of education have established clear financial benchmarks for ongoing operational stability. Consider formal strategic partnerships between entities that strengthen financial future of all participants.
Effectiveness	<ul style="list-style-type: none"> Authentic Adventist education is offered with committed Adventist teachers in financially sustainable circumstances. MOUs and policies are in place and crafted to provide assurance of ongoing authentic Adventist education. 	<ul style="list-style-type: none"> MOUs and policies are in place and crafted to provide assurance of ongoing authentic Adventist education. Authentic Adventist education is offered with committed Adventist teachers in financially sustainable circumstances. 		Benchmarks used in budget preparation and school expenditure as reported by Ed Directors.
Impact Reporting	<ul style="list-style-type: none"> Parental/student annual surveys indicate satisfaction with the wholistic provision of Adventist education. Teachers are enthusiastic in their involvement in support of the Adventist ethos as evidenced in teacher performance reviews and surveys. Stability of funding and the integrity of Adventist education is assured through system supported MOUs and policies. 	<ul style="list-style-type: none"> Stability of funding and the integrity of Adventist education is assured through system supported MOUs and policies. Parental/student annual surveys indicate satisfaction with the wholistic provision of Adventist education. Teachers are enthusiastic in their involvement in support of the Adventist ethos as evidenced in teacher performance reviews and surveys. 		School systems operating as sustainable financial units with a focus on growth.
Leader	SPD in consultation with other entities.	SPD in consultation with other entities		SPD / Union / Tertiary leaders
Team	SPD/Union/ Tertiary / Conference / Mission	SPD/Union/ Tertiary / Conference / Mission		SPD / Conference / Mission - schools
When	2023 - 2025	2023 - 2025		2022



Seventh-day
Adventist Church™

South Pacific