



**CATHOLIC EDUCATION**  
Archdiocese of Canberra & Goulburn

# LEADERSHIP FRAMEWORK



For all Australian educational systems, leadership is currently presenting many varied and often complex challenges. The recruitment, retention and growth of successful and confident Catholic Educational Leaders is vital to the success of our Catholic Schools. The crucial contribution made by Catholic Education Leaders touches all areas of education from religious education and student achievement, to the spirituality and wellbeing of individual community members, to the compliance of our schools with regulations and relevant legislation.

This Catholic Education Leadership Framework, based on the Australian Institute for Teaching and School Leadership (AITSL) – Leadership Profiles, is a comprehensive approach to meet these challenges. The Leadership Framework addresses three main leadership areas:

- How do our aspiring leaders prepare for leadership through professional growth and personal reflection?
- How do our current leaders grow in their role through the development of leadership capabilities?
- How do our current leaders and aspiring leaders receive effective and systematic formative feedback on their leadership roles and preparation, with a focus on identifying areas for support, improvement and growth?

Catholic Educational Leadership is the responsibility of everyone involved in Catholic Education – from the early identification of potential leaders through to the way in which our most successful leaders impart their learned experiences by mentoring and supporting others. Collectively we will continue to develop the processes and strategies to best strengthen our leadership capacity as a system and implement the targets identified in this document.

The partnership of leading our Catholic Schools supports the education of our students, the aspirations of their parents and the mission of the Catholic Church. I thank you for your work in leadership and look forward to meeting the challenges ahead with you all.

A handwritten signature in black ink, reading "Moira Najdecki".

Moira Najdecki  
Director, Catholic Education  
Archdiocese of Canberra and Goulburn  
January 2016



# CONTENTS

CATHOLIC EDUCATION LEADERSHIP FRAMEWORK	3
INTEGRATED MODEL FOR LEADERSHIP	4
AIM EXPLAINED	5
LEADERSHIP CHART	6
3 LEADERSHIP STRANDS	7
TO BECOME A CATHOLIC EDUCATIONAL LEADER	8
TO GROW AS A CATHOLIC EDUCATIONAL LEADER	9
TO REFLECT AND RECEIVE FEEDBACK AS A CATHOLIC EDUCATIONAL LEADER	10

# CATHOLIC EDUCATION LEADERSHIP FRAMEWORK

## Vision

“Jesus Christ, our greatest teacher, calls us to share and witness to our faith, build inclusive communities and deliver contemporary quality learning opportunities to every person.”

In their 2007 Pastoral Letter, *Catholic Schools at a Crossroads*, the Catholic Bishops of NSW and ACT recognised the need for ongoing and extensive formation to support all staff to be well-equipped to lead and sustain Catholic Schools into the future. The Catholic Education Leadership Framework identifies the requirements and practices essential for successful, effective leadership of Catholic schools within the Archdiocese.

The development of the Catholic Education Leadership Framework is influenced by:

- the release of the AITSL Australian Professional Standard for Principals which highlights the nationally recognised school leadership practices
- the identification of leadership succession planning as a priority within our system
- the vital connection of effective and timely formative feedback on performance as a tool for leadership improvement
- the growing recognition that new kinds of leadership, centred on successful student learning, are now needed in schools
- the movement towards standards based professional development and accountability structures.

## Purpose and Intention of the Catholic Education Leadership Framework

The Catholic Education Leadership Framework challenges all leaders to reflect on what it means to be a Catholic school leader and assists them in attending to system priorities and goals. The Catholic Education Leadership Framework provides a common language set around current leadership requirements and practices and provides both effective feedback and a structure for the professional growth of aspiring and current leaders.

The Leadership Framework has several intentions including:

- identifying and guiding the formation and growth of aspiring and current school leaders
- setting the direction of professional learning for leadership
- determining roles and responsibilities of leadership
- advising recruitment and selection procedures, aligned with succession planning
- supporting performance, appraisal and contract renewal processes
- informing and supporting mentoring programs.

## Aim of the Catholic Education Leadership Framework

The Catholic Education Leadership Framework aims to create leaders who communicate an individual's worth and value to them so clearly and powerfully, that they come to see it in themselves and in their own actions for Catholic education. (Adapted from Stephen Covey) – An exposé of the aim is articulated in the Catholic Education Leadership Framework *Aim Explained* (p5)

## Implementation

The Catholic Education Leadership Framework will be implemented from January 2016, with further supporting documentation released as required.

# AN INTEGRATED MODEL FOR LEADERSHIP

The model, adapted from the AITSL Australian Professional Standard for Principals model, illustrates that while leadership practices and requirements need to be detailed separately it is important to emphasise that they are always fully interdependent, integrated and with no hierarchy implied. The model depicts the leadership requirements and professional practices that aspiring and existing leaders should engage with to develop their own and others' capacity for leadership.

## BEING A LEADER IN CATHOLIC EDUCATION

Catholic Educators lead by their:

Vision  
and  
Values

Knowledge  
and  
Understanding

Personal  
Qualities,  
Social and  
Interpersonal  
Skills

Professional  
practices of  
Catholic  
Education  
Leaders

Leading teaching and learning  
Developing self and others  
Leading improvement, innovation and  
Leading the management of the  
Engaging and working with the

High quality  
learning, teaching  
and schooling

and create within the  
Catholic Tradition:  
'successful learners,  
confident creative  
individuals and  
active informed  
citizens.'

*Melbourne Declaration*

# AIM EXPLAINED

**‘Catholic Education Leadership’** – leadership that is inspired and sustained by our faith and beliefs to live as Jesus did, by undertaking the evangelising mission, by calling others into relationship with God in a way that acknowledges that Jesus “came that you may have life and have it to the full” (Jn 10:10). To promote full participation in life, Catholic Educational Leaders engage:

- ~ students to be leaders who are “successful learners, confident and creative individuals and active and informed citizens” – Melbourne Declaration
- ~ parents to be leaders who are active community members, supporting their child’s learning through involvement and meaningful participation
- ~ staff and colleagues to be Catholic Leaders who are committed to the growth of themselves and others.

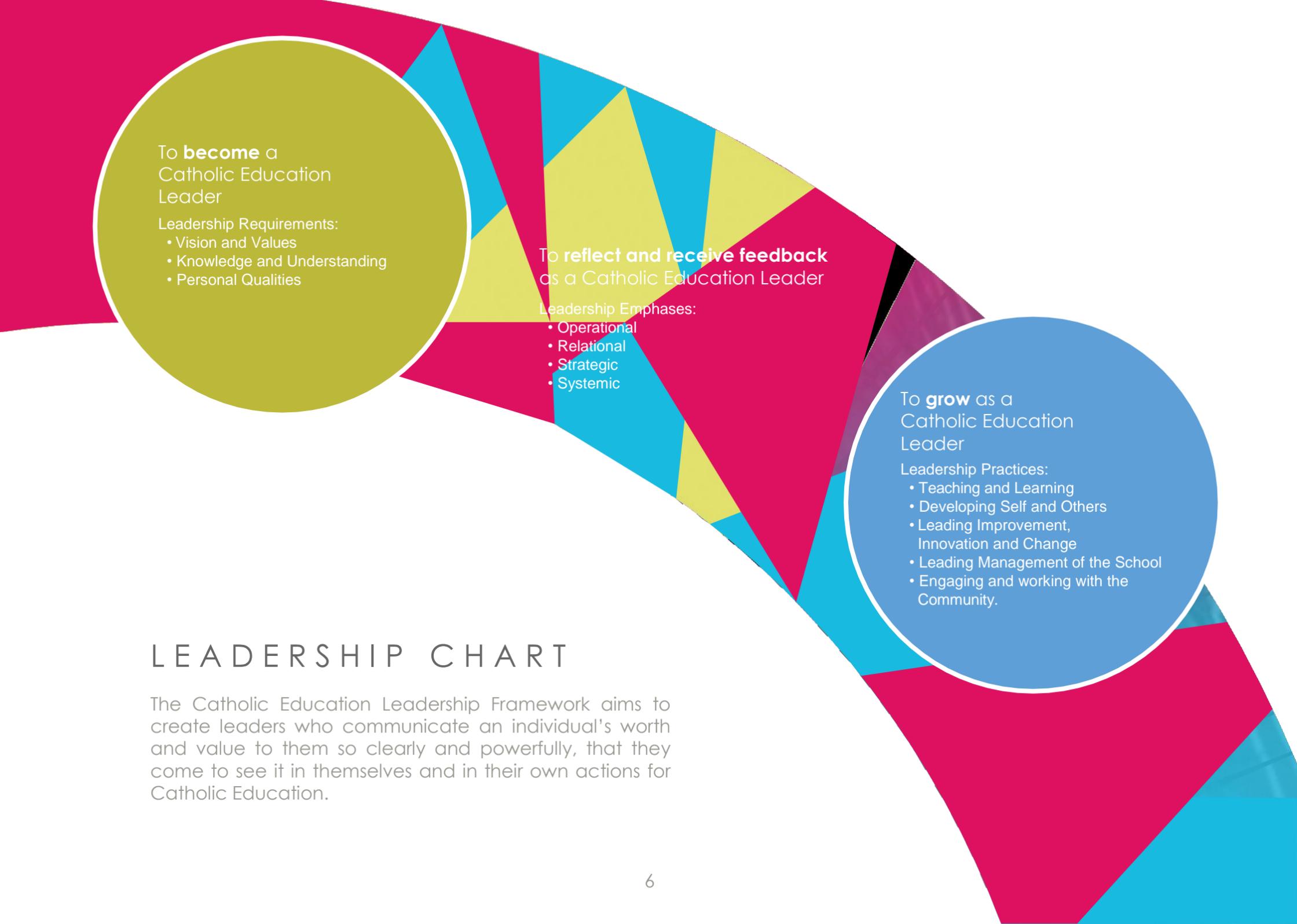
**‘who communicate’** – communication is exchanging information that can be both affirming and challenging. Effective communication understands the emotion and intentions behind the information being shared - how a message is conveyed so that it is received and understood by someone in exactly the way intended, and how listening to gain the full meaning of what is being said allows the other person to feel heard and understood. More than just words, effective communication combines a set of skills including nonverbal communication, engaged listening, managing stress in the moment, the ability to communicate assertively, and the capacity to recognise and understand our own emotions and those of the person we are communicating with.

The Catholic Education Leadership Framework aims to create leaders who communicate an individual’s worth and value to them so clearly and powerfully, that they come to see it in themselves and in their own actions for Catholic Education.

**‘clearly and powerfully’** - the words speak of the transforming nature of leadership. Leadership of this nature impacts on those with whom it interacts and moves their thinking and behaviours. Those people are changed by the encounter, they see and think about their environment in a new way, through a new lens.

**‘see it in themselves and their actions’** – the leadership that we learn and display in turn will impact and be evident in what we believe, what we do and what we know – it will support our vision for Catholic Education, show in the personal traits we bring to our work as leaders and align with the knowledge we seek and share.

**‘worth and value’** – human dignity is an inalienable right - that means it is an essential part of every human being and is an intrinsic quality that can never be separated from other essential aspects of the human person. Belief in the dignity of the human person is the foundation of morality and of all the Catholic social teaching principles.



To **become** a  
Catholic Education  
Leader

Leadership Requirements:

- Vision and Values
- Knowledge and Understanding
- Personal Qualities

To **reflect and receive feedback**  
as a Catholic Education Leader

Leadership Emphases:

- Operational
- Relational
- Strategic
- Systemic

To **grow** as a  
Catholic Education  
Leader

Leadership Practices:

- Teaching and Learning
- Developing Self and Others
- Leading Improvement, Innovation and Change
- Leading Management of the School
- Engaging and working with the Community.

## LEADERSHIP CHART

The Catholic Education Leadership Framework aims to create leaders who communicate an individual's worth and value to them so clearly and powerfully, that they come to see it in themselves and in their own actions for Catholic Education.

## 3 LEADERSHIP STRANDS

### ASPIRING LEADERS

### TO BECOME A CATHOLIC EDUCATIONAL LEADER

#### **Leadership Requirements**

Catholic Leaders are committed to their professional growth, both educationally and spiritually, and have an understanding of how they are progressing to a leadership role through their development in the Leadership Requirements – Vision and Values, Knowledge and Understanding, and Personal Qualities. Catholic Leaders know they are required to both lead and to manage. Leadership develops shared vision, inspires and creates commitment, and embraces risk and innovation. Management develops systems, which limit uncertainty, achieve accountability and improve consistency and predictability in delivering educational services at a school and system level.

### CURRENT LEADERS

### TO GROW AS A CATHOLIC EDUCATIONAL LEADER

#### **Leadership Practices**

The identified Leadership Requirements are enacted through five key Leadership Practices. Through these Leadership Practices a Catholic Leader gives authentic witness to the Catholic faith tradition and provides educational opportunities for all members of the community to participate in God's Mission; to experience an inclusive community and to be inspired by creative approaches to personal growth and improvement. The Leadership Practices acknowledge the dynamic role of Catholic Leadership, and help leaders to understand the practice and impact of their leadership in their context, and to plan for their next stage of development.

### ASPIRING AND CURRENT LEADERS

### TO REFLECT AND RECEIVE FEEDBACK AS A CATHOLIC EDUCATIONAL LEADER

#### **Leadership Emphases**

The Leadership Requirements and Practices are always being enacted and adjusted through a particular Leadership Emphasis. This reflects the dynamic nature of the leadership context and enables Catholic Leaders to locate and understand their practice in relation to their context, career stage and capabilities. To lead effectively, Catholic Leaders choose leadership actions that best suit their current context, that reflect their leadership experience, and that are commensurate with their level of proficiency. It is essential that Catholic Leaders receive quality and structured feedback in relation to their Leadership Requirements and Practices through the Leadership Emphasis lens. Movement through operational, relational, strategic and systemic emphases is common as changed circumstances, such as appointment to a new role or implementation of a new policy directive, demand that leaders match their leadership to their situation.

# TO BECOME A CATHOLIC EDUCATIONAL LEADER

Catholic Leaders are committed to their professional growth, both educationally and spiritually, and have an understanding of how they are progressing to a leadership role through their development in the Leadership Requirements: Vision and Values, Knowledge and Understanding, and Personal Qualities. Catholic Leaders know they are required to lead and to manage. Leadership develops shared vision, inspires and creates commitment, and embraces risk and innovation. Management develops systems, which limit uncertainty, achieve accountability and improve consistency and predictability in delivering educational services at a school and system level.

## **Leadership Requirements**

### **1. Vision and Values**

Catholic Leaders have developed and can articulate their vision of Catholic Education in their context. Catholic Leaders are committed to the learning and growth of young people and adults guided by a Catholic world view and characterised by moral purpose, fairness, human dignity, ethical practice, and lifelong learning. These are the foundational values they reflect upon when decisions are being made.

### **2. Knowledge and Understanding**

Catholic Leaders understand the practice and theory of contemporary leadership and apply that knowledge to continual improvement in their school or system context. Depending on their role, Catholic Leaders are well versed in the latest research and developments, and show competency in their areas of expertise (pedagogy, curriculum, assessment and reporting, student wellbeing, relevant national policies, practices and initiatives as well as relevant federal and state/territory legislation, agreements and policies). Catholic Leaders understand the implications of child safety, health and wellbeing, human resource management, financial management and accountability and other legislative and policy requirements and have relevant qualifications.

### **3. Personal Qualities and Social Interpersonal Skills**

This requirement recognises the importance of emotional intelligence, empathy, resilience and personal wellbeing in the leadership and management of the school and its community. Catholic Leaders review their practice regularly and implement change in their leadership and management approaches to suit the situation. Catholic Leaders manage themselves well and use ethical practices and social skills to deal with conflict effectively. They are able to build trust across the community and create a positive learning atmosphere for the students, staff and the community in which they work.

## **Catholic Education System: Strategies, Processes and Procedures**

### **Professional Growth Program**

Catholic Leaders undertake a systematic and targeted professional growth program to prepare them for their leadership role. This program is developed from both personal and collegial input.

### **Employment and Selection of Leaders**

Employment processes align with the Leadership Requirements and are reflected in Applications, Interview Questions, Interview Proformas, Referee Reports and Interview Feedback.

### **Developing Mentor Teachers Program**

Mentor Teachers have a significant leadership role in the development, induction and support of new and experienced teachers in Catholic Education and have a personal commitment to the development of others.

### **Coaching Conversations with Emerging Leaders**

Through professional conversations with their Principal/Supervisor that are focused on the leader's goals and professional practice and engagement, emerging leaders are challenged and given feedback about the alignment between the development of their leadership skills and competencies and the Leadership Framework.

### **Early Identification of Leaders and Recruitment**

System Staff and Principals have identified the Leadership Requirements in these individuals and have targeted them for appropriate professional development experiences.

### **Leadership Recognition**

Catholic Leaders have received professional recognition for their skills and competencies at a school, community or system level. Recognition may include certification at Highly Accomplished and Lead Teacher status.

# TO GROW AS A CATHOLIC EDUCATIONAL LEADER

The identified Leadership Requirements are enacted through five key Leadership Practices. Through these Leadership Practices a Catholic Leader gives authentic witness to the Catholic faith tradition and provides educational opportunities for all members of the community to participate in God's Mission; to experience an inclusive community and to be inspired by creative approaches to personal growth and improvement. The Leadership Practices acknowledge the dynamic role of Catholic Leadership, and help leaders to understand the practice and impact of their leadership in their context, and to plan for their next stage of development.

## Leadership Practices

### 1. Leading Teaching and Learning

Catholic Leaders have a key responsibility for developing a positive culture of challenge and support. This will enable effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. Catholic Leaders' actions are transformative in the lives of those they lead.

### 2. Developing Self and Others

Catholic Leaders are committed to building capacity through their own professional development; by supporting all staff through managing performance; by providing access to effective continuing professional growth opportunities and by giving regular high quality feedback through the Leadership Emphases.

### 3. Leading Improvement, Innovation and Change

Catholic Leaders manage and lead innovation and change to ensure the school's vision and strategic plan are put into action and that goals and intentions are realised. Catholic Leaders draw upon the support of others and develop a sense of agency in the improvements they are driving.

### 4. Leading the Management of the School

Catholic Leaders use a range of management methods and technologies to ensure that the school staff and resources are organised efficiently and are managed around the principles of subsidiarity. This includes the delegation of tasks and accountabilities in ways that promote the leadership of others.

### 5. Engaging and Working with the Community

Catholic Leaders develop and maintain positive partnerships with students, families and carers, the local church and the wider school community. This supports a culture of high expectations around inclusivity and the wellbeing of all.

## Catholic Education System: Strategies, Processes and Procedures

### Role Statements and Responsibilities

The work of Catholic Leaders is aligned with the Leadership Practices to foster symmetry between the leader's role, the feedback they receive and their next stage of development.

### Professional Growth Program

The Professional Learning Program offered by the Catholic Education Office clearly articulates the targeted Leadership Practices and the strategic aim of the learning.

### Targeted Programs

As educational agendas evolve and change, Targeted Programs enable a dynamic response to address specific needs of School and Catholic Education Office staff.

### Coaching Education

Catholic Education acknowledges the value of Catholic Leaders being able to engage in effective coaching conversations to support their roles and strategic goals.

### Professional Conversations

The practice of goal setting by staff and their participation in professional conversations with Catholic Leaders recognises the breadth of the Leadership Practices and their link to the Catholic faith tradition.

### Teacher Accreditation/Registration

Accreditation and Registration aligns with the Australian Professional Standards for Teachers.

### Internal School Review

The Internal School Review process of ongoing systematic school improvement based on the National School Improvement Tool aligns with the Leadership Practices and allows schools to take responsibility for their own quality assurance.

# TO REFLECT AND RECEIVE FEEDBACK AS A CATHOLIC EDUCATIONAL LEADER

The Leadership Requirements and Practices are always being enacted and adjusted through a particular Leadership Emphasis. This reflects the dynamic nature of the leadership context and enables Catholic Leaders to locate and understand their practice in relation to their context, career stage and capabilities. To lead effectively, Catholic Leaders choose leadership actions that best suit their current context, that reflect their leadership experience, and that are commensurate with their level of proficiency. It is essential that Catholic Leaders receive quality and structured feedback in relation to their Leadership Requirements and Practices through the Leadership Emphasis lens. Movement through operational, relational, strategic and systemic emphases is common as changed circumstances, such as appointment to a new role or implementation of a new policy directive, demands that leaders match their leadership to their situation.

## Leadership Emphases

### 1. Operational

Catholic Leaders with an operational focus attend principally to the communications, organisational and resourcing management that are required within the role to implement smooth and effective day-to-day operations. Decisions are based on values and clearly link accountabilities and development priorities to the Catholic faith tradition.

### 2. Relational

Catholic Leaders with a relational focus tend to concentrate on consultation and feedback in order to establish, develop and enhance relationships, thus ensuring a shared culture and vision. Human interaction and collaboration is carefully considered and a collegial approach to the common goal is developed.

### 3. Strategic

Catholic Leaders with a strategic focus are deliberate about optimising relational, organisational and management thinking to effect and monitor change in order to realise short and long term goals. Risks are identified early and strategies are employed in a timely manner.

### 4. Systemic

Catholic Leaders with a systemic focus assess logically their own and the organisation's leadership effectiveness; work to build networks; collaborate with educational groups and make connections beyond their own role and system to influence and lead educational impact.

## Catholic Education System: Strategies, Processes and Procedures

### Life Styles Inventory/Group Styles Inventory

Direct feedback is given to individuals and teams on their personal and team leadership capabilities.

### Principal Support and Development Program

All Principals receive structured support where self-reflection and professional conversations occur based on the Leadership Emphases capabilities.

### Coaching Program

Principals in their second year of appointment have access to a personal coaching initiative for the development of a targeted professional growth program.

### Shadowing Program

Assistant Principals and Aspiring Leaders shadow a leader from another school with a self-reflection focus on the Leadership Emphases capabilities. This may include secondment possibilities.

### Contract Review

The process of Contract Review is a critical time for feedback based on the leader's Role Statement and Responsibilities within the Leadership Emphases.

### Performance Improvement Plan / Performance Management.

Staff are provided direct feedback and ongoing assessment through a Performance Improvement Plan.



**CATHOLIC EDUCATION**  
Archdiocese of Canberra & Goulburn  
ISN JANUARY 2016