



SCHOOL LEADERSHIP FRAMEWORK

For those in positions of Senior Leadership in Catholic Schools in the Diocese of Townsville (Principals, Deputy Principals, Assistant Principals)

OUR TOWNSVILLE CATHOLIC EDUCATION LEADERSHIP FRAMEWORK - BOUNDED BY LOVE*

This is love expressed as dedicated commitment to leadership founded in Christ-centred values and ethics. Such Christ-centredness makes our leadership present, communal, transformational and serving.

Leadership presence is described as being present to the school community as an entity and as an individual. The presence of leadership enacted through a variety of dynamics including: being physically present, being emotionally present, being spiritually present and being nurturing of the ethos and the story. It's about being present to the presence of Christ in others.

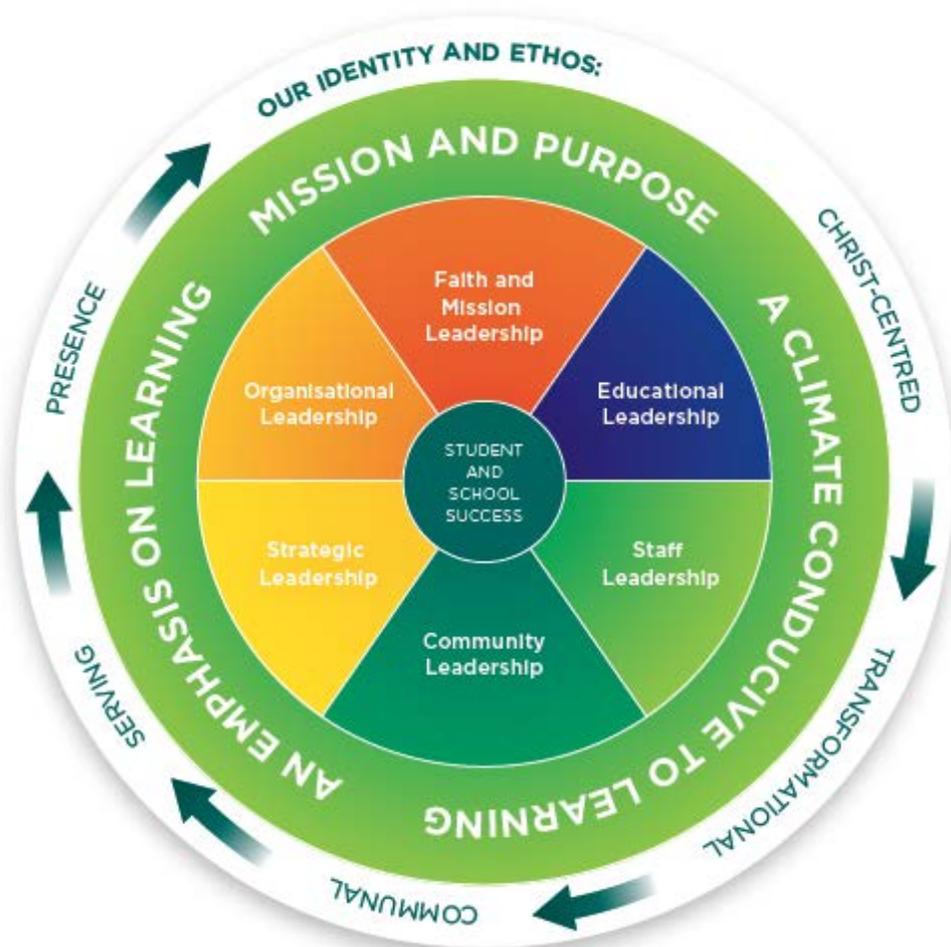
Leadership is communal when it is concerned with the leadership of a community where sharing through dialogue and consultation are valued. Both the leader and the community are dependent upon the other for their effective existence. A sense of community is enabled and encouraged by all Senior Leaders.

Leadership is transformational when it motivates the community to commit to, and to live out, a Christ-centred vision for the school. The transformational leader needs to be aware of when to offer support and when to challenge. The desired outcome is to maximise the personal and professional growth of community members, and contribute to the Educational Mission of the Catholic School.

Servant leadership requires, not only humility to truly listen and follow, but the strength to be inspirational. It is through this serving model of action and response that a leader helps others in the community to realise their personal potential. As servant leaders there is a deep sense of co-responsibility.

**With reference to AGAPE (Agapic Love - a theological concept which is foundational to the Christian story of Jesus' redemption).*

LEADERSHIP SUCCESS



LEADERSHIP FRAMEWORK DIMENSIONS OF LEADERSHIP

Catholic school leadership is to be undertaken in a spirit of Christ-centred values and ethics. Christian leadership embodies a presence that is communal, transformational and serving. The six dimensions of leadership are bounded by this context. Catholic school leaders are people who have vision and values; knowledge and skills, personal qualities and social and interpersonal skills (AITSL Principal Standard).

CORE DIMENSIONS 1 AND 2

These core dimensions provide the focus for lifelong and life-giving learning by giving leadership to learning and teaching within the evangelising mission of the Church. They are our mission and purpose and are brought to fruition in union with the other core dimensions.

1. Faith and Mission Leadership

System Standard – Acknowledging the centrality of Jesus Christ to the Mission of the Church and act as leader within the school faith community

The Catholic Christian tradition, founded on faith in Jesus Christ, is central to Catholic schools in the Diocese of Townsville. Faith and Mission Leadership facilitates spiritual formation in the understanding and practice of Christian faith and spirituality which is expressed in dedicated structures, specific programs, communal support and resources.

This dimension of leadership focuses on living and sharing the Catholic faith with the intention of influencing and enriching the lives of students, staff and other members of the school community. Through our shared mission, leaders provide educational opportunities to encounter Jesus through the Catholic faith, to experience His gift in community and to promote life decisions in response to Him. We act in a spirit of co-responsibility. Leaders model an openness to dialogue with other faith traditions.

Guided by faith, hope and love, leaders support a community of life and worship which recognises, accepts and cooperates with the mysterious action of God in our lives. The Senior Leader in Schools:

- a) Develops, nurtures, maintains, and celebrates the school's Catholic Identity
- b) Works to share in the Mission of the Church and the centrality of Jesus Christ as partners with the representatives of the Diocesan and local Church
- c) Acts in a spirit of co-responsibility as part of the Church
- d) Is conscious of and embraces Diocesan initiatives
- e) Nurtures and shares commitment to the vision and mission of the school
- f) Promotes Catholic identity through culture, gospel values, evangelisation, faith education, liturgy and prayer
- g) Demonstrates active pastoral engagement, authentic witness, sacramental participation and leadership in the life of the Church and school community
- h) Maintains the standards of Religious Education in the school, in accordance with Diocesan guidelines and policies
- i) Facilitates Christian community service and social justice
- j) Seeks opportunities for personal faith development and to nurture personal spirituality
- k) Acknowledges and promotes ecumenical opportunities

2. Educational Leadership

AITSL Standard – Leading teaching and learning

Educational leadership utilises a developmental approach linking the practice of effective pedagogy to the Australian Curriculum to provide high quality teaching and learning. Educational leaders engage all school members in a learning community which promotes successful student learning.

Educational leadership involves an inspiring vision of a shared future which forges relationships between local practice and wider educational thinking; places learning and teaching at the centre of decision-making; heightens the level of professional dialogue about educational practices and encourages individual innovation. We are committed to the Educational Goals for Young Australians as set out in the Melbourne Declaration 2008. The Senior Leader in Schools:

- a) Ensures Learning and Teaching is the focus of the school's endeavour
- b) Ensures effective pedagogy is implemented to support successful student learning
- c) Implements a plan for a coherent and sequential curriculum
- d) Develops and promotes a Catholic educational vision for life
- e) Ensures opportunities for students to achieve to the best of their ability
- f) Provides for uninterrupted learning
- g) Nurtures relationships as a basis for learning and teaching
- h) Builds teacher capability at the school level
- i) Provides for diverse student needs
- j) Ensures educational accountability practices are in place
- k) Builds and maintains high educational standards and levels of engagement
- l) Is knowledgeable about current educational trends and issues
- m) Affirms and promotes best practice
- n) Ensures there is a coaching culture of honest feedback for students and staff
- o) Sets high standards for students around behaviour and attendance.

CORE DIMENSIONS 3 AND 4

The core dimensions of Staff Leadership and Community Leadership ensure a focus on people and relationships. This creates a climate conducive for learning.

3. Staff Leadership

AITSL Standard – Developing self and others

Senior Leaders in our schools meaningfully integrate the personal and professional experiences of staff through distributive leadership, mutual accountability, inclusive processes and planned professional learning. This includes team work and succession planning, selection and induction of staff and professional learning including coaching and mentoring, goal setting and review. Senior Leaders strive to build the capacity of staff to be their best in their roles. The Senior Leader in Schools:

- a) Ensures there is a Professional Teaching Community of highly capable teachers
- b) Oversees the spiritual formation and professional development of staff
- c) Cares about staff and their health and well-being
- d) Practises life-long learning through a personal commitment to the Professional Learning Plans
- e) Manages effective staff performance and review processes
- f) Is committed to the support, development, implementation and evaluation of school and Diocesan policies
- g) Leads and manages staff and workplace practices efficiently and effectively
- h) Ensures effective staff selection, recruitment, induction and developmental learning
- i) Develops leadership in others to support succession management
- j) Builds a continuous improvement culture focused on teaching and learning
- k) Demonstrates the personal ability to develop self, others and team
- l) Contributes to the successful functioning of the Leadership Team
- m) Develops and maintains positive, trusting, professional relationships

- n) Encourages and promotes leadership capability in all staff.

4. Community Leadership

AITSL Standard – Engaging and working with the community

Senior School Leaders strive to engender the principles of co-responsibility between the school and the family. They know that each student’s success is enhanced by a strong partnership between the home and the school. In nurturing and sustaining this partnership, school communities will flourish and student learning will improve. Parents, Parish and the wider community enrich the life of the school community and, in so doing promote student learning and well-being. The Senior Leader in Schools:

- a) Engages and promotes the growth of the school, staff, parents, Church and community partnerships
- b) Ensures schools are places of welcome
- c) Participates fully in the life of the Church within the Diocese
- d) Liaises with the parish priest in accordance with Diocesan policy and practice
- e) Witnesses and challenges the community in the mission of the church – charity, service, solidarity, and action for justice
- f) Engages parents and carers in the life of the school with a view to supporting student success
- g) Creates an ethos of respect taking account of the spiritual, moral, social, health and well-being of all
- h) Leads and promotes understanding and reconciliation with Indigenous people especially elders and community leaders
- i) Promotes understanding and participation in our multi-cultural community
- j) Creates opportunities for students to be active participants in their school community
- k) Supports, co-operates and collaborates with the Diocesan Education Council, Townsville Catholic Education Office (TCEO), Parish, School Board, Parents and Friends Association, and members of the wider community
- l) Establishes and maintains parent support groups (e.g. School Board; Parents and Friends Association) to ensure parental engagement is sought and considered
- m) Promotes a spirit of co-responsibility at an intra and inter school level
- n) Actively participates in the collegial and co-responsible approach to leadership in the Diocese
- o) Ensures effective pastoral care of all students is practised.

CORE DIMENSIONS 5 AND 6

These core dimensions ensure we strive to be the most effective Catholic school secure in being part of a system of schools – co-responsible to each other and our broader goals. They ensure our emphasis is on learning.

5. Strategic Leadership

AITSL Standard – Leading improvement, innovation and change

Strategic leadership is directed towards the development, alignment, attainment and

review of the vision, mission and the strategic goals for the school as set out in the School Strategic Renewal Plan.

Such leadership ensures the beliefs, values and educational philosophy of the school's programmes give direction to the work of staff, the participation of parents and partnerships in the community. It also requires that the strategic leader maintains good practice already evident in the school and focuses on continual improvement. The Senior Leader in Schools:

The school is always striving to be an Effective Catholic School.

- a) Leads The School Improvement Agenda
- b) Develops a learning culture which promotes success
- c) Ensures the use of data informed practices
- d) Develops, leads and implements clear, evidence based School Improvement Plans
- e) Engages and inspires evidence-based improvement, change and innovation to foster
- f) successful student learning
- g) Works in the spirit of co-responsibility according to Diocesan policy and procedures
- h) Encourages a culture of continuous school renewal and improvement
- i) Ensures effective financial management
- j) Is an effective change manager
- k) Develops a climate that facilitates the effective engagement of the school community
- l) Leads and manages innovation and change so goals are realised
- m) Communicates the need for change in an inspirational and logical way
- n) Acts as a gatekeeper when necessary

6. Organisational Leadership

AITSL Standard – Leading the management of the school

Leaders manage the school in partnership with school stakeholders (eg. TCEO, Parish, local community, staff and students).

Consistent monitoring of organisational practices and evaluation of operational processes ensures the efficient management of the school. The Christian ethic of stewardship is expressed through a commitment to the common good by applying effective and efficient strategies and processes.

Liaising and working with key stakeholders such as the TCEO, the School Board, Parish Councils and Finance Committee are important organisational endeavours. The Senior Leader in Schools:

- a) Targets the Strategic Resourcing of the school
- b) Contributes to the efficient and effective management of the school, in compliance
- c) with funding bodies, diocesan policy and regulations, and legislation applicable to schools
- d) Establishes effective communication and decision-making processes
- e) Builds a successful school through effective collaboration with TCEO, school boards,

- parents and others
- f) Uses a range of data management methods to ensure an effective and safe learning environment
 - g) Leads the development of school policies in collaboration with the school community
 - h) Promotes and manages enrolment within policy and resources
 - i) Contributes to the stewardship of resources, including accountability for administration of the school funds and maintenance and development of facilities
 - j) Ensures duty of care is carried out for students and staff, in accordance with legislative, compliance and policy requirements
 - k) Ensures employment processes are in accordance with Diocesan policies
 - l) Celebrates success and acknowledges the contributions of others
 - m) Develops and manages effectively the plant and equipment in accordance with diocesan, parish and legislative requirements
 - n) Maintains effective administration practices, including reporting and evaluation
 - o) Clarifies the connection between the school's vision and values and the operational tasks which support them.

THE LEADER'S CAPABILITIES

The four sets of Leader's Capabilities indicated below incorporate the qualities, attitudes, dispositions and observed behaviours that serve to inspire and motivate others across the core dimensions. They have been grouped against the capability areas developed by the Australian Institute of Teaching and School Leadership (AITSL).

VISION AND VALUES

- Establishes regular patterns of prayer, worship and service
- Articulates a personal faith
- Takes time to reflect on personal motivations, beliefs, values and behaviours
- Values and encourages the views and input of others
- Situates work within the faith community of the Church
- Applies ethical standards to complex and value-sensitive situations
- Embodies the Catholic vision in the school's goals, policies, programs, structures and operations.

KNOWLEDGE AND UNDERSTANDING PROFESSIONAL CAPABILITIES:

- Models life-long learning
- Makes decisions collaboratively and equitably
- Is knowledgeable about contemporary directions and specific issues in education
- Displays accountability for work and focuses on intended results
- Builds organisational capability and responsiveness through others
- Nurtures effective learning environments for a diverse range of students
- Values staff input and views
- Is an effective coach and is able to respond clearly
- Is able to give and receive feedback.

PERSONAL CAPABILITIES:

- Engages in personal theological reflection
- Exemplifies honesty and integrity
- Responds to staff and community issues and concerns
- Is present to and visible in the school community
- Acts as a genuine, thoughtful, caring compassionate person
- Effectively integrates work and personal life – caring for personal well-being
- Understands the need for the health and well-being of others
- Listens actively and objectively articulates what has been heard
- Is consistent, trustworthy and level-headed.

SOCIAL AND INTERPERSONAL CAPABILITIES:

- Treats staff as professionals, trusting them implicitly to perform their roles
- Shares personal faith experiences
- Is an example of faith, hope and love
- Displays confidence, curiosity, enthusiasm, optimism and resilience
- Displays emotional intelligence in working with individuals and groups
- Affirms the work of others and demonstrates a genuine interest in and concern for people
- Builds an inclusive, trusting community by forging personal and professional bonds with others
- Cultivates productive working relationships

Townsville Catholic Education Office believes this framework will complement other key system documents. We acknowledge that this document was developed with reference to the previous TCEO Leadership Framework (see acknowledgements) and the AITSL Australian Professional Standard for Principals. Townsville Catholic Education Office acknowledges the work of Paul Browning which has been included in some of The Leader’s Capabilities. Deals openly with difference and successfully negotiates

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| <i>Approved by</i> | Ross Horner | | |
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