



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

# LEADERSHIP FRAMEWORK



# MISSION

*"I have come that they may have life and have it to the full". John 10:10*

Our mission is to create vibrant Catholic school communities where every student finds meaning and purpose in their life through experiencing continual growth in faith and improvement in learning.

The Catholic Bishops of NSW and ACT recognised the need for ongoing and extensive formation and support for all staff, to be well-equipped to lead and sustain Catholic Schools into the future in their 2007 Pastoral Letter, *"Catholic Schools at a Crossroads"*. Assisting students to grow in faith and improve learning outcomes is dependent, in the first instance, on increasing the leadership capacity and effectiveness of aspiring and senior leaders in Diocesan systemic schools. The revised Leadership Framework identifies the requirements and practices essential for successful, effective leadership of Catholic schools within the Diocese.

# PREAMBLE

The development of a revised Leadership Framework for Principals and Assistant Principals is influenced by:

- The growing recognition that new kinds of school leadership, centred on successful student learning, are now needed in schools
- The movement towards standards based professional development and accountability
- The release of the Australian Professional Standard for Principals (AITSL)
- The identification of leadership succession planning as a priority within our system.

# PURPOSE

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

# INTENTION

The Leadership Framework has several intentions including:

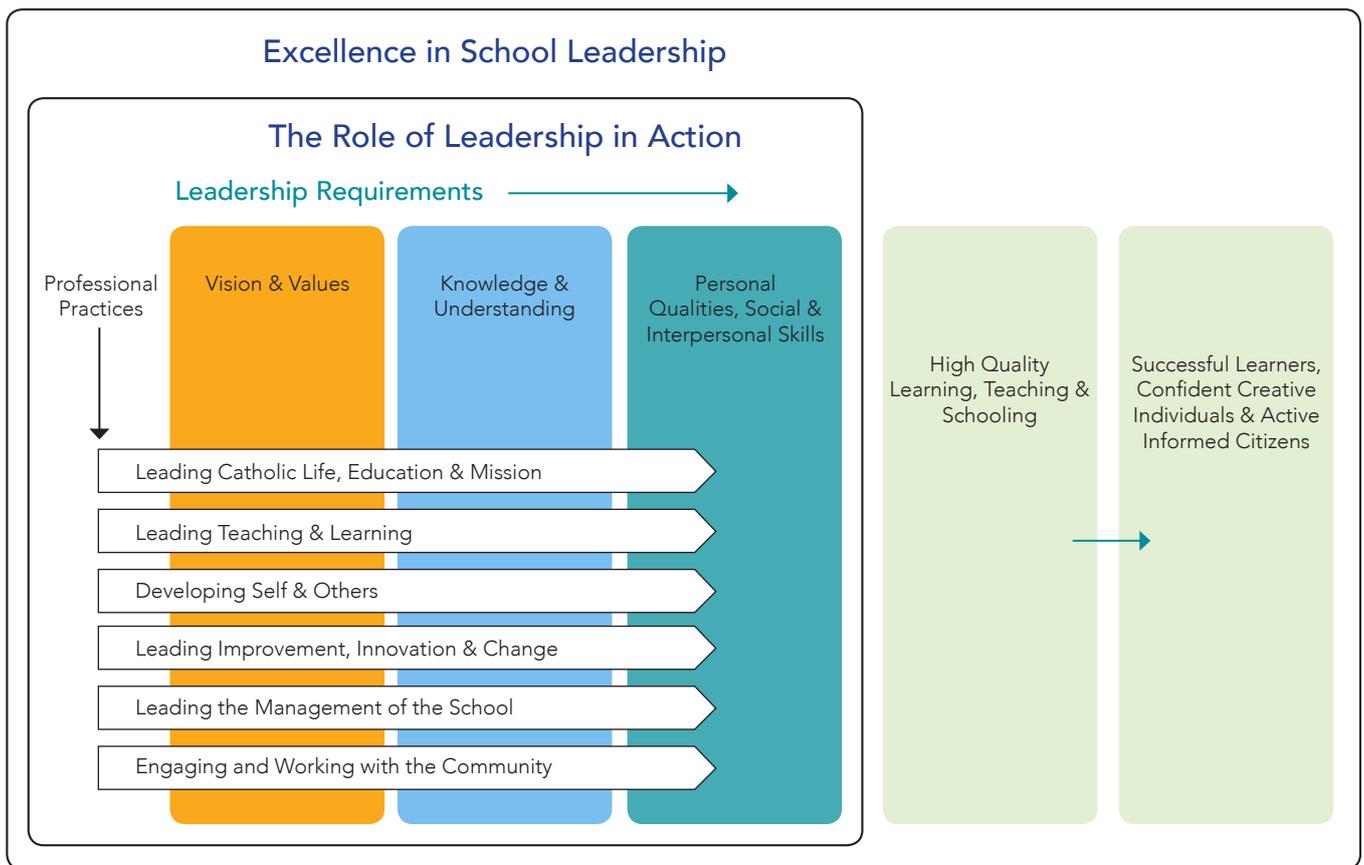
- Guiding the formation and growth of potential and current school leaders
- Supporting performance, appraisal and contract renewal processes
- Advising recruitment and selection procedures
- Setting the direction of professional learning for leadership
- Determining roles and responsibilities of leadership
- Informing and supporting mentoring programs.

# REFERENCE

The Leadership Framework draws from three main references:

- The previous Leadership Framework for the Catholic Education Office, Diocese of Wollongong (2004)
- The Australian Professional Standard for Principals (AITSL)
- The Ontario Ministry of Education Leadership Framework (2012).

# AN INTEGRATED MODEL FOR LEADERSHIP



The model, adapted from the Australian Professional Standard for Principals model, illustrates that whilst 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.



# LEADERSHIP REQUIREMENTS

School leaders are required both to lead and to manage. Leadership develops shared vision, inspires and creates commitment and embraces risk and innovation. Management develops systems, which limit uncertainty, even out differences and improve consistency and predictability in delivering educational services. School leaders lead and manage through:

## Vision and Values

# 1

School leaders lead the development of the vision of the school. They are committed to the learning and growth of young people and adults guided by a Catholic world view, characterised by moral purpose, fairness, ethical practice, and lifelong learning.

## Knowledge and Understanding

# 2

School leaders understand the practice and theory of contemporary leadership and apply that knowledge to school improvement. School leaders are well versed in the latest research and developments in pedagogy, curriculum, assessment and reporting and student wellbeing. They have knowledge of relevant national policies, practices and initiatives as well as relevant federal and state legislation, agreements and policies. They understand the implications of child safety, health and wellbeing, human resource management, financial management and accountability and other legislative and policy requirements.

## Personal Qualities, Social, and Interpersonal Skills

# 3

This requirement recognises the importance of emotional intelligence, empathy, resilience and personal wellbeing in the leadership and management of the school and its community.

School leaders regularly review their practice and implement change in their leadership and management approaches to suit the situation. They manage themselves well and use ethical practices and social skills to deal with conflict effectively. They are able to build trust across the school community and to create a positive learning atmosphere for students, staff and the community in which they work.

“  
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come  
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have life  
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”

John 10:10

# PROFESSIONAL PRACTICES

The identified leadership requirements are enacted through six key professional practices:

## Leading Catholic Life, Education and Mission

School leaders are committed to giving witness to the Catholic faith tradition and providing educational opportunities for all members of the school community to participate in God's Mission, to experience its gift in community and to promote life decisions in response to it.

## Leading Teaching and Learning

School leaders have a key responsibility for developing a culture of effective teaching, for leading, designing and managing the quality of teaching and learning, and for students' achievement in all aspects of their development.

## Developing Self and Others

School leaders are committed to building capacity through their own professional development and supporting all staff by managing performance, providing access to effective continuing professional learning opportunities and giving regular feedback.

## Leading Improvement, Innovation and Change

School leaders manage and lead innovation and change to ensure the school's vision and strategic plan is put into action and that goals and intentions are realised.

## Leading the Management of the School

School leaders use a range of management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed.

## Engaging and Working with the Community

School leaders develop and maintain positive partnerships with students, families and carers, the local church and the wider school community.



# PROFESSIONAL PRACTICES

## LEADING CATHOLIC LIFE, EDUCATION AND MISSION

The leader is committed to giving witness to the Catholic faith tradition and providing educational opportunities for all members of the school community to participate in God's mission, to experience its gift in community and to promote life decisions in response to it.

### **SRI Key Area 1: Catholic Life and Religious Education**

#### Aspects of the Role

##### **The leader will:**

- Give witness to the faith and set an example of faith, hope and love in word and action
- Lead a community of worship and prayer
- Demonstrate commitment to the Catholic ethos of the school
- Promote the role of the Catholic school in the evangelising mission of the church
- Communicate the school's mission in the wider community
- Demonstrate and articulate an understanding of the interrelatedness of vision, mission, policy and practice
- Promote school programs, policies and procedures informed by Catholic social thought and embedded within the fundamental concepts of human dignity, social justice and environmental stewardship
- Build capacity for spiritual and faith formation of self and others
- Provide pastoral care for persons in need.

## LEADING TEACHING AND LEARNING

The leader has a key responsibility for developing a culture of effective teaching, for leading, designing and managing the quality of teaching and learning and for students' achievement in all aspects of their development.

### **SRI Key Area 2: Students and their Learning** **Key Area 3: Pedagogy**

#### Aspects of the Role

##### **The leader will:**

- Develop a culture of effective teaching and learning grounded in Catholic faith and tradition
- Create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning
- Ensure a consistent and continuous school-wide focus on student achievement and improvement, using quality data to monitor progress and inform planning
- Set high expectations for the whole school through collaborative planning, monitoring and reviewing the effectiveness of learning
- Ensure that learning is at the centre of planning and resource management
- Challenge thinking and learning of staff to further develop professional practice
- Develop professional learning communities within a culture of collaboration
- Ensure behaviour management practices support a rigorous learning environment.

## DEVELOPING SELF AND OTHERS

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The leader is committed to building capacity through their own professional development and supporting all staff by managing performance, providing access to effective continuing professional learning opportunities and giving regular feedback.

- SRI Key Area 2: Students and their Learning**
- Key Area 3: Pedagogy**
- Key Area 4: Human Resources, Leadership and Management**

### Aspects of the Role

#### The leader will:

- Source and engage in opportunities for professional growth and development
- Develop and implement effective strategies for staff induction, professional learning, faith formation, leadership, and performance review
- Build the capacity of others
- Acknowledge and celebrate the achievements of individuals and teams
- Inspire colleagues to take intellectual risk
- Demonstrate transparent decision making and consistency between words and action
- Maintain high visibility in the school associated with quality interactions with staff and students
- Provide opportunities for giving and receiving feedback.

## LEADING IMPROVEMENT, INNOVATION AND CHANGE

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The leader manages and leads innovation and change to ensure the school's vision and strategic plan is put into action and that goals and intentions are realised.

### **SRI Key Area 7: Strategic Leadership and Management**

### Aspects of the Role

#### The leader will:

- Continually reassess and reflect on the culture of the school to create a future focused and vibrant Catholic learning community
- Work with the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement
- Develop a culture of shared knowledge and shared responsibility for the school's learning agenda
- Lead creativity, innovation and the equitable use of appropriate technologies to achieve excellence
- Ensure that strategic planning embraces the diversity, values, and experiences of the school and community
- Communicate the school's strategic direction clearly, concisely and effectively to all stakeholders
- Motivate team members to support the pursuit of the school's improvement goals and objectives.



## LEADING THE MANAGEMENT OF THE SCHOOL

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The leader uses a range of management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed.

**SRI Key Area 4: Human Resources, Leadership and Management**

**Key Area 5: Resources, Finance and Facilities**

### Aspects of the Role

#### The leader will:

- Effectively supervise staff
- Challenge and support staff to maximise student learning
- Recognise and respond to the pastoral care and wellbeing of staff
- Provide equity of access to opportunity and achievement
- Use standards based performance appraisal processes to foster professional growth
- Ensure school policies, processes and activities are aligned and compliant with school, system and legislative requirements (including budgetary processes, student enrolment processes, data and record management systems and facilities maintenance).

## ENGAGING AND WORKING WITH THE COMMUNITY

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The leader develops and maintains positive partnerships with students, families and carers, the local church and the wider school community.

**SRI Key Area 6: Parents, Partnership, Consultation and Communication**

### Aspects of the Role

#### The leader will:

- Build a collaborative learning culture within the school and actively engage with parishes, other schools and community partners to build effective learning communities
- Develop staff understanding of local community culture
- Promote an expectation of excellence within the community
- Demonstrate confidence, optimism and resilience to inspire and lead purpose and vision within the community
- Facilitate parent/carers engagement that fosters positive learning outcomes for students.

CATHOLIC EDUCATION



DIOCESE OF WOLLONGONG

# LEADERSHIP FRAMEWORK

## **Support Documentation**

# LEADING CATHOLIC LIFE, EDUCATION AND MISSION

## Aspects of the Role

### The leader will:

- Give witness to the faith and set an example of faith, hope and love in word and action
- Lead a community of worship and prayer
- Demonstrate commitment to the Catholic ethos of the school
- Promote the role of the Catholic school in the evangelising mission of the church
- Communicate the school's mission in the wider community
- Demonstrate and articulate an understanding of the interrelatedness of vision, mission, policy and practice
- Promote school programs, policies and procedures informed by Catholic social thought and embedded within the fundamental concepts of human dignity, social justice and environmental stewardship
- Build capacity for spiritual and faith formation of self and others
- Provide pastoral care for persons in need.

## Requirements

### Vision and Values

#### The leader values:

- The centrality of Christ and the Gospel message
- The integration of faith, life and culture
- Catholic identity and mission
- Life-long faith formation
- Human dignity, justice and compassion
- Stewardship and service and the common good.

### Knowledge and Understanding

#### The leader knows about and understands:

- The Christ story and the Christian tradition
- Core teachings of the Catholic Church on education, ethics, culture, evangelisation and mission
- The role of the Parish Priest and the local church in shaping the Catholic identity of the school
- The integral role that human dignity, social justice and environmental stewardship play in the continual growth in faith and learning
- The liturgical year and appropriate ways of celebrating the Church's major seasons and feast days with the school community
- The current social, cultural and ecclesial contexts that impact on the purpose of the Catholic school.

### Qualities and Skills

#### The leader is able to:

- Integrate Gospel values and the teaching of the Catholic Church into every aspect of school life
- Articulate clearly the Catholic identity of the school to all stakeholders
- Facilitate liturgical and daily prayer experiences that celebrate Catholic life, nurture faith formation and contribute to building a Christ-centred community
- Guide the spiritual and faith formation of students and staff
- Advocate for social justice
- Attend to the pastoral care and wellbeing needs of the school community
- Build trust, open dialogue and engage with students, families, church and local communities
- Demonstrates empathy and respect for different faith traditions.

# LEADING THE TEACHING AND LEARNING

Aspects of the Role	Requirements
<p><b>The leader will:</b></p> <ul style="list-style-type: none"><li>• Develop a culture of effective teaching and learning grounded in Catholic faith and tradition</li><li>• Create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning</li><li>• Ensure a consistent and continuous school-wide focus on student achievement and improvement, using quality data to monitor progress and inform planning</li><li>• Set high expectations for the whole school through collaborative planning, monitoring and reviewing the effectiveness of learning</li><li>• Ensure that learning is at the centre of planning and resource management</li><li>• Challenge thinking and learning of staff to further develop professional practice</li><li>• Develop professional learning communities within a culture of collaboration</li><li>• Ensure behaviour management practices support a rigorous learning environment.</li></ul>	<p><b>Vision and Values</b></p> <p><b>The leader values:</b></p> <ul style="list-style-type: none"><li>• Student centred learning</li><li>• Inclusion, diversity and access for all</li><li>• A safe, secure and healthy school environment</li><li>• Transformative learning</li><li>• Closing the achievement gap</li><li>• The importance of professional learning and development for all staff</li><li>• Collective responsibility and accountability</li><li>• Evidence based decision making.</li></ul> <p><b>Knowledge and Understanding</b></p> <p><b>The leader knows about and understands:</b></p> <ul style="list-style-type: none"><li>• Global changes, trends and current research into teaching, learning and child development</li><li>• Best practice</li><li>• Strategies for improving student achievement</li><li>• New and emerging technologies</li><li>• Strategies for ensuring inclusion, diversity and access</li><li>• Curriculum design and management</li><li>• Tools for data collection and analysis</li><li>• School Review and Improvement processes</li><li>• Strategies for developing effective teaching practices and improving teacher performance</li><li>• System strategies and initiatives.</li></ul> <p><b>Qualities and Skills</b></p> <p><b>The leader is able to:</b></p> <ul style="list-style-type: none"><li>• Create an inclusive learning culture</li><li>• Demonstrate the principles and practices of effective teaching and learning</li><li>• Access, analyse and interpret data</li><li>• Establish and sustain appropriate structures and systems for effective development, implementation and monitoring of curriculum</li><li>• Collaboratively plan for the future educational needs of students</li><li>• Engage in professional dialogue to both challenge and support teacher practice</li><li>• Engage teachers in ongoing reflection about the impact of their professional learning</li><li>• Support teachers to learn, practice and reflect on a variety of approaches to pedagogy and assessment</li><li>• Engage staff in the collection and analysis of data.</li></ul>

# DEVELOPING SELF AND OTHERS

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## Aspects of the Role

## Requirements

### The leader will:

- Source and engage in opportunities for professional growth and development
- Develop and implement effective strategies for staff induction, professional learning, faith formation, leadership, and performance review
- Build the capacity of others
- Acknowledge and celebrate the achievements of individuals and teams
- Inspire colleagues to take intellectual risk
- Demonstrate transparent decision making and consistency between words and action
- Maintain high visibility in the school associated with quality interactions with staff and students
- Provide opportunities for giving and receiving feedback.

### Vision and Values

#### The leader values:

- Capacity building
- Organisational trust
- Positive working relationships
- Personal integrity
- Professional, life-long learning
- Shared leadership
- Effective teamwork
- A culture of high expectations
- The wellbeing of self and others
- Emotional maturity.

### Knowledge and Understanding

#### The leader knows about and understands:

- The significance of interpersonal relationships, adult learning and models of continuing professional learning
- Strategies to promote individual and team development
- The importance of succession planning
- The principles of emotional intelligence
- The difference between intervention, coaching and leading, and when to use each mode
- Time management approaches and practices.

### Qualities and Skills

#### The leader is able to:

- Foster an open, fair and equitable culture
- Delegate effectively
- Develop, empower and sustain individuals and teams
- Employ coaching skills to cultivate professional growth
- Give and receive effective feedback
- Challenge underperformance
- Encourage, influence and motivate others to leadership
- Communicate effectively with a diverse range of people
- Discern and make student centred decisions in the face of competing demands
- Exercise emotionally intelligent behavior (self- awareness, awareness of others, self- management, management of others)
- Manage conflict effectively
- Build resilience in self and others
- Provide opportunities for implementation of new learning
- Use performance and development frameworks to foster professional growth of self and others.

# LEADING IMPROVEMENT, INNOVATION AND CHANGE

## Aspects of the Role

### The leader will:

- Continually reassess and reflect on the culture of the school to create a future focused and vibrant Catholic learning community
- Work with the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement
- Develop a culture of shared knowledge and shared responsibility for the school's learning agenda
- Lead creativity, innovation and the equitable use of appropriate technologies to achieve excellence
- Ensure that strategic planning embraces the diversity, values, and experiences of the school and community
- Communicate the school's strategic direction clearly, concisely and effectively to all stakeholders
- Motivate team members to support the pursuit of the school's improvement goals and objectives.

## Requirements

### Vision and Values

#### The leader values:

- Strategic thinking
- Innovation
- The ability of all students to learn
- Collaboration
- An inclusive, respectful, compassionate, equitable school culture based on Gospel values
- Continuous personal and professional improvement.

### Knowledge and Understanding

#### The leader knows about and understands:

- Local and national trends that impact on education
- Ways to build, communicate and implement the Catholic vision within the school's strategic plan
- Strategic planning processes
- Ways to liaise effectively within and beyond the school
- New technologies, their use and impact
- Learning organisational thinking
- Change management theories and practices.

### Qualities and Skills

#### The leader is able to:

- Problem solve, think creatively and plan strategically
- Respond judiciously to educational change in a timely manner
- Lead and facilitate innovation and change
- Inspire, challenge, motivate and empower others to progress the vision
- Work with others to produce and implement clear, evidence-based improvement plans and policies for the development of the school
- Employ coaching practices with individuals and teams
- Identify and develop learning capabilities needed in the school to support effectiveness and innovation
- Develop quality assurance and review strategies to demonstrate the effectiveness of innovation and change to secure improvement.

# LEADING THE MANAGEMENT OF THE SCHOOL

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## Aspects of the Role

## Requirements

### **The leader will:**

- Effectively supervise staff
- Challenge and support staff to maximise student learning
- Recognise and respond to the pastoral care and wellbeing of staff
- Provide equity of access to opportunity and achievement
- Use standards based performance appraisal processes to foster professional growth
- Ensure school policies, processes and activities are aligned and compliant with school, system and legislative requirements (including budgetary processes, student enrolment processes, data and record management systems and facilities maintenance).

### **Vision and Values**

#### **The leader values:**

- Individual, team and whole-school accountability for student outcomes
- Continual review and improvement
- Personal and professional self-evaluation and reflection
- The alignment of the management processes of the school with Catholic values and ethical practices
- Pastoral care and wellbeing.

### **Knowledge and Understanding**

#### **The leader knows about and understands:**

- System administrative policies and procedures
- School organisational strategies
- Accountability frameworks including self-evaluation
- The School Review and Improvement Framework and associated processes
- A range of evidence and data to support, monitor, evaluate and improve aspects of school performance
- Principles and practices of performance management (staff relations)
- Compliance requirements for registration and accreditation
- Project management strategies for planning and implementing change.

### **Qualities and Skills**

#### **The leader is able to:**

- Develop processes that ensure compliance with system and government body regulations
- Maintain the school focus on teaching and learning
- Discern priorities for improvement using the School Review and Improvement Framework
- Engage the school community in systematic and rigorous self-evaluation of the work of the school
- Collect and use a rich set of data to understand the strengths and areas of growth for the school
- Implement performance and development frameworks to foster professional growth of self and others.

# ENGAGING AND WORKING WITH THE COMMUNITY

Aspects of the Role	Requirements
<p><b>The leader will:</b></p> <ul style="list-style-type: none"><li>• Build a collaborative learning culture within the school and actively engage with parishes, other schools and community partners to build effective learning communities</li><li>• Develop staff understanding of local community culture</li><li>• Promote an expectation of excellence within the community</li><li>• Demonstrate confidence, optimism and resilience to inspire and lead purpose and vision within the community</li><li>• Facilitate parent/carer engagement that fosters positive learning outcomes for students.</li></ul>	<p><b>Vision and Values</b></p> <p><b>The leader values:</b></p> <ul style="list-style-type: none"><li>• The importance of community</li><li>• Authentic and ethical behaviour</li><li>• Inclusion and diversity</li><li>• A hope- filled future</li><li>• Personal responsibility</li><li>• The role of parents/carers as the first educators of their children.</li></ul> <p><b>Knowledge and Understanding</b></p> <p><b>The leader knows about and understands:</b></p> <ul style="list-style-type: none"><li>• The richness and diversity of the school's wider community and education systems</li><li>• The role of the school within the evangelising mission of the church</li><li>• The principles of a professional learning community</li><li>• Models of effective partnership</li><li>• Strategies to encourage parent involvement</li><li>• Problem solving techniques/practices</li><li>• Diocesan policies and procedures</li><li>• The political agenda in the local and broader community.</li></ul> <p><b>Qualities and Skills</b></p> <p><b>The leader is able to:</b></p> <ul style="list-style-type: none"><li>• Build a culture of high expectations</li><li>• Create opportunities to develop and maintain positive partnerships with students, families and carers, and the local church communities</li><li>• Connect and network with the school's broader community</li><li>• Recognise and support the needs of students, families and carers within the community facing complex challenges</li><li>• Acknowledge and respond to the richness and diversity of the school community</li><li>• Foster a culture of positive change based on personal responsibility</li><li>• Engage in dialogue which builds community partnerships</li><li>• Listen to and respond to community feedback.</li><li>• Communicate in a clear, respectful and timely manner.</li></ul>

# LEADERSHIP FRAMEWORK



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