



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA

CATHOLIC EDUCATION LEADERSHIP PROGRAMS

PROGRAM THREE

THE ASPIRING PRINCIPALS' PROGRAM

DETAILED PROGRAM INFORMATION

TARGET AUDIENCE

Those currently employed as an assistant principal or deputy principal in a Catholic school or members of the CEOWA employed in leadership positions desiring future appointment as a principal.

Note that this is now a two-year program and that the previous requirement of willingness to undertake country service has been removed.

RATIONALE

Catholic school leaders play an important role in the development of the staff and students under their care, thereby contributing to the mission of the Church. The Aspiring Principals' Program is designed to facilitate this process by affording participants the opportunity to:

- explore the dimensions of the Bishops' Mandate for Catholic education in Western Australia
- develop participant knowledge of the governance structure of Catholic education in Western Australia
- further develop participant knowledge of the domains of the Leadership Framework for Catholic Schools in Western Australia – *Catholic Identity, Stewardship, Education and Community*
- further explore the interrelated and future-focused nature of these domains
- apply participant knowledge to each of these domains
- develop the leadership capabilities of participants

ELIGIBLE PARTICIPANTS

Potential candidates for this program include:

- assistant and deputy principals aspiring to principalship
- CEOWA personnel, employed in leadership positions, aspiring to principalship

ACCREDITATION REQUIREMENTS

Applicants are required to have completed all components associated with *Accreditation for Leadership of the Religious Education Learning Area*

EXPECTATIONS

As a leader, complete commitment to all aspects of the program is required and expected. As your principal, CEOWA team leader or Executive Member has endorsed your application, they are aware of this expectation and will support your participation should competing priorities arise.

Modules are scheduled during school terms with the balance conducted over the course of the Terms 1, 2 and 3 holiday periods.

PROGRAM STRUCTURE

YEAR ONE: THE ASPIRING PRINCIPALS' PROGRAM ORIENTATION YEAR

The orientation year aims to develop aspirants as transactional leaders by providing them with the “nuts and bolts” knowledge and skills considered essential for the principalship.

Transactional knowledge and skill are organised under five broad categories. First, the principal as the faith leader of the school (e.g. evangelisation expectations, establishment of school-parish relationships) Second, system structure, policies and procedures (e.g. the CECWA, school policies and procedures, the school board constitution, techniques by which to build relationships with board members). Third, school finances and capital development (e.g. budget design, detection of abnormalities and implementation of corrective measures, the capital development planning process). Fourth, human resource management (e.g. recruitment, enterprise bargaining interpretation, performance management). Fifth, educational leadership (e.g. data interpretation and decision making, professional learning communities).

Aspirants are required to participate in the following components:

1. Program Modules

Aspirants are required to complete all program modules – 11 modules over 13 days (eight days during Term time, five days during school holidays). Modules are based on the domains of the Leadership Framework for Catholic Schools in Western Australia (*Catholic Identity, Stewardship, Education and Community*) and relevant Quality Catholic Schooling (QCS) components and facilitated by CEOWA personnel and specialist external providers. Program modules are designed to provide aspirants with foundation knowledge required for the principalship. Modules are facilitated as opposed to delivered and involve the use of case studies and collaborative discussion.

In preparing for the role of principal and as part of the module requirements, aspirants will undertake a one-day module focusing on these processes. Prior to this event, aspirants are expected to complete an application for a factious position. On the day of the workshop, it is anticipated that selected members would engage in a role play with an interview panel. Critical feedback on these activities from CEOWA personnel forms part of this workshop

2. School Board Participation

Upon admission to the program, the Director of Catholic Education will write to the aspirant's principal and School Board Chair to direct aspirant inclusion onto the school board as an observer for the duration of the program (i.e. two years). School board sub-committee participation forms part of this experience (e.g. finance and/or planning sub-committee). This program component is

intended to familiarise the aspirant with the school board constitution, the building of effective relationships between the principal and school board personnel and attainment of hands-on experience associated with the planning of school finances and capital development projects.

3. Online Discussion Forums

Aspirants are required to participate in two online discussions – one in Term 1 and one in Term 2. This involves consideration of a discussion question, article or other stimulus material, making an initial comment before responding to the comments posed by other aspirants. Each topic will be posted at the beginning of week four and will conclude at the end of week six.

4. Reflective Journal

Aspirants are required to submit three electronic journal reflections at the conclusion of year (November 2011). These reflections are based on the following questions:

- *Identify and describe the elements of the orientation year that were of most value to you*
- *Identify and describe the elements that were of limited value*
- *How has participation in the orientation year changed your understanding of the role of the principal and, as a result, your desire to apply for principalship?*

YEAR TWO: THE ASPIRING PRINCIPALS' PROGRAM ENRICHMENT YEAR

Year two is an eight day program (six days during Term time, two days during school holidays).

The enrichment year is designed to form aspirants as servant leaders. This model is based on the premise that leaders are servants first and leaders second. When the principal leads in this mode, they depart from transactional leadership and empower others to perform. This leads to collective effort, the result of which is often equates more than the sum of individual contributions.

During this year, module content and activities are designed to provide aspirants with opportunities to better understand and manage their emotions in addition to those with whom they work. Critical reflection, a component of servant leadership, is also emphasised.

Aspirants are required to participate in the following components:

1. Emotional intelligence Profiling

Aspirants must answer a number of online questions in December of the orientation year. They are also required to nominate four data sources (one senior to them, two at the same level and one subordinate) who would be willing to complete questions contributing to a 360 degree emotional intelligence profile. Prior to the conclusion of Term 1, Week 3 of the enrichment year, an external provider will work individually with aspirants to interpret data. If aspirants elect to do so, results will be used to inform discussions with their allocated system-level coach in addition to providing baseline data for formulation of a personal development plan. Results will also be used during emotional intelligence (EQ) sessions scheduled for later in the year.

2. System-Level Coach-Aspirant Relationship

For the enrichment year, aspirants will be linked with an accredited System-level coach (e.g. a Principal Schools Advisor (PSA), CEOWA Executive Member, CEOWA Project Leader or CEOWA Team Leader) who will guide emotional intelligence profile analysis (aspirant choice) and assist aspirant formulation of a personal development plan. This aspect of the program is also designed

to provide a system-level perspective on school operations. The minimum expectation is six formal meetings with aspirants driving the agenda, discussion and implementation of recommendations. At the key learnings presentation, aspirants are required to discuss the impact of this relationship on their development.

3. School Board Participation

As initiated in the orientation year, aspirant participation as an observer on the school board will continue throughout the enrichment year. School board sub-committee participation (e.g. finance and/or planning sub-committee) is also expected.

4. Management of QCS Component

Aspirants are required to work with their current principal and System-level coach to select a QCS component for review. They will manage the project at all stages including determining participants to be involved, facilitating the review process itself, gathering evidence for conclusions, liaising with the PSA as moderator and generating, implementing, monitoring and refining strategies for improvement. Three half-day QCS workshops will be scheduled to assist the process. These include an orientation session in Term one, a mid-point issues workshop in Term 2 and a concluding workshop in Term 3. The balance of each of these days will involve emotional intelligence workshopping with a CEOWA PSA.

5. Emotional Intelligence Sessions

Convened and facilitated by a CEOWA PSA using the LSI results as a focus (optional – aspirant choice) – three times over the course of the year. These sessions will take the form of afternoon half-day modules during Terms one, two and three with QCS workshops occurring in the morning.

6. Reflective Practice Retreat

Designed and facilitated by an external provider. This experience is a two day, overnight retreat (Friday and Saturday) with a focus on critical reflection / reflective practice theory and techniques. Team building activities will also be utilised.

7. Online Discussion Forums

Aspirants will participate in three online discussion forums (Terms 1, 2 and 3). As per this requirement in the orientation year, this involves considering a discussion question, article or other stimulus material, making an initial comment before responding to the comments posed by other aspirants.

8. Key Learnings Forum

To conclude the program, aspirants will participate in a half-day forum facilitated by the CEOWA program convenor. Aspirants are required to prepare and submit a 1500 word (maximum) reflection paper on the day of the forum with responses to four questions forming the basis of discussion. Forum questions will be provided at the beginning of the enrichment year and aspirants are expected to compile their reflection paper as the year proceeds.

Note that in the event that a participant is successful in attaining a principalship mid-program, participation in remaining modules is encouraged.

ABSENCES

For collegial and administrative purposes, it is important that cohort participants complete the program in the allotted two-year timeframe.

Although successful completion of the program requires participant attendance at all modules, it is acknowledged that absence due to extenuating circumstances occurs from time to time (e.g. unexpected illness). As such, participants are entitled to request permission to complete up to a maximum of two modules by correspondence. This requires submission of an appropriately researched and referenced reflection paper (1000 words) based on module readings. Note that holiday plans and social events conflicting with modules are not acceptable reasons for absence. Further, periods of long service leave should be planned around module offerings.

If illness prevents attendance at a module, affected participants must contact the Administrative Assistant, Leadership & Organisational Development Team, on (08) 6380 5144 or leadershipceowa@ceo.wa.edu.au prior to the start of the module. Planned absences must be negotiated with the Consultant, Leadership & Organisational Development on (08) 6380 5234.

Absence beyond the two module limit will result in termination of enrolment for that year. In exceptional circumstances, a participant may be permitted to complete outstanding modules the following year.

ONLINE EVALUATION

The evaluation of each module is critical to the formulation of presenter feedback and the ongoing refinement of future program content and activities. To facilitate this process, participants will receive an email after every module from the Administrative Assistant, Leadership & Organisational Development Team, containing a link to an online evaluation form posing a series of quantitative and qualitative questions. As a program requirement, participants will have three working days to complete and submit responses. Note that responses are confidential and that the tool does not permit identification of individuals.

VENUE

In Term 4 of each year, the web-based module schedule will be updated to provide venue details. You will also receive an email reminder prior to the commencement of each module with information regarding room changes, participant requirements and other program-related specifics.

COSTS

This is a free program for both teachers and CEOWA participants with funding provided through the Catholic Education Commission of Western Australia (CECWA).

However, schools are expected to fund the days of teacher relief associated with the modules planned during term time (i.e. eight days during the orientation year and six days during the enrichment year). At the end of each year of the program, on the provision that the participant meets all obligations detailed in the *Expectations* section of this document, a 100% teacher relief reimbursement payment will be made to each participant's school.

Note that costs incurred via participant travel by vehicle will not be reimbursed. Rather, participants are encouraged to claim mileage on their personal income tax return. Consultation with the Australian Taxation Office regarding record maintenance is recommended.

CERTIFICATION

Participants who successfully attend and participate in all program components will receive a citation for modules undertaken in addition to a certificate of completion signed by the Director of Catholic Education.

WACOT PROFESSIONAL RENEWAL

WACOT require the recording of professional learning for renewal of membership. Registered members can record details of the modules completed as part of this program online. For further detail, refer to the WACOT website at www.wacot.wa.edu.au

APPLICATION PROCEDURE

Download and complete Part A of the Application Form. Forward this to your principal, CEOWA team leader or CEOWA Executive member for written endorsement of Part B before asking them to lodge both parts on your behalf with the Catholic Education Office. You will receive email confirmation upon receipt of your application.

Parts A and B of the application form may be faxed, mailed or scanned and emailed to the Administrative Assistant, Leadership & Organisational Development Team, at the Catholic Education Office.

Fax (08) 6380 5285
Mail PO Box 198 Leederville WA 6903
Email leadershipceowa@ceo.wa.edu.au

Upon receipt of your application, your responses, principal / CEOWA supervisor endorsement and references will be used to create a short-list for the interview phase. All members of this shortlist will be required to complete online profiling of emotional intelligences before attending a CEOWA panel interview at a mutually agreed date and time. All candidates will be informed of the outcome of the application process in early January 2011.

FINAL DATE FOR APPLICATION SUBMISSION

Applications must be received at the Catholic Education Office on or before Friday, 05 November 2010 (Term 4, Week 4).

ENQUIRIES

Please direct all enquiries regarding this program to the Administrative Assistant, Leadership & Organisational Development Team, on (08) 6380 5144 or via email at leadershipceowa@ceo.wa.edu.au