



CATHOLIC EDUCATION  
OFFICE OF WESTERN AUSTRALIA

## **CATHOLIC EDUCATION LEADERSHIP PROGRAMS**

### **OVERVIEW**

**All who are called to leadership roles in Catholic education must remember that, as leaders in the Church, theirs are roles of Christian service. As such, these people are called to embody the vision, values and outlook of the Catholic school in all that they say and do. That is, leadership through witness is critical for school community effectiveness (Bishops' Mandate #95).**

The leadership programs have been designed to assist the ongoing development of leadership capacity for school-based and Catholic Education Office of Western Australia (CEOWA) staff.

The content for these programs is based on the Mandate (2009 - 2015), the domains of the Leadership Framework for Catholic Schools in Western Australia and Quality Catholic Schooling (QCS) components that are grouped according to these domains.

### **QUALITY CATHOLIC SCHOOLING (QCS): GOAL**

To create a whole-school planning and improvement framework for all Catholic Schools that:

- Engenders a culture of self-review and self-improvement
- Focuses on students thereby seeking to improve their learning and life chances

### **THE QCS PROCESS**

#### **Work Strand 1**

This process involves the creation of a Whole School Improvement Framework for schools to use by way of self-review. This process involves:

- Formulation of twenty four School Improvement components (grouped according to the domains of the Leadership Framework for Catholic Schools in Western Australia)
- A seven-level rating scale for each component that will ultimately be used by schools to determine areas of strength and those requiring improvement
- Implementation of a five year cycle of review (i.e. a focus on 5 components per year)

In 2010, sixteen pilot schools tested the first four QCS components that were written in 2009 while the remaining 21 components were written. 2010 also witnessed all Western Australian Catholic schools trialing one of the four original components with an e-platform eventually being developed to support the evidence gathering process. It is envisaged that the first full school improvement framework cycle for all schools will commence in 2011.

## Work Strand 2

This involves the development of leadership capacity to ensure that the QCS Framework actually makes a difference.

The five Catholic Education Leadership Programs (The Emerging Leaders' Program, the Designated Leaders' Program, the Aspiring Principals' Program, the Principal Induction Program and the Principal Development Program) have been designed around the domains of the Leadership Framework and QCS components to ensure that this occurs.

Further, as the QCS component rating scales and supporting data are evolve, the four capabilities of the Leadership Framework (personal, professional, relational and organisational) will be developed. As with any cycle of continuous improvement, as this occurs, the content of each of the leadership program modules will be evaluated and refined to ensure that learning outcome are apposite with the needs of leaders.

### THE LEADERSHIP FRAMEWORK & QCS COMPONENTS

QCS Framework Components are grouped according to the domains of the Leadership Framework for Catholic Schools in Western Australia.

This Framework is represented by the metaphor of the growing tree – a representation of the organic nature of Catholic school leadership. Behind this metaphor lies the parable of the sower.

Jesus is the soil in which the tree is planted. He is the source of nutrients. The four capabilities in which Catholic leadership is expressed – the *personal, professional, relational and organisational capabilities* of school leaders, are the roots which anchor the tree and the means by which nutrients are drawn from the soil. These roots ultimately determine the degree to which the tree – its trunk, branches and leaves, survive and flourish. The capabilities of school leaders are required to be highly adaptable and attentive to their ecclesial, economic, political and socio-cultural contexts.

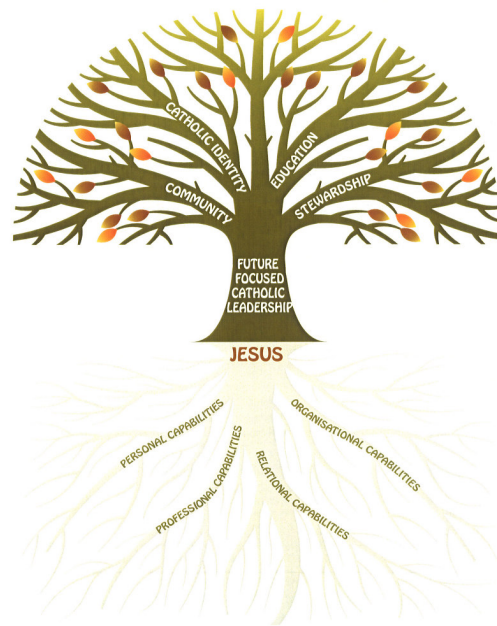
Defined in simple terms, the capabilities are:

- **PERSONAL CAPABILITIES**...or those attributes specific to the character of a Principal that determine how effectively they assimilate and apply learning from situations they experience.
- **PROFESSIONAL CAPABILITIES**...or the body of natural and/or learned knowledge and skills required to discharge the role of Principal.
- **RELATIONAL CAPABILITIES**...or the ability of the Principal to connect with, understand and relate to others.
- **ORGANISATIONAL CAPABILITIES**...or the ability to know where the school is at, where it wants to go and how it can get there. This requires a Principal to collaborate, understand, anticipate, create, influence and implement.

The trunk, or structural support system, circulates the religious dimension that makes the Catholic school distinctive. As is the case with any effective support system, it must be strong and possess the capacity to consider the future at all times – bending but not breaking.

The branches tree represent the four domains through which leadership is exercised – Catholic Identity, Education, Stewardship and Community, or the various ways by which the tree expresses its identity.

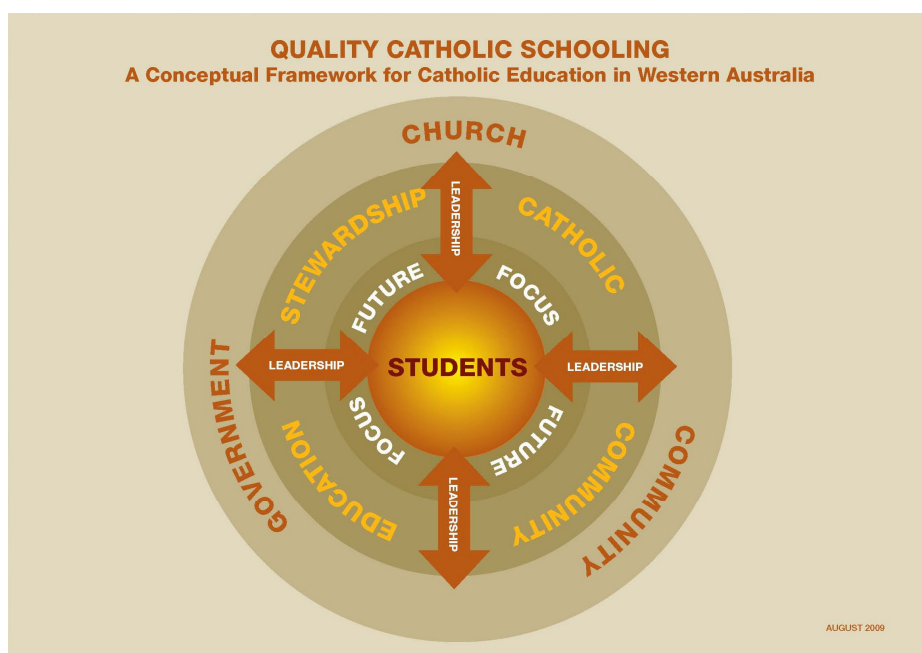
## The Leadership Framework for Catholic Schools in Western Australia



To continue this metaphor, the various QCS components represent the leaves on the branches of the tree (i.e. the Leadership Framework domains).

In this way, the QCS components inform the thinking and actions of the leader when planning and implementing activities to guide the holistic formation of students. When doing so, it is important to examine not only the present reality but future possibilities. That is, it is absolutely critical that the domains and QCS components are examined through a “future-focused” lens. Ultimately, the QCS Framework provides a means by which Principals, members of their leadership team and staff are able to gauge the effectiveness of these activities in addition to providing a means by which to make decisions regarding refinement.

Developing leadership capacity in this way ensures that leaders are informed of prevailing Church, Government and Community requirements and expectations as they guide their school communities through activities based on the Leadership Framework domains in addition to the QCS components.



## **LEADERSHIP FRAMEWORK DOMAIN 1: CATHOLIC IDENTITY**

Catholic leaders promote the purposes and aims of evangelisation. As such, they are invited to develop their school communities as faith communities by emphasising its religious dimension.

They are encouraged to ensure that Christian values are reflected in attitudes and school policies and practices whilst recognising the ecclesial nature of Catholic education and the importance of a dynamic relationship with the diocesan Church.

### **QCS COMPONENTS**

- Vision and Mission
- Evangelisation
- Catholic Life and Culture
- Social Action and Justice

## **LEADERSHIP FRAMEWORK DOMAIN 2: STEWARDSHIP**

The domain of stewardship recognises that God is creator of the universe and that policies and organisational structures serve individual and communal development, as well as care for the earth.

Stewards are called upon to design and implement policies and procedures that ensure equity via the effective use and maintenance of the human, physical and financial resources of the school.

This also involves the ensuring accountability to Church, Government and wider community authorities through effective monitoring, review and reporting mechanisms.

### **QCS COMPONENTS**

- Professional Learning
- Staff Wellbeing
- Finances & Facilities
- Accountability
- School Improvement Processes

## **LEADERSHIP FRAMEWORK DOMAIN 3: EDUCATION**

Educational leaders contribute to the development of a climate of enquiry and a love of learning in themselves and the members of their school communities. As such, they are required to acquire knowledge, lead, manage and monitor the school improvement process, live out Christian values and encourage the discovery of truth.

They support learning across the local school and the wider system, offering a multiplicity of learning experiences designed to nurture a lifelong love of learning and enquiry, leading to wise and moral choices that support a fullness of life.

They demonstrate the capacity to model important values and behaviours to the school community, including a commitment to the creation and development of effective professional learning communities.

## **QCS COMPONENTS**

### **Student Learning**

- Vision for Learning
- Curriculum
- Learning Environment
- Teaching Practices
- Assessment
- Reporting
- Evaluation and Planning
- Student Achievement

### **Student Support**

- Students with Special Learning Needs
- Cultural Diversity
- Student Wellbeing and Pastoral Care
- Student Engagement

## **LEADERSHIP FRAMEWORK DOMAIN 4: COMMUNITY**

Catholic leaders are responsible for developing, promoting and sustaining the Catholic life of the school community.

They are called upon to foster a safe, purposeful and inclusive learning environment whilst developing constructive and respectful relationships within their community.

In the Catholic tradition, community is underpinned by the principles of Catholic social teaching – the common good, subsidiarity, solidarity and participation.

Consequently, school community leadership requires the design of organisational structures that are characterised by service, collaborative decision-making, genuine participation and patterns of cooperation.

## **QCS COMPONENTS**

- Engagement with Families
- Engagement with the Church through the Parish
- Community Partnerships

## **PROGRAM PLANNING, DELIVER, EVALUATION & REFINEMENT**

For Programs 1 through 5, each Executive member is responsible for one of the Leadership Framework domains around which modules / sessions are organised and designed.

- Debra Sayce                      **Catholic Identity / Community / Education**
- Bernie O'Shea                    **Stewardship**
- Dr Alec O'Connell               **Stewardship**

In conjunction with CEOWA Team Leaders, these Executive members ensure the development of module / session content and activities based on the domains of the Leadership Framework and associated Quality Catholic Schooling (QCS) components. When available, they also host the module on day of delivery.

CEOWA Team leaders provide support to their Executive member by working collaboratively with other team members (co-presenters) to plan module / session content and activities and facilitate content and activities on the day.

Recipients of adult facilitation training are also invited by the working party to provide advice with regard to the development and delivery of module activities, facilitate activities on the day and provide peer review and feedback – to observe presenters “in action” before suggesting refinement recommendations.

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.