How to use this framework…

Make this FRAMEWORK your own… This is a generic framework for leaders in Qld Catholic schools. Individuals, groups and school communities should critique the leadership dimensions and leadership capabilities so that the framework reflects local language, conditions and priorities.

Make this FRAMEWORK real… Tell stories that illustrate both the presence (and the absence) of the various dimensions and capabilities of leadership in Qld Catholic schools. Real life stories will make this framework document more meaningful and powerful.

Make this FRAMEWORK creative… Link the framework to school renewal. Use this framework to imagine the future and to make your vision a reality. Describe the future and identify implications for leadership in terms of the dimensions and capabilities and then plan for that future.

Make this FRAMEWORK useful… Re-write the framework to suit different roles and responsibilities. Ask what are the dimensions and capabilities of roles such as principal, deputy principal, teacher or Board member.

Use the DIMENSIONS… Establish performance objectives and check these objectives against the various dimensions of leadership. Make sure that all the dimensions are covered. Employing authorities may use these dimensions in developing selection criteria, role descriptions, supervision and performance reviews.

Use the CAPABILITIES… Individuals can use these capabilities to develop a role portfolio for professional growth and to guide their plans for personal and professional development. These leadership capabilities may help employing authorities to plan professional development programs.

Use the FRAMEWORK to establish a mentoring program… Mentors can use the framework to identify what they may offer to the next generation of leaders. Similarly, mentees may use the framework to identify areas for personal and professional development. The framework is intended to facilitate conversation within a mentoring program and offers an opportunity for mutual learning.

Dr Gayle Spry from the School of Educational Leadership, ACU National is available to assist individuals and groups who want to assistance with using this framework. g.spry@mcauley.acu.edu.au

Catholic Educational Leadership, a Flagship of Australian Catholic University.

A Framework for Leadership in Qld Catholic Schools

This leadership framework document was developed during a QCEC/ACU research project to address the issue of leadership succession. This framework identifies the dimensions and capabilities of leadership in Qld Catholic schools and supports the development of processes for performance management and development.

This research project involved an extensive, statewide consultation. Principals, deputy principals, assistant principals, school board chairs and representatives from Diocesan Catholic Education Offices and Religious Institutes were invited to participate in interviews, face-to-face meetings and on-line.

A full report of this project is available on-line from the QCEC Secretariat http://www.qcec.qld.catholic.edu.au or from Dr. G. Spry (g.spry@mcauley.acu.edu.au).
Dimensions of Leadership

These leadership dimensions represent the significant action areas for principals in Qld Catholic schools. These dimensions assist leaders to establish performance objectives and to reflect on practice.

Inner Leadership

Inner leadership leads to personal development. Here the leader seeks to achieve an authentic Self thus enhancing their ability to serve the school community and the wider society. This requires balanced development in a number of dimensions including physical, cognitive, emotional, aesthetic, social, moral and spiritual development. Inner leadership involves personal reflection, freeing ourselves of habitual mindsets and behaviours to make conscious choices and becoming integrated and autonomous people acting in accordance with values and purpose.

Interpersonal Leadership

Interpersonal leadership focuses on building working relationships with the various members of the school community as well as the wider community. Here there is a strong commitment to integral human development for all, based on one’s personal values and a respect for the whole person within community. Interpersonal leadership involves moving from being aware of another's presence or existence to sharing one’s personal self and being open to growth induced by the reactions of the other.

Organisational Leadership

Organisational leadership focuses on various aspects of management at school level with a view to ensuring efficiency and effectiveness. Organisational leadership is associated the Christian ethic of stewardship and requires a commitment to the Common Good. This form of leadership involves strategic thinking, developing cultural meaning through policy and practice, managing physical and financial resources, facilitating performance management and being accountable to the school community and external authorities.

Educative Leadership

Educative leadership plays a critical role in the teaching and learning process by helping teachers and other members of the school community to discover meaning in what they do, while investing in them the capacity to bring about curriculum change. Educative leadership involves futuristic thinking and link s curriculum development with an inspiring vision of a preferred future. It also involves placing teaching and learning at the centre of decision-making, heightening the level of professional dialogue about educational practices and encouraging individual innovation within a learning community.

Community Leadership

Community leadership focuses on achieving solidarity or patterns of co-operation, expresses human interdependence and is the means to achieve the Common Good. Community leadership is about nurturing positive interpersonal relations, as well as facilitating social and moral development. Subsidiarity is fundamental with leaders distributing responsibility, accountability and decision-making among those directly concerned with specific tasks. It is also important to establish and support a community of ethical inquiry.

Faith Leadership

Faith leadership focuses on sharing the Catholic faith with the intention of influencing and enriching the lives of students, staff and other members of the school community. This dimension of leadership provides educational opportunities for members of the school community to encounter the Catholic faith, to experience its gift and to enhance life decisions in response to it. Guided by faith, hope and love, faith leaders support a community of life and worship through which to recognize, to accept and to cooperate with the mysterious action of God in our lives.

Capabilities for Leadership

These leadership capabilities represent an integration of knowledge, skills, personal qualities and understanding. These capabilities assist leaders to identify areas for personal and professional development.

PERSONAL CAPABILITIES
- Developing self-knowledge
- Displaying imagination and vision
- Showing confidence, optimism and resilience
- Exemplifying honesty and integrity
- Integrating work and personal life
- Seeking spirituality

RELATIONAL CAPABILITIES
- Demonstrating emotional maturity
- Projecting empathy
- Displaying a trusting disposition
- Cultivating productive working relationships
- Communicating with influence
- Engaging positive politics

PROFESSIONAL CAPABILITIES
- Being contextually aware and responsive
- Displaying curriculum and pedagogical know-how
- Inspiring a communal purpose and vision
- Engaging strategic thinking and planning
- Demonstrating sound organisational and fiscal management
- Focusing on outcomes and is accountable

MISSION CAPABILITIES
- Committing to a personal journey of faith
- Giving witness to Gospel values, particularly social justice
- Developing scriptural and theological understanding
- Acting as an agent of evangelisation
- Cultivating the school’s Catholic identity
- Engaging Catholic school renewal