GUIDING CONCEPTIONS

LEADERSHIP ACTIONS IN THE FIVE KEY AREAS

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The litmus test of all leadership is whether it mobilises people's commitment to putting their energy into actions designed to improve things. It is individual commitment, but above all it is collective mobilisation (Fullan 2001:9).

The following features should be apparent in all of the actions of school leaders:

1. Having a clear moral purpose
2. Relationship building
3. Understanding and managing change
4. Creating and sharing knowledge
5. Ensuring coherence and alignment of structures

1.1 School's Catholic identity
1.2 Education in life and faith
1.3 Celebration of life and faith
1.4 Action and social justice

2.1 Vision for teaching and learning
2.2 A learning culture
2.3 Policy and program development
2.4 Teacher professionalism

3.1 Focus on student learning outcomes
3.2 Curriculum and assessment
3.3 A safe and effective environment for teaching and learning
3.4 Quality teaching and learning

4.1 Professional learning and development
4.2 Staff appraisal and performance review
4.3 Resources
4.4 Pastoral care

5.1 Communication with families
5.2 Partnerships
5.3 Service to the wider community

School leaders actively and collaboratively promote, maintain and enhance the Catholic identity of the school.

School leaders actively and collaboratively promote, maintain and enhance an education in faith, and opportunities for faith development.

School leaders actively and collaboratively promote, maintain and enhance processes for reflection, prayer and liturgical celebration.

School leaders actively and collaboratively uphold a commitment to social justice and action in the school and wider community.

School leaders actively and collaboratively develop and communicate a whole-school vision that is centred on the guidance and improvement of teaching and learning.

School leaders actively and collaboratively promote and build a culture that supports the school's vision for teaching and learning.

School leaders plan, strategically and collaboratively, to develop policies and programs that support the school's vision for teaching and learning.

School leaders actively and collaboratively build a culture that promotes teacher actions and teacher-student relationships that are appropriate to the vision and mission of the Catholic school.

School leaders actively and collaboratively advocate and ensure a teaching and learning focus on student learning outcomes.

School leaders actively and collaboratively develop curriculum and assessment policies and programs. They mobilise others to implement these policies.

School leaders actively and collaboratively cultivate and promote a safe and effective environment for teaching and learning.

School leaders actively and collaboratively assist their colleagues to improve teaching practice.

School leaders are learners who actively and collaboratively encourage and support the professional learning of their colleagues.

School leaders actively and collaboratively promote, support and participate in staff appraisal and performance review programs that aim to ensure accountability and improve teaching quality.

School leaders actively and collaboratively select and organise resources to promote student learning.

School leaders actively and collaboratively promote and implement the school's pastoral care policies and programs.

School leaders actively and collaboratively encourage and facilitate effective communication with families.

School leaders forge partnerships with individuals and groups who can have a positive impact on students' growth and learning.

School leaders emulate the model of Jesus Christ in providing service to the wider community.