Mercy College Leadership Mentoring

Action Research Project

Developing the leadership capacity of middle leaders through targeted and directed mentoring
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).
GUIDING CONCEPTIONS OF LEADERSHIP

- Understanding Change
- Moral Purpose
- Relationship Building
- Knowledge Creation and Sharing
- Coherence Making
Project Philosophy

- Development of curriculum and pastoral leadership – whole school learning, planning and action strategies
- School improvement agenda – curriculum and pastoral leadership for school improvement
- Supporting leaders – vision and goals for leadership
- Self and peer review – school improvement
- Critical friend mentor – review strategies for leading
- Building leadership capacity – leading staff to improved student outcomes
- Leading collegiality – model leadership actions, attitudes and processes and practices
Leadership Standards

Building Leadership Capacity

Mentoring for Leadership

Leading for strategic development

Building Leadership Capacity
Leadership Standards

**AREA 1**
**THE FAITH COMMUNITY**

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

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

1.3 Celebration of life and faith
   School leaders actively and collaboratively promote, maintain and enhance processes for reflection, prayer and liturgical celebration.

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

**AREA 2**
**A VISION FOR THE WHOLE SCHOOL**

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

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

2.3 Policy and program development
   School leaders plan, strategically and collaboratively, to develop policies and programs that support the school’s vision for teaching and learning.

2.4 Teacher professionalism
   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.
Action Research Project

Pairing of a first time leader with an experienced leader.

Pairs undertake guided **leading and leadership dialogue** with support and direction from an external facilitator specialising in *mentoring for effective leadership*.

Dialogue about leadership and leading framed around the Guiding Conceptions of Leadership and specifically focusing on the identified leadership standards.
Leaders

• **Novice Leader**: A person in the first year of their leadership role undertakes this project with the endeavour to **explore** what **leadership** is and how they can **evolve** their **knowledge, skills and understanding**.

• **Experienced Leader**: A person with one or more years in their leadership role undertakes this project with the endeavour to **explore** their **knowledge, skills and understanding** of what leadership is and how they can **continue to evolve and develop** their leadership capacity.
Mentoring

- **Mentor Pair:** A novice leader and an experienced leader **share** their **exploration of the leadership** standards with the intention of acting as confidential colleagues able to be a **critical friend** to each other as they evolve and develop their leadership capacity as individuals and as members of the Mercy College leadership group.
Mentoring

• **Mentor Consult**: An external facilitator expert in educational leadership in a Catholic context works with the action research group participants in relation to the project. Consultations are confidential and directed towards **building the leadership capacity of individuals** as they lead for ongoing school improvement.
Articulating understanding of leadership standards and Mercy Action Research Project Scope

Team Members explore personal leadership action research project foci and team defines notions of mentoring

Review, Reflection and Renewal of approaches to leadership mentoring at Mercy College

Leadership projects actioned supported by mentoring experiences. Leadership standards reflection.
Mentored Leadership Action Research Stories

• Action research involvement
• Memorable ‘learnings’
• Mentoring experiences