### Alignment with Guiding Conceptions of Leadership

<table>
<thead>
<tr>
<th>Guiding Conception</th>
<th>Features</th>
<th>Performance Management Strategy alignment</th>
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<tbody>
<tr>
<td><strong>HAVING A CLEAR MORAL PURPOSE</strong></td>
<td>By acting in response to a clearly identified need, with a clear moral purpose from the outset, leaders can accurately and perceptively reflect on the extent to which the original purpose was achieved.</td>
<td><strong>Induction:</strong> in order for the new leader to establish and articulate and clear sense of purpose and direction for themselves as a leader and for their appointed leadership role they need to enter into dialogue with the Catholic school vision and share in the moral purpose of leadership in their specific school context. The original purpose must be clearly established with the new leader before developing an action plan for the role. <strong>Performance Appraisal</strong> starts with revisiting the original purpose of this role within the learning community.</td>
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| **RELATIONSHIP BUILDING**           | The leader is persuasive, convincing other to join in the effort. Exercises interpersonal and facilitative skills:  
  - Listening  
  - Joint problem-solving  
  - Honouring other people’s ideas  
  - Maintaining focus  
  - Knowing when to be decisive  
  Moves the group forward to action. | The successful negotiation of all phases of the performance management process / cycle will depend on the strength of the relationship built with the new leader and his / her manager and colleagues. At each phase of the cycle the leader needs monitor and strengthen the professional trust relationships with team members and other colleagues. |
| **UNDERSTANDING AND MANAGING CHANGE** | Builds a shared understanding of the purpose and nature of the change  
  - Recognises and works with resistance to change  
  - Makes use of accurate data and feedback  
  - Models and coaches the learning necessary to implement the change  
  - Seeks, shares and acts upon relevant research  
  - Documents and evaluates change efforts  
  - Contributes to the school as a learning organisation | **Induction:** The new leader needs to understand the way change is promoted, driven or hindered by the current school organization and decision-making processes. **Performance Planning:** Realistic goals, targets, milestones and potential evidence should be established around desirable and / or expected changes within the new leader’s area of influence. **Support and Development:** The new leader should be given the opportunity to further develop their change management capacity through mentoring, coaching and feedback. |
| **CREATING AND SHARING KNOWLEDGE**  | Leaders work toward an accountable professional culture based on shared professional standards, reflective dialogue about practice, collaboration and the de-privatisation of practice:  
  - Encourages colleagues to take up leadership roles. | **Planning:** Cleary articulating the learning and development focus of performance management. **Support and Development:** Co-creating success through a well-planned performance management strategy will build the capacity of both the new and mentor leaders. **Review:** A review process should be used to measure, evaluate and identify the key learning of the individual ad how these have contributed to the achievement of goals and targets and how this learning has been shared with colleagues. **Evaluation:** What I and we have learned is an important part of this phase. |
| **ENSURING COHERENCE AND ALIGNMENT OF STRUCTURES** | Ensures that change initiatives are aligned with existing school policies and programs  
  - Motivates individuals to become more skilled and thoughtful regarding their work  
  - Establishes structures that can be maintained overtime | **Induction:** School priorities and their alignment with the Catholic school vision should be articulated clearly. **Support and Development:** Well planned opportunities for evidence based reflection on practice and revision of learning goals will ensure that leadership learning and enactment will be closely aligned with the Catholic school vision, school priorities and the needs of the individual. |