

The Leader's Capabilities

The three Leader's Capabilities indicated below incorporate the qualities, attitudes, dispositions and observed behaviours that serve to inspire and motivate others across the core and supporting dimensions.

Personal Capabilities:

- Establishes regular patterns of prayer, worship and service
- Articulates a personal faith
- Engages in personal theological reflection
- Takes time to reflect on personal motivations, beliefs, values and behaviours
- Exemplifies honesty and integrity
- Acts as a thoughtful caring person
- Effectively integrates work and personal life.

Interpersonal Capabilities:

- Shares personal faith experiences
- Is an example of faith, hope and love
- Displays confidence, curiosity, enthusiasm, optimism and resilience
- Displays emotional intelligence in working with individuals and groups
- Affirms the work of others and demonstrates a genuine interest in and concern for people
- Builds an inclusive community by forging personal and professional bonds with others
- Cultivates productive working relationships
- Deals openly with difference and successfully negotiates solutions.

Professional Capabilities:

- Situates work within the faith community of the Church
- Applies ethical standards to complex and value-sensitive situations
- Models life-long learning
- Is knowledgeable about contemporary directions and specific issues in education
- Displays accountability for work and focuses on intended results
- Builds organisational capability and responsiveness through others
- Responds to staff and community issues and concerns
- Nurtures effective learning environments for a diverse range of students
- Embodies the Catholic vision in the school's goals, policies, programs, structures and operations

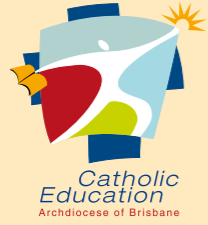
This leadership framework involved extensive consultation with Principals and also draws from the 2005 Brisbane Catholic Education Centre Renewal Process and the 2004 Queensland Catholic Education Commission Framework for Leadership in Queensland Catholic Schools. Acknowledgement is also made of the eclectic use of frameworks from Sydney, Wollongong, Hobart and Melbourne Catholic Education Offices.

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LEADERSHIP FRAMEWORK





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DIMENSIONS OF LEADERSHIP

Core Dimensions

The two core dimensions provide the focus for lifelong and life-giving learning by giving leadership to Learning and Teaching within the evangelising mission of the Church.

Religious Leadership

The Catholic Christian tradition, founded on faith in Jesus Christ, is at the core of Catholic schools in the Archdiocese of Brisbane. Religious leadership facilitates spiritual formation through a dynamic process of growth in the understanding and practice of Christian faith and spirituality. This is expressed in dedicated structures, specific programs, communal support and resources.

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

Religious leaders:

- Articulate and promote the Archdiocesan vision of *Jesus Communion Mission*
- Nurture the Catholic life of the school and the integration of beliefs and values
- Promote school partnerships with the parish, deanery and Archdiocesan communities
- Provide leadership in Religious Education
- Develop the religious dimension of all aspects of school life
- Implement pastoral care policies and programs
- Nurture staff spiritual and theological formation
- Facilitate Christian community service and social justice.

Educative Leadership

Educative leadership utilises a developmental approach to link the development of effective learning and teaching with contemporary curriculum to provide high quality student learning. Educative leaders engage teachers and other members of the school as a learning community to discover meaning in what they do, while developing in them the capacity to bring about change on behalf of students.

Educative leadership involves an inspiring vision of a preferred future which forges relationships between local practice and wider educational thinking; places teaching and learning at the centre of decision-making; heightens the level of professional dialogue about educational practices and encourages individual innovation.

Educative leaders:

- Develop and promote a Catholic educational vision
- Build a collaborative learning culture
- Facilitate effective pedagogy
- Develop and implement a holistic, high quality curriculum
- Focus on student learning outcomes
- Provide for diverse student needs
- Design and implement appropriate assessment and reporting processes
- Quality assure practices, programs and performance.

Supporting Dimensions

The three supporting dimensions underpin the core Religious and Educative dimensions.

Staff Leadership

Staff leadership meaningfully integrates the personal and professional experiences of staff through distributive leadership, mutual accountability, inclusive processes and planned professional learning. This includes team work and succession planning as well as selection, induction, professional learning, review and goal setting.

Staff leaders:

- Ensure effective staff selection, recruitment, induction and developmental learning
- Implement staff performance management including monitoring, review and appraisal

- Manage staff and workplace practices efficiently and effectively
- Facilitate staff spiritual, personal and professional formation
- Engage in succession planning and leadership development of staff
- Establish and manage effective employee relations
- Facilitate a positive staff culture.

Strategic Leadership

Strategic leadership is directed towards the development, alignment, attainment and review of the vision, mission and the strategic goals for the school as set out in the school's strategic renewal plan. Such leadership ensures that the beliefs, values and educational philosophy of the school programs gives direction to the work of staff, the participation of parents and partnerships in the community.

Strategic leaders:

- Give local context to the Archdiocesan Vision and the Vision Statement for Catholic Education to *Teach Challenge Transform*
- Ensure school strategic renewal plans engage and align with the *Strategic Renewal Framework*

- Manage the annual implementation of the school strategic renewal plan
- Promote an Archdiocesan perspective in school deliberations
- Develop a culture of reflection, self review and improvement
- Facilitate appropriate change
- Develop partnerships with parents, especially through the School Boards and the Parents and Friends Association.
- Promote and market the school in the community.

Organisational Leadership

Organisational leadership focuses on the development, support, monitoring and evaluation of operational processes. It is an expression of the Christian ethic of stewardship and a commitment to the common good. It involves effective engagement with key stakeholders such as the Parish Pastoral Council, Parish Finance Council, the Parents and Friends Association and School Board in developing policy and practice to manage and account for physical and financial resources.

Organisational leaders:

- Ensure school policies, processes and activities are aligned with the school strategic renewal plan

- Comply with policy and legislative requirements
- Ensure effective financial management
- Facilitate the implementation of information technology
- Manage enrolments within policy and resources
- Provide appropriate risk management
- Establish efficient systems of data and records management and retention
- Ensure facilities maintenance within OH&S practices
- Establish effective communication and decision-making processes.