



Leading Learning: The Parramatta Catholic Education Leadership Framework

The Leadership Framework establishes a shared understanding of Leadership.

The Framework has four core elements: Catholic Culture, Leading Pedagogy, Leading Self and Others and Stewardship.

Each of these elements has a context statement, accountabilities and indicative practices designed to give life to the Framework in different leadership contexts.

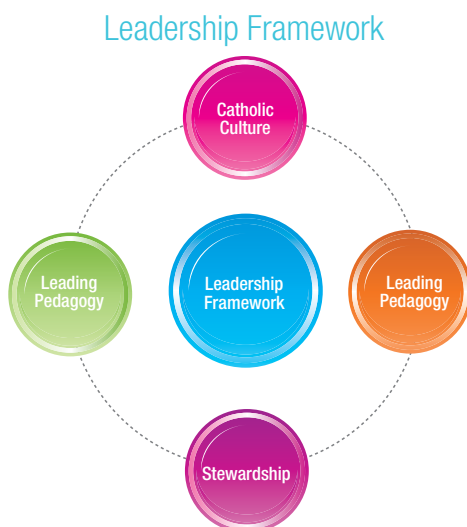




How does the Leadership Framework relate to the overall Parramatta Catholic Education Framework?

The Leadership Framework details the 'Leading Learning' domain of the Education Framework as four relationships:

- The 'Catholic Culture' element details the direct relationship between Leading Learning and Quality Catholic Schooling
- The 'Leading Pedagogy' element details the relationship between Leading Learning and Learning and Teaching
- The 'Stewardship' element details the relationship between Leading Learning and the Learning Environment
- The 'Leading Self and Others' element details the relationship between Leading Learning and the Community of Learners



Parramatta Catholic Education Framework



Parramatta Catholic Education Leadership Framework for School Leaders

Catholic culture

School leaders ensure the school community is recognisably Catholic and contributes to the evangelising mission of the Church

This requires school leaders to:

- Support the work of the parish/es in building a Catholic community
 - Ensure the sacramental life of the school is sustained and nurtured
 - Model and promote Catholic life and living
 - Ensure an appropriate RE curriculum is implemented in the school
- ### They do this in ways such as:
- Acting justly and with integrity
 - Building and maintaining relationships with parish priests
 - Promoting partnerships with parents and caregivers
 - Building relationships with the parish and the wider community
 - Participating in, leading and promoting the prayer, spiritual and liturgical life of the school
 - Operating in a spirit of reconciliation and celebration
 - Witnessing to the living of the Gospel, Catholic teachings and the traditions of the Faith
 - Leading development implementation and evaluation of approved RE curricula
 - Promoting an inclusive culture

Leading pedagogy

School leaders are responsible for learning and teaching

This requires school leaders to:

- Establish goals and high expectations for all students and all teachers
 - Plan, coordinate and evaluate teaching and the curriculum
 - Plan and engage in professional learning with school staff on contemporary learning and teaching
- ### They do this in ways such as:
- Involving staff and others in the shaping of the school's goals
 - Embedding the system strategic intent into the school
 - Ensuring continued improvement in student learning outcomes
 - Learning with the staff from both evidence-based research and local practice
 - Promoting and building creative and innovative learning/teaching environments
 - Ensuring a safe, secure and supportive learning environment
 - Protecting time for learning and teaching by reducing external pressures and interruptions
 - Being involved and visible in learning spaces
 - Using technologies to support learning/teaching

Leading self and others

School leaders build the capacity and capabilities of themselves and others

This requires school leaders to:

- Take responsibility for their own professional learning and growth
 - Challenge existing practice to ensure continuous improvement and reflection
 - Act strategically to plan and implement change
 - Recognise and celebrate achievement
 - Build a culture of collaboration
- ### They do this in ways such as:
- Guiding, mentoring and developing people
 - Inspiring and influencing others
 - Identifying and addressing performance issues in the school
 - Planning and coordinating a strategic approach to change
 - Building collaborative learning teams
 - Communicating effectively with a diverse range of people
 - Using transparent decision-making processes
 - Displaying resilience
 - Acknowledging when mistakes are made and learning from them

Stewardship

School leaders ensure that resources are used effectively

This requires school leaders to:

- Contribute to and benefit from system leadership
 - Ensure that the system strategic intent is delivered through the school goals and implementation plan
 - Align resources and professional expertise to the learning needs of the students and teachers
 - Take responsibility for financial and physical resource management
 - Ensure the school meets system and regulatory requirements
- ### They do this in ways such as:
- Ensuring there are appropriate resources for learning and teaching
 - Following system recruitment and selection procedures to ensure best-quality staffing
 - Developing and maintaining an effective budget process
 - Maintaining and enhancing the physical environment of the school
 - Developing partnerships with local business and community
 - Providing a transparent account of the school's performance to a range of audiences
 - Ensuring good records management
 - Promoting the life of the school to the wider community
 - Being the public face of the school
 - Promoting enrolment within the school
 - Developing the leadership of others

Parramatta Catholic Education Leadership Framework for School Leaders

Catholic culture

School leaders ensure the school community is recognisably Catholic by contributing to the evangelising mission of the Church

Leading Pedagogy

School leaders are responsible for learning and teaching

Leading self and others

School leaders build the capacity and capabilities of themselves and others

Stewardship

School leaders ensure that resources are used effectively

Strengthening the Catholic life of the school (Modules 1 and 2)

Leading Learning (Modules 1 and 2)

Leading Self and Others

Emerging Leaders Program (ELP)

Catholic school stewardship

Newly Appointed Leaders Program (NALP)
(including Induction and the Professional Partner Program*)

- Masters of RE
- Principal and senior staff spiritual formation
- Principals' seminars (guest speakers)
- ELIM, Module 2
- PEP (with a retreat/spiritual formation experience)

- Mentor Development (Mentors of new scheme teachers and of pre-service teachers)
- Masters of Educational Leadership
- 'Learning Together' – system learning
- School based leadership team development
- Academic partnerships and research
- ELIM, Module 1
- PEP (with a Leading Pedagogy component aligned to strategic directions)

- Covey 7 habits
- MEd Leadership (Parramatta Unit on Human Resource Development)
- Learning conversations
- Spiritual growth opportunities

- MEd Leadership (Parramatta Unit on Human Resource Development)
- Grievance handling and dispute resolution program (HREOC) for Principals/Assistant Principals
- Stewardship: for Principals/Assistant Principals; Child Protection; OH&S leadership; Compliance; Recruitment; policies and practices associated with employee entitlements; financial and resource management.

* The Professional Partners Program involves experienced principals partnering with beginning principals. As part of this program, the 'experienced' principals are offered a preparation program.