

LEADERSHIP FRAMEWORK FOR CATHOLIC PRINCIPALS AND VICE-PRINCIPALS

CATHOLIC FAITH, COMMUNITY AND CULTURE

The principal nurtures Catholic faith, community, and culture and models a commitment to gospel values.

PRACTICES

The principal will:

- build and sustain a collaborative Catholic professional learning community that promotes a sense of collective responsibility for the worth and dignity of all members of the community;
- participate in liturgies and prayers that nurture Catholic School culture and faith development;
- provide pastoral care to persons and situations in need;
- promote school programs, policies and procedures that are embedded with the fundamental concepts of human dignity, social justice and environmental stewardship;
- establish systematic and comprehensive program links that support school, parish and family life;
- fosters a commitment to equity of outcome and to closing the achievement gap.

COMPETENCIES

Skills

The principal is able to:

- facilitate liturgical and daily prayer experiences that celebrate Catholic life and support faith formation;
- recognise persons and situations which require a pastoral response;
- foster the relationship among parents, parish and the school community to support faith development and school programs.

Knowledge

The principal knows about:

- church teaching on education, culture, and the connection of faith with culture;
- the role of the administrator in shaping the Catholic culture of the school;
- the integral role that human dignity, social justice and environmental stewardship play in the faith formation of students and staff;
- the availability of resources to provide the pastoral care;
- personal strengths, styles and strategies to deepen relationships and networks.

Attitudes

The principal demonstrates:

- commitment to faith development through modeling, facilitation and mentorship;
- a strong, authentic and active faith reflective of gospel values;
- commitment to the promotion of Catholic school culture;
- empathy for the feelings and faith perspectives of others;
- commitment to excellence and service tempered by compassion;
- commitment to equity of outcome and closing the achievement gap.

SETTING DIRECTIONS

The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.

PRACTICES

The principal:

- ensures a Catholic vision is clearly articulated, shared, understood and acted upon effectively by all;
- works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement;
- demonstrates the vision and values in everyday work and practice;
- motivates and works with others to create a vibrant Catholic learning community, shared culture and positive climate;
- ensures creativity, innovation and the equitable use of appropriate technologies to achieve excellence;
- ensures that strategic planning embraces the diversity, values, and experiences of the school and community;
- provides ongoing and effective communication with the school community.

COMPETENCIES

Skills

The principal is able to:

- think strategically and build and communicate a coherent vision in a range of compelling ways;
- to inspire, challenge, motivate and empower others to carry the vision forward;
- model the values and vision of the board;
- actively engage the diverse community, through outreach, to build relationships and alliances.

Knowledge

The principal knows about:

- the Catholic faith tradition;
- local, national and global trends;
- ways to build, communicate and implement the Catholic vision;
- strategic planning processes;
- ways to communicate within and beyond the school;
- new technologies, their use and impact;
- leading change, creativity and innovation.

Attitudes

The principal demonstrates:

- commitment to setting and achieving ambitious, challenging goals;
- a belief that all students are created in the image of God;
- a belief that all students can learn;
- commitment to an inclusive, respectful, compassionate, equitable school culture based on Gospel values.

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

The principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal affirms and empowers others to work in the best interests of all students.

PRACTICES

The principal:

- treats people as fairly, equitably and with dignity and respect;
- creates and sustains a caring Catholic school culture;
- develops and implements effective strategies for staff induction, professional learning, faith formation, leadership, and performance review;
- uses delegation effectively to provide opportunities for staff to self-actualize;
- acknowledges and celebrates the achievements of individuals and teams;
- encourages colleagues to take intellectual risk;
- leads by example, modelling Gospel values;
- demonstrates transparent decision making and consistency between words and deeds;
- maintains high visibility in the school associated with quality interactions with staff and students.

COMPETENCIES

Skills

The principal is able to:

- foster an open, fair and equitable culture;
- develop, empower and sustain individuals and teams;
- give and receive effective feedback;
- challenge, influence and motivate others to discipleship and servant leadership;
- communicate effectively with a diverse range of people, including the public and the media;
- manage conflict effectively;
- listen empathetically and actively;
- demonstrate cultural competency.

Knowledge

The principal knows about:

- the significance of interpersonal relationships, adult learning and models of continuing professional learning;
- strategies to promote individual and team development and adult faith formation;
- the relationship between performance management and school improvement;
- the impact of change on organizations and individuals;
- effective media relations.

Attitudes

The principal demonstrates:

- commitment to effective working relationships;
- commitment to shared servant leadership;
- commitment to effective teamwork;
- confidence, optimism, hope, and resiliency, integrity and trust.

DEVELOPING THE ORGANIZATION

The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.

PRACTICES

The principal:

- builds a collaborative learning culture within the school and actively engages with other schools, parishes and community partners to build effective learning communities;
- nurtures and empowers a diverse workforce;
- provides equity of access to opportunity and achievement;
- supervises staff justly and effectively;
- uses performance appraisal to foster professional growth;
- challenges thinking and learning of staff to further develop professional practice;
- develops a school ethos which promotes shared knowledge and shared responsibility for outcomes;
- builds a harmonious community which works, reflects and prays together.

COMPETENCIES

Skills

The principal is able to:

- collaborate and network with others inside and outside the school;
- perceive the richness and diversity of school communities;
- foster a culture of change;
- engage in dialogue which builds community partnerships;
- listen and act on community feedback.

Knowledge

The principal knows about:

- building and sustaining a Catholic professional learning community;
- change management strategies;
- models of effective partnership;
- strategies to encourage parent involvement;
- ministry policies and procedures;
- models of behaviour and attendance management.

Attitudes

The principal demonstrates:

- acceptance of responsibility for school climate and student outcomes;
- Catholic discipleship and character;
- a transforming style of leadership based on trust and mutuality;
- authenticity;
- ethical behaviour.

LEADING THE INSTRUCTIONAL PROGRAM

The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively so that everyone can focus on teaching and learning.

PRACTICES

The principal:

- ensures a consistent and continuous school-wide focus on student achievement, using data to monitor progress;
- ensures that learning is at the centre of planning and resource management;
- develops professional learning communities in collaborative cultures;
- participates in the recruitment, hiring and retention of teachers with the interest and capacity to further the school's goals;
- provides resources in support of curriculum instruction and Catholic graduate expectations;
- buffers staff from distractions that detract from student achievement;
- implements strategies which secure high standards of behaviour and attendance.

COMPETENCIES

Skills

The principal is able to:

- demonstrate the principles and practice of effective teaching and learning;
- access, analyse and interpret data;
- initiate and support an inquiry-based approach to improvement in teaching and learning;
- establish and sustain appropriate structures and systems for effective management of the school;
- make organizational decisions based on informed judgements;
- manage time effectively;
- foster faith and moral formation of students.

Knowledge

The principal knows about:

- strategies for improving student achievement;
- new and emerging technologies to support teaching and learning;
- models of behaviour and attendance management;
- strategies for ensuring inclusion, diversity and access;
- curriculum design and management;
- tools for data collection and analysis;
- school self-evaluation;
- strategies for developing effective teachers;
- project management for planning and implementing change;
- legal issues to effectively manage the importance of effective student character development;
- exemplary Catholic educators and their systems of education;
- the liturgical year and appropriate ways of celebrating its major seasons and feast days with the school community.

Attitudes

The principal demonstrates:

- commitment to raising standards for all;
- commitment to closing the achievement gap;
- belief in meeting the needs of all students in diverse ways;
- commitment to sustaining a safe, secure and healthy school environment;
- commitment to upholding human rights.

SECURING ACCOUNTABILITY

The principal is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education. The principal is specifically accountable for the goals set out in the school improvement plan.

PRACTICES

The principal:

- ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation;
- works with the school council providing information and support so that the council can participate actively and authentically in its advisory role;
- develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g. school council, parents, board, supervisors);
- reflects on personal contribution to school achievements and takes account of feedback from others;
- participates actively in personal external evaluation and makes adjustments to better meet expectations and goals;
- creates an organizational structure which reflects the school's Catholic values and enables the management systems, structures and processes to work effectively in line with legal requirements;
- develops and applies appropriate performance management practices to goals and outcomes identified in the school improvement plan;
- makes connections to ministry goals to strengthen commitment to school improvement efforts.

COMPETENCIES

Skills

The principal is able to:

- engage the school community in the systematic and rigorous self-evaluation of the work of the school;
- collect and use a rich set of data to understand the strengths and weaknesses of the school;
- combine the outcomes of regular school self-review with external evaluations in order to develop the school.

Knowledge

The principal knows about:

- accountability frameworks including self-evaluation;
- the contribution that education makes to developing, promoting and sustaining a fair and compassionate society;
- the use of a range of evidence to support, monitor, evaluate and improve aspects of school performance;
- the principles and practices of performance management.

Attitudes

The principal demonstrates:

- commitment to individual, team and whole-school accountability for student outcomes;
- commitment to the principles and practices of school self-evaluation;
- commitment to personal self-evaluation and reflection;
- commitment to Catholic values and their implementation.