TARGET AUDIENCE
This five-day leadership program targets first-time Catholic school and Catholic of Education Office of Western Australia (CEOWA) leaders who feel that development of leadership capabilities is required to enhance their effectiveness. Leaders who have less than two years of experience are especially encouraged to apply.

RATIONALE
First-time Catholic school and CEOWA leaders assume their duties and responsibilities in demanding and complex times. With this in mind, one would assume that participation in a thoroughly-planned and systematic formation program to assist the transition to leadership would be a high sought-after option. However, this is not the reality. Rather, most beginning leaders complete an on-the-job apprenticeship of sorts, moving through the ranks from teacher to a middle-level leadership position to an assistant or deputy principalship bereft of targeted professional learning. In this mode, ‘trial and error’ without supportive feedback become the main vehicles for learning. This apprenticeship development model is a source of concern for some researchers (Clarke & Wildy, 2010; Sayce & Lavery, 2010; Wildy & Clarke, 2008) who conclude that leaders choosing this pathway are more likely to experience a turbulent period of adjustment associated with the move from a comfortable, familiar role to one that is unpredictable (Browne-Ferrigno, 2003; Walker & Qian, 2006; Wildy & Clarke, 2008; Wildy, Clarke, & Slater, 2007). Likewise, many new leaders encounter a role that is far more complex than initially perceived and may witness the demise of idealistic notions when confronted with the tensions and dilemmas associated with executive-level decision making (Wildy & Clarke, 2008; Wildy et al., 2007). These leaders may also be confronted by the challenges created by role intensification in a time-poor environment (Walker & Qian, 2006; Wildy & Clarke, 2008; Wildy et al., 2007), isolation from both former and new peers (Wildy & Clarke, 2008; Wildy et al., 2007) and negative encounters with staff, parents and members of the broader school community (Wildy et al., 2007).

This practical and interactive leadership program is designed to assist first-time-leaders achieve clarity of purpose and minimise the angst associated with a new leadership endeavour. Through completion of this program, participants will develop:

- an understanding of their personal leadership ‘mindset’ and contemporary leadership paradigms
- an understanding of the pillars of organisational culture
- strategies for developing a leadership culture amongst the members of the teams they lead.
ELIGIBLE PARTICIPANTS
Potential candidates for this program include first-time leaders in Catholic schools or at the CEOWA. Leaders who have less than two years of experience are encouraged to apply. Examples include (but are not limited to):
- primary school coordinators of professional learning
- secondary school year / house coordinators and heads of learning area
- assistant principals
- deputy principals
- CEOWA consultants and other personnel who were employed in leadership positions prior to employment at the Office
- CEOWA team leaders.

ACCREDITATION & SERVICE REQUIREMENTS
For school-based staff, the minimum accreditation required for entry to this program is Accreditation to Teach in a Catholic School although accreditation requirements are dependent upon the candidate’s leadership role. Prior to submitting an application, candidates are required to check their accreditation status against the CECWA policy statement 2-C6: 'Appointment of staff in Catholic schools.' For CEOWA staff, the minimum accreditation requirement is Accreditation to Work in Catholic Education (Schools). CEOWA candidates are required to check their accreditation status against the document: 'Accreditation for employees of the Catholic Education Office’ prior to submitting an application.

EXPECTATIONS
As beginning leaders, absolute commitment to all dimensions of this leadership program is required and expected by the Executive Director, Catholic Education in Western Australia. Principals or CEOWA supervisors are required to endorse candidate applications and, in doing so, are aware of the Executive Director's expectation that participation in program modules takes precedence over competing school and personal priorities.

PROGRAM STRUCTURE, CONTENT & PURPOSE
Program Duration, Content and Activities
The Beginning Leaders Program is a five-day leadership program comprised of five full-day modules (Figure 1). The program commences in term two and concludes during the term three school holidays. Two days are facilitated during term time with the balance occurring during school holiday periods.

The program is facilitated by Brendan Spillane. Brendan is an acclaimed Australian educator, speaker and coach. A former Principal, he has also developed and led substantial systemic change initiatives focused on organisational renewal and improvement. He is an internationally accredited Executive Coach and works with a range of leaders from business, education and elite sports. Brendan has held senior roles at executive level on professional associations at both state and national level and has represented Australia in this capacity at a range of forums for international educational leaders. During 2012, Brendan established a private consultancy business, Brendan Spillane Consulting, working in the areas of organisational intelligence, leadership and learning culture. He is the Australian Co-ordinator of the international OUR Education Network group which works to transform outcomes for schools in several countries, notably in the United Kingdom, Scandinavia, Australia and New Zealand. Brendan holds a Bachelor of Education from the National University of Ireland and a Master of Education (Educational Leadership) degree from the University of Notre Dame Australia. Brendan is also an
accredited coach with Growth Coaching International. Currently, Brendan is working with a range of corporate and sporting organisations as well as with education providers, systems, professional associations and individual schools and colleges. An engaging speaker and presenter, Brendan uses a powerful blend of story, metaphor and humour to create the conditions for a more authentic and insightful dialogue in groups.

Figure 1: The Beginning Leaders Program

The modules associated with the Beginning Leaders Program are elaborated below:

**Module one: Transactional, transformational and transcendental leadership**

Through completion of this module, participants will:

- develop the capacity to distinguish between leadership and management
- explore the current paradigm of leadership through the use of existing local, national and international frameworks
- better understand their personal perspective regarding leadership of Catholic schools
- connect with a group of colleagues in conversation regarding leadership experiences and aspirations.

**Module two: Leadership and the importance of dialogue and feedback**

Through completion of this module, participants will:

- initiate the development of a personal vision for leadership that is both practical and authentic
- develop an understanding of the work of William Isaacs on dialogue including his four fields of dialogue which are essential to unlocking the potential of people to think together
- develop a practical approach to the use of this theory when working as first-time leaders to unlock the potential of team members
• develop an understanding of the dynamics of the feedback conversation
• develop a better understanding of some of the ‘key illusions’ that operate under the surface of most feedback situations
• develop practical techniques by which to develop productive feedback relationships with colleagues
• connect with a group of colleagues in conversation regarding leadership experiences and aspirations.

Module three: Leadership, vision and working with challenging staff
Through completion of this module, participants will:
• develop a better understanding of their personal response to work-related pressure situations
• understand methods by which to successfully negotiate “difficult conversations” with team members
• continue the development of a personal vision for leadership that is both practical and authentic
• connect with a group of colleagues in conversation regarding leadership experiences and aspirations.

Module four: Leadership and the importance of trust
Through completion of this module, participants will:
• attain a better understanding of trust as both the measure and the medium of organisational health
• understand some of the keys ways that trust can be built and undermined
• develop a better understanding of the leadership behaviours that support trust
• continue the development of a personal vision for leadership that is both practical and authentic
• connect with a group of colleagues in conversation regarding leadership experiences and aspirations.

Module five: Motivation and engagement of staff
• Current science of motivation
• Design of leadership activities to engage staff
• Praise: Delivery of professional recognition and affirmation
• Effective delegation

Module Facilitation
Program modules are facilitated using David Kolb’s theory of experiential learning (D. Kolb, Boyatzis, & Mainemelis, 1999). Kolb’s theory is called experiential learning to emphasize the central role that experience plays in the learning process. Program facilitators are trained in the four broad adult learning styles as described by Kolb: concrete experience, reflective observation, abstract conceptualization and active experimentation. Kolb asserts that the process of learning represents a cycle whereby a learner first experiences immediate or concrete experiences before reflecting upon their learning. Reflections are then absorbed and translated by the learner before being actively tested and/or experimented with (D. A. Kolb, Boyatzis, & Mainemelis, 2001). This cyclical process enables the learner to create both new learning and experiences (D. A. Kolb et al., 2001). For example, within program workshops a facilitator may introduce new theory as a lecture (abstract conceptualisation) before reinforcing concepts through the use of images or video footage (concrete experience). Participants are then asked to engage in individual reflection on the theory using a series of questions (reflective observation) before discussing their perspectives with
colleagues in small groups (active experimentation). Small group responses are then probed by
the facilitator during a whole group feedback and discussion session (active experimentation).

Every program module commences with participant reflection with regard to changes to their
leadership perspective and/or practice as a result of participation in previous modules. Post-
reflection, aspirants are encouraged to share their thoughts with a partner before the facilitator
gathers the thoughts of small groups in a whole-group feedback session. The reflection process is
intended to provide aspirants with an opportunity by which to critically reflect upon their learning in
addition to building collegial bonds amongst program colleagues.

Leadership Program Purpose
It is envisaged that engagement with program module content and activities will assist leadership
program participants to develop their leadership capabilities in four areas: personal, professional,
relational and organisational. Put simply, personal capabilities are defined by the capacity of a
Catholic school leader to learn from personal and professional experiences, both positive and
negative, and appropriately change behaviours. Professional capabilities are reflected by the
manner in which leaders leverage their academic qualifications, professional learning and career
experiences to benefit all members of the school – staff, students, their parents and members of
the broader community. Relational capabilities are exercised by leaders when they relate to an
empower others. Finally, organisational capabilities refer to the capacity of a leader to understand
where their school is at, where it needs to be and how to get there.

ABSENCES
For collegial and administrative purposes, it is important that participants complete the program in
the allotted one-year timeframe. Although successful completion of the program requires
participant attendance at all modules, it is acknowledged that absence due to extenuating
circumstances occurs from time to time (e.g. unexpected illness). In these circumstances,
participants are entitled to request permission from the program organiser, Christine Garstin
(Principal Review Consultant), to complete up to one module by correspondence. This
replacement task is a mutually-agreed and appropriately researched and referenced reflection
paper (1000 words) based on the module topic. Please note that holiday plans and social events
conflicting with program modules do not constitute acceptable reasons for absence. Further,
periods of long service leave should be planned around module offerings.

If illness prevents attendance at a module, affected participants must contact Myrian Caballero De
Ward (Administrative Assistant, School Improvement) on (08) 6380 5128 or
de_ward.myrian@cathednet.wa.edu.au prior to the start of the module. Planned absences must
be negotiated with Christine Garstin on (08) 6380 5239 or garstin.christine@cathednet.wa.edu.au.
Absence beyond the one module limit will result in termination of enrolment for that year. In
exceptional circumstances, a participant may be permitted to complete outstanding modules the
following year.

ONLINE EVALUATION
The evaluation of each module is crucial for the formulation of presenter feedback and the ongoing
refinement of module program content and activities for future cohorts. To facilitate this process,
participants will receive an email after every module from Myrian Caballero De Ward. This email
will contain a link to an online evaluation survey containing a series of quantitative and qualitative
questions. As a program requirement, participants will have five working days to complete and
submit responses. Note that responses are confidential and that the tool does not permit identification of individuals.

VENUE
All modules are convened at the Newman-Siena Centre (33 Williamstown Road, Doubleview) in room S1.01. Prior to each module Marnie Platt will contact participants via email with important information. Participants are asked to read these emails carefully as they may contain details regarding changes to the program venue, start and finish times and/or module preparation requirements.

COSTS
The cost for this program is $850 per participant. This cost includes facilitator payment, venue hire, course materials and catering. Schools are expected to pay the costs associated with teacher relief associated with the two modules scheduled during term time. Costs incurred via participant travel by vehicle will not be reimbursed. Rather, participants are encouraged to claim mileage on their personal income tax return. Consultation with the Australian Taxation Office regarding record maintenance is recommended.

Aboriginal Participants
For aboriginal participants, costs associated with this program are covered by the Teacher Quality stream of the Smarter Schools National Partnerships Program. However, schools are expected to fund teacher relief associated with the two modules scheduled during term time. At the end of the program, and on the provision that the participant meets all obligations detailed in the Expectations section of this document, a 100% teacher relief reimbursement payment will be paid to each participant’s school. Costs incurred via participant travel by vehicle will not be reimbursed. Rather, participants are encouraged to claim mileage on their personal income tax return. Consultation with the Australian Taxation Office regarding record maintenance is recommended.

CERTIFICATION
Participants who successfully attend and participate in all program components will receive a citation for modules undertaken in addition to a certificate of completion signed by the Executive Director, Catholic Education in Western Australia

TEACHER REGISTRATON BOARD OF WESTERN AUSTRALIA (TRBWA) PROFESSIONAL RENEWAL
TRBWA require the recording of professional learning for renewal of membership. Registered members can record details of the modules completed as part of this program online. For further detail, refer to the TRBWA website at trb.wa.gov.au

UNIVERSITY CREDITS
Participants who elect to complete and submit assessment tasks associated with this program are eligible to apply for one unit of advanced standing toward a UNDA Master of Education degree (Leadership & Management specialisation) or the elective unit associated with a Master of Education degree (Religious Education). There is no charge levied by The UNDA nor the CEOWA for this arrangement. The program facilitator, Brendan Spillane, will grade assessment tasks and provide comments as appropriate.

Upon completion and submission of all assessment tasks and receipt of satisfactory results from Brendan Spillane, participants will receive a letter signed by the Director of Catholic Education advising the completion of program and assessment requirements. Upon receipt of this letter,
participants must contact Associate Professor Shane Lavery (Coordinator: Postgraduate Education) at the UNDA College of Education on (08) 9433 0173 or shane.lavery@nd.edu.au to organise one unit of advanced standing as described above.

APPLICATION PROCEDURE
Candidates are required to read the information provided in this document and discuss their potential participation in the Beginning Leaders Program with their principal/CEOWA supervisor before completing Part A of the application form. Part A should then be passed to the principal/CEOWA supervisor who completes Part B. The entire application form (Parts A and B) should then be forwarded to Christine Garstin at garstin.christine@cathednet.wa.edu.au or PO Box 198, Leederville WA 6903. Note that candidates may be required to attend a panel interview as part of the selection process.

FINAL DATE FOR APPLICATION SUBMISSION
Applications must be received at the Catholic Education Office on or before Friday, 8 April 2016 (Term one, week two).

ENQUIRIES
Please direct all enquiries regarding this program to Christine Garstin at garstin.christine@cathednet.wa.edu.au or (08) 6380 5285.
REFERENCES


