CATHOLIC EDUCATION
LEADERSHIP PROGRAMS

THE ESTABLISHED PRINCIPALS PROGRAM

PROGRAM INFORMATION

TARGET AUDIENCE

This leadership program targets established Catholic school principals, members of their leadership teams and Catholic Education Office of Western Australia (CEOWA) staff who seek leadership capability enrichment through one and two-day Leadership Enrichment Courses (LECs).

RATIONALE

As described in the Leadership Framework for Catholic Schools in Western Australia, effective Catholic school leaders undertake professional learning to assist the development of leadership capabilities in four areas: personal, professional, relational and organisational. 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 and 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 (Catholic Education Office of Western Australia, 2008).

In addition to our Leadership Framework, the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standard for Principals (The Standard), endorsed by all Education Ministers in 2011, also promotes the benefits of engagement with professional learning for development of leadership potential (Australian Institute for Teaching and School Leadership, 2010). Leadership Enrichment Courses offered in the Catholic Education Leadership Programs booklet attempts to support the development of leaders by aligning professional learning opportunities with both Leadership Framework domains and the professional practices of the AITSL Standard.

PROGRAM STRUCTURE

LECs are professional learning opportunities designed to meet the needs of Catholic primary and secondary school principals, assistant and deputy principals and other school-based designated leaders. LECs are organised by Catholic Education Office of Western Australia (CEOWA) Team Leaders after consultation with members from the four Catholic leaders’ associations: The Catholic Primary Principals’ Association (CPPA), The Catholic Assistant Principals’ Association (CAPA), The Catholic Secondary Principals’ Association (CSPA) and The Catholic Secondary Deputy Principals’ Association (CSDPA). LECs are organised according to the four domains of the
Leadership Framework for Catholic Schools in Western Australia (Catholic Identity, Community, Education and Stewardship) and are aligned to the professional practices of the AITSL Australian Professional Standard for Principals. In 2013, 24 LECs are offered to school-based leaders. High-quality local, national and international facilitators have been engaged to focus on longitudinal learning (e.g. two-day programs) with modules spaced over time and ‘homework’ between days requiring completion of contextually-relevant tasks.

The Leadership Framework domains
The four domains of the Leadership Framework represent the significant action areas of Western Australian Catholic school leaders when promoting the educational mission of the Catholic Church and describe all activity that occurs within Catholic schools (Catholic Education Office of Western Australia, 2008). QCS is the whole-school, self-review, planning and improvement framework used by leaders from all 159 Catholic schools in Western Australia (Table one) when attempting to continuously improve all that they do.

In the Leadership Framework domain of Catholic Identity, Catholic school leaders are expected to promote the purposes and aims of evangelisation, develop the school as a faith community, reflect Gospel values in attitudes, school policies and practices and foster dynamic relationships with the local parish and Diocesan Church (Catholic Education Office of Western Australia, 2008; Flagship for Creative and Authentic Leadership, 2007; Spry & Cunliffe, 2008; Whelan, Slattery, & Cannon, 2004).

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(Catholic Education Office of Western Australia, 2010)
In the domain of Community, leaders are expected to develop, promote and sustain the Catholic life of the school community. This role dimension comprises four aspects. First, Catholic school leaders are expected to develop and model constructive and respectful relationships with all members of the school community. Second, leaders are required to foster safe and inclusive learning environments for all students. Third, leaders are expected to embed and promote the Gospel values of the common good, subsidiarity, solidarity and participation. Finally, leaders are expected to develop structures based on service, collaborative decision-making, participation and cooperation (Catholic Education Office of Western Australia, 2008; Flagship for Creative and Authentic Leadership, 2007; Spry & Cunliffe, 2008).

In the domain of Stewardship, Catholic school leaders are required to “look after things”. This occurs in four ways. First, leaders are expected to model and promote care for the natural environmental resources in the context of the school and broader community. Second, leaders are expected to recruit, develop and appraise staff according to transparent processes in addition to catering for the well-being of both staff and members of the school community. Third, leaders are expected to draft, administer and monitor the school budget whilst developing and maintaining school facilities in line with both financial considerations and student needs. Fourth, leaders are expected to monitor, review and report to Church, Government and other authorities to ensure compliance and accountability (Catholic Education Office of Western Australia, 2008; Flagship for Creative and Authentic Leadership, 2007; Spry & Cunliffe, 2008; Whelan, et al., 2004).

In the domain of Education, school leaders are expected to build a culture of enquiry amongst staff and students whilst modeling a love of learning. This responsibility includes the promotion of professional learning communities amongst teachers, supporting learning at the level of the school and wider system, instilling Catholic values through the curriculum and supporting and managing the school improvement process (Catholic Education Office of Western Australia, 2008; Flagship for Creative and Authentic Leadership, 2007; Spry & Cunliffe, 2008; Whelan, et al., 2004).

**AITSL Alignment**

Although the content and activities associated with this leadership program are based on the domains of the Leadership Framework and QCS components, they are also aligned to the Australian Institute for Teaching and School Leadership’s (AITSL) Australian Professional Standard for Principals (the Standard). The conceptual framework provided in Figure one highlights this relationship.

The Standard is a public statement endorsed by all state Ministers for Education in July 2011. Commencing January 2012, the Standard will apply to all Australian principals. The Standard sets out what principals are expected to know, understand and do to achieve in their work. The Standard also provides principals with a framework for self-reflection, self-assessment and determination of a professional learning pathway whilst guiding management of self and others. The five professional practices as described in the Standard are: Leading learning and teaching; Engaging and working with the community; Leading the management of the school; Developing self and others; Leading improvement, innovation and change.

Each professional practice is cyclical in that it requires the principal to work collaboratively with others to plan and act, review and respond. When planning and acting, the principal is required to assess and diagnose a situation to develop a plan, allocate resources and implement the plan according to the vision and values of the school. When reviewing, the principal is required to collect
and analyse data and makes decisions. When responding, the principal is required to consolidate implementation or determine further necessary changes.

The AITSL professional practice: Leading learning and teaching aligns to the Leadership Framework domain of Education. The professional practice: Engaging and working with the community aligns with the domain of Community. The professional practices: Leading the management of the school and Developing self and others aligns with the domain of Stewardship. The professional practice: Leading improvement, innovation and change is encapsulated by our QCS self-review and improvement framework that cuts across all domains. Finally, because the Leadership Framework domain of Catholic Identity is unique to Catholic education, there is no direct connection to the Standard. However, because Catholic principles and Gospel values underpin Catholic school life, this domain is considered the overarching lens through which all activity occurs.

**Figure one**

The Leadership Framework domains and the AITSL National Professional Standard for Principals

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**VENUES**

Details regarding LEC venues are contained in the Catholic Education Leadership Programs booklet 2013. As a general rule, LECs for up to 50 participants are convened at the Newman Siena Centre (33 Williamstown Road, Doubleview). LECs larger than 50 participants are convened in James Nestor Hall at the Catholic Education Centre (50 Ruislip Street, Leederville). Approximately two weeks prior to the LEC day, enrolled participants receive an email reminder from Kayci Carpenter (Administrative Assistant, Leadership, Employment & Community Relations Team). Room changes, participant requirements and other program-related specifics will be communicated in this manner.
COSTS

LEC costs vary according to facilitator reputation, venue, material costs and LEC duration. Specific details regarding LEC costs can be found in the Catholic Education Leadership Programs booklet 2013. Details for each course are also available on the CEOWA website. Enquiries regarding these courses should be directed to the nominated CEOWA Team Leader who is responsible for organisation of the LEC.

THE EXPERIENCE

Participants engaged in professional learning in LECs will experience hands-on, practical and collegial workshop sessions designed to leverage their experiences.

EXPECTATIONS

As a Catholic school leader, you are expected to diarise the particulars of each enrolled LEC and manage your time and commitments accordingly. Please note that the dates indicated in the Catholic Education Leadership Programs booklet 2013 are fixed and it is an expectation that all participants attend LECs as scheduled. Should you experience difficulty in this regard, please contact Kayci Carpenter on (08) 6380 5144 or carpenter.kayci@ceo.wa.edu.au

CERTIFICATION

Upon successful completion of the program, participants will receive a Certificate of Completion signed by the Director of Catholic Education.

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

HOW TO ENROL IN LEADERSHIP ENRICHMENT COURSES

1. Log onto the Catholic Education Office of Western Australia website at {ceo.wa.edu.au}

2. On the right hand side of the screen locate the panel entitled: Professional learning Book CEOWA programs here

3. Type the name of the Leadership Enrichment Course of interest into the search panel

4. Click on the relevant hyperlink course and enrol online

5. If you encounter difficulties with this procedure, please contact the Leadership Enrichment Course Organiser or the Administrative Assistant, Leadership, Employment and Community Relations Team on (08) 6380 5144 or carpenter.kayci@ceo.wa.edu.au
ENQUIRIES

Please direct all enquiries regarding Leadership Enrichment Courses to Shane Glasson, (Leadership Consultant, Leadership, Employment & Community Relations Team) on (08) 6380 5234 or email glasson.shane@ceo.wa.edu.au
REFERENCES


