

Maitland-Newcastle Catholic Schools Office Leadership Framework

Leadership Progression

INDIVIDUAL LEADERS	MIDDLE LEADERS	SENIOR LEADERS	EXECUTIVE LEADERS
Live your faith	By ensuring Jesus is at the heart of all you do, giving witness to Catholic faith and setting an example of faith, hope and love in word and action		
<ul style="list-style-type: none"> Developing own faith and collaborating with colleagues to support the faith formation of students and colleagues 	<ul style="list-style-type: none"> Developing own faith and supporting the School Leadership Team to promote Catholic faith and mission in all facets of school life, including school improvement 	<ul style="list-style-type: none"> Developing own faith, building a harmonious faith community and leading formation initiatives for staff, students and in support of Diocesan initiatives for families attending system schools 	<ul style="list-style-type: none"> Developing own faith and leading strategic action to support spiritual formation of leaders and staff in schools
<ul style="list-style-type: none"> Promoting and modelling Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way 	<ul style="list-style-type: none"> Actively promoting the integration of Catholic values across the curriculum 	<ul style="list-style-type: none"> Providing leadership as CSO and system staff in the integration of Catholic values across school life and the curriculum 	<ul style="list-style-type: none"> Publicly promoting and emphasising the values and principles that are integral to the Catholic Church and Catholic education
<ul style="list-style-type: none"> Promoting and supporting system and school pastoral care policies and programs 	<ul style="list-style-type: none"> Promoting and embedding system and school pastoral care policies and formation programs 	<ul style="list-style-type: none"> Ensuring quality pastoral care programs are in place to support families in the education, moral and faith formation of their children 	<ul style="list-style-type: none"> Developing and embedding quality pastoral care programs across System Schools

<ul style="list-style-type: none"> Demonstrating a commitment to social justice and action in the school community 	<ul style="list-style-type: none"> Actively and collaboratively upholding a commitment to social justice and action in the school and wider community 	<ul style="list-style-type: none"> Embedding principles of social justice, equity and inclusivity within the policies and practices of School and/or CSO 	<ul style="list-style-type: none"> Ensuring the principles of social justice, equity and inclusivity are central to the policies and practices of System Schools
Engage and work collaboratively	By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others		
<ul style="list-style-type: none"> Coming together with colleagues and actively contributing to professional networks to share ideas, tools and strategies 	<ul style="list-style-type: none"> Developing strong professional networks and partnerships in order to share best practice and deliver improved student outcomes. 	<ul style="list-style-type: none"> Actively engaging with other school communities and professional networks to build effective learning communities and promote Catholic education and best practice exemplars within the Diocese 	<ul style="list-style-type: none"> Seeking of professional networks and external partnerships to support continuous school and system improvement in pedagogical practice and student outcomes
<ul style="list-style-type: none"> Engaging in meaningful partnerships with families that enhance student learning and wellbeing outcomes 	<ul style="list-style-type: none"> Planning and leading initiatives that engage families in meaningful partnerships and enhance student learning and wellbeing outcomes 	<ul style="list-style-type: none"> Forming effective partnerships with the CSO and system school communities, parent and parish groups, business and industry where appropriate 	<ul style="list-style-type: none"> Partnering effectively with Diocesan, school communities and external partners to support student learning and wellbeing outcomes across the system
Develop self and others	By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others		
<ul style="list-style-type: none"> Supporting the School leadership team in the development of teacher knowledge, professional practice and engagement 	<ul style="list-style-type: none"> Working with and through others to build a culture of shared learning based on shared professional standards and reflective dialogue regarding practice 	<ul style="list-style-type: none"> Developing leadership capacity through use of professional standards to build a culture of shared learning and ownership for continuous improvement in teacher expertise and student learning outcomes 	<ul style="list-style-type: none"> Working towards an accountable school and system based professional culture focused on continual learning and improvement
<ul style="list-style-type: none"> Contributing to a 	<ul style="list-style-type: none"> Building the teaching and 	<ul style="list-style-type: none"> Supporting all staff to develop 	<ul style="list-style-type: none"> Leading and facilitating the

collaborative learning and wellbeing culture of shared responsibility focused on quality outcomes	wellbeing capacity of team members through a strong professional learning community	leadership capacity through facilitating an effective professional learning community with a strong wellbeing culture	development of collaborative professional communities and the sharing of best practice within and between schools across the system
<ul style="list-style-type: none"> Active engagement in the PP&D process 	<ul style="list-style-type: none"> Supporting team members to develop leadership capacity through facilitating effective management of the PP&D process 	<ul style="list-style-type: none"> Supporting school staff in developing leadership capacity through facilitating effective continuing professional learning and effective management of the PP&D process 	<ul style="list-style-type: none"> Ensuring clear policies and practices are in place for the recruitment, succession planning and the ongoing development of quality teachers and new and existing school and system leaders
Maintain focus on evidence and impact	By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most		
<ul style="list-style-type: none"> Utilising data to evaluate improvement and adjusting implementation as required 	<ul style="list-style-type: none"> Working with faculty/team or CSO colleagues to critically analyse a wide range of data sources to ensure strategic alignment and facilitate effective long-term change in the school 	<ul style="list-style-type: none"> Critical analysis of data to ensure strategic alignment, accountability and compliance with CSO delegations and governance requirements 	<ul style="list-style-type: none"> Analysing multiple sources of evidence to monitor progress towards system and school improvement targets and adjusting implementation as required
<ul style="list-style-type: none"> Maintaining awareness of School and System Improvement priorities and key priorities relevant to own area of responsibility 	<ul style="list-style-type: none"> Supporting members of their faculty/team in the delivery of school improvement goals 	<ul style="list-style-type: none"> Using multiple sources of evidence to monitor progress towards school and system improvement targets and adjusting implementation as required 	<ul style="list-style-type: none"> Ensuring coherency and a strategic focus on impact and improvement across the system
<ul style="list-style-type: none"> Ensuring clear understanding of own role and professional responsibilities and how it 	<ul style="list-style-type: none"> Supporting staff in delivering high performance and addressing performance issues in a timely manner 	<ul style="list-style-type: none"> Modelling timely support for and management of performance issues and difficult conversations 	<ul style="list-style-type: none"> Modelling and leading schools in supporting staff to improve performance and in setting high expectations

interacts with team members			
Lead improvement, innovation and change	By working purposefully to support a shared system and school vision and the delivery of improvement initiatives		
<ul style="list-style-type: none"> Taking initiative to identify and make suggestions for sustainable improvements and efficiencies in own area of responsibility 	<ul style="list-style-type: none"> Working collaboratively with colleagues to identify best practice and innovation that supports and promotes improved student outcomes 	<ul style="list-style-type: none"> Creating opportunities for people to innovate and empowering people to take on new challenges 	<ul style="list-style-type: none"> Supporting Principals in best practice change leadership and strategic management to ensure a contemporary focus
<ul style="list-style-type: none"> Working collaboratively to deliver continual improvement and excellence using an evidence-based approach 	<ul style="list-style-type: none"> Contributing to the CSO and/or school as a learning organisation through documenting and evaluating change efforts and sharing with colleagues 	<ul style="list-style-type: none"> Providing strong leadership and direction to deliver on initiatives that make a real difference to Diocesan schools 	<ul style="list-style-type: none"> Leading and promoting a shared vision regarding future schools and system direction and building support for continuous improvement and lasting change
<ul style="list-style-type: none"> Demonstrating an inquiry mindset and a willingness to consider alternatives 	<ul style="list-style-type: none"> Challenging the status-quo and encouraging others to be innovative in their practice to achieve school goals 	<ul style="list-style-type: none"> Working with school and CSO staff to encourage innovation and facilitate sustainable long-term change in the school and CSO 	<ul style="list-style-type: none"> Challenging the status-quo and encouraging others to be innovative in their practice to achieve System goals
<ul style="list-style-type: none"> Consulting with colleagues when considering new ideas 	<ul style="list-style-type: none"> Consulting with and developing colleagues' awareness of need for change and ensuring support to facilitate a smooth change process 	<ul style="list-style-type: none"> Ensuring knowledge of change concepts and building staff capacity in best practice change management and stakeholder consultation 	<ul style="list-style-type: none"> Understanding and effectively managing the complexities of system change and the need to engage effectively with all stakeholders in the change process

Manage resources effectively	By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies		
<ul style="list-style-type: none"> Effectively managing resources to contribute to improved outcomes 	<ul style="list-style-type: none"> Effectively managing and allocating resources to contribute to improved student outcomes 	<ul style="list-style-type: none"> Planning and prioritising to optimise the operation of the CSO and school through efficient management of available resources 	<ul style="list-style-type: none"> Aligning and realigning system resources to support priorities
<ul style="list-style-type: none"> Supporting the wellbeing needs of each student in compliance with School policies and procedures 	<ul style="list-style-type: none"> Supporting the implementation of policies and practices that lead to enhanced student wellbeing and a safe, responsive and harmonious teaching and learning environment 	<ul style="list-style-type: none"> Leading the development and implementation of system and school policies and practices to support enhanced student wellbeing and a safe, responsive and harmonious teaching and learning environment 	<ul style="list-style-type: none"> Leading the development of system policies and practices to support enhanced student wellbeing and safe, responsive and harmonious teaching and learning environments
<ul style="list-style-type: none"> Supporting the implementation of effective systems for review and compliance processes 	<ul style="list-style-type: none"> Maintaining effective systems for review and compliance processes 	<ul style="list-style-type: none"> Leading school in data informed review processes ensuring a whole school approach to improving student outcomes 	<ul style="list-style-type: none"> Leading planning and discussion on the long-term growth and sustainability of system schools
<ul style="list-style-type: none"> Complying with school and system policies and procedures to minimise risk and ensure a strong safety culture whereby safety is everyone's responsibility 	<ul style="list-style-type: none"> Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture 	<ul style="list-style-type: none"> Building a strong school safety culture whereby risk management and safety considerations are front of mind in all school planning 	<ul style="list-style-type: none"> Leading system in ensuring a strong safety culture and effective management of risk

LEADERSHIP BEHAVIOURS

The following tables provide detailed behavioural descriptors for each of the six Leadership Capabilities at each of the four Leadership Levels: Executive, Senior, Middle and Individual Leader. They are not exhaustive and seek to illustrate the types of the behaviours for each Capability grouped by level.

LEADERSHIP BEHAVIOURS – EXECUTIVE LEADERS

Live Your Faith

by ensuring Jesus is at the heart of all you do, giving witness to Catholic faith and setting an example of faith, hope and love in word and action

- Leading strategic action to support spiritual formation of leaders and staff in schools
 - Publicly promoting and emphasising the values and principles that are integral to the Catholic Church and Catholic education
 - Developing and embedding quality pastoral care programs across System Schools
 - Ensuring the principles of social justice, equity and inclusivity are central to the policies and practices of System Schools
-

Engage and Work Collaboratively

by building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

- Seeking of professional networks and external partnerships to support continuous school and system improvement in pedagogical practice and student outcomes
 - Partnering effectively with Diocesan, school communities and external partners to support student learning and wellbeing outcomes across the system
-

Develop Self and Others

by demonstrating commitment to building capacity through self-reflection, own professional learning, and through supporting the professional learning of others

- Working towards an accountable school and system based professional culture focused on continual learning and improvement
- Leading and facilitating the development of collaborative professional communities and the sharing of best practice within and

- between schools across the system
- Ensuring clear policies and practices are in place for the recruitment, succession planning and the ongoing development of quality teachers and new and existing school and system leaders
-

Maintain Focus on Evidence and Impact

by identifying and implementing evidence-based strategies to deliver improved student outcomes and engage with the community to focus on what matters most

- Analysing multiple sources of evidence to monitor progress towards system and school improvement targets and adjusting implementation as required
 - Ensuring coherency and a strategic focus on impact and improvement across the system
 - Modelling and leading schools in supporting staff to improve performance and in setting high expectations
-

Lead Improvement, Innovation and Change

by working purposefully to support a shared system and school vision and the delivery of improvement initiatives

- Supporting Principals in best practice change leadership and strategic management to ensure a contemporary focus
 - Leading and promoting a shared vision regarding future schools and system direction and building support for continuous improvement and lasting change
 - Challenging the status-quo and encouraging others to be innovative in their practice to achieve System goals
 - Understanding and effectively managing the complexities of system change and the need to engage effectively with all stakeholders in the change process
-

Manage Resources Effectively

by implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

- Aligning and realigning system resources to support priorities
- Leading the development of system policies and practices to support enhanced student wellbeing and safe, responsive and harmonious teaching and learning environments
- Leading planning and discussion on the long-term growth and sustainability of system schools
- Leading system in ensuring a strong safety culture and effective management of risk

LEADERSHIP BEHAVIOURS – SENIOR LEADERS

Live Your Faith

by ensuring Jesus is at the heart of all you do, giving witness to Catholic faith and setting an example of faith, hope and love in word and action

- Building a harmonious community and leading faith formation initiatives for staff, students and in support of Diocesan initiatives for families attending system schools
 - Providing leadership as CSO and system staff in the integration of Catholic values across school life and the curriculum
 - Ensuring quality pastoral care programs are in place to support families in the education, moral and faith formation of their children
 - Embedding principles of social justice, equity and inclusivity within the policies and practices of School and/or CSO
-

Engage and Work Collaboratively

by building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

- Actively engaging with other school communities and professional networks to build effective learning communities and promote Catholic education and best practice exemplars within the Diocese
 - Forming effective partnerships with the CSO and system school communities, parent and parish groups, business and industry where appropriate
-

Develop Self and Others

by demonstrating commitment to building capacity through self-reflection; professional learning; and through supporting the professional learning of others

- Developing leadership capacity through use of professional standards to build a culture of shared learning and ownership for continuous improvement in teacher expertise and student learning outcomes
- Supporting all staff to develop leadership capacity through facilitating an effective professional learning community with a strong wellbeing culture
- Supporting school staff in developing leadership capacity through facilitating effective continuing professional learning and effective management of the PP&D process

Maintain Focus on Evidence and Impact

by identifying and implementing evidence-based strategies to deliver improved student outcomes and engage with the community to focus on what matters most

In partnership with the school community and CSO staff, working to improve student outcomes through:

- Critical analysis of data to ensure strategic alignment, accountability and compliance with CSO delegations and governance requirements
- Using multiple sources of evidence to monitor progress towards school and system improvement targets and adjusting implementation as required
- Modelling timely support for and management of performance issues and difficult conversations

Lead Improvement, Innovation and Change

by working purposefully to support a shared system and school vision and the delivery of improvement initiatives

- Creating opportunities for people to innovate and empowering people to take on new challenges
- Providing strong leadership and direction to deliver on initiatives that make a real difference to Diocesan schools
- Working with school and CSO staff to encourage innovation and facilitate sustainable long-term change in the school and CSO
- Ensuring knowledge of change concepts and building staff capacity in best practice change management and stakeholder consultation

Manage Resources Effectively

by implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

- Planning and prioritising to optimise the operation of the CSO and school through efficient management of available resources
- Leading the development and implementation of system and school policies and practices to support enhanced student wellbeing and a safe, responsive and harmonious teaching and learning environment
- Leading school in data informed review processes ensuring a whole school approach to improving student outcomes
- Building a strong school safety culture whereby risk management and safety considerations are front of mind in all school planning

LEADERSHIP BEHAVIOURS – MIDDLE LEADERS

Live Your Faith

by ensuring Jesus is at the heart of all you do, giving witness to Catholic faith and setting an example of faith, hope and love in word and action

- Supporting the School Leadership Team to promote Catholic faith and mission in all facets of school life, including school improvement
 - Actively promoting the integration of Catholic values across the curriculum
 - Promoting and embedding system and school pastoral care policies and formation programs
 - Actively and collaboratively upholding a commitment to social justice and action in the school and wider community
-

Engage and Work Collaboratively

by building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

- Developing strong professional networks and partnerships in order to share best practice and deliver improved student outcomes.
 - Planning and leading initiatives that engage families in meaningful partnerships and enhance student learning and wellbeing outcomes
-

Develop Self and Others

by demonstrating commitment to building capacity through self-reflection, own professional learning, and through supporting the professional learning of others

- Working with and through others to build a culture of shared learning based on shared professional standards and reflective dialogue regarding practice
- Building the teaching and wellbeing capacity of team members through a strong professional learning community
- Supporting team members to develop leadership capacity through facilitating effective management of the PP&D process

Maintain Focus on Evidence and Impact

by identifying and implementing evidence-based strategies to deliver improved student outcomes and engage with the community to focus on what matters most

- Working with faculty/team or CSO colleagues to critically analyse a wide range of data sources to ensure strategic alignment and facilitate effective long-term change in the school
- Supporting members of their faculty/team in the delivery of school improvement goals
- Supporting staff in delivering high performance and addressing performance issues in a timely manner

Lead Improvement, Innovation and Change

by working purposefully to support a shared system and school vision and the delivery of improvement initiatives

- Working collaboratively with colleagues to identify best practice and innovation that supports and promotes improved student outcomes
- Contributing to the CSO and/or school as a learning organisation through documenting and evaluating change efforts and sharing with colleagues
- Challenging the status-quo and encouraging others to be innovative in their practice to achieve school goals
- Consulting with and developing colleagues awareness of need for change and ensuring support to facilitate a smooth change process

Manage Resources Effectively

by implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

- Effectively managing and allocating resources to contribute to improved student outcomes
- Supporting the implementation of policies and practices that lead to enhanced student wellbeing and a safe, responsive and harmonious teaching and learning environment
- Maintaining effective systems for review and compliance processes
- Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture

LEADERSHIP BEHAVIOURS – INDIVIDUAL LEADERS

Live Your Faith

by ensuring Jesus is at the heart of all you do, giving witness to Catholic faith and setting an example of faith, hope and love in word and action

- Collaborating with colleagues to support the faith formation of students and colleagues
 - Promoting and modelling Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way
 - Promoting and supporting system and school pastoral care policies and programs
 - Demonstrating a commitment to social justice and action in the school community
-

Engage and Work Collaboratively

by building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

- Coming together with colleagues and actively contributing to professional networks to share ideas, tools and strategies
 - Engaging in meaningful partnerships with families that enhance student learning and wellbeing outcomes
-

Develop Self and Others

by demonstrating commitment to building capacity through self-reflection, own professional learning, and through supporting the professional learning of others

- Supporting the school leadership team in the development of teacher knowledge, professional practice and engagement
- Contributing to a collaborative learning and wellbeing culture of shared responsibility focused on quality outcomes
- Active engagement in the PP&D process

Maintain Focus on Evidence and Impact

by identifying and implementing evidence-based strategies to deliver improved student outcomes and engage with the community to focus on what matters most

- Utilising data to evaluate improvement and adjusting implementation as required
- Maintaining awareness of School and System Improvement priorities and key priorities relevant to own area of responsibility
- Ensuring clear understanding of own role and professional responsibilities and how it interacts with team members

Lead Improvement, Innovation and Change

by working purposefully to support the system and school vision and the delivery of improvement initiatives

- Taking initiative to identify and make suggestions for sustainable improvements and efficiencies in own area of responsibility
- Working collaboratively to deliver continual improvement and excellence using an evidence-based approach
- Demonstrating an inquiry mindset and a willingness to consider alternatives
- Consulting with colleagues when considering new ideas

Manage Resources Effectively

by implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

- Effectively managing resources to contribute to improved outcomes
- Supporting the wellbeing needs of each student in compliance with School policies and procedures
- Supporting the implementation of effective systems for review and compliance processes
- Complying with school and system policies and procedures to minimise risk and ensure a strong safety culture whereby safety is everyone's responsibility

REFERENCES

The Framework draws from the following documents:

- QELI Leadership Framework
- Wollongong Leadership Framework
- The Australian Professional Standard for Principals (AITSL)
- Catholic Education Sandhurst Leadership Framework
- Leadership in Catholic Schools Development Framework and Standards of Practice – Catholic Education Commission of Victoria
- Sydney Catholic Schools Leadership Framework Catholic Identity and Mission
- The Developmental Learning Framework for School Leaders (DET, Victoria)
- UON Leadership Framework