



LEADERSHIP STANDARDS FRAMEWORK

**Using the Leadership Standards
Framework in schools**
Western Principal Network

GUIDING CONCEPTIONS OF LEADERSHIP	LEADERSHIP ACTIONS IN THE FIVE KEY AREAS				
<p>The litmus test of all leadership is whether it mobilises people's commitment to putting their energy into actions designed to improve things. It is individual commitment, but above all it is collective mobilisation (Fullan 2001:9).</p> <p>The following features should be apparent in all of the actions of school leaders:</p> <p>1 HAVING A CLEAR MORAL PURPOSE</p> <p>2 RELATIONSHIP BUILDING</p> <p>3 UNDERSTANDING AND MANAGING CHANGE</p> <p>4 CREATING AND SHARING KNOWLEDGE</p> <p>5 ENSURING COHERENCE AND ALIGNMENT OF STRUCTURES</p>	AREA 1 THE FAITH COMMUNITY	AREA 2 A VISION FOR THE WHOLE SCHOOL	AREA 3 TEACHING AND LEARNING	AREA 4 PEOPLE AND RESOURCES	AREA 5 COMMUNITY
	<p>1.1 The Catholic identity of the school School leaders actively and collaboratively promote, maintain and enhance the Catholic identity of the school.</p> <p>1.2 Education in life and faith School leaders actively and collaboratively promote, maintain and enhance an education in faith, and opportunities for faith development.</p> <p>1.3 Celebration of life and faith School leaders actively and collaboratively promote, maintain and enhance processes for reflection, prayer and liturgical celebration.</p> <p>1.4 Action and social justice School leaders actively and collaboratively uphold a commitment to social justice and action in the school and wider community.</p>	<p>2.1 A vision for teaching and learning School leaders actively and collaboratively develop and communicate a whole-school vision that is centred on the guidance and improvement of teaching and learning.</p> <p>2.2 A learning culture School leaders actively and collaboratively promote and build a culture that supports the school's vision for teaching and learning.</p> <p>2.3 Policy and program development School leaders plan, strategically and collaboratively, to develop policies and programs that support the school's vision for teaching and learning.</p> <p>2.4 Teacher professionalism School leaders actively and collaboratively build a culture that promotes teacher actions and teacher student relationships that are appropriate to the vision and mission of the Catholic school.</p>	<p>3.1 A focus on student learning outcomes School leaders actively and collaboratively advocate and ensure a teaching and learning focus on student learning outcomes.</p> <p>3.2 Curriculum and assessment School leaders actively and collaboratively develop curriculum and assessment policies and programs. They mobilise others to implement these policies.</p> <p>3.3 A safe and effective environment for teaching and learning School leaders actively and collaboratively cultivate and promote a safe and effective environment for teaching and learning.</p> <p>3.4 Quality teaching School leaders are expert teachers. They actively and collaboratively assist their colleagues to improve teaching practice.</p>	<p>4.1 Professional learning and development School leaders are learners who actively and collaboratively encourage and support the professional learning of their colleagues.</p> <p>4.2 Staff appraisal and performance review School leaders actively and collaboratively promote, support and participate in staff appraisal and performance review programs that aim to ensure accountability and improve teaching quality.</p> <p>4.3 Resources School leaders actively and collaboratively select and organise resources to promote student learning.</p> <p>4.4 Pastoral care School leaders actively and collaboratively promote and implement the school's pastoral care policies and programs.</p>	<p>5.1 Communication with families School leaders actively and collaboratively encourage and facilitate effective communication with families.</p> <p>5.2 Partnerships School leaders forge partnerships with individuals and groups who can have a positive impact on students' growth and learning.</p> <p>5.3 Service to the wider community School leaders emulate the model of Jesus Christ in providing service to the wider community.</p>



1. Links to School Improvement Framework (SIF)



2. Annual Review Meetings

LSF as a resource:

- for framing professional dialogue
- for critical reflection



ARM Critical reflection and action tool..

Sphere: Leadership and Management - Leadership Role: REC

	Improve or Develop further		Satisfactory		Highly developed	Sources of Evidence (identify successes and opportunities)
1.1 The Catholic Identity of the school					✓	
1.2 Education in life and faith				✓		
1.3 Celebration of faith and life			✓			
1.4 Action and social Justice		✓				



Key Leadership Goal:

Actions necessary to achieve this goal:

3. Aide in Writing Role Descriptions:

Viewing the next layer of leadership learning by adopting key verbs and terms from document:

Vision for a whole school

- develop and communicate
- build a culture
- plan strategically
- promote

Teaching and Learning

- advocate
- develop (curriculum and assessment, policies and programs)
- assist (colleagues)



3. Aide in Writing Role Descriptions:

LITERACY CO-ORDINATOR ROLE:

Literacy Co-ordinator FTE .8 to co-ordinate literacy from Prep to Grade 6 as well as Literacy support i.e Reading Recovery or small focus teaching & learning groups, classroom modelling and being responsible for Professional Learning Teams.



Using the Guiding Conceptions

LITERACY CO-ORDINATOR ROLE:

The role of Literacy Co-ordinator is central to the effective functioning of St Have-A-Go Primary school. Those intending to apply for the role of Literacy Co-ordinator should demonstrate commitment to the actions of school leaders which include;

1. Having a clear moral purpose
2. Relationship Building
3. Understanding and Managing change
4. Capacity for creating and sharing knowledge
5. Ability to ensure coherence and alignment of structures



Guiding Conceptions

HAVING A CLEAR MORAL PURPOSE

- Have a strong commitment to the relationship social justice and learning.
- Maintain a focus on underperforming students.

RELATIONSHIP BUILDING

- Have excellent personal and interpersonal skills
- Demonstrate capacity to lead teams
- Demonstrate capacity to communicate effectively to various stakeholders: (Parents, Consultants, Classroom Teachers, Students And External Providers, Specialist Teachers)
- Commit to building trust through modelling or demonstrating lessons regularly
- Maintain confidentiality



Guiding Conceptions

UNDERSTANDING AND MANAGING CHANGE

- Understand the change process and the consequent learning required of team members
- Recognise the importance of strategic planning for implementation of change
- Plan and scaffold learning for staff
- Plan and scaffold own learning
- Identify own performance indicators
- Negotiate performance indicators (standards and targets with staff)



Guiding Conceptions

CAPACITY FOR CREATING AND SHARING KNOWLEDGE

- Lead learning for Literacy Team members
- Lead learning for School Staff
- Nominate or create opportunities for others on team to develop leadership skills
- Ensure that all documentation regarding student data is available electronically and is easily accessible
- Ensure that the Administration team is kept fully informed regarding: literacy, goals, processes and procedures

ABILITY TO ENSURE COHERENCE AND ALIGNMENT OF STRUCTURES

- Demonstrate an understanding of where literacy fits within the whole school improvement plan
- Communicate effectively with Teaching and Learning Coordinator



3. Induction:

LITERACY CO-ORDINATOR ROLE:

- Feedback conversations – around pedagogy and leadership learning
- Coaching conversations
- Mentoring of leadership team – principal and or other experienced member of team
- Leadership learning journals/ e journals



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	1.1 The Catholic Identity of the school	2.1 A vision for teaching and learning	3.1 A focus on student learning outcomes	4.1 Professional learning and development	5.5 Communication with families
	1.2 Education in life and Faith	2.2 A learning culture	3.2 Curriculum and Assessment	4.2 Staff Appraisal and performance review	5.2 Partnerships
	1.3 Celebration of life and faith	2.3 Policy and program development	3.3 A safe and effective environment for teaching and learning	4.3 Resources	5.3 Service to the wider community
	1.4 Action and social justice	2.4 Teacher professionalism	3.4 Quality teaching practice	4.4 Pastoral care	

5. Auditing and mapping professional learning

6. Role Clarity: The extent to which employees know what is expected and required of them.

Who is accountable?

The person who is ultimately responsible

Who is responsible ?

The extent to which employees know what is expected and required of them.



7. Goal setting: Leadership Team

8. Goal setting: Getting all staff to identify a leadership goal (view to succession planning)

9. Career planning: Professional Leadership Portfolio Curriculum Vitae

10. Leadership Standards Framework Web-site

