

LEADERSHIP STANDARDS FRAMEWORK



Australian Government
Quality Teacher Programme



Introduction

Leadership in Catholic Schools: Development Framework and Standards of Practice was developed in 2005 by the Catholic education offices of Melbourne and Sale, in partnership with the Australian Council for Educational Research (ACER). The publication was endorsed by the Catholic Education Commission of Victoria Ltd (CECV) as a valuable resource for leadership development in Catholic primary and secondary schools in Victoria.

Over time, the publication has become more commonly known as the *Leadership Standards Framework* (LSF). It continues to be a valuable framework, connecting the work of leaders and the core functions of schooling within the context of Catholic Church values and beliefs and the mission of Catholic schools in their communities.

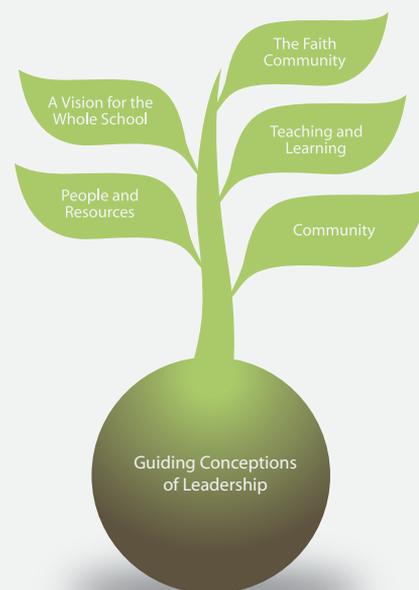
The *Leadership Standards Framework* aims to:

- describe the complex work of leaders in Catholic schools
- support the work of leaders and aspiring leaders
- provide teachers with a professional learning guide as they work towards formal leadership positions
- form a basis for a system of assessment against the standards.

Above all, the LSF sets out to capture a distinct set of agreed leadership practices for leaders in Catholic schools. Although it identifies what could potentially be measured, it does not set out to identify actual measures, or levels of performance.

The concept of leadership promoted in the LSF is not viewed as being conferred or bound by role, but as being accessible to any individual within a school. Accordingly, the LSF is relevant and useful for all who have aspirations towards leading others in informal as well as formal ways.

Organisation of the Leadership Standards Framework



The *Leadership Standards Framework* has two facets:

1. Guiding conceptions of leadership
2. Areas of leadership action.

The knowledge and the dispositions that inform the actions of school leaders are identified in the LSF. Importantly, at the centre of this framework are the five 'guiding conceptions' of leadership drawn from the work of Richard Elmore (2000) and Michael Fullan (2000, 2004) which should infuse every leadership action.

The LSF diagram encapsulates the relationship between the guiding conceptions of leadership and the areas of leadership action.



The Five Key Areas of Leadership Action

AREA 1: The Faith Community

- 1.1 **The Catholic identity of the school.** School leaders actively and collaboratively promote, maintain and enhance the Catholic identity of the school.
- 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.
- 1.3 **Celebration of life and faith.** School leaders actively and collaboratively promote, maintain and enhance processes for reflection, prayer and liturgical celebration.
- 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.

AREA 2: A Vision for the Whole School

- 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.
- 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.



- 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.
- 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.

AREA 3: Teaching and Learning

- 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.
- 3.2 **Curriculum and assessment.** School leaders actively and collaboratively develop curriculum and assessment policies and programs. They mobilise others to implement these policies.
- 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.
- 3.4 **Quality teaching.** School leaders are expert teachers. They actively and collaboratively assist their colleagues to improve teaching practice.

AREA 4: People and Resources

- 4.1 **Professional learning and development.** School leaders are learners who actively and collaboratively encourage and support the professional learning of their colleagues.
- 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.
- 4.3 **Resources.** School leaders actively and collaboratively select and organise resources to promote student learning.
- 4.4 **Wellbeing.** School leaders actively and collaboratively promote and implement the school's student and staff wellbeing policies and programs.

AREA 5: Community

- 5.1 **Communication with families.** School leaders actively and collaboratively encourage and facilitate effective communication with families.
- 5.2 **Partnerships.** School leaders forge partnerships with individuals and groups who can have a positive impact on students' growth and learning.
- 5.3 **Service to the wider community.** School leaders emulate the model of Jesus Christ in providing service to the wider community.

Guiding Conceptions

The actions of a Catholic school leader are guided by religious, professional and ethical principles and purposes. The guiding conceptions provide a definition of what leaders know, believe and do.

Exercising leadership in a school setting primarily entails mobilising and energising colleagues around concerted efforts over time to improve learning opportunities for students. Since improvement of a school's performance frequently involves doing things differently from how they have been done in the past, such leadership often requires managing a process of change. A hallmark of leadership, therefore, is that it entails taking initiative, an attitude of 'making it happen'. However, leadership is not a matter of the heroic individual, the lone ranger, achieving momentous feats in the face of difficult odds. Instead, leadership reflects a collaborative relationship with colleagues.

The guiding conceptions of leadership underpinning the Leadership Standards Framework are:

1 Having a clear purpose driven by ethical standards and an identified need.

School leaders are committed to students and their learning. By acting in response to a clearly identified need, with a clear moral purpose from the outset, leaders can accurately and perceptively reflect on the extent to which the original purpose was achieved.



2 Building and maintaining relationships.

The leader is persuasive, convincing others to join in the effort. He/she exercises the interpersonal and facilitative skills of listening, joint problem-solving, honouring other people's ideas, and maintaining focus, but also knowing when to be decisive, to cut to the heart of something, to move the group forward to action.



3 Understanding and managing the complexities of the change process, especially change in attitudes and teaching practices.

Leaders ensure participation in building a shared understanding of the purpose and nature of the change initiative. They realise the dangers of being overzealous in promoting their own ideas;

they recognise that resistance to change has the potential to be a source of useful information. Leaders understand that change leads at first to feelings of uncertainty and being deskilled; that things will often seem worse before the benefits of change become apparent. They make use of accurate data and feedback about the effectiveness of current practices in changing attitudes and the vital role that modelling and coaching play in learning how to implement new teaching practices.



4 Creating and sharing knowledge.

Leaders seek, share and act upon relevant research. Leaders also create new knowledge through documenting and evaluating their own change efforts; they contribute to the school as a learning organisation. Leaders work toward an accountable professional culture based on shared professional standards, reflective dialogue about practice, collaboration and the deprivatisation of practice. They encourage colleagues to take up leadership roles.



5 Ensuring coherence and alignment of structures.

Leaders ensure that change initiatives are aligned with existing school policies and programs. Change initiatives should not occur in a vacuum, layered on one another without coherence or connection with the culture and mission of the school. Not all change represents improvement, nor does every improvement require change. Frequently, improvement occurs when leaders motivate individuals to become more skilled and thoughtful regarding their work. Leaders establish structures that can be sustained over time, not swept away by the next popular reform.



Leadership Thoughts

4 AUGUST 2012

Welcome to the new interface of the Leadership Standards Framework Website!

The website has undergone a substantial upgrade in response to user survey feedback obtained in 2011.

[Read More](#)

3 AUGUST 2012

How important are relationships to leadership?

Good relationships definitely enhance the culture of a school.

[Read More](#)

3 AUGUST 2012

Educational leadership requires leaders to create and share

Leadership Standards Framework (LSF) Website

www.lsfvic.catholic.edu.au

The *Leadership Standards Framework* website has undergone a substantial upgrade, offering new features and functions which support teachers to further develop their leadership capacity by providing opportunities for interaction, communication and collaboration.

Framework

This section of the website outlines the *Leadership Standards Framework* and details Action Areas and Guiding Conceptions. It also includes an easy reference framework summary.

Action (Exemplars)

This section of the website illustrates leadership actions in areas of school life and operations. The five Guiding Conceptions and the five Actions Areas are depicted in a variety of formats. Individuals or schools may use these as models or exemplars to learn from a diverse range of leadership strategies and programs. Topics include leading change, professional learning and leading a faith community. The exemplars are suitable for all who have aspirations towards leading others in informal as well as formal ways.

Development

This section of the website provides resources to support the performance and development of leaders in Catholic schools.

Thoughts

This section of the website invites school leaders to share thoughts and comments on areas of contemporary leadership practice within the context of the *Leadership Standards Framework*.

For further details visit www.lsfvic.catholic.edu.au.

References

Catholic Education Commission of Victoria Ltd (CECV) 2005, *Leadership in Catholic Schools: Development Framework and Standards of Practice*, CECV, Melbourne.

Elmore, RF 2000, *Building a New Structure for School Leadership*, Albert Shanker Institute, Washington DC.

Fullan, M 2001, *Leading in a Culture of Change*, Jossey Bass, San Francisco.

Fullan, M 2004, *Personal Action Guide and Workbook. Leading in a Culture of Change*, Jossey Bass, San Francisco.



‘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, p. 9)