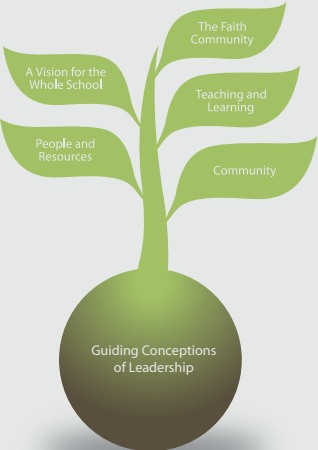


LEADERSHIP STANDARDS FRAMEWORK SUMMARY

| Guiding Conceptions of Leadership | The Five Key Areas of Leadership Action |
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| <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, p. 9).</p> <p>The following features should be apparent in all of the actions of school leaders:</p> <ol style="list-style-type: none"> 1 Having a clear moral purpose 2 Relationship building 3 Understanding and managing change 4 Creating and sharing knowledge 5 Ensuring coherence and alignment of structures.  | <p>AREA 1: The Faith Community</p> <ol style="list-style-type: none"> 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. <p>AREA 2: A Vision for the Whole School</p> <ol style="list-style-type: none"> 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. <p>AREA 3: Teaching and Learning</p> <ol style="list-style-type: none"> 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. <p>AREA 4: People and Resources</p> <ol style="list-style-type: none"> 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. <p>AREA 5: Community</p> <ol style="list-style-type: none"> 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. |