



Assignment Abstract (LSF links) – Joanne Rock

By undertaking this unit on Leadership in Catholic Schools and focussing on the Core Document: Leadership in Catholic Schools: Development Framework and Standards of Practice, (CECV 2005), I have been encouraged to look closely at my leadership responsibilities and duties, asked to reflect on my leadership style, look at leadership capacity to manage change and leadership effectiveness and how these should all equate to improved student learning at my school.

Through unpacking and discussing the LSF, I have come to see the value of articulating and identifying the various Leadership actions required by leaders in Catholic schools that will ensure our students receive the best learning experience possible. In my role as Director of Teaching and Learning, by using Key Areas 3 and 4 of Leadership actions, (table on page 10 of the LSF) as a tool to 'assess' my leadership capacity in a reflective manner, I have felt very affirmed and validated as a school leader.

The LSF document has proved to be a valuable tool of clarification around identified Key Areas of Leadership, all underpinned by Fullan's 5 guiding conceptions of leadership.

In my busy professional life, affording the time to reflect on the leadership skills I practice seemed nigh impossible. However, making the time to do just this has really enhanced my leadership abilities. By focusing on the very particular nature of leadership in Catholic Schools and strengthening my understanding of the specific qualities required by leaders has also helped to further my knowledge and understanding of current theoretical components of leadership and change management. I have been able to investigate these aspects more thoroughly through investigating leadership theories and research on this important area.

Reflecting on the context of my school, (a rural, secondary regional college), my leadership role within it, and how my leadership can bring about positive change and improved learning outcomes for all of our students is the main focus of my papers. Personally and professionally, I have found the research and reflection around the core document to be of enormous value. I am sure that this will translate into improved student learning and outcomes.



Assignment Reflection (LSF links) – Joanne Rock

The benefits of completing the two assignments as part of this unit have been many and varied. Professionally, this unit was a great way to return to study in a way that maximised my teaching experiences and school context.

The assignments were based on the work I was currently undertaking whilst seeing how that linked to the LSF and contemporary leadership theories and research. By affording myself the time to identify where my role and work predominately resided within the 5 Key Areas as stated in the LSF, in particular review my leadership capacity in areas 3 and 4, and reflect on the relationship between my leadership in these areas and improved student learning, I was able to assess my abilities and look at ways of being a more effective leader.

This study has given me not only a framework for leadership, but the language to articulate what strong and positive leadership looks like and encompasses.

Personally, I have benefited enormously in that this unit has made me see the importance of putting aside time for professional reading, and then reflecting on that reading in the context of my role as an educator and leader in a Catholic secondary school.

This unit has also been the impetus for me to continue further studies by formally starting my Master of Education Leadership with ACU, where the unit on LSF has given me a head start with credit transfers. Before completing this unit, I would have seen myself as "too busy" to even contemplate taking on further study. Now I can see that by changing my priorities and focus, the further study is actually assisting me in my role as Director of Teaching and Learning.



ASSIGNMENT SUMMARY – JOANNE ROCK

| MAJOR ASSIGNMENT Area 3: Teaching and Learning | LSF AREA 3.1; 3.2 | | AUDIT OTHER LSF LINKS WHICH APPLY 2.1; 2.2; 3.4; 4.1; 4.2; 4.3; 4.4 |
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| CONTENT PROCESS PRODUCT | STRENGTHS | CHALLENGES | LSF LINKS FOR ACTION/FUTURE ACTION |
| <ul style="list-style-type: none"> • Context: my role as Director of Teaching and Learning in a rural secondary Catholic Regional College • Areas 3 and 4 in the LSF is predominantly where my work resides • I linked a leadership action within my role specifically to Area 3.1 and 3.2. • For 3.1, I looked at how I use my leadership ability with regards to the collection, analysis and reporting of data to inform and enhance student learning outcomes. I also focussed on my leadership action related to the implementation of the new report cards, and tried to link them to improved student outcomes. • For 3.2, I focussed on the mandated implementation of the VELs curriculum, whereby I needed to inform, motivate and mobilise others to start to implement this new curriculum and tie it in with the new assessment and reporting requirements. | <ul style="list-style-type: none"> • It was easy to identify which area out of the LSF that my role predominantly concerned with. • Area 3 'Teaching and Learning' is about the 'core business' of schools. • Area 4 is closely linked with this core business as it looks at how resources, which includes staff, assist in the enhancement of Area 3. • By looking in depth at 3.1 and 3.2, I was able to tease out a couple of my leadership actions with specific reference to student learning outcomes and curriculum and assessment. • I am directly linking part of my work to area 3.1: A focus on student and learning outcomes. | <ul style="list-style-type: none"> • It was hard to shut out the other areas in the LSF, because as a member of the College Leadership team, I am involved fairly extensively in all 5 areas. • Both Area 3 & 4 cover so much ground and are co-dependent on one another and are somewhat difficult to separate, e.g. 3.4 is dependent on 4.1 and 4.3 | <ul style="list-style-type: none"> • All of Area 2, "A Vision for the Whole School". |