



## **Abstract - Anita Kay-Taylor**

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The purpose of this paper was to explore my role and actions as a leader specific to my position of leadership, within a Catholic College, as well as the role I have played in initiating the possibility of a whole school approach to Literacy. The draws largely on the works of Fullan, Caldwell as well as numerous links to the core document, the LSF. In order to fully discuss these roles of leadership, the following key elements were expanded on:

- An outline of the context of the College.
- The Leadership Structure and its links to the LSF.
- My leadership actions as a VCE Team member representing English and SOSE, as well as a literacy leader.
- The project to implement a 'Whole School Approach to literacy' and the outcome of the actions taken.
- My reflection on the result of actions taken during the project.
- The effects of the core documents on my understanding of leadership.



### Reflection – Anita Kay-Taylor

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One of the greatest lessons I have learnt in undertaking this Masters Unit, is something I have always known, and that is that the future is unpredictable and being pro-active is a lot harder than being reactive. The challenge for me is to stay focused on my leadership administrative priorities such as the wonder of textbook lists, trial exams, VCE exams, semester reports and course writing for new study designs, without losing sight of my long term goals. I acknowledge that I have accomplished some of what I intended as a leader through the project but I am far from patting myself on the back for a job well done.

One of the most influential factors on my project has been the research and lectures undertaken through my studies. There seems to be some Divine intervention at work. The Masters classes was the thing I thought I needed the least this year and yet each session seemed cosmically linked to informing and shaping my novice experiences in leadership.

My other source of inspiration has been my exposure to the Marist Shared Vision program. I recognized that unlike St Marcellin Champagnat I was not blessed with the gift of academia but that that should be no limitation on what I could achieve as a leader amongst those in need.

My experience and journey through this project has given rise to several new beliefs and goals for Catholic Education. Brian Caldwell's *Re-imagining Educational Leadership* speaks of <sup>1</sup> 'intellectual capital' and 'knowledge management' in ways that have opened my mind to new opportunities through which I could contribute to the schools of the future. If every teacher found time to explore "what could be" the future of education could be continuously transformed beyond just 'getting it right'.

*Leadership in Catholic Schools* has been an invaluable tool in all my leadership undertakings. I would go so far as to suggest that it should be a compulsory text given to all who embark on leadership in Catholic Schools. Unlike past frameworks and standards it acknowledges and encourages the potential of all teachers as leaders. The age-old perception that leadership is for a select few is challenged and given a new perspective for consideration. The framework focuses on <sup>2</sup> 'encouraging classroom teachers to consider movement into leadership position'. If the basics of the framework is applied and minimal standards adhered to, even the most challenged school would have a chance for change and 'turn-around' success. Above all, the document provides hope for education in the 21st Century.

1. Caldwell, B (2006), *Re-imagining Educational Leadership*
2. *Leadership in Catholic Schools*, p7



## ASSIGNMENT SUMMARY – ANITA KAY-TAYLOR

<b>ASSIGNMENT</b> Minor and major: Area 3 Teaching and Learning	<b>LSF AREA</b> Minor Assignment – Academic reflection based on a Catholic College context; in areas 3.1 – 3.4 Major Assignment – My role as a VCE Curriculum team member and literacy leader using Fullan and LSF Area 3 for guidance, insight and reflection.		<b>AUDIT OTHER LSF LINKS WHICH APPLY</b> Areas 1 & 4
<b>CONTENT PROCESS PRODUCT</b>	<b>STRENGTHS</b>	<b>CHALLENGES</b>	<b>LSF LINKS FOR ACTION/FUTURE ACTION</b>
<p>Minor Assignment:</p> <ul style="list-style-type: none"> <li>Identified the core components of Area 3.</li> <li>Identified specific links to the work of a leader at a Catholic College.</li> </ul> <p>Major Assignment:</p> <ul style="list-style-type: none"> <li>The context</li> <li>Leadership structure at Lavalla Catholic College, Traralgon.</li> <li>My Leadership</li> <li>Action/project</li> <li>Reflection</li> </ul>	<p>The Minor assignment:</p> <ul style="list-style-type: none"> <li>Allowed me to immerse myself in an area that was directly linked to my current role as a leader.</li> <li>The exploration of the LSF provided perspective, the academic foundation and confirmation of my understanding of leadership.</li> </ul> <p>The Major Assignment:</p> <ul style="list-style-type: none"> <li>Allowed a more critical view of my role within a broader context.</li> <li>It has informed my methods of implementing change, my vision as a leader and professional practice.</li> </ul>	<p>The Minor/ Major Assignment:</p> <ul style="list-style-type: none"> <li>Sourcing relevant data</li> <li>Initiating dialogue around the area of leadership with staff at different levels.</li> <li>Trying to be subtle when applying the LSF when implementing change.</li> </ul>	<ul style="list-style-type: none"> <li>A sound understanding of the Guiding Conceptions is an essential part of formation as a leader.</li> <li>The LSF will inform all my actions as a leader, no matter what my context.</li> </ul>