



LEADERSHIP STANDARDS FRAMEWORK

Mercy College Leadership Mentoring



Action Research Project

**Developing the leadership capacity of middle
leaders through targeted and directed
mentoring**

Leadership

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).



**Understanding
Change**

Moral Purpose

**Relationship
Building**

**Knowledge
Creation and
Sharing**

**GUIDING CONCEPTIONS OF
LEADERSHIP**



**Coherence
Making**



Project Philosophy

- Development of curriculum and pastoral leadership – whole school learning, planning and action strategies
- School improvement agenda – curriculum and pastoral leadership for school improvement
- Supporting leaders – vision and goals for leadership
- Self and peer review – school improvement
- Critical friend mentor – review strategies for leading
- Building leadership capacity – leading staff to improved student outcomes
- Leading collegiality – model leadership actions, attitudes and processes and practices



**Leadership
Standards**

**Building
Leadership Capacity**

**Mentoring for
Leadership**

**Leading for strategic
development**

**Building
Leadership Capacity**

Leadership Standards

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 Pastoral care**
School leaders actively and collaboratively promote and implement the school's pastoral care policies and programs.

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.

Action Research Project

Pairing of a first time leader with an experienced leader.

Pairs undertake guided **leading and leadership dialogue** with support and direction from an external facilitator specialising in *mentoring for effective leadership*.

Dialogue about leadership and leading framed around the Guiding Conceptions of Leadership and specifically focusing on the identified leadership standards.



Leaders

- **Novice Leader:** A person in the first year of their leadership role undertakes this project with the endeavour to **explore** what **leadership** is and how they can **evolve** their **knowledge, skills** and **understanding**.
- **Experienced Leader:** A person with one or more years in their leadership role undertakes this project with the endeavour to **explore** their **knowledge, skills** and **understanding** of what leadership is and how they can **continue to evolve** and **develop** their **leadership capacity**.



Mentoring

- **Mentor Pair:** A novice leader and an experienced leader share their **exploration of the leadership** standards with the intention of acting as confidential colleagues able to be a **critical friend** to each other as they evolve and develop their leadership capacity as individuals and as members of the Mercy College leadership group.



Mentoring

- **Mentor Consult:** An external facilitator expert in educational leadership in a Catholic context works with the action research group participants in relation to the project. Consultations are confidential and directed towards **building the leadership capacity of individuals** as they lead for ongoing school improvement.



Why an issue?
Clarifies how you know it is an issue and what impact you perceive this is having on your leadership

Broad Issue
A broad issue is a dimension of your leadership that you have identified in Phase One Part B

What Aspect?
The aspect identifies practical specific issue/s related to your identified broad aspect

Why an issue?

Broad Issue

What Aspect?

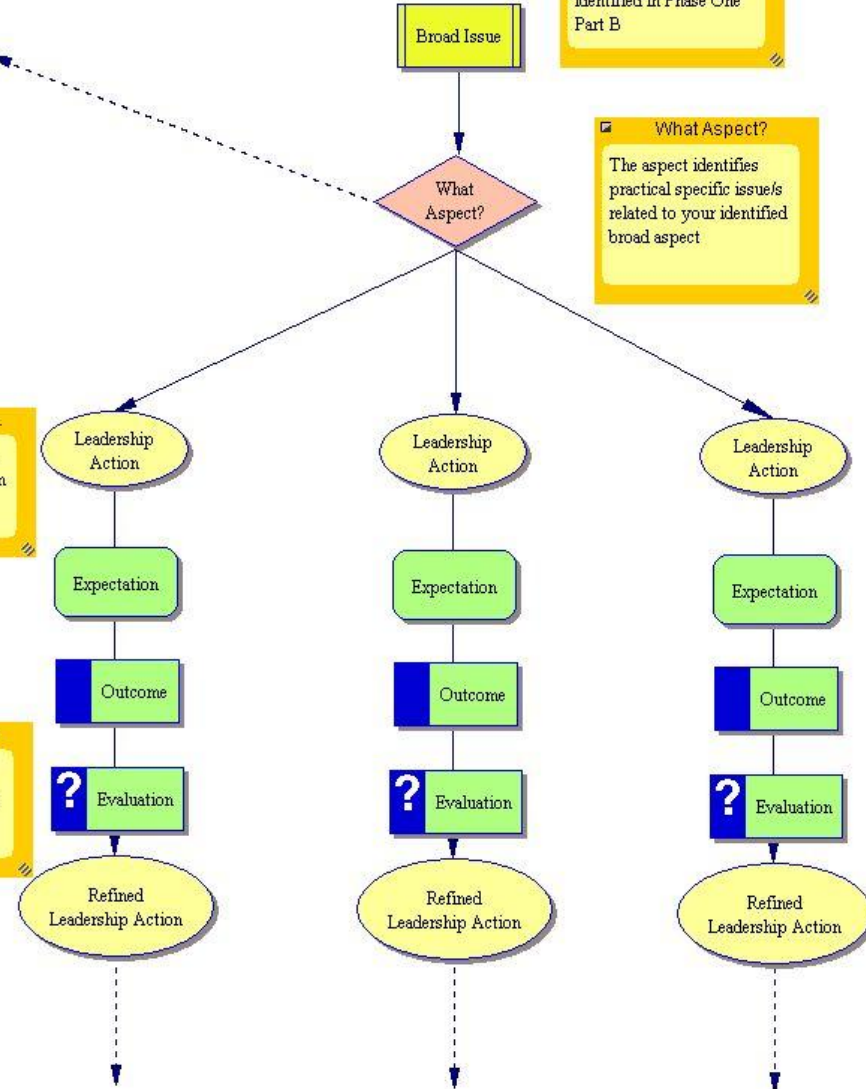
Leadersh...
What is the action you will take?

Expectati...
What result do you expect from your action?

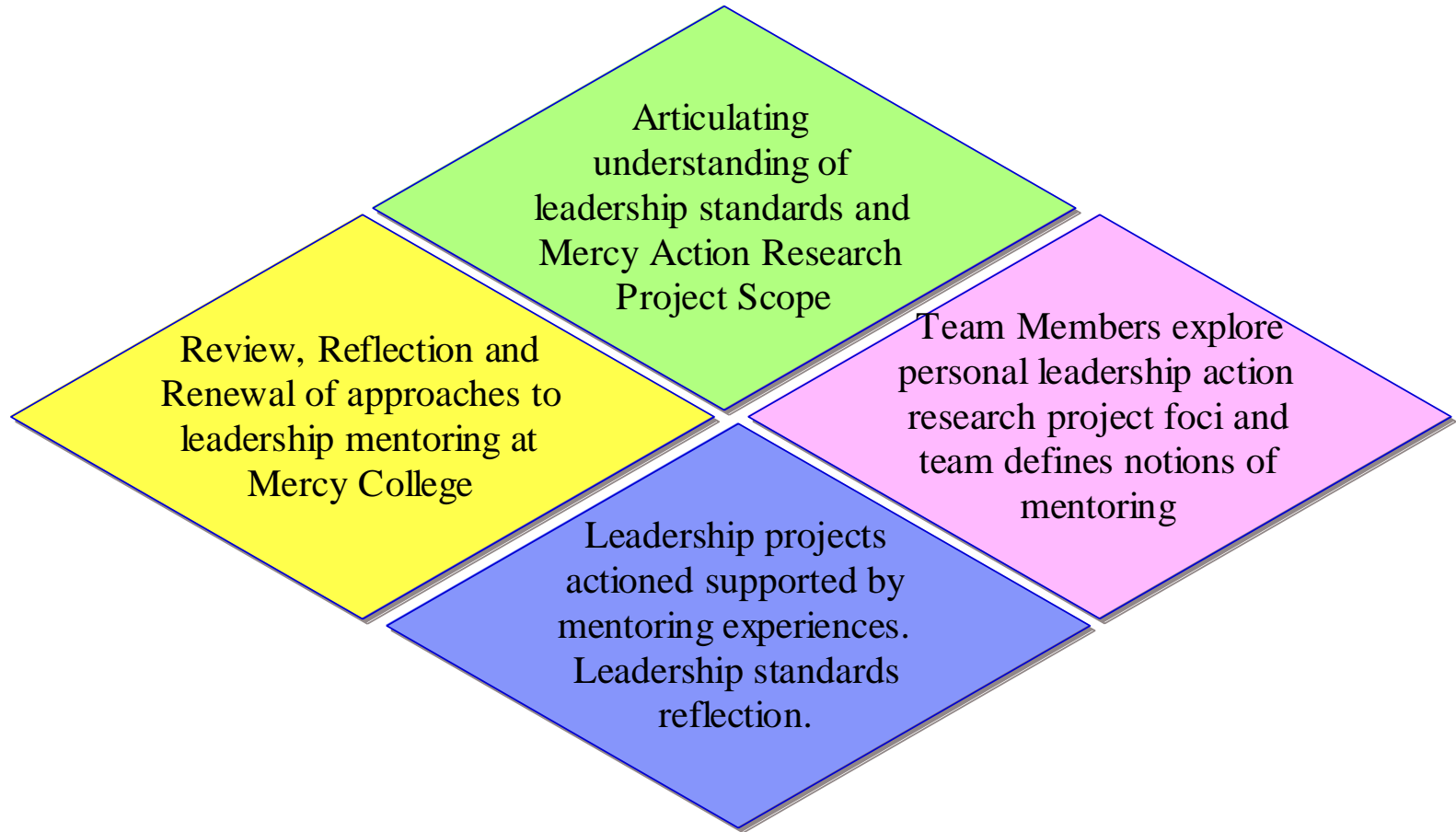
Outcome
What was the result of your action?

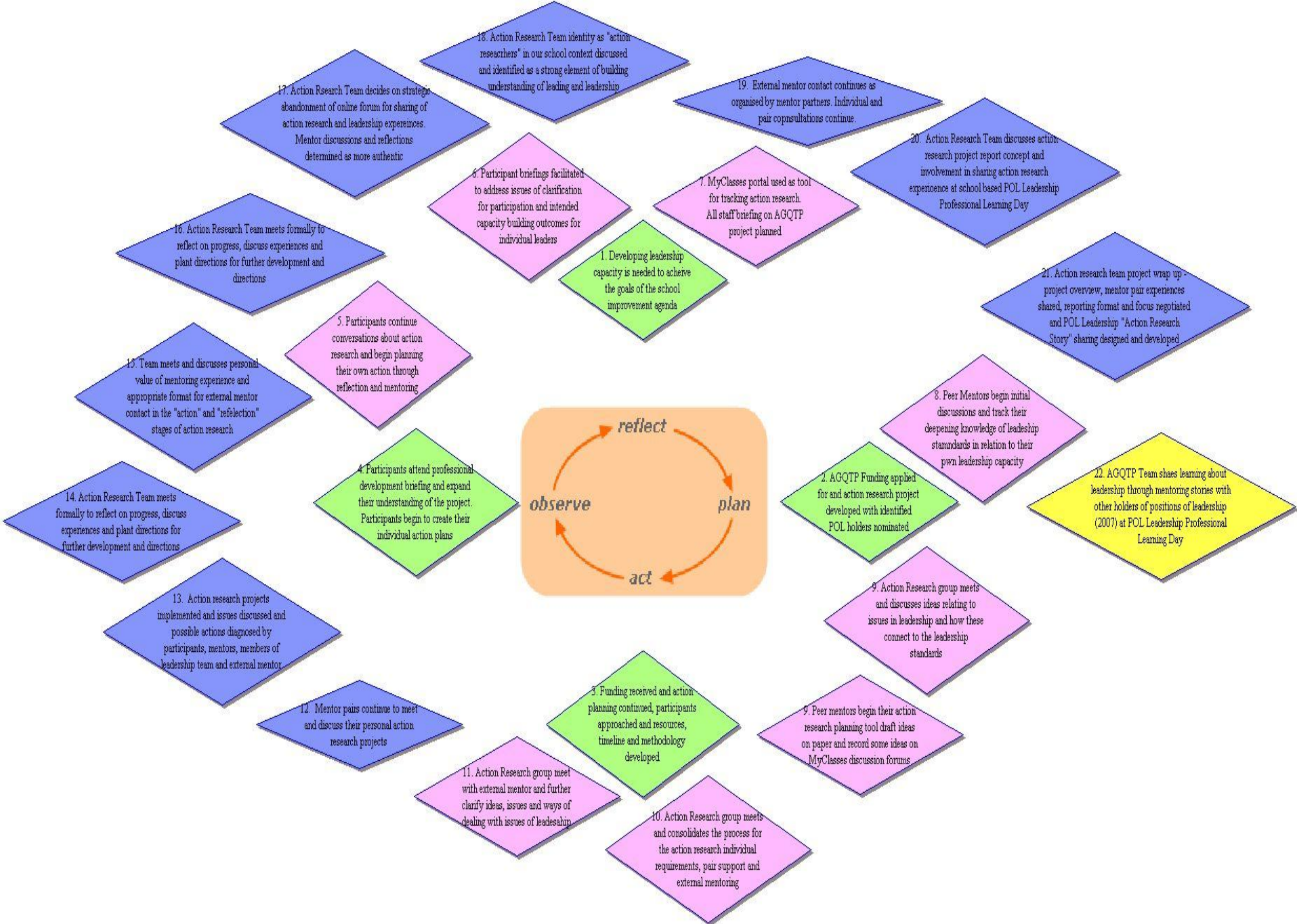
Evaluation
Is the action worth pursuing, refining or abandoning?

Refined L...
If refining this action, how will you do so?



Action Research Project Cycle





Mentored Leadership Action Research Stories

- Action research involvement
- Memorable 'learnings'
- Mentoring experiences

