Leading Learning: The Parramatta Catholic Education Leadership Framework

The Leadership Framework establishes a shared understanding of Leadership.

The Framework has four core elements: Catholic Culture, Leading Pedagogy, Leading Self and Others and Stewardship.

Each of these elements has a context statement, accountabilities and indicative practices designed to give life to the Framework in different leadership contexts.
How does the Leadership Framework relate to the overall Parramatta Catholic Education Framework?

The Leadership Framework details the ‘Leading Learning’ domain of the Education Framework as four relationships:
- The ‘Catholic Culture’ element details the direct relationship between Leading Learning and Quality Catholic Schooling
- The ‘Leading Pedagogy’ element details the relationship between Leading Learning and Learning and Teaching
- The ‘Stewardship’ element details the relationship between Leading Learning and the Learning Environment
- The ‘Leading Self and Others’ element details the relationship between Leading Learning and the Community of Learners
Parramatta Catholic Education Leadership Framework for School Leaders

<table>
<thead>
<tr>
<th>Catholic culture</th>
<th>Leading pedagogy</th>
<th>Leading self and others</th>
<th>Stewardship</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders ensure the school community is recognisably Catholic and contributes to the evangelising mission of the Church.</td>
<td>School leaders are responsible for learning and teaching</td>
<td>School leaders build the capacity and capabilities of themselves and others</td>
<td>School leaders ensure that resources are used effectively.</td>
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<td><strong>This requires school leaders to:</strong></td>
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<td>- Support the work of the parish/es in building a Catholic community.</td>
<td>- Establish goals and high expectations for all students and all teachers.</td>
<td>- Take responsibility for their own professional learning and growth.</td>
<td>- Contribute to and benefit from system leadership.</td>
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<tr>
<td>- Ensure the sacramental life of the school is sustained and nurtured.</td>
<td>- Plan, coordinate and evaluate teaching and the curriculum.</td>
<td>- Challenge existing practice to ensure continuous improvement and reflection.</td>
<td>- Ensure that the system strategic intent is delivered through the school goals and implementation plan.</td>
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<td>- Model and promote Catholic life and living.</td>
<td>- Plan and engage in professional learning with school staff on contemporary learning and teaching.</td>
<td>- Act strategically to plan and implement change.</td>
<td>- Align resources and professional expertise to the learning needs of the students and teachers.</td>
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<tr>
<td>- Ensure an appropriate RE curriculum is implemented in the school.</td>
<td></td>
<td>- Recognise and celebrate achievement.</td>
<td>- Take responsibility for financial and physical resource management.</td>
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<td><strong>They do this in ways such as:</strong></td>
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<td>- Acting justly and with integrity.</td>
<td>- Involving staff and others in the shaping of the school's goals.</td>
<td>- Guiding, mentoring and developing people.</td>
<td>- Ensuring there are appropriate resources for learning and teaching.</td>
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<td>- Building and maintaining relationships with parish priests.</td>
<td>- Embedding the system strategic intent into the school.</td>
<td>- Inspiriting and influencing others.</td>
<td>- Following system recruitment and selection procedures to ensure best-quality staffing.</td>
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<td>- Promoting partnerships with parents and caregivers.</td>
<td>- Ensuring continued improvement in student learning outcomes.</td>
<td>- Identifying and addressing performance issues in the school.</td>
<td>- Developing and maintaining an effective budget process.</td>
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<td>- Building relationships with the parish and the wider community.</td>
<td>- Learning with the staff from both evidence-based research and local practice.</td>
<td>- Planning and coordinating a strategic approach to change.</td>
<td>- Maintaining and enhancing the physical environment of the school.</td>
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<td>- Participating in, leading and promoting the prayer, spiritual and liturgical life of the school.</td>
<td>- Promoting and building creative and innovative learning/teaching environments.</td>
<td>- Building collaborative learning teams.</td>
<td>- Developing partnerships with local business and community.</td>
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<td>- Operating in a spirit of reconciliation and celebration.</td>
<td>- Ensuring a safe, secure and supportive learning environment.</td>
<td>- Communicating effectively with a diverse range of people.</td>
<td>- Providing a transparent account of the school’s performance to a range of audiences.</td>
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<td>- Witnessing to the living of the Gospel, Catholic teachings and the traditions of the Faith.</td>
<td>- Protecting time for learning and teaching by reducing external pressures and interruptions.</td>
<td>- Using transparent decision-making processes.</td>
<td>- Ensuring good records management.</td>
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<td>- Leading development implementation and evaluation of approved RE curricula.</td>
<td>- Being involved and visible in learning spaces.</td>
<td>- Displaying resilience.</td>
<td>- Promoting the life of the school to the wider community.</td>
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<td>- Promoting an inclusive culture.</td>
<td>- Using technologies to support learning/teaching.</td>
<td>- Acknowledging when mistakes are made and learning from them.</td>
<td>- Being the public face of the school.</td>
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Leading self and others

School leaders build the capacity and capabilities of themselves and others

**This requires school leaders to:**

- Take responsibility for their own professional learning and growth.
- Challenge existing practice to ensure continuous improvement and reflection.
- Act strategically to plan and implement change.
- Recognise and celebrate achievement.
- Build a culture of collaboration.

**They do this in ways such as:**

- Guiding, mentoring and developing people.
- Inspiring and influencing others.
- Identifying and addressing performance issues in the school.
- Planning and coordinating a strategic approach to change.
- Building collaborative learning teams.
- Communicating effectively with a diverse range of people.
- Using transparent decision-making processes.
- Displaying resilience.
- Acknowledging when mistakes are made and learning from them.

Stewardship

School leaders ensure that resources are used effectively

**This requires school leaders to:**

- Contribute to and benefit from system leadership.
- Ensure that the system strategic intent is delivered through the school goals and implementation plan.
- Align resources and professional expertise to the learning needs of the students and teachers.
- Take responsibility for financial and physical resource management.
- Ensure the school meets system and regulatory requirements.

**They do this in ways such as:**

- Ensuring there are appropriate resources for learning and teaching.
- Following system recruitment and selection procedures to ensure best-quality staffing.
- Developing and maintaining an effective budget process.
- Maintaining and enhancing the physical environment of the school.
- Developing partnerships with local business and community.
- Providing a transparent account of the school’s performance to a range of audiences.
- Ensuring good records management.
- Promoting the life of the school to the wider community.
- Being the public face of the school.
- Promoting enrolment within the school.
- Developing the leadership of others.
### Parramatta Catholic Education Leadership Framework for School Leaders

#### Catholic culture

School leaders ensure the school community is recognisably Catholic by contributing to the evangelising mission of the Church.

- Masters of RE
- Principal and senior staff spiritual formation
- Principals’ seminars (guest speakers)
- ELIM, Module 2
- PEP (with a retreat/spiritual formation experience)

#### Leading Pedagogy

School leaders are responsible for learning and teaching

- Mentor Development (Mentors of new scheme teachers and of pre-service teachers)
- Masters of Educational Leadership
- “Learning Together” – system learning
- Academic partnerships and research
- ELIM, Module 1
- PEP (with a Leading Pedagogy component aligned to strategic directions)

#### Leading self and others

School leaders build the capacity and capabilities of themselves and others

- Covey 7 habits
- MEd Leadership (Parramatta Unit on Human Resource Development)
- Learning conversations
- Spiritual growth opportunities

#### Stewardship

School leaders ensure that resources are used effectively

- MEd Leadership (Parramatta Unit on Human Resource Development)
- Grievance handling and dispute resolution program (HREOC) for Principals/Assistant Principals
- Stewardship: for Principals/Assistant Principals: Child Protection; OH&S leadership; Compliance; Recruitment; policies and practices associated with employee entitlements; financial and resource management.

#### Strengthening the Catholic life of the school (Modules 1 and 2)

#### Leading Learning (Modules 1 and 2)

#### Leading Self and Others

Emerging Leaders Program (ELP)

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* The Professional Partners Program involves experienced principals partnering with beginning principals. As part of this program, the ‘experienced’ principals are offered a preparation program.