

# Maitland -Newcastle Catholic Schools Office Leadership Framework

## Leadership Progression

INDIVIDUAL LEADERS	MIDDLE LEADERS	SENIOR LEADERS	EXECUTIVE LEADERS
Live your faith	By ensuring Jesus is at the heart of all you do, giving witness to Catholic faith and setting an example of faith, hope and love in word and action		
	improvement	<ul style="list-style-type: none"> <li>Developing own faith, building a harmonious faith community and leading formation initiatives for staff, students and in support of Diocesan initiatives for families attending system schools</li> </ul>	<ul style="list-style-type: none"> <li>Developing own faith and leading strategic action to support spiritual formation of leaders and staff in schools</li> </ul>
<ul style="list-style-type: none"> <li>Promoting and modelling Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way</li> </ul>	<ul style="list-style-type: none"> <li>Actively promoting the integration of Catholic values across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Providing leadership as CSO and system staff in the integration of Catholic values across school life and the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Publicly promoting and emphasising the values and principles that are integral to the Catholic Church and Catholic education</li> </ul>
<ul style="list-style-type: none"> <li>Promoting and supporting system and school pastoral care policies and programs</li> </ul>	<ul style="list-style-type: none"> <li>Promoting and embedding system and school pastoral care policies and formation programs</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring quality pastoral care programs are in place to support families in the education, moral and faith formation of their children</li> </ul>	<ul style="list-style-type: none"> <li>Developing and embedding quality pastoral care programs across System Schools</li> </ul>

- Demonstrating a commitment to social justice and action in the school community

- Actively and collaboratively upholding a commitment to social justice and action in the school and wider community

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collaborative learning and wellbeing culture of shared responsibility focused on quality outcomes

wellbeing capacity of team members through a strong professional learning community

leadership capacity through facilitating an effective professional learning community with a strong wellbeing culture

development of collaborative professional communities and the sharing of best practice within and between schools across the system

interacts with team members			
Lead improvement, innovation and change	By working purposefully to support a shared system and school vision and the delivery of improvement initiatives		
<ul style="list-style-type: none"> <li>• Taking initiative to identify and make suggestions for sustainable improvements and efficiencies in own area of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively with colleagues to identify best practice and innovation that supports and promotes improved student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Creating opportunities for people to innovate and empowering people to take on new challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting Principals in best practice change leadership and strategic management to ensure a contemporary focus</li> </ul>
<ul style="list-style-type: none"> <li>• Working collaboratively to deliver continual improvement and excellence using an evidence- based approach</li> </ul>	<ul style="list-style-type: none"> <li>• Contributing to the CSO and/or school as a learning organisation through documenting and evaluating change efforts and sharing with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Providing strong leadership and direction to deliver on initiatives that make a real difference to Diocesan schools</li> </ul>	<ul style="list-style-type: none"> <li>• Leading and promoting a shared vision regarding future schools and system direction and building support for continuous improvement and lasting change</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrating an inquiry mindset and a willingness to consider alternatives</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging the status quo and encouraging others to be innovative in their practice to achieve school goals</li> </ul>	<ul style="list-style-type: none"> <li>• Working with school and CSO staff to encourage innovation and facilitate sustainable long term change in the school and CSO</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging the status quo and encouraging others to be innovative in their practice to achieve System goals</li> </ul>

- Consulting with colleagues when considering new id

Manage resources effectively	By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies
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| <ul style="list-style-type: none"> <li>• Effectively managing resources to contribute to improved outcomes</li> </ul> | <ul style="list-style-type: none"> <li>• Effectively managing and allocating resources to contribute to improved student outcomes</li> </ul> | <ul style="list-style-type: none"> <li>• Planning and prioritising to optimise the operation of the CSO and school through efficient management of available resources</li> </ul> | <ul style="list-style-type: none"> <li>• Aligning and realigning system resources to support priorities</li> </ul> |
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- between schools across the system
- Ensuring clear policies and practices are in place for the recruitment, succession planning and teachers and new and existing school and system leaders

the ongoing development of quality

## Maintain Focus on Evidence and Impact

- Analysing multiple sources of evidence to monitor progress towards system and school improvement targets and adjusting implementation as required
- Ensuring coherency and a strategic focus on impact and improvement across the system
- Modelling and leading schools in supporting staff

## LEADERSHIP BEHAVIOURSSENIOR LEADERS

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### Live Your Faith

by ensuring Jesus is at the heart of all you do, giving witness to Catholic faith and setting an example of faith, hope and love in word and action

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Maintain Focus on Evidence and Impact



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## Maintain Focus on Evidence and Impact

- Working with faculty /team or CSO colleagues to critically analyse a wide range of data sources to ensure strategic alignment and facilitate effective long-term change in the school
- Supporting members of their faculty/team in the delivery of school improvement goals
- Supporting staff in delivering high performance and addressing performance issues in a timely manner

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## Lead Improvement, Innovation and Change





## REFERENCES

The Framework draws from the following documents:

- QELI Leadership Framework
- Wollongong Leadership Framework
- The Australian Professional Standard for Principals (AITSL)
- Catholic Education Sandhurst Leadership Framework
- Leadership in Catholic Schools Development Framework and Standards of Practice – Catholic Education Commission of Victoria
- Sydney Catholic Schools Leadership Framework Catholic Identity and Mission
- The Developmental Learning Framework for School Leaders (DET, Victoria)
- UON Leadership Framework