

DLF – The Guide



The multidimensional nature of the DLF allows for a plurality of applications. Components within the Framework can be used both *in isolation* and *in relation* to each other.

Leadership Capabilities can inform

- professional learning plans
- staff effectiveness conversations
- individual's discernment when considering applying for a leadership position
- leadership development processes at individual and team levels
- principal and senior leadership appointment documentation
- leadership team formation and reflection
- coaching/mentoring
- personal reflection

Leadership across the Five Aspects of Catholic Schooling can inform

- role description development or critique
- formative and summative appraisal processes
- professional learning plans
- leadership team formation and reflection
- coaching/mentoring
- personal reflection

The inter-relatedness of the components is highlighted in an example where a revised role description informed by the *Leadership across the Five aspects of Catholic Schooling* component may be used as a reference point when undertaking a self-audit using the *Leadership Capabilities Reflection Tool*.

Another example focuses on a professional learning plan in which the Wellbeing aspect of Catholic Schooling offers the context for the development of relational and personal capabilities.

The following case studies may offer further clarity on the DLF's implementation with a school.

Examples of how the Framework could be used

Case One:

Bill Doe, Deputy Principal

Forum: Leadership Team annual reflection process- Self-auditing reflection



Scenario: Bill is a vibrant and passionate leader of learning. He articulates a clear vision and ensures school-wide collaborative planning structures and practices are focusing on positive student outcomes. Utilizing the DLF, Bill has identified faith leadership as an area of growth, where consistency of witness needs to find expression across a range of elements within his role. A priority will be to access faith formation opportunities as part of his professional learning plan.

Strengths

Strong **Organizational** Capability

- capacity to lead positive change in the face of contemporary challenges
- creates conditions for teams to work collaboratively
- stewards resources constructively to achieve the learning goals of the school

Leadership Focus in **Leadership/Stewardship & Learning & Teaching** Aspects

- regularly engages in on-going formation
- strong collaboration with leadership team with a keen learning and teaching focus
- co-ordinates school-wide analysis and use of data to inform improved learning and teaching

Future Focus

Developing **Witness** Capability

- provides authentic witness to a journey of faith through word and action
- demonstrates consideration and empathy towards other perspectives or preferences
- engages in opportunities to further theological understandings

Leadership Focus in **Catholic School Culture** Aspect

- Demonstrates commitment and witness to the Catholic faith
- nurtures the faith formation of self
- demonstrates faith leadership in the school

Case Two:

Sally White, Unit Leader

Forum: Coaching Conversation



Scenario: Sally is a very capable practitioner that expects much of herself and others. As a Unit leader she has a clear notion of what needs to be achieved and a viable pathway of success. During a coaching conversation, structured around the DLF, it becomes clear that a leadership focus for Sally is to develop skills in bringing others along with her, respectful of their views and circumstances.

Strengths

Strong **Personal and Organizational** Capabilities

- high level skills of processing and discernment
- focuses energy and talents on achieving high quality outcomes
- challenges others to envision possibilities

Leadership Focus in **Learning & Teaching & Community Engagement** Aspect

- promotes and developing a guaranteed and viable curriculum
- incorporates analysis and use of data to inform learning and teaching
- works with parents as partners to improve engagement in their children's learning

Future Focus

Developing **Relational** Capability

- demonstrates respect through authentic listening
- recognises, understands and appreciates the way others feel
- offers and accepts feedback aimed at promoting growth

Leadership Focus in **Wellbeing** Aspect

- builds respectful relationships with all members of the school and wider community
- attends to the personal wellbeing of all

Case Three:

Ben Gray, Experienced Classroom Teacher

Forum: Staff Effectiveness Meeting with Principal



Scenario: *Ben is a successful classroom practitioner with ten years teaching experience. Ben is at a point in his career in which he would like to move into a senior leadership position. As part of his staff effectiveness conversation, Ben's principal has suggested partnering with Ben, using the DLF, to reflect on his strengths and areas for improvement.*

Strengths

Strong **Personal and Relational** Capabilities

Leadership Focus in **Learning & Teaching** Aspect

- commits to personal growth and self-improvement
- collaborates with others and is open to receive and respond to the shared wisdom of the group
- builds mutually respectful and productive working relationships
- creates an environment where risk-taking is supported and learning from mistakes is encouraged

- leads collaborative and collegial structures to ensure maximized learning for all students
- promotes and developing a guaranteed and viable curriculum
- systematic approach to intervention for students with additional learning needs

Future Focus

Developing **Professional and Witness** Capabilities

Leadership Focus in **Catholic School Culture and Leadership/Stewardship** Aspects

- ensures professional learning informs and improves learning and teaching
- lives by professional codes of conduct and acts in ways that enhance the image of the profession
- provides authentic witness to a journey of faith through word and action
- engages in opportunities to further theological and scriptural understandings

- demonstrates commitment and witness to the Catholic faith
- nurturing faith formation of self
- enhancing professional performance and standard
- engaging in ongoing leadership formation

Case Four:

Cate Brown, Early Career Classroom Teacher

Forum: Mentoring Conversation



Scenario: Cate is an early career teacher with eighteen months teaching experience. As part of her ongoing mentoring process, Cate's mentor has utilized the DLF to structure their meetings offering affirmation and future direction. Cate keeps a record of these meetings to create a professional portfolio.

Strengths

Strong **Personal and Organizational** Capabilities

Leadership Focus in **Learning & Teaching** Aspect

- commits to personal growth and self- improvement
- projects confidence in dealing with colleagues and parents
- designs flexible and adaptable classroom spaces
- readily engages fellow teachers in planning and delivering quality learning experiences

- consistently uses data to inform learning and teaching practices to achieve high levels of learning for her students
- promotes and developing a guaranteed and viable curriculum
- systematic approach to intervention for students with additional learning needs

Future Focus

Developing **Witness** Capabilities

Leadership Focus in **Catholic School Culture** Aspect

- Explore opportunities for recontextualization in RE classes through dialogue and honouring student voice
- promote opportunities for consistent prayer practices in her classroom
- engage in opportunities to further theological and scriptural understandings

- nurturing faith formation of self
- explore opportunities for involvement in the local parish
- investigate ways to integrate Catholic Social Teaching in planning to promote justice and peace