

Diocesan Leadership Framework



The Context

Catholic Education Leadership

In the Diocese of Ballarat, the role of leadership in Catholic education exemplifies the Diocesan Education Vision and its imperative that *“as partners in Catholic education and open to God’s presence, we pursue fullness of life for all.”* To this end leaders act from the totality of who they are and within the Catholic education context this incorporates their faith, values and witness.

The call to leadership in Catholic education is reflective of a person’s baptismal call to witness and service. At one and the same time the Christian leader is called to be both bearer of and servant to the Mission of Christ. As leaders in the Church, theirs are roles of Christian service as they reflect the Christ who came to serve rather than to be served. The Catholic education leader bridges the tension between *communio*, as agents of participation, collaboration and reconciliation; and *missio* in their promotion of hospitality, outreach and inclusion.¹

The Diocesan Leadership Framework provides a vehicle by which the Diocesan education community can critique their leadership as bearers of the Mission of Christ. The leadership capabilities reflect the totality of who leaders are and invite reflection and imagining that promotes openness, growth and fullness of life.

The Purpose

... the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care. There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations. There is also a role for the system: to provide the support, time and resources for this to happen. Putting all three of these (teachers, leaders, system) together gets at the heart of collaborative expertise.²

Leadership formation and development is not an end in itself. Both its catalyst and direction should always be towards ensuring positive student learning outcomes.

The building of leadership capability and the restructuring of the role and function of leaders across all levels of the Diocesan education community is far more than an exercise in refining existing practices. Highly effective leadership is required to ensure the engagement of all who have the potential to impact on the learning progress of students. This requires collaborative effort and expertise.

The Diocesan Leadership Framework is intended to support the professional growth of educators with clear intent to impact on the learning progress of students.

The Diocesan Leadership Framework presents a model of interdependence which supports those

¹ Ranson, D. (2006) Forming a new generation of leaders in Catholic Schools. *Australasian Catholic Record*. 83 (4), p 420.

² Hattie, J. (2015) *What Works Best in Education: The Politics of Collaborative Expertise*. Pearson: London

with designated leadership roles to function more effectively while at the same time enhancing the capability of all to maximise their leadership potential for the benefit of student learning.

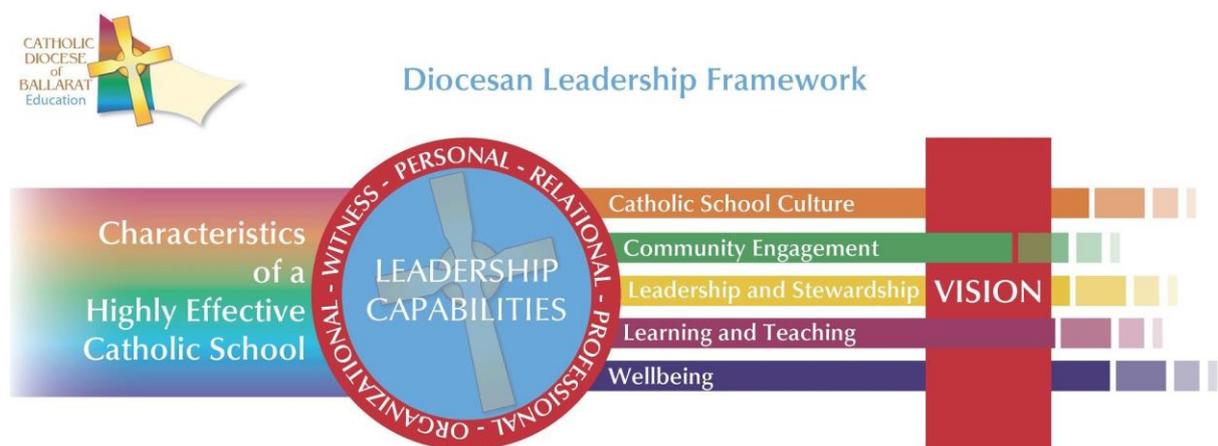
Preamble

The Diocesan Leadership Framework (DLF) is embedded in the context of the values and beliefs of the Catholic Church, and the role and mission of Catholic schools in their communities. The key audience is the Diocesan Education Community who are committed to developing their leadership capabilities and that of others. The DLF aims to:

- Recognize and promote the leadership capabilities of all members of the Diocesan Education Community.
- Describe what highly effective leaders in Catholic education know, believe and do, and how they do it;
- Support the development of highly effective Catholic education leaders who engage others in achieving continuous school improvement;
- Enable formally recognised and aspiring leaders to reflect on their practice and leadership learning for improved effectiveness.³

The Schema

Informed by the **Characteristics of a Highly Effective Catholic School (CHECS)**, the schema diagrammatically represents Christ-centred Catholic education leadership, recognized and nurtured through the **leadership capabilities**, to bring about improvement in all **aspects of Catholic schooling** so as to enact the **vision** of the Diocesan Education Community.



³ Catholic Dioceses of Victoria Leadership Standards Framework (2015) (adapted)