

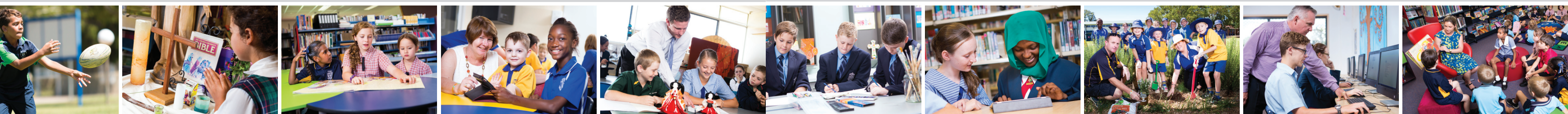
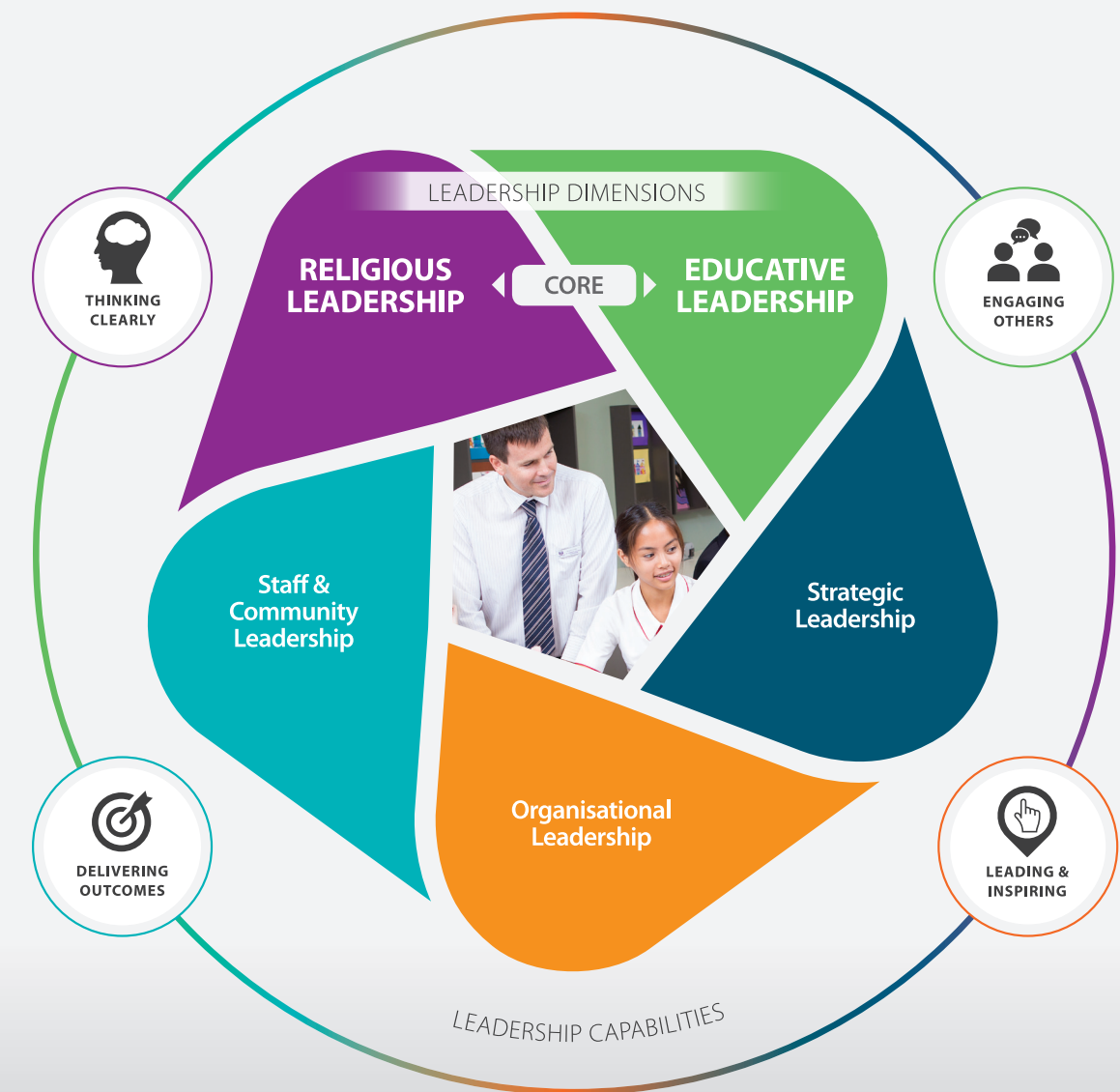
Leadership Capabilities

The Leader's Capabilities* incorporate the qualities, attitudes, dispositions and observed behaviours foundational to leadership in Toowoomba Catholic Schools. These capabilities animate all core and supporting dimensions.



Toowoomba Catholic Schools acknowledges selective utilisation of elements from: AITSL Principal Standard, Brisbane Catholic Education Office, Melbourne Catholic Education Office, Ontario Catholic System, Sydney Catholic System in association with Atkinson Consulting Melbourne.

TCS Leadership Framework



Leadership Dimensions

Core Dimensions

The core dimensions provide the focus for leadership of Teaching and Learning within the evangelising mission of the Church.



Religious Leadership

Religious leaders provide invitation and opportunity to encounter the Catholic faith and tradition, to experience its gift in community and to promote a way of life in response to it. Committed to their own continuing spiritual formation, they support and animate a community of life and worship where staff, students and parents are nurtured in their own faith journeys. As active members of a Eucharistic community, they support the life of the Church and have a deep appreciation of its beliefs and teachings.

Religious leaders facilitate a dynamic process of growth in understanding and engagement with Catholic identity which opens students, staff and parents to a way of living that is authentic, Christ-centred and transformative. This is expressed in organisational structures, specific programs, the physical environment and the culture and ethos of the community.

Religious leadership ensures that the gospel vision of Jesus and the Catholic Christian tradition permeate the life of the school community. This is characterised by an incarnational understanding of God, a sacramental view of the world, an engaging and collaborative missional perspective and the nurturing of the ecclesial identity of the Catholic school.

Religious leaders

- Articulate and promote the Diocesan vision, and the school's mission, vision and founding story
- Foster Catholic Identity and the ethos and charism of the school community, integrating hope-filled beliefs and values into all facets of school life and learning
- Foster the theological development and spiritual formation of staff and students
- Give active leadership to the ritual life of the school and joins fully in liturgical celebrations
- Provide leadership in the Religious Education curriculum and the professional learning of staff
- Develop opportunities for Christian community service, pastoral care and social justice
- Nurture partnerships with the Parish, the wider Catholic community and Church agencies
- Articulate a contemporary understanding of theology, and model attentiveness to their own spiritual formation for leadership



Educative Leadership

Educative leadership connects effective learning and teaching with contemporary curriculum to provide high quality student learning. Educative leaders collaboratively engage teachers and other members of the school as a learning community, building capacity to bring about change in classroom practice to enhance student outcomes.

Educative leadership involves an inspiring vision of a preferred future which links local practice with wider educational thinking, places teaching and learning at the centre of decision-making, and continually seeks to improve the quality of teaching and heightens the level of professional dialogue about educational practices.

Educative leaders

- Articulate a contemporary Catholic educational vision with a focus on the student as learner and person
- Promote collective responsibility and accountability for student achievement and wellbeing
- Collaboratively design and implement consistent processes of teacher preparation, planning and differentiation
- Develop and implement a holistic, high quality curriculum
- Assure the quality of teaching and support practices, programs and performance
- Design and implement appropriate assessment and reporting processes
- Utilise data and educational research to inform and enhance practice
- Embrace inclusion and differentiate classroom processes to support diverse learning needs
- Prioritise the professional learning of themselves and others in both pedagogical and discipline knowledge
- Integrate emerging technologies to enhance learning

Supporting Dimensions

The supporting dimensions underpin the core Religious and Educative dimensions.



Staff & Community Leadership

Staff and Community leadership promotes a positive culture of challenge and support for the work of staff and facilitates active engagement with the broader community.

Through distributive leadership, mutual accountability, collaborative and transparent processes and effective partnerships, leaders facilitate the growth of authentic relationships and capacity building to engage and commit parents, students and staff to the mission and vision of the school.

Staff and community leaders

- Recruit, select and induct staff effectively
- Work with and through others to build a professional learning community
- Ensure focused and effective staff professional learning and performance development, including goal setting, review and appraisal
- Engage in staff succession planning and leadership capacity building
- Establish effective communication, delegation and decision-making processes
- Manage staff and workplace practices efficiently and effectively
- Facilitate staff spiritual, personal and professional formation
- Establish and effectively manage employee relations
- Facilitate a positive forward looking school culture
- Actively involve parent and parish groups in the life of the school



Organisational Leadership

Organisational leadership focuses on the development, support, monitoring and regular review of operational routines and processes that serve the school community.

Organisational leaders align processes with systemic policy and practice to manage and account for physical and financial resources in order to ensure the best possible outcomes for students. It is an expression of the Christian ethic of stewardship and a commitment to the common good. It involves effective engagement with key stakeholders and the enactment of appropriate accountability and reporting measures.

Organisational leaders

- Align school policies, processes and activities with system and school goals and strategic plans
- Comply with policy and legislative requirements
- Manage finances effectively, with appropriate reconciliation and accountability measures
- Ensure effective routines, processes and structures for the school to function smoothly
- Facilitate the implementation and effective use of information technology
- Manage enrolments within policy and resources
- Integrate compliance processes into school operations to provide an effective, safe and student centred learning environment
- Establish efficient systems of data and records management and retention
- Maintain school facilities and resources effectively



Strategic Leadership

Strategic leadership is directed towards the collaborative development, alignment, attainment and review of the vision, mission and strategic goals as set out in the school's Strategic Plan.

Strategic leadership is shaped by and contributes to the wider religious and educational environment. Such leadership ensures that the beliefs, values and educational philosophy of the school are given life in the work of staff, the participation of parents and partnerships in the community, in order to ensure the best possible outcomes for students.

Strategic leaders

- Promote a Diocesan perspective in school deliberations
- Engage in local planning and visioning aligned with the TCS Strategic Plan and the school's mission, vision and charisms to formulate a school strategic plan
- Ensure that school resource allocations are appropriate and transparent in supporting school plans
- Lead the design and implementation of the Annual Action Plan
- Develop a culture of reflection, self-review and improvement
- Promote and facilitate appropriate change which enhances outcomes for students and the school community
- Foster relationships that are strategically important to the school within the local and broader school community
- Enhance reputation and relationships by promoting and marketing the school in the community

