THE BCE LEADERSHIP CAPABILITIES

The Leader's Capabilities* incorporate the qualities, attitudes, dispositions and observed behaviours foundational to leadership for the mission of Brisbane Catholic Education. These capabilities animate all core and supporting dimensions.

Thinking Clearly
- Sourcing Information
- Evaluating Analytically
- Thinking Creatively
- Seeing the Whole

Delivering Outcomes
- Achieving Results
- Co-Creating Success
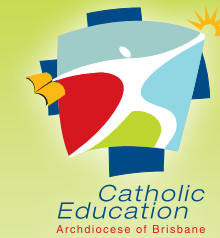- Adapting to Change
- Making a Difference

Engaging Others
- Being Authentic
- Listening & Understanding
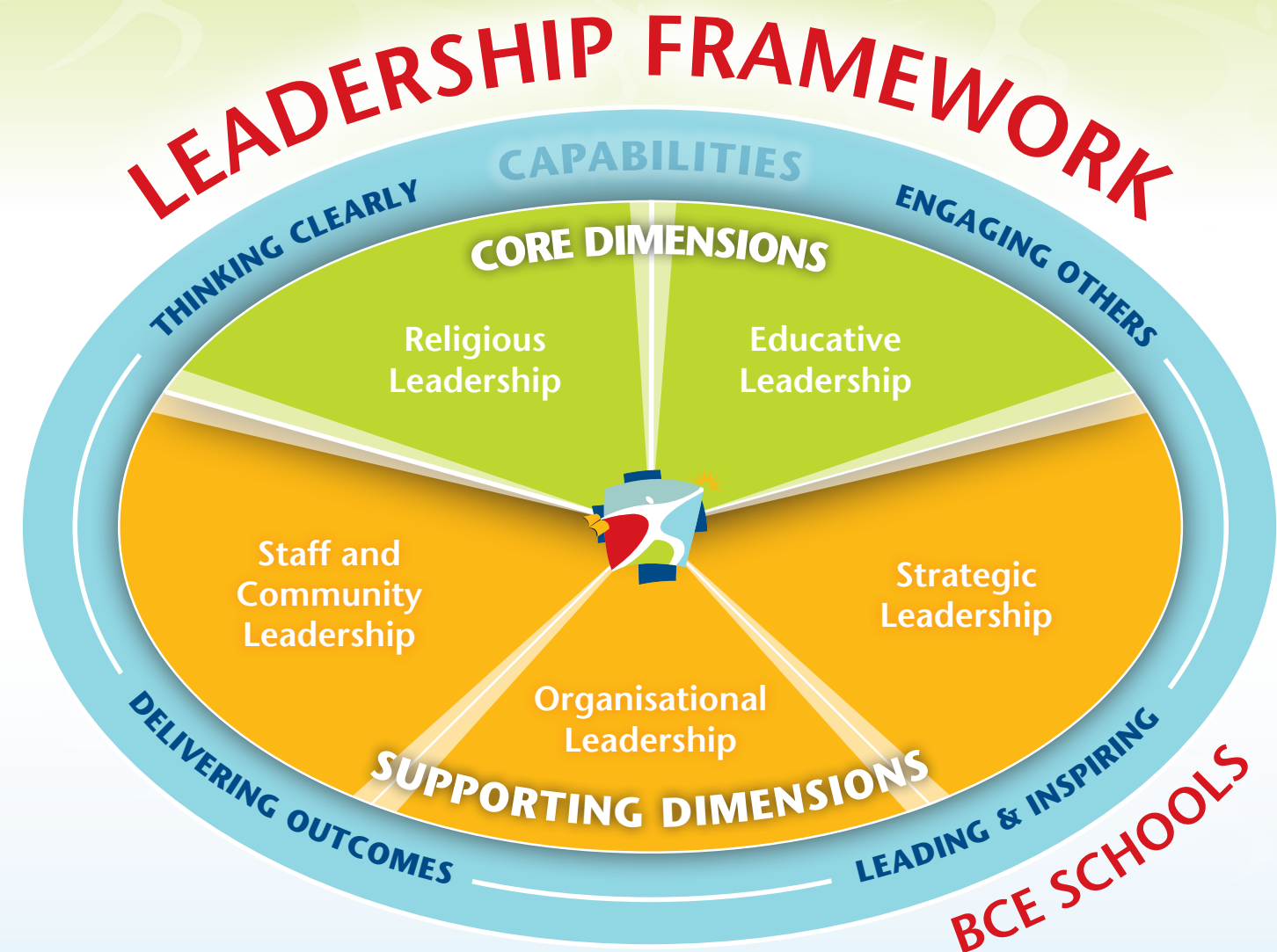- Influencing Others
- Fostering Relationships

Leading & Inspiring
- Clarifying Purpose & Direction
- Nurturing Spiritual & Religious Growth
- Developing Others
- Optimising Performance

* A full explication of the Leadership Capabilities is available online.

Catholic Education
Archdiocese of Brisbane

Teaching Challenging Transforming

LEADERSHIP FRAMEWORK

CAPABILITIES

THINKING CLEARLY

ENGAGING OTHERS

CORE DIMENSIONS

Religious Leadership

Educative Leadership

Staff and Community Leadership

Strategic Leadership

Organisational Leadership

SUPPORTING DIMENSIONS

DELIVERING OUTCOMES

LEADING & INSPIRING

BCE SCHOOLS

The BCE Leadership Capabilities were developed in partnership with Atkinson Consulting Pty Ltd through a consultative process involving senior leaders and BCE schools and the BCE Office, and is based on a Framework originally developed by the Melbourne Catholic Education Office.

LEADERSHIP FRAMEWORK BCE SCHOOLS

Catholic Education
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DIMENSIONS OF LEADERSHIP

CORE DIMENSIONS

The two core dimensions provide the focus for lifelong and life-giving learning by giving leadership to Learning and Teaching within the evangelising mission of the Church.

Religious Leadership

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

Religious leaders provide opportunities 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:

- Articulate and promote the Archdiocesan vision of *Jesus Communion Mission.*
- Nurture partnerships with the Parish, the Deanery, the wider Archdiocesan community and Church agencies.
- Articulate and promote the school's mission, vision and founding story.
- Foster the Catholic ethos and identity of the school community, integrating beliefs and values into all facets of school life and learning.
- Articulate a contemporary understanding of theology and model attentiveness to their own spiritual formation for leadership.
- Foster the theological development and spiritual formation of staff.
- Give active leadership to the ritual and liturgical life of the school.
- Develop opportunities for Christian community service and social justice.
- Provide leadership in the Religious Education curriculum and the professional development of teaching staff.

Educative Leadership

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

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, 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.
- Ensure school and classroom processes support diverse learning needs.
- Provide timely and constructive feedback to enhance classroom practice.
- Prioritise the professional learning of themselves and others in both pedagogical and discipline knowledge.
- Utilise data and educational research to inform and enhance practice.
- Set high expectations and standards and ensure systematic monitoring of student learning.
- Promote collective responsibility and accountability for student achievement and wellbeing.

SUPPORTING DIMENSIONS

The three supporting dimensions underpin the core Religious and Educative dimensions.

Staff and Community Leadership

Staff and Community leadership promotes a culture which supports the work of staff and facilitates engagement with the broader community to support the school. Through distributive leadership, mutual accountability and effective partnerships, staff and community leaders facilitate the growth of right relationships within the school community and build commitment to the mission and vision of the school.

Staff and community leaders:

- Recruit, select and induct staff effectively.
- Ensure effective staff developmental learning and performance management, including monitoring, review and appraisal.
- Engage in staff succession planning and leadership development.
- Establish and effectively manage employee relations.
- Inspire and motivate staff to improve practice.
- Give focus to pastoral care and behaviour support programs.
- Develop positive working relationships with the Parish, School Board and Parents and Friends Association.
- Forge meaningful partnerships with people and groups in the community.
- Communicate effectively and resolve issues in a positive way.

Organisational Leadership

Organisational leadership focuses on the development, support, monitoring and evaluation of operational processes. Organisational leaders develop policies and practices 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 such as the Parish Pastoral Council, Parish Finance Council, the Parents and Friends Association and School Board.

Organisational leaders:

- Align school policies, processes and activities with the school strategic renewal plan.
- Clarify roles within the school and the way those roles contribute to the mission of the school.
- Promote and ensure compliance with policy and legislative requirements.
- Manage finances effectively, with appropriate accountability measures.
- Facilitate the implementation and effective use of information technology.
- Manage enrolments within policy and resources.
- Provide appropriate risk management.
- Establish efficient systems of data and records management and retention.
- Maintain school facilities and resources effectively.
- Establish effective communication and decision-making processes.

Strategic Leadership

Strategic leadership is directed towards the development, alignment, attainment and review of the vision, mission and strategic goals of the school as set out in the school's Strategic Renewal 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 give direction to 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:

- Engage in local planning and visioning aligned with the Archdiocesan Vision and the Vision Statement for Catholic Education to *Teach Challenge Transform.*
- Align strategic renewal plans with the *Strategic Renewal Framework* and the school's mission, vision and charisms.
- Ensure that the allocation of school resourcing is appropriate, equitable and supports school renewal plans.
- Manage the annual implementation of the school strategic renewal plan.
- Promote an Archdiocesan perspective in school deliberations.
- Develop a culture of reflection, self-review and improvement.
- Promote and facilitate change which delivers better outcomes for students and the school community.
- Foster relationships that are strategically important to the school, including the Parish, School Board and Parents and Friends Association.
- Establish relationships by promoting and marketing the school in the community.