



## Principles and Vision of Leadership

Content:

<b>Policy</b>	Principles and Vision of Leadership
<b>Version</b>	2.0
<b>Date of Approval</b>	Feb 2023
<b>Effective date</b>	Feb 2023
<b>Date for Review</b>	Feb 2025
<b>Policy Officer</b>	KEM EO

<b>Rationale</b>	Kildare Education Ministries (KEM) recognises that educational leadership is complex and challenging. In KEM schools, it entails oversight of teaching and learning, spiritual enrichment and wellbeing, professional development, community growth, financial, technological and plant management as well as attention to governance, statutory and regulatory requirements. This policy outlines Kildare Education Ministry’s philosophy and practice of educational leadership, with its scriptural foundation in the example of Jesus Christ: <i>“Whoever wants to be a leader among you must be your servant, and whoever wants to be first among you must be ready to serve.”(Matt 20:26-27).</i>
<b>Principles and Values</b>	Leaders in a KEM school manage the complexities of leadership by bringing the Kildare Ministries (KM) values of courage, hospitality, hope, justice, compassion and wonder to their reflection and decision-making. Further, KEM leadership requires faithfulness to principles of servant leadership, collegiality and subsidiarity, collaboration, safeguarding, commitment to the marginalised, practical regard for the common good and the careful stewardship of resources.
<b>Audience</b>	The audience for this document is the Board of KEM and all personnel employed in KEM schools and offices.
<b>Definitions</b>	Leadership has at its core two inter-related functions: the <i>providing of direction</i> and the <i>exercising of influence</i> ( <a href="#">What we know about School Leadership</a> , Leithwood & Reil). In KEM schools these inter-related functions apply to leadership in all domains of school life, including teaching and learning, spiritual enrichment and wellbeing, professional development, community growth, financial, technological and plant management as well as attention to governance, statutory and regulatory requirements.
<b>Procedures</b>	<p><b>LEADERS IN A KEM SCHOOLS WILL:</b></p> <ul style="list-style-type: none"> <li>• be stewards of the values of Kildare Ministries and establish a positive school culture that is in accord with its intended vision and mission</li> <li>• develop collaborative working relationships</li> <li>• provide teaching and learning programs that engage all students in meaningful and relevant learning</li> </ul>

- establish programs that enhance health and wellbeing, and the building of reflective practice within the community
- implement policies, procedures and practices to maintain the safety of children, young people and vulnerable adults
- establish and follow sound administrative and organisational arrangements.

#### FAITH LEADERSHIP

Leaders in a Catholic school have both the privilege and responsibility of leading a faith community. A KEM leader has a key role to play in faith formation that is *'an intentional, ongoing and reflective process that focuses on the growth of individuals and communities from their lived experiences, in spiritual awareness, theological understanding, vocational motivation and capabilities for mission and service in the Church and the world.* (National Catholic Education Commission, *A Framework for Formation in Mission*, 2016, p.9.).

Leaders in KEM schools will engage in personal faith formation opportunities provided by Kildare Ministries and other relevant bodies.

#### SERVANT LEADERSHIP

KEM servant leadership has a strong focus on empowering others. It seeks to build agreement about shared vision and values that becomes a reference point for all who work in the name of the school.

#### COLLABORATIVE LEADERSHIP

KEM schools have a specific commitment to the development of collaborative working relationships as an intentional means of sharing wisdom and providing support to all as they develop their leadership capabilities. This commitment to collaborative leadership should be evident in the way in which staff are developed and deployed, in the way students are offered leadership opportunities and in the organisational arrangements of the school.

#### DISTRIBUTED LEADERSHIP

Distributed leadership means mobilising leadership expertise at all levels in the school to generate more opportunities for innovation and to build the capacity for improvement.

From these foundational understandings emerge a number of practices required of leadership in a KEM school.

- **Collegiality:** The function of leadership is to produce more leaders, not more followers (Ralph Nader).

- **Subsidiarity:** Within the limits of established policies, protocols and legal obligations, the principle of subsidiarity encourages decision-making at the most appropriate level within an organisation.

	<ul style="list-style-type: none"> <li>• <b>The Common Good and the Community:</b> Every member of a KEM community has a responsibility to contribute to the common good and a right to enjoy the benefits of this belonging. Pope Francis reminds us of our allied responsibility to speak and act prophetically: <i>‘responsible citizenship is a virtue, and participation in political life is a moral obligation’</i>. (Pope Francis, <i>The Joy of the Gospel</i>).</li> </ul> <p><b>Commitment to the marginalised:</b> Christian leadership has a particular focus on solidarity with those who are marginalised within society. <i>‘Learn to do right! Seek justice, encourage the oppressed. Defend the cause of the fatherless, plead the case of the widow’</i> (Isaiah 1:17).</p> <p><b>Stewardship,</b> meaning to hold something in trust for another: <i>‘It is giving generously of our time, talents and treasures; it is also receiving God’s gifts gratefully, cultivating them responsibly and sharing them lovingly in justice with others; it is always being ready to return them with increase to God’</i>. (Brigidine Stewardship Council Handbook, p.8).  Within KEM schools, leaders have the responsibility to value and enhance the accumulated heritage of the KM AND KEM communities – ‘the commitment, care, talents, ministry, achievements and physical resources gathered and developed over many years’ (Brigidine Stewardship Council Handbook, p.7-8).</p> <p><b>Environmental Stewardship:</b> In the wider world, the fragility of the planet calls KEM leaders to an environmental stewardship that adopts new ways of living and learning in our Common Home (Pope Francis, <i>Laudato Si’: On the Care for our Common Home</i> 2015).</p>
<p>Practices and Professional Development of Leadership</p>	<p><b>PRACTICES OF LEADERSHIP</b></p> <p>The following specific leadership practices in a KEM school apply to those in designated positions of responsibility, and are also relevant to all staff and students.</p> <p><b>KEM leaders will:</b></p> <ul style="list-style-type: none"> <li>• <b>Inspire and articulate</b> a clear and informed vision for KEM schools. Leaders in KEM school will be exemplars of positive beliefs about learning and about participation in a faith community. Their leadership will reflect in values that ‘inspire and guide actions’ (Barry Posner, &amp; James Kuouzes, <a href="#">5 Practices of Exemplary Leadership</a>, 2017,).</li> </ul> <p>All members of staff, as leaders, will be encouraged to understand and articulate KEM’s foundational values and the vision for achieving KEM’s and the school's goals, and will be given opportunity to explore their implications for contemporary</p>

practice.

- **Empower and support** members of the school community to take on roles and exercise responsibilities within a distributive leadership model. This model seeks to increase staff engagement and commitment to the vision and mission of the school, and to continual improvement in student outcomes. KEM teachers, learning support officers and other professional staff all bring specialist expertise and personal skills to the team. The principal and leadership team members will take active steps to encourage, delegate and develop leadership in the teams and working g

- **Understand that well-being and learning are inextricably linked.** All staff, and, in particular, principals and senior personnel, will engage in ongoing professional learning that values the giftedness and well-being of all students. *‘Academic achievement and connectedness in life would be equally valued, pursued and measured; being good at schooling and being good in life would be integrated’* (M. Fullan, [The Nuance of Academic Achievement](#), AEL, Issue 1).

- **Focus** on KEM schools’ core values to underpin and support high-quality learning and teaching. Leaders will keep up-to-date with and share current developments in pedagogy and student engagement with all staff. They will lead staff and students in identifying, planning and delivering high-quality teaching and learning. (Australian Professional Standard for Principals and the Leadership Profiles, 2014, p.15.)

- **Implement and enact** practices for the maintenance of child-safe environment as a duty of care and in accordance with mandated child safe standards. Leaders will be accountable for reporting the KEM Board and to designated authorities.

- **Safeguard** children, young people and vulnerable adults as a priority. The principal and other senior leaders will actively build a culture in which all staff members are aware of and fulfil their safeguarding responsibilities.

- **Improve, innovate and change:** The articulation of shared values and vision forms a starting point for more detailed strategic thinking and planning. Leaders will develop longer term goals as well as annual action plans that cover all areas of school endeavour.

- **Monitor** progress and adjustment of priorities as an integral part of the planning responsibilities of leadership. ‘Leaders are agents of change who work collaboratively in pursuit of improvement and set the tone for critical reflection on practice and analysis of all

data gathered through school improvement processes (CEM, Horizons of Hope, Improving, Innovation and Changing, 2016, p.5).

- **Cultivate and value** student agency and voice to foster an engaged learning culture. *‘Encouraging student agency through decision making can improve the wellbeing of students at school by providing them with communication channels to engage with teachers on things that matter to them’* (Gonski Report, *Through growth to Achievement*, Report of the Review to Achieve Educational Excellence in Australian Schools, 2018).

- **Build a strong school community.** Schools are communities that draw people together through unity of purpose. A critical function of leaders is to facilitate an inclusivity, both formally and informally, that values all persons within the organisation and which is particularly invitational to the marginalised.

- **Enrich social and emotional leadership.** A focus on social and emotional leadership builds a healthy climate of trust and goodwill, an essential pre-requisite for the achievement of a school’s goals. Everyone should experience a sense of belonging, a safe environment and a sense that individual contributions are valued in the school community. All staff and students and, in particular, senior leaders, have a responsibility to model and enhance a climate of positive relationships.

#### PROFESSIONAL DEVELOPMENT OF LEADERSHIP

Ongoing development of leadership is a key factor to be established within the operational climate of a school. KEM schools are committed to the following aspects of leadership development:

- **Revisiting and exploring** the value statements and the vision statements of the school that form the basis for establishing unity of purpose.

- **Encouraging and facilitating** the processes of critical reflection in which individuals are invited to articulate leadership goals and reflect on their achievements.

- **Collaborating** on the evolution of whole school policies, plans and structures for protecting the safety and promoting the well-being of staff, students and families.

- **Enhancing** formal and informal professional appraisal processes within each school that are formative and nurturing of leadership development.

- **Fostering** professional learning programs both internal and external to the school that are appropriate to individual needs.

	<ul style="list-style-type: none"> <li>• <b>Providing</b> leadership development, particularly through Kildare Ministries networks for principals and key leaders.</li> <li>• <b>Offering</b> opportunities for leaders to explore the depth of the Kildare Ministries <i>Living Justice Charter</i> to use as touchstone for their leadership and for school development.</li> <li>• <b>Supporting</b> formal studies that benefit both the individual staff member, the school or Catholic sector.</li> </ul>
Responsibilities and Communication Obligations	KEM, through its Executive and Secretariat, have an obligation to familiarise all Principals with KEM’s Leadership policy. Principals have an obligation to convey KEM’s policy to all staff and personnel who work or volunteer in the name of their school.
Breaches of this policy	Breaches of this policy may be addressed by further education or, where judged necessary, corrective or disciplinary action.
Appendices	
Related Policies and Procedures	<a href="#">The Living Justice Living Peace Charter – Kildare Ministries 2021</a> <a href="#">Ethical Standards Policy</a> <a href="#">Pastoral Wellbeing in KEM Schools Policy</a> <a href="#">Role of the Principal Policy</a>
Resources	<p><b>National</b></p> <p><a href="#">What We Know About School Leadership</a> (Leithwood &amp; Reil)  <a href="#">5 Practices of Exemplary Leadership</a> (Posner &amp; Kuouzes)  <a href="#">The Nuance of Academic Achievement</a> (Fullan in AEL Issue 1)  <a href="#">Through Growth to Achievement</a> (Gonski report)  <a href="#">A Framework for Formation for Mission</a> (NCEC)  <a href="#">Laudato si’</a> (Pope Francis)  <a href="#">The Joy of the Gospel</a> (Pope Francis)</p> <p><b>Victoria</b></p> <p><a href="#">Leadership in a Catholic School</a> (CEO Melbourne)</p> <p><b>South Australia</b></p> <p><a href="#">CESA Leadership Development Resource</a></p>