



Lead now, Learn how

Leading 4 Learning



AIM OF THE PROGRAM

The Leading for Learning in a Catholic Education Context program (L4L) has been designed specifically for the Catholic school context described by the Enhancing Catholic School Identity Project (ECSI) so as to inform, guide and support the professional learning and development of current and aspiring leaders in Catholic schools.

WHO'S INVITED TO ATTEND

Participants are required to lead the learning of colleagues at their school and research suggests this is best achieved by colleagues working collaboratively, so participation is encouraged from teams of teachers/leaders from individual schools or clusters of schools, preferably in teams of two to six.

Those seeking personal and professional learning in leadership would ideally have the following attributes:

- Interpersonal skills - well developed emotional intelligence and relational capabilities,
- Teaching expertise - highly accomplished teacher with ability to share learning with others,
- Eagerness to learn - an openness to new learning with the ability to receive feedback with a growth mindset, and
- Breadth of perspective - an advanced level of personal maturity together with experience in different roles.
- Willingness to inspire colleagues and learning from the perspective of the teachings of Jesus Christ and the Catholic tradition.

PROGRAM STRUCTURE

TERM 1

A two day workshop engaging with:

- The shifting landscape of educational leadership
- The power of trust
- The current Catholic educational context
- Developing Learning Talk capabilities.

TERM 2

A two day workshop engaging with:

- Introduction to Personal Style.
- Feedback
- Working with challenge
- Catholic dialogue within the current Catholic context.

TERM 3

A one day workshop on Catholic Anthropology engaging with understandings of the human person created in the image of God in the context of the Catholic Tradition as a recontextualising tradition.

TERM 4

Presentation Day: All teams present a reflection of their professional and personal growth to colleagues and participate in a reflective conversation and feedback process to celebrate learning.

BETWEEN WORKSHOP COACHING

L4L facilitators will coach all participating teams as they engage in an individualised team project in their school setting to support a process of exploration and reflection on:

- plans for applying new learning as they lead the learning of others.
- individual team member's leadership goals

WHAT'S INVOLVED...

Participants involved with the Leading 4 Learning program will be required to undertake a number of tasks throughout the program including:

- identifying a personal leadership opportunity with the support of an in-school leader or coach; this will be documented in terms of a key focus point for identifying personal growth within the life of the program,
- identifying a key priority within the school's improvement agenda and developing a plan to lead the learning of colleagues in this area. This L4L Project will be the vehicle for applying and demonstrating professional learning across the life of the program,
- collaborating as part of a school team to facilitate learning of self and others throughout the program,
- engaging in deep personal reflection upon all aspects of the program in order to develop insights to inform, form and transform professional practice, and
- sharing insights and identifying growth as it occurs across the life of the program and finally to presenting their project to the whole L4L team as a celebration of learning.

FEEDBACK FROM PAST PARTICIPANTS ...

"My thinking and practices have dramatically changed as a result of this course. The way I approach every conversation is now different with active listening, surfacing assumptions, seeking clarity and forming shared agreements being my new mantra when dealing with students welfare issues through to our faculty and leadership meetings."

"Throughout my time in education this has single-handedly been the best professional development I've had the privilege to be involved with."

"The L4L Journey has been incredible and my personal growth has been significant. I now have a greater knowledge of the connectedness between ECSI and how this impacts our schools, teaching and professional relationships."

"I have discovered that leading others doesn't mean I have to know it all nor do I have to have all the answers. When leading others during PL sessions or team meetings I have been more at ease delivering content and better prepared to enable others to find their own solutions to issues or further information when needed."

"This year and this learning has changed me as a teacher, a leader and a person. I always thought that a leader was someone who had to know everything, who had to know all the answers. I now know that this isn't the case. We can lead while we learn and learn while we lead. I now know that I want to be a leader who listens, who's respectful, who isn't afraid to say the hard stuff and who can surface the knowledge and skills of the whole team."

**AND THEN
THERE'S MORE ...
A YEAR 2 PROGRAM**

L4L - THE JOURNEY CONTINUES