GROWING DEEP

Leadership & Formation Framework

Leadership Profiles

Lutheran Education
AUSTRALIA

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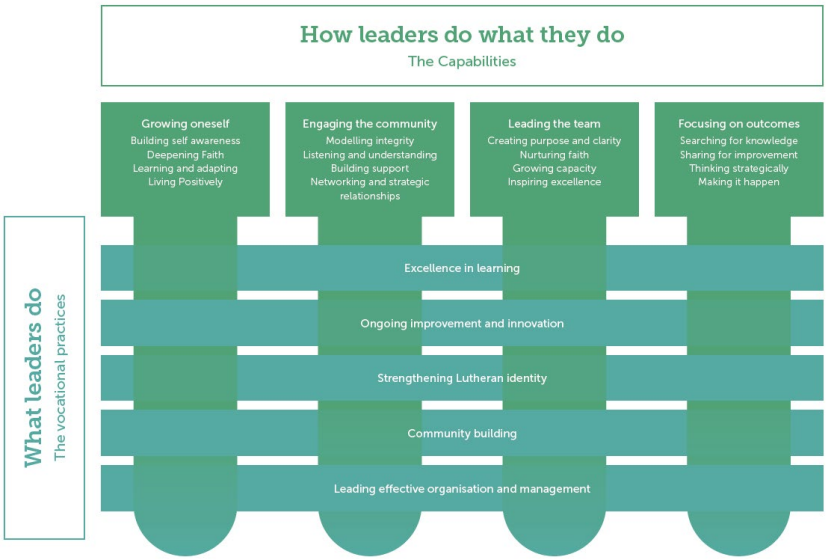
Purposes of Growing Deep

Growing deep is a leadership and formation framework developed by Lutheran Education Australia (LEA):

- To provide opportunity for all leaders in Lutheran schools and early childhood services to reflect on and plan for growth in their leading responsibilities, spiritual journey and ongoing formation
- To inspire and enable Lutheran schools and early childhood services to be places of service and transformation and contribute to the ministry of the LCA
- To grow a common and consistent language that builds a shared vision and understanding of how each individual contributes to the school and centres in the Lutheran context
- To identify the practices and capabilities that contribute to improving student learning outcomes
- To clarify and develop an understanding of how God's word, Lutheran theology and spirituality informs leadership across all areas of responsibility
- To connect all of our learning communities nationally, through shared visions and goals centred on formation and leadership
- To be used for strategic renewal and development at both a personal and organisational level



Growing Deep articulates five key areas of work or Vocational Practices that describe what we do in Lutheran education: Excellence in learning, ongoing improvement and innovation, strengthening Lutheran identity, community building, and leading effective organization and management. The Vocational practices were developed using the Australian Professional Standard for Principals.

Additionally, there are 4 Capabilities, each with 4 descriptors, that describe how we do what we do in Lutheran education. These leadership capabilities represent an integration of knowledge, skills, personal qualities and understanding. The capabilities assist leaders to identify areas for personal and professional learning.

The Growing Deep resource can be accessed here: http://growingdeep.lutheran.edu.au/

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The Growing Deep Leadership Profiles

The Growing deep leadership profiles have been developed as a resource to support Growing deep and are intended to:

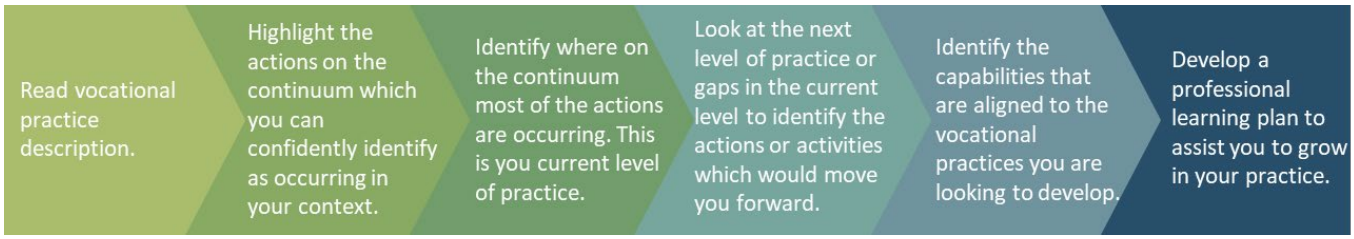
- provide an increasingly refined continuum of practice aligned to each of the vocational practices.
- present an indication of how practice in each of the vocational practices can be developed over time and through experience.
- align the vocational practices to the capabilities particularly pertinent to the development of each
- provide an opportunity for leaders to self-assess their current practice against the vocational practices and determine what their next step of development may be

The Growing Deep Leadership Profiles have been developed using the Leadership Profiles of the Australian Professional Standard for Principals

Using the continuum

The leadership profiles continuum is a set of statements that describe practices and actions associated with the vocational practices along a continuum of professional practice. They are intended as a self-assessment tool that leaders and aspirant leaders can use to identify their current practice. In using this tool, you may find that you identify practice at various stages of the continuum at the same time. The continuum is most valuable in the identification of practices that are not presently occurring which provide a roadmap to potential areas for professional development and focus. Leaders and aspirant leaders can then use this information to build a professional learning plan to facilitate continued growth and development See appendix 1 as an example of a professional learning plan using this resource). Any professional learning plan developed using this resource should always be completed in consultation with the LEA Growing Deep framework.

Once areas for growth have been identified, leaders and aspirant leaders can consult the aligned capabilities to determine which of these capacities could assist with the development of the vocational practice/s you are looking to improve. All of the capabilities are in some way pertinent to all of the vocational practices. However, some are more impactful for particular vocational practices. These have been identified at the side of each continuum.



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Excellence in teaching and learning

Lutheran schools and early childhood services leaders value excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners, committed to lifelong learning. Excellence in teaching and learning is focused on improving student outcomes which includes spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners should have access to quality learning experiences that ensure they develop their God-given abilities so that they may enrich the world. High expectations are established through reflective practice, collaborative planning, monitoring, providing feedback and reporting on the effectiveness of learning. The learning environment promotes active engagement, risk taking, motivation and a strong learner voice.

Increasing development

Ensure Lutheran Education vision underpins and supports high-quality inclusive practices.

Set expectations that all activities are focused on improving student outcomes in all areas of development.

Lead staff and students in identifying and planning high-quality and creativity in teaching and learning for all community members.

Keep up-to date with and share current developments in pedagogy and student engagement with all staff.

Engage and inspire staff to commit to learning experiences that engage students to become caring, responsible citizens who can recognise and respond to the needs of others and the needs of our planet.

Develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning.

Motivate staff to keep their teaching practice current through use of research and new technologies.

Develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.

Prioritise creating and sustaining a strong student-centred learning environment and builds caring, responsible citizens who can recognise and respond to the needs of others and the needs of our planet.

Systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment.

Communicate high aspirations and expectations for all, celebrate success and challenge underperformance.

Have a school/centre-wide focus on individual student achievement which includes spiritual, intellectual, physical, emotional, cultural and social dimensions.

Facilitate the implementation of strategies and approaches through service learning that secure educational provision for all to ensure they develop their God-given abilities so that they may enrich the world.

Ensure that reflective practices, structured feedback, collaborative planning, and peer review lead to personal improvement of both students and staff.

Establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school/centre community.

Hold high aspirations in learning and inspire the same in students, staff and parents.

Encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

Model collaborative leadership and engage with other schools/centres and organisations to share and improve practice and encourage innovation in the Lutheran education system.

Associated Capabilities

Growing oneself:
Building self-awareness
Learning and adapting
Living positively

Engaging with community:
Listening and understanding
Building support
Networking and strategic relationships

Leading the team:
Creating purpose and clarity
Growing capacity
Inspiring excellence

Focusing on outcomes:
Searching for knowledge
Sharing for improvement
Thinking strategically
Making it happen

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Ongoing Improvement and Innovation

Improvement in Lutheran schools and early childhood services is guided by its values, vision and mission. Excellence is pursued through a culture of reflection, collaboration, innovation and creativity. Evidence is gathered to develop and implement improvement plans and policies for the continuous development of teaching and learning, the institution and its facilities. Ongoing professional learning encourages all members of the community to achieve high standards and develop their service and leadership capacity.

Increasing development

Identify the need for innovation and improvement that is consistent with the school/centre's vision and values and is informed by student learning outcomes. Communicate the need for change to the whole-school/centre community in an inspirational and logical way. Engage and inspire staff to commit to evidence-based improvement, change and innovation that has a positive impact on student learning. Deepen own knowledge and understanding of improvement strategies, leading change and innovation at a organisation level. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills.	Develop a process and common language for change, which supports the implementation of the vision and strategic plan. Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school/centre community. Evaluate outcomes and refine actions as change is implemented, paying attention to social, political and local circumstances. Identify and implement necessary professional learning and leadership opportunities with staff that are aligned with staff professional learning plans and school/centre priorities. Distribute leadership and encourage staff to build consensus across the school/centre community and to take individual responsibility for implementing change.	Maintain values whilst adapting flexibly and strategically to changes in the environment, in order to secure ongoing improvement. Embed collaborative and creative practices, allowing everyone to contribute to improvement and innovation. Model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it. Lead and implement the appropriate use of new technologies in all aspects of the school/centre's development. Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community. Modify leadership behaviour based on learning from experience and feedback from colleagues.	Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school/centre. Evaluate the personal and organisational effects of change through regular feedback from stakeholders and evidence of impact on student outcomes. Lead educational networks by trialling and exploring new ideas for the system. Build and sustain a coaching and mentoring culture at all levels with a system of peer review and feedback in place. Develop an innovative and outward-focused role as a leader influencing excellence across the system. Create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents. Seek opportunities for professional growth through engaging in state, national and global educational developments.

Associated Capabilities

Growing oneself:
Building self-awareness
Learning and adapting
Living positively

Engaging with community:
Listening and understanding
Building support
Networking and strategic relationships

Leading the team:
Creating purpose and clarity
Growing capacity

Focusing on outcomes:
Searching for knowledge
Sharing for improvement
Thinking strategically
Making it happen

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Strengthening Lutheran Identity

Lutheran schools and early childhood services, as agencies of the Lutheran Church of Australia, share a recognisable Lutheran identity in which the gospel of Jesus Christ informs all learning and teaching, all human relationships, and all activities in the school or service. The rituals, symbols, visual displays and practices convey its Christ-centred identity. The school/ early childhood service community is regularly involved in Christian worship which includes daily devotions. Christian Studies is an essential and distinctive part of the formal curriculum. Lutheran schools and early childhood services deliberately and intentionally share and live the good news of Jesus Christ with students, families, staff and the broader community. Opportunities for faith nurture are actively promoted and maintained.

Increasing development

Communicate Lutheran identity to all members of the school/centre community to ensure their understanding of their responsibility for maintaining it. Support and participate in daily worship activities. Ensure that Christian Studies is taught effectively and authentically. Seek and implement opportunities to share the good news of Jesus Christ through the communications of the school/centre. Facilitate and communicate opportunities for faith nurture to all members of the school/centre community. Support chaplaincy and restorative practices in order to build effective networks of care and repair to nurture the community in strong, positive relationships which build a community where everyone can flourish and belong.	Ensure that the rituals, symbols, visual displays and practices that convey a Christ-centred identity are understood and enacted by all members of the school/centre community. Identify and build on the gifts of individuals in the school/centre community to contribute to worship that is seen as an essential feature of school/centre life. Systematically develop the capacity of staff to teach Christian Studies in ways that challenge, motivate and inspire students to develop on their faith journey. Model Christian leadership at all times and assist staff to understand their influence in modelling a life in Christ. Lead an inclusive culture that understands and recognises all are on a continuum of faith development. Systematically develop the capacity of chaplains and staff to lead restorative practices as part of daily practice.	Maintain, review and adapt practices to ensure the gospel of Jesus Christ informs all learning and teaching, all human relationships, and all activities. Seek ways to embed worship authentically into all activities to compliment the formal worship activities. Evaluate and review teaching and learning approaches to ensure best practice pedagogy in the teaching of Christian Studies. Evaluate and monitor the messages of the school/centre and adapt processes and activities to ensure they reflect a Christian approach centred in the Gospel of Jesus Christ. Create innovative opportunities for faith nurture which are adaptive to individual needs and circumstances Maintain, review and adapt chaplaincy and restorative practices to maintain a consistent focus on positive relationships.	Seek seamless and innovative ways to promote Lutheran identity with a Christ centred focus that is embedded in all aspects of school/centre culture. Contribute to worship in the broader community so that the school/centre is seen to be a hub of Christian worship. Facilitate the development and maintenance of Christian Studies networks to promote innovative and effective teaching practice across the Lutheran system. Seek opportunities to share the Gospel beyond the school/centre and contribute to the wider community and world needs in a spirit of Christian love. Build on innovative opportunities for faith nurture and shares these with wider networks. Facilitate the activities of wellbeing support through chaplains and restorative practices to be seen as embedded activities in the school/centre and an integral part of culture.

Associated Capabilities

Growing oneself:
Building self-awareness
Deepening faith
Living positively

Engaging with community:
Modelling integrity
Listening and understanding
Networking and strategic relationships

Leading the team:
Creating purpose and clarity
Nurturing faith
Growing capacity

Focusing on outcomes:
Sharing for improvement
Making it happen

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Community Building

Lutheran schools and early childhood services value the richness and diversity of the wider community and other education sectors. Positive and strategic partnerships are developed and maintained with students, families, local Christian communities, the broader community and Lutheran education. The relationships are built upon support, collaboration, trust and reconciliation. The Lutheran school/early childhood service community lives out the gospel and is active in service of others. The multicultural and multi-faith nature of Lutheran education and Australian society fosters understandings of diverse cultures. Lutheran education promotes the understanding of, and respect for, Aboriginal and Torres Strait Islander people.

Increasing development

Support the development of a strong governing body that is truly representative of the community. Build partnerships with the local community, local Christian communities, the broader community and Lutheran education so they are aware of the vision and values of the school/centre and can contribute to its success. Promote parental and carer engagement as a key aspect of raising the achievement of all students. Lead an inclusive curriculum and school/centre culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.	Draw on expertise from the church and other organisations to enhance and enrich the learning experience for students and their families. Encourage the community to use school/centre facilities in order to strengthen community engagement with the school/centre. Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of school/centre communities, promoting high expectations and achievement for all.	Work with the church and other agencies to support the health, wellbeing and safety of students and their families. Create specific strategies for hard-to reach parents and carers, and explore the use of technology to deepen the engagement of parents and carers in student learning. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school/centre practices and inform decision-making.	Lead the school/centre as an inclusive outward facing organisation. Link with and provide support to other school/centres in effective community and family engagement. Develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school/centre. Collaborate effectively with the church, other school/centres and agencies to promote an excellent education system in which all young people can thrive. Draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.

Associated Capabilities

Growing oneself:
Building self-awareness
Learning and adapting
Living positively

Engaging with community:
Modelling integrity
Listening and understanding
Building support
Networking and strategic relationships

Leading the team:
Creating purpose and clarity
Inspiring excellence

Focusing on outcomes:
Searching for knowledge
Sharing for improvement
Making it happen

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Leading Effective Organisation and Management

In Lutheran schools and early childhood services, roles, responsibilities and procedures are clearly articulated so that staff can participate in its smooth and efficient operation. Data and knowledge management methods and technologies are used to ensure that resources (human, physical, technological and financial) are efficiently organised and managed to provide an effective, safe and caring, growth-oriented learning and working environment. Strategic planning ensures the ongoing improvement and sustainability of the school/early childhood service. Best practice is built upon effective collaboration between the governing body, staff, students, families, church and others.

Increasing development

Clarify for staff the relationship between the school/centre's vision and values and the operational tasks that support them.

Allocate resources effectively to maintain the day-to-day operations of the school/centre and evaluate impact on student outcomes and value for money.

Align management procedures and processes to the educational goals and the vision and values of Lutheran Education.

Ensure employment practices and decisions are consistent with legislative requirements.

Model exemplary professional behaviour and promote an ethical growth-oriented learning and working environment throughout the school/centre community.

Analyse what data is important and plan how it should be used in the support of student learning outcomes.

Make best use of technology to record, analyse and share information, to monitor progress against goals, and support new ways of working.

Embed effective, collaborative decision-making processes and build a cohesive team.

Ensure management procedures are fully understood by staff who take collective responsibility for the smooth and efficient running of the school/centre.

Review and improve plans regularly with the school/centre's governing body so that the school/centre's vision can be realised.

Introduce best practice in human resource management to ensure the school/centre can attract, retain and motivate all staff.

Use a consultative approach with students, staff and the wider school/centre community to develop formal strategic plans.

Embed a culture of review, responsibility and shared accountability to achieve high standards for all.

Review the effectiveness of processes and use of data to improve school/centre performance.

Identify trends and influences that will have an impact upon the management of the school/centre and plan for them.

Share best management practice and use of resources with other school/centres and education networks.

Associated Capabilities

Growing oneself:
Learning and adapting

Engaging with community:
Modelling integrity
Building support
Networking and strategic relationships

Leading the team:
Creating purpose and clarity
Inspiring excellence

Focusing on outcomes:
Sharing for improvement
Thinking strategically
Making it happen

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Appendix 1

Leadership Profiles Professional Learning Plan Template

Goals

After auditing your practice against the Growing Deep Professional Practice Continuum, identify up to 3 foci for your development.

Vocation Practice Focus	Specific area of development	Associated capabilities to develop	Indicators I have achieved this goal	How I will measure progress?	What professional learning do I require?	Who will mentor me through this goal?
1.						
2.						
3.						

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Timeline

For each goal complete a timeline to ensure this professional learning goal remains on track

Goal 1

Action	Timing	Outputs	Resources

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Goal 2

Action	Timing	Outputs	Resources

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Goal 3

Action	Timing	Outputs	Resources

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Appendix 2

Leadership Profiles Professional Learning Plan Example

Goals

Vocation Practice Focus	Specific area of development	Associated capabilities to develop	Indicators I have achieved this goal	How I will measure progress?	What professional learning do I require?	Who will mentor me through this goal?
Example *Leading Effective Organisation and Management*	*Introduce best practice in human resource management to ensure the school/centre can attract, retain and motivate all staff.*	*Creating purpose and clarity* *Inspiring excellence* *Thinking strategically* *Making it happen*	*Staff turnover has reduced to below 10%* *Advertised positions attract appropriate choice of candidates* *Staff satisfaction ratings in 'connection to school' domain increase by 20%*	*Staffing models and statistics* *Numbers and quality of candidates applying to school* *Interviews with staff* *School/Centre survey data*	*Workplace emotions, attitudes and stress management research* *Upskilling on employee motivation and how this impacts work quality* *Effective communication in organisations*	*Colleague principal*
2.						
3.						

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Timeline

Goal: Introduce best practice in human resource management to ensure the school can attract, retain and motivate all staff.

Action	Timing	Outputs	Resources
Professional reading *Workplace emotions, attitudes and stress* *Foundations of employee motivation*	*Term 1*	*Personal reflection notes on reading*	*"Organisational Behaviour" McShane, Olekalns and Travaglione*
Baseline staff satisfaction survey to gather perceptions and pressure points	*Term 1*	*Completion of staff satisfaction survey*	*Staff satisfaction survey*
Complete "The Four Be's of Effective Organizational Communication" module through Evans Incorporated then interview a cross section of staff to determine their perception of communication in school as measured by this framework.	*Term 2*	*Module completion certificate* *Interviews report and summary*	*"The Four Be's of Effective Organizational Communication" – Evans Incorporated*
Use communication audit results to evaluate the efficiencies and timeliness of communication strategies in the school. Do our staff know and understand their place and contribution in our school?	*Term 2*	*Report to SLT on communications audit and suggestions for policy/procedure updates*	*Communication policies and procedures* *Role descriptions for all staff*
etc			

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