



GROWING DEEP

Leadership & Formation Framework

Job Description and Person Specification for Principals

The role of principal encompassing the *Vocational practices* are described in the leadership and formation framework, *Growing deep*

The *Vocational practices* describe what leaders do in Lutheran education. All are engaged in each of these *Vocational practices* to varying degrees, at different times, as we live out our service and vocation in Lutheran education. The *Vocational practices* have been developed using the AITSL Principal Standards.

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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. The rituals, symbols, visual displays and practices convey its Christ-centred identity.

The school 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.

Therefore, the principal is expected to:

Create a Christ-centred, Lutheran environment by:

- Demonstrating a deep understanding of Lutheran education
- Demonstrating a commitment to the learning and growth of young people
- Demonstrating a commitment to the providing opportunities for students to develop their relationship with Christ
- Encouraging active engagement of students and a strong student voice
- Placing students at the centre of strategic planning
- Providing a consistent and continuous school wide focus on individual student's achievement
- Acting in the interest of all students to secure the best possible learning outcomes
- Listening actively to students, showing interest and acknowledging their point of views and contribution
- Demonstrating respect for the dignity and worth of each individual
- Providing daily worship opportunities for staff and students

Manage self by:

- Acting rationally and calmly in difficult situations
- Taking action to look after their own physical, mental, emotional and spiritual wellbeing
- Prioritising and acting constructively in response to numerous pressing priorities
- Looking for and focusing on the positive aspects of all situations while still acknowledging and responding to the challenges
- Using their faith as integral part of making decisions

Excellence in teaching and learning

Lutheran schools 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.

Therefore, the principal is expected to:

Build capacity by:

- Providing ongoing formal and informal feedback to all staff, or establish effective mechanisms within the leadership structure of the college
- Developing and maintaining effective strategies and procedures for staff performance and development
- Ensuring that there is ongoing observing, reviewing and evaluating of staff to help them improve practice
- Seeing every interaction as an opportunity to support, coach and develop others
- Identifying leadership potential in others and providing opportunity for others to demonstrate leadership
- Developing a culture of grace within the college community
- Providing a sound Christian Education program consistent with the policy of the Lutheran Church of Australia

Promote professional learning by:

- Reviewing their own practice regularly and implementing changes in leadership and management approaches
- Modelling learning for life by investing time, effort and resources to developing their own professional practice
- Obtaining feedback from others to develop an accurate assessment of their own strengths and development needs
- Providing opportunities for and actively encourage staff to attend professional learning linked to their performance goals and their own faith development

Lead pedagogical practice by:

- Understanding the practice and theory of contemporary leadership and applying that knowledge in school improvement
- Applying current knowledge and understanding of research into teaching, learning and child development to meet the needs of the students
- Applying knowledge and understanding of current developments in education policy, schooling, social and emotional trends and developments to improve educational opportunities for students
- Keeping up to date with research into teaching, learning and child development and how to apply such research to the needs of the students
- Maintaining a knowledge and understanding of current leadership theories and practice

Create a learning culture by:

- Providing a positive learning atmosphere for students and staff within the community
- Setting high expectations for every learner including students, staff and self
- Celebrating and promoting good performance
- Ensuring that there is a diverse and flexible curriculum
- Encouraging creative, responsive approaches to teaching
- Developing educational strategies to secure equity of educational outcomes
- Developing a shared agreement about what quality teaching and learning looks like

Ongoing improvement and innovation

Improvement in Lutheran schools 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.

Therefore, the principal is expected to:

Inspire and motivate by:

- Leading the development of the vision for the college seeking input from parents, students and staff
- Building commitment, confidence, shared understanding and enthusiasm about the vision for the college
- Ensuring the vision for the college is acted upon
- Using appropriate leadership styles sensitive to the situation
- Recognising and celebrates the achievements of individuals and teams

Understand and lead change by:

- Developing an understanding of the local region to inform change
- Using information about current educational developments, theories and performance data to inform college improvements
- Articulating to the college community why change is required and acts to lead change with clear purpose

Initiate Improvement through Innovation and change by:

- Working and communicating with a variety of internal and external stakeholders to promote and sustain school improvement
- Leading and facilitating enquiry to inform innovative practice and school improvement
- Fostering creativity, innovation and the use of appropriate technologies
- Using problem solving, creative thinking and strategic planning to ensure continuous improvement
- Supporting processes to implement change

Community building

Lutheran schools 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 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.

Therefore, the principal is expected to:

Create a culture of inclusion by:

- Recognising the multicultural nature of the college community and Australian society
- Fostering an understanding, appreciation and reconciliation with Indigenous cultures
- Developing strategies to ensure educational opportunity including counteracting discrimination and the impact of disadvantage
- Recognising and supporting the needs of students, families and carers

Engage with the Community by:

- Understanding the diverse interest of the college community
- Knowing, understanding and taking into account the social, political and local circumstances of the community
- Knowing about the rich diversity of the cultural groups within the college and wider community
- Interacting personally with external stakeholders to understand the needs of the wider community

Collaborate and Influences the Community by:

- Developing and maintaining positive partnerships with students families and carers
- Developing and maintaining positive partnerships with the wider community
- Developing and maintaining positive partnerships with the college's broader community
- Inviting and facilitating the community participation in student learning
- Actively seeking feedback from the college community
- Cooperating with staff from the region and Lutheran Education Australia

Leading effective organisation and management

In Lutheran schools, 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.

Therefore, the principal is expected to:

Align ethical practices with educational goals by:

- Promoting democratic values including active citizenship
- Delivering on promises
- Behaving consistently in line with Christian beliefs
- Modelling and promoting the college's values and 'walking the talk'
- Advocating for what is right
- Being prepared to challenge behaviours and practices that are not ethical or not in keeping with the Christian ethos of the college

Manage resources by:

- Managing the college's human, physical and financial resources effectively and efficiently
- Delegating management of resources to members of staff where appropriate
- Using a range of technologies to effectively and efficiently manage the college
- Monitoring and aligning people, budgets and resources with learning priorities and the college's strategic plan
- Continuously evaluating the use, range and quality of resources to improve the quality of teaching and learning
- Applying knowledge and understanding of leadership and management concepts and practice to deliver effective strategic leadership and operational management
- Prioritising effectively in order to achieve outcomes

Manage high standards and accountability by:

- Ensuring that individual and team expectations and accountabilities are clearly defined, understood and agreed
- Regularly monitoring accountabilities and taking action to ensure accountabilities are met
- Working with staff to develop their performance goals based on the college's shared view of effective teaching and learning
- Implementing an effective learning and assessment framework that uses data, bench marking and observation to monitor progress of every student's learning
- Taking appropriate action when the performance of others is unsatisfactory
- Observing and evaluating teacher practice and highlights areas for improvement

Personal qualities and capabilities

This requirement recognises the importance of emotional intelligence, empathy, resilience and personal wellbeing in the leadership and management of the school and its community. Lutheran principals regularly review their practice and implement change in their leadership and management approaches to suit the situation. They manage themselves well and use ethical practices and social skills to deal with conflict effectively. They are able to build trust across the school community and to create a positive learning atmosphere for students and staff, and within the community in which they work.

Prerequisites

- Hold academic qualifications in keeping with the level of responsibility and preferably including post graduate administration or management studies.
- A registered teacher with demonstrated competence in the leadership and management of teaching and learning in the classroom.
- Accreditation as a teacher and leader in Lutheran schools.
- It is preferred that the principal will be an active communicant member of the Lutheran Church of Australia.
- A personal commitment to the college vision, mission and values underpinning the delivery of a Christian based education to students in the college community is essential.

Capabilities - Growing Oneself

Building self-awareness

- Demonstrates an ability to be 'in tune' with own biases, assumptions, thoughts and feelings and how these impact decision-making capacity or how this presents to others.
- Projects a calm, controlled and clear-headed demeanour, even under conditions of high stress.
- Demonstrates the capacity to 'suspend' observations without immediately judging or categorising what one sees or hears.
- Calmly 'holds' anxiety, risk and ambiguity, rather than jumping to irrational or emotive conclusions, or making reactive decisions as a way to 'move on'.

Deepening faith

- Adopts and practices a 'servant' mentality.
- Articulates the Christian faith in everyday situations and circumstances.
- Creates opportunities to practice everyday formation rituals with others in the workplace.
- Witnesses to the importance of faith.
- Models and exemplifies spiritual leadership using Lutheran theology to underpin leadership action.

Learning and adapting

- Demonstrates an openness to hearing new information, feedback from others or alternative points of view.
- Demonstrates a readiness to thoughtfully and substantially set aside or rethink previous efforts or well established plans or strategies based on new evidence, information, feedback or changes to current circumstances.
- Is aware when old patterns are habitually operating and consciously chooses to think, feel or perceive things differently, as it helps to understand the truth in difficult, complex and dynamic circumstances.

Living positively

- Demonstrates the ability to remain composed and unflustered in stressful situations, such as during heavy workloads, or difficult environmental conditions.
- Projects an optimistic attitude that draws strength from personal faith.
- Demonstrates resilience and emotional and spiritual fortitude by quickly regaining composure after a setback.
- Demonstrates drive and tenacity and is genuinely invigorated by new challenges and opportunities.

Capabilities – Engaging the Community

Modelling Integrity

- Works openly and genuinely promotes Lutheran values, sharing personal views, feelings and insights in the presence of different groups.
- Treats people in a fair and equitable manner.
- Is consistent in one's words, decisions and actions and transparent in motives.
- Authentically projects an inner assurance and outward humility by demonstrating vulnerability in difficult or uncertain times.
- Confidently upholds a position and takes action based on clear evidence for the best course of action for students, school or early childhood service or other community groups, even if that action is unpopular with colleagues, leaders, or other stakeholders.

Listening and Understanding

- Listens attentively, with an open mind when others are speaking.
- Presents messages in a clear, logical and respectful manner.
- Makes it safe for others to talk truthfully and openly.
- Demonstrates an understanding of the deeper, underlying reasons for the patterns of behaviour, unspoken thoughts and feelings of others.

Building Support

- Uses reasoning and facts to construct a logical argument to win support of others.
- Prepares thoroughly for presentations, meetings and discussions.
- Adapts personal communication style to genuinely engage a diverse range of stakeholders and people from different places and cultures.
- Develops ownership and wins support for significant, strategic initiatives from key stakeholders through planned long-term strategies, while also adjusting to individual situations.

Networking and Strategic Relationships

- Actively identifies and contacts key individuals and groups within and outside the Lutheran education community, who may be in a position to provide assistance, support or leverage in achieving the objectives of Lutheran education.
- Invests time with strategic networks to build genuine, professional relationships based upon mutual trust, respect and common values. Engages with one's network on a regular basis to build community and goodwill.
- Takes action to utilise networks within and outside the Lutheran education community for the purpose of seeking help and support in achieving goals or objectives.
- Develops deep, long-term relationships with key individuals and groups that are influential in supporting the strategic objectives of Lutheran education.

Capabilities – Leading the team

Creating Purpose and Clarity

- Clearly articulates the purpose and expectations of the role for every team member.
- Is clear in describing the specific links between daily activities and tasks and how they support the achievement of the broader vision and direction of the school or early childhood service.
- Intentionally reinforces and provides clear priorities and direction during times of uncertainty, high stress or ongoing change.
- Articulates a compelling Lutheran education vision that is understandable, accessible and inspiring to all.

Nurturing Faith

- Recognises that everyone is at a different place on their faith journey. Shares in a clear and genuine way, the learning, practices and wisdom gained from own spiritual journey.
- Articulates the Christian faith in everyday situations and rituals.
- Is attentive to the individual spiritual paths of others in the community.
- Consciously builds a self-perpetuating climate of spiritual formation where engaging in spiritual activity is integral to the life of the community.

Growing Capacity

- Draws from personal experience to guide others on how best to tackle problems and find solutions as well as providing instruction and guidance on how to complete specific activities and tasks.
- Provides others with opportunity for supportive reflection both cognitively and emotionally.
- Personally coaches others in a way that inspires them to achieve their highest potential as a professional and leader within Lutheran education.
- Creates a climate where professional learning and thoughtful reflective practice is the norm.

Inspiring Excellence

- Establishes clear performance expectations and professional standards with each team member including objectives, responsibilities and timelines.
- With a spirit of encouraging excellence and enabling success, provides objective, specific and timely feedback to individuals on agreed expectations.
- Puts the needs of students and the community first by holding others accountable for their actions and addressing performance issues using due process and pastoral care.
- Creates an ongoing culture of excellence in Lutheran education where team members and peers are encouraged to provide each other with regular, objective feedback and are fully accountable for their own actions.

Capabilities – Focusing on Outcomes

Searching for Knowledge

- Proactively gathers pertinent data by asking questions of colleagues and others who can provide useful information.
- Personally investigates situations in order to find reliable evidence or to get to the bottom of a situation or problem when routine information is insufficient.
- Looks well beyond the local environment to consistently review and scan for trends in both Lutheran education as well as the national and international education community to remain abreast of education practices and issues.
- Searches widely for information from sources beyond education and has contemporary knowledge of social, political, economic, technological or environmental issues that impact on the effectiveness of Lutheran education.

Sharing for Improvement

- Is aware of the need for Lutheran education to be the best it can be and willingly and openly shares ideas, practices and knowledge with others. Is available to others and shares expertise.
- Invites and encourages new and different ideas, the sharing of practices and insights, as well as feedback and critique from others.
- Creates and contributes to collaborative learning and problem solving communities within Lutheran education.
- Creates and promotes opportunities for the sharing of practice between different education systems locally, nationally and internationally.

Thinking Strategically

- Demonstrates an understanding of the broader context of Lutheran education and how one's area of responsibility fits into the bigger picture.
- Identifies patterns or trends across different information sources. Uses this information to identify emerging trends or potential scenarios in the external environment and how they could impact Lutheran education.
- Develops appropriate strategies and contingency plans to ensure future success.
- Identifies helpful relationships among complex data from unrelated areas that lead to new and significant opportunities for Lutheran education or highlight paradoxes or patterns that block or hinder strategic aspirations.

Making it Happen

- Works in a dedicated way to meet commitments and deliver on promises.
- Accepts full responsibility for the quality and effectiveness of the work of oneself and the team. Is reliable and can be depended upon to get the job done.
- Tests new ideas and practices and accepts work that extends one's ability.
- Takes action to make real improvement to one's school/early childhood service or area of work to deliver better outcomes for Lutheran education.