Belief in Education

Advanced Standing:
University of Notre Dame Australia (UNDA)

Upon completion and submission of assessment tasks associated with this leadership program and achievement of satisfactory results, participants receive two units of advanced standing from a UNDA Master of Education degree (conditions apply).

Accreditation Requirements

The accreditation required for entry to this program is Accreditation for Leadership of the Religious Education Learning Area.

Application Due Date

For detailed program information, module dates and an application form please go to the CEOWA website www.ceo.wa.edu.au professional learning, leadership programs 2013.

To be considered for selection, completed application forms must reach Shane Glasson (Leadership Consultant) by Friday, 26 October 2012 (Term 4, Week 2).

Post: PO Box 198, Leederville WA 6903
Fax: (08) 6380 5268
Email: glasson.shane@ceo.wa.edu.au

Program Cost

This is a free program. The costs associated with facilitator engagement, materials, catering, teacher relief and travel and accommodation for country participants are covered by the Catholic Education Commission of Western Australia and the Australian Government Quality Teacher Program (AGQTP).

Program Venue

The Newman Sienna Centre
33 Williamstown Road, Doubleview WA

Further Information

Please direct all enquiries regarding this program to Shane Glasson (Leadership Consultant) on (08) 6380 5234 or email glasson.shane@ceo.wa.edu.au

We urge principals and other Catholic school leaders to continue striving for deeper personal relationships with Jesus. Formation from within by the Spirit of Christ (particularly through prayer and liturgical worship) is essential, so that school leaders continue to become more like Jesus in how they think, hear, speak and behave. In this way they will become ever more effective as leaders of Christ-centred school communities.

Mandate of the Catholic Education Commission of Western Australia

2009 - 2015

A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.

Lao Tzu

We must be the change we wish to see in the world.

Mahatma Gandhi

The Aspiring Principals Program 2013
The Aspiring Principals Program

Catholic Education leadership programs: Enhancing leaders, forming successors

Since 2009, Shane Glasson has been employed as a Leadership Consultant within the Leadership, Employment and Community Relations Team at the Catholic Education Office of Western Australia (CEOWA) in this role, Shane oversees the delivery of leadership-oriented professional learning programs for Catholic Education staff throughout the State. Shane is an acknowledged Executive Coach with Growth Coaching International and a trained facilitator of learning with a background in Catholic secondary schools as a teacher, House Coordinator, Year Coordinator, Area Coordinator (Religious Education and Diocesan of Curriculum

At a senior leadership level, and prior to his current role, Shane worked as a Consultant in both the Curriculum (Religious Education and Language) and Industrial Relations Teams at the CEOWA. Over the course of his career, Shane also held two postgraduate Diplomas (Human Resource Management/Development and Occupational Health & Safety Management) and three Master degrees (Master of Business Administration, Master of Education Leadership & Management and Master of Education Religious Education). The combination of theoretical study and practical experience at school and system level has provided Shane with a deep understanding of leadership within both Catholic and secular contexts. As such, he was engaged in the study of a Doctorate (Leadership and organisational change) with a focus on the development of principals and leaders. Shane has also provided significant input in the design of many successful Catholic Education professional learning programs and has served in a variety of executive roles in the diocese.

The Aspiring Principals Program targets staff currently employed as an aspirant to the principalship in Catholic school or members of the CEOWA employed in leadership positions who desire future appointment as a principal.

Program Overview

The Aspiring Principals Program comprises a two-year professional learning journey. Year one consists of 14 days of professional learning and focuses on the development of aspirant transactional (managerial) leadership knowledge and skill. Year two consists of 14 days of professional learning and focuses on the development of aspirants as transformational and transcendental leaders.

Target Audience

This leadership program targets staff currently employed as an aspirant in department principal or Catholic school or members of the CEOWA employed in leadership positions who desire future appointment as a principal.

Program Outline

Year One: The Aspiring Principals Program

Orientation Year

Aspirants:

- submit an electronic leadership profile after the conclusion of the year (November).
- participate in eight modules over nine days (five days in the term and four days during school holiday) during the term and six days during school holidays.
- attend school board meetings as an observer and participate in school board sub-committees as appropriate (eg finance and/or Capital Development Planning sub-committee).
- participate in a two-day, overnight retreat with a focus on effective practice theory and techniques.
- attend school board meetings as an observer and participate in eight modules over nine days (five days in the term and four days during school holiday).
- participate in a Key Learnings Forum at the end of the program. This forum will be facilitated by the CEOWA program convenor.
- participate in a Key Learnings Forum at the end of the program. Challenging People (Staff and Parents) and Stewardship:

Year Two: The Aspiring Principals Program

Enrichment Year

Aspirants:

- participate in eight modules over nine days (five days in the term and four days during school holiday) during the term and six days during school holidays.
- attend school board meetings as an observer and participate in school board sub-committees as appropriate (eg finance and/or Capital Development Planning sub-committee).
- submit an electronic leadership profile after the conclusion of the year (November).
- participate in eight modules over nine days (five days in the term and four days during school holiday) during the term and six days during school holidays.
- attend school board meetings as an observer and participate in school board sub-committees as appropriate (eg finance and/or Capital Development Planning sub-committee).
- participate in a two-day, overnight retreat with a focus on effective practice theory and techniques.
- attend school board meetings as an observer and participate in eight modules over nine days (five days in the term and four days during school holiday).
- participate in a Key Learnings Forum at the end of the program. This forum will be facilitated by the CEOWA program convenor.
- participate in a Key Learnings Forum at the end of the program. Challenging People (Staff and Parents) and Stewardship:

Leaders these days, they say, must be able to be both on the balcony and the dance floor, moving iteratively back and forth as required. They must drill down in achieving precision and continuous improvement, but they must also be aware of and connect to the bigger picture.

Michael Fallon

Leadership and learning are indispensable to each other.

John F. Kennedy