Starting your first leadership role and feeling like a fish out of water? Let us help you find your niche.

Belief in Education

The Beginning Leaders Program 2013

Advanced Standing: University of Notre Dame Australia (UNDA)

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

Accreditation and Service Requirements

For school-based staff, the minimum accreditation required for entry to the program is Accreditation to Teach in a Catholic School although accreditation requirements are dependent upon the candidate’s leadership role. Prior to submitting an application, candidates are required to check their accreditation status against the CECWA policy statement 2-C6: ‘Appointment of staff in Catholic schools.’ For CEOWA staff, the minimum accreditation requirement is Accreditation to Work in Catholic Education (Schools). CEOWA candidates are required to check their accreditation status against the document: ‘Accreditation for employees of the Catholic Education Office’ prior to submitting an application.

Application

For detailed program information, module dates and an application form, please access 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, 19 April 2013 (Term 1, Week 10).

Program Venue

The Newman Sienna Centre
33 Williamstown Road, Doubleview WA

The very essence of leadership is that you have to have vision. You can’t blow an uncertain trumpet.

Theodore M. Hesburgh

In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.

Eric Hoffer

For Aboriginal participants the costs associated with this program are covered by the Teacher Quality stream of the Smarter Schools National Partnerships Program (conditions apply).

Program Venues

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

Program Cost

The cost for the program is $700 per participant. The cost includes facilitator payment, venue hire, course materials and catering. Schools are expected to pay the costs associated with teacher relief for the two modules scheduled during term time.

For Aboriginal participants the costs associated with this program are covered by the Teacher Quality stream of the Smarter Schools National Partnerships Program (conditions apply).
The Beginning Leaders Program
Catholic Education leadership programs: Enhancing leaders, forming successors

Shane Glasson

Program Convenor

Since 2009, Shane Glasson has been employed as a Leadership Consultant with the Leadership, Employment and Community Relations Team at the Catholic Education Office of Western Australia (CEOWA). In this role, Shane oversees the design and delivery of leadership-oriented professional learning programs for Catholic Education staff throughout the state.

Shane is an accredited Executive Coach with Growth Coaching International and a trained facilitator of adult learning with a 20-year background in Catholic secondary schools as a teacher, House Coordinator, Year Coordinator, Learning Area Coordinator (Society & Environment) and Dean of Curriculum.

At a senior leadership level, and prior to his current role, Shane worked as a Consultant in both the Curriculum (Society & Environment and Language) and Industrial Relations Teams at CEOWA. Over the course of his career, Shane has achieved 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 levels has provided Shane with a well-grounded understanding of leadership in both Catholic and secular contexts. He is currently engaged in the study of a Doctorate at The University of Notre Dame Australia and is Dean of Curriculum.

This leadership program targets first-time Catholic school and GDOWA leaders who feel that development of leadership capabilities is required to enhance their effectiveness. Leaders who have less than two years of experience are especially encouraged to apply.

Program Outline

First-time Catholic school and GDOWA leaders assume their duties and responsibilities in demanding and complex times. This practical and interactive leadership program is designed to assist new leaders to achieve clarity of purpose and minimise the angst associated with their new leadership endeavour. Through completion of this program, participants will develop:

• an understanding of their personal leadership ‘brand’ and contemporary leadership paradigms
• an understanding of the pillars of organisational culture
• strategies for developing a leadership culture amongst the members of the teams they lead.

Program Structure and Components

This leadership program consists of five full-day modules. The program commences in term two and concludes during term three school holiday period. Two days are facilitated during term two with three days scheduled during school holiday periods. Leadership program module content and activities have been mapped to the AITSL National Professional Standard for Principals, are based on the domains of the Leadership Framework for Catholic Schools in Western Australia (Catholic Identity, Community, Education and Stewardship) and the 24 components of the Quality Catholic Schooling (QCS) framework.

The four domains of the Leadership Framework represent the significant action areas of Western Australian Catholic school leaders when promoting the educational mission of the Church and describe all activity that occurs within Catholic schools. QCS is the whole-school, self-review, planning and improvement framework used by leaders from all 158 Catholic schools in Western Australia when attempting to continually improve all that they do.

Cohort Size and Program Facilitation

Entry to this program is highly competitive. Participant numbers are capped at 20 to ensure the collegial development of the group.

Program modules are utilised to facilitate David Kolb’s theory of experiential learning. Kolb’s theory emphasises the central role that experience plays in the learning process. Program facilitators are trained in the four broad adult learning styles as described by Kolb: concrete experience, reflective observation, abstract conceptualisation and active experimentation.

For example, within program modules, new theory is often introduced by the facilitator as a lecture (abstract conceptualisation) before being reinforced via a case study (concrete experience). Participants are then asked to engage in individual reflection on the theory using a series of case study questions (reflective observation) before discussing their perspectives with colleagues in small groups (active experimentation). Small group responses are then probed by the facilitator during a whole group feedback and discussion session (active experimentation).

Brendan Spillane

Program Facilitator

Until 2012, Brendan Spillane was the Project Leader of two substantial systemic change projects for the Catholic Education System in Western Australia. These projects involved the design and implementation of self-review, planning and improvement frameworks for all Catholic school leaders across the state (Quality Catholic Schooling or QCS) and as GDOWA (QCS Off-site). These projects included overseeing the construction of digital and other support resources.

In 2013, Brendan was a member of the steering group that organised the inaugural school improvement network for Australian Catholic school systems held in Sydney. He has also had a significant role in both the development and delivery of a suite of leadership programs for leaders at all levels in the Catholic Education system of Western Australia. Before moving to a policy role, Brendan had background in schools as a teacher and principal. He has a Bachelor of Education degree from the National University of Ireland and a Master of Education (Educational Leadership) degree from The University of Notre Dame Australia and is an accredited Executive Coach with Growth Coaching International.

Brendan has also experienced Executive level roles within professional associations at both state and national level. At present, Brendan is designing leadership programs for 2013 based on the AITSL National Standard for Principals that will be delivered to cross-sectional audiences of school leaders in Western Australia. During 2013, Brendan will continue an extended leave from his current role in the pursuit of private consultancy interests, working specifically in the areas of organisational intelligence, leadership and learning culture.

When restraint and courtesy are added to strength, the latter becomes irresistible.

—Bob Nelson

Eric Hoffer

Do not follow where the path may lead. Go instead where there is no path and leave a trail.

—Ralph Waldo Emerson

The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist.