



CATHOLIC EDUCATION LEADERSHIP PROGRAMS

THE EXPERIENCED PRINCIPALS PROGRAM PROGRAM INFORMATION

TARGET AUDIENCE

This cross-sectoral leadership program targets Western Australian Catholic, Department of Education and Independent school primary and secondary principals with 10 or more years of experience in at least two schools who are interested in enhancing their health and wellbeing and leadership capabilities.

These outcomes are achieved through participation in a highly-interactive, Master of Business Administration (MBA) style program. The program (Figure one) is comprised of four interconnected pillars:

- **Pillar one:** Health assessment, analysis and health coaching with an exercise physiologist
- **Pillar two:** 360-degree leadership profiling and executive coaching
- **Pillar three:** Completion of a workplace-based leadership challenge project
- **Pillar four:** A theoretical program based on the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standard for Principals (the Standard).

Figure one
The Experienced Principals Program



RATIONALE

The demands of contemporary school leadership are well known. The tyranny of the urgent consumes the time and energy of the principal at the expense of their health, wellbeing and capacity for visionary leadership. Principals who lead in this way are often poor role models for the staff and members of the community they serve. With this in mind, the Experienced Principals Program aims to enhance participant health and wellbeing and leadership capabilities through the involvement in four interconnected pillars over a 10-month timeframe.

THE PROGRAM

Pillar one: Health and wellbeing assessment, analysis and health coaching

This program pillar aims to enhance the health, well-being and professional longevity of the principal whilst equipping them to identify and address warning signs displayed by their staff and school community members. This pillar is provided by one of Perth's leading assessors of Executive health and wellbeing, Health on the Move.

Participants begin the health and wellbeing assessment process by attending their local CliniPath laboratory where a fasting blood sample will be taken. This test provides Health on the Move staff with data regarding participant lipid profile, coronary risk ratio, blood glucose levels, liver and kidney function, iron levels and Prostate Specific Antigen (males only). Participants then make an appointment with Health on the Move staff where they engage in a two hour consultation that incorporates a full physical examination, cardiac evaluation and debrief with a medical doctor.

The physical examination comprises assessment of participant height, weight, waist/hip ratio, body composition, blood pressure, resting heart rate, abdominal strength and endurance, grip strength, posture and flexibility, lung function, distance vision screening and urinalysis. The cardiac evaluation takes the form of resting electrocardiogram and a maximal stress test. During the debrief with a Health on the Move doctor, discussion with regard to participant medical history takes place in addition to lifestyle evaluation and assessment of risk associated with cardiovascular disease and type two diabetes. During the consultation, participants will be invited to undertake an optional skin check for the purpose of melanoma detection, a body systems evaluation and a prostate/digital rectal examination (males) or breast examination (females). Participants will also be provided with a bowel screen test kit for use beyond the consultation. Should it be necessary, participants will be referred to specialist clinicians.

Post health assessment and debrief, a report will be emailed to each participant by Health on the Move administrative staff. This report contains all data relevant to the participant in addition to areas of focus for a voluntary three month health coaching program with a qualified exercise physiologist from Health on the Move. During the first session, the exercise physiologist will visit the participant's workplace, or negotiated alternative venue, to discuss the report and provide advice with regard to healthy behavior changes that could be implemented to reduce identified risks. The exercise physiologist will conduct a baseline fitness test and record body composition measurements before working collaboratively with the participant to define health and wellbeing improvement goals. As part of the first coaching session, a personalized exercise and nutrition plan will be devised. Four and eight weeks after the initial session, the exercise physiologist will visit the participant to review diet and exercise diaries, track measurements and discuss the effectiveness of the exercise and nutrition plan. During these meetings, modifications will be made to participant goals and plans as required. During week 12, the exercise physiologist will visit the participant to

conduct a final coaching session during which body composition measurements will be taken and a fitness test conducted. Participant health and wellbeing goals will be discussed and recalibrated as required. In between face-to-face health coaching sessions, support will be provided by the exercise physiologist via telephone and email as required.

The results of the health and wellbeing assessment and participant learning will be revisited throughout the program, especially during the three full days of the program associated the theoretical program: Developing self and others (pillar four). Note that the results of the health assessment, analysis and health coaching are governed by strict confidentiality rules and at no time will these be shared with other parties.

Pillar two: 360-degree leadership profiling and executive coaching

Pillar two aims to assist participants to identify, assess and improve their leadership strengths and weaknesses through 360-degree leadership profiling linked with executive coaching. The 360-degree leadership profile begins with the participant answering a number of online questions regarding their leadership style and preferences. Participants are then invited to select up to 15 data sources from their school communities who would be willing to assess their leadership effectiveness by responding to the same online questions. The resultant 360-degree profile highlights areas of leadership strength and weakness from the perspective of self and others and forms the basis of a coaching relationship between the participant and an accredited executive coach from the Integral Development stable. Note that the results of participant 360-degree leadership profiles and the coaching relationship are governed by strict confidentiality rules and at no time will these be shared with other parties.

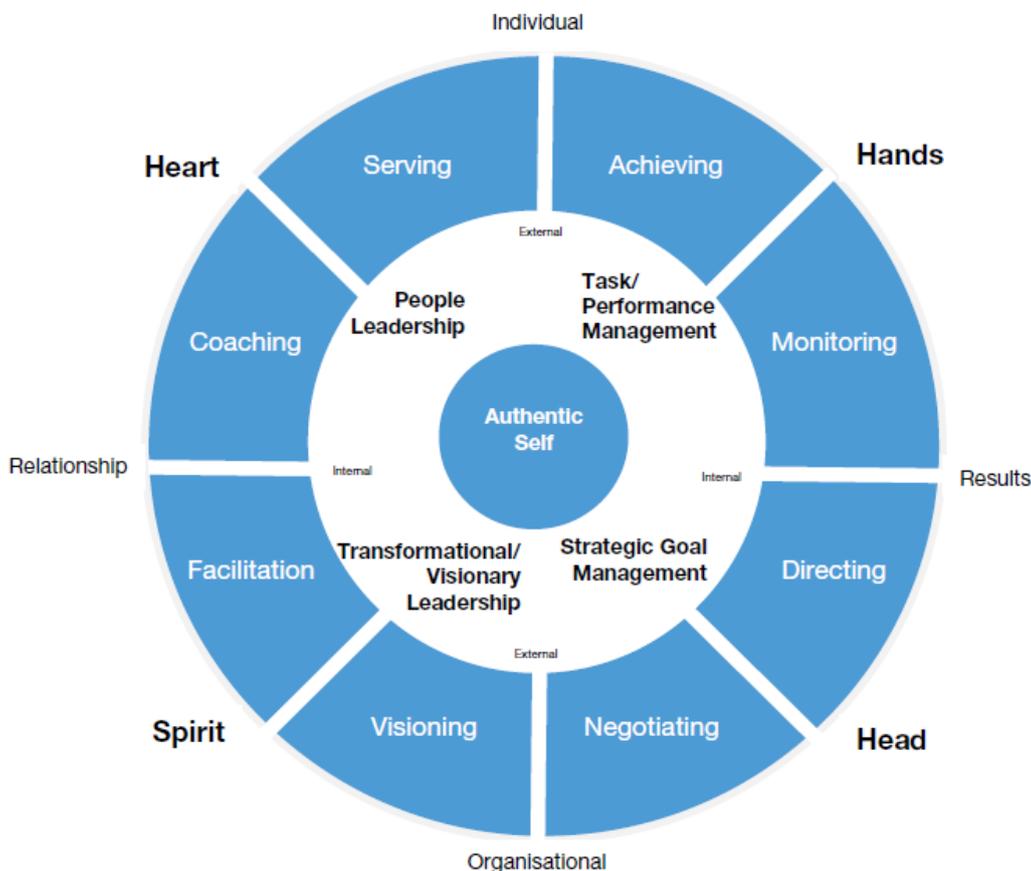
Integral Development is one of Perth's most unique and experienced leadership and management consultancies. Integral Development consists of a team of management consultants, executive coaches and staff who are dedicated to the provision of exceptional service, products and programs. Their clients include senior executives, managers and staff from IBM, Monadelphous, Stockland, Rio Tinto, Alcoa, Woodside, Chevron, the Western Australian (WA) Police Service, Australia Post, the Department of Mines & Petroleum, Landgate, Amcom, Rocky Bay, the ABN group and the Department of the Premier and Cabinet.

The Integral Development 360-degree tool is based on the Integral Model of Leadership and Management (Figure two). This model and the term "integral" are derived from Ken Wilber's work on Integral Theory and adapted to leadership by Dr Ron Cacioppe, the Managing Director of Integral Development. The Integral Leadership model is considered to be a universal approach to leadership because it integrates current leadership and management competences, behaviours and personal qualities (i.e. head and hands) with current scientific and eastern philosophical perspectives (i.e. heart and spirit). This approach has been described as the new paradigm for the 21st century since it provides a new and holistic way of seeing ourselves and the purpose of work in organisations. Dr Ron Cacioppe has spent the last twenty years translating Integral Theory into relevant and practical applications for leaders, teams and the transformation of organisations.

During the first executive coaching meeting, the participant and allocated coach work together to interpret and analyse the 360-degree leadership profile before setting goals, the purpose of which is amplification of identified leadership strengths and minimisation of weakness. During this session, the dates for five, one-hour executive coaching sessions are scheduled and the preferred mode of contact is negotiated (i.e. face-to-face sessions at the participant's workplace and/or Integral Development offices, Skype, teleconference etc). Coaches and participants will also

negotiate homework/activities required to achieve defined goals and it is expected that participants will complete agreed actions.

Figure two
The Integral Model of Leadership and Management



Pillar three: Leadership challenge project

Pillar three provides a practical way for participants to anchor their learning from pillars one and two. Working with their executive coach, participants will be invited to select an area of leadership weakness highlighted by their 360-degree leadership profile before designing and conducting a workplace-based “leadership challenge” project. The project has a threefold purpose. First, the project should aim to enhance the leadership capability of the principal. Second, the project should benefit the school in a practical way. Third, the project must have the potential to be replicated across systems and sectors. For example, if a participant’s 360-degree leadership profile indicates that performance management and quality feedback for members of the leadership team is deficient, the principal may choose to work with their executive coach to design a meaningful feedback mechanism that is, in turn, road tested at their school. Templates and tools developed would be shared more broadly amongst program colleagues during the leadership challenge symposium that doubles as the program’s conclusion.

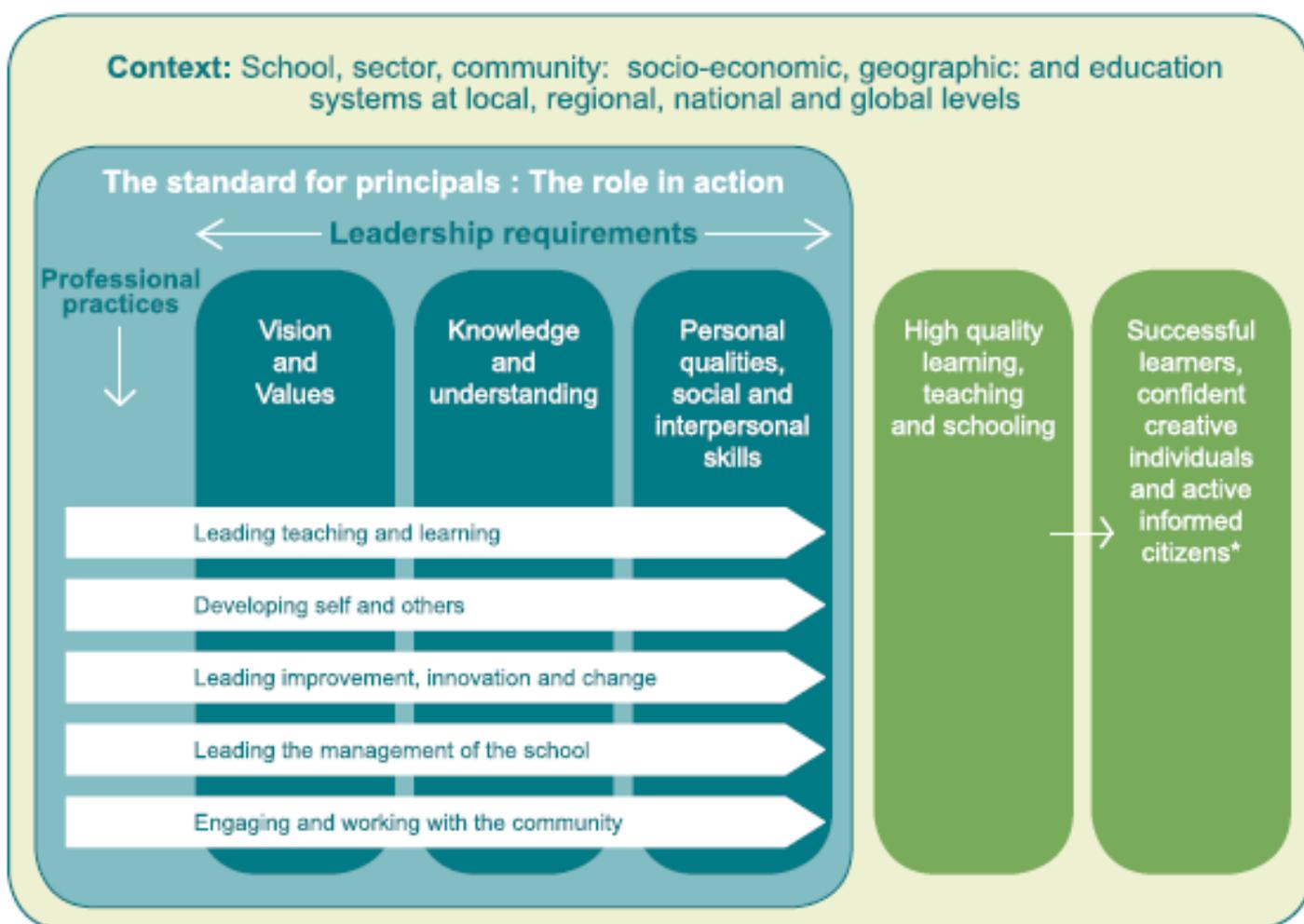
In addition to support provided by the executive coach, participants will be paired with a “learning partner” from the cohort. It is envisaged that the learning partnership will take the form of a two-way critical friendship and facilitate the sharing of project successes and challenges as the program unfolds. It is expected that learning partners would negotiate with one another to determine preferred means of communication beyond formal program workshops. Although each face-to-face workshop will provide learning partners with an opportunity to connect, it would be

helpful if partners could visit one another in-situ to ascertain an understanding of the context in which their partner works and to attain a deeper appreciation of project scope and progress.

Pillar four: Theoretical program

Pillar four aims to provide participants with an opportunity to explore the AITSL Standard through a series of interactive and highly-practical workshops. Specifically, over the course of five full days (9:00am-4:00pm) and four breakfast provocation sessions (7:30am-10:30am) between February and November, participants will examine the three leadership requirements and five professional practices of the Standard (Figure three). The leadership requirements are Vision and values; Knowledge and understanding; Personal qualities, social and interpersonal skills. The professional practices are Leading teaching and learning; Developing self and others; Leading improvement, innovation and change; Leading the management of the school and Engaging and working with the community.

Figure three
The AITSL Standard



As the theoretical program unfolds, the program narrator will make links between theory presented and the results of participant health and wellbeing assessments (pillar one), 360-degree leadership profiles (pillar two) and leadership challenge projects (pillar three). For example, when engaging with workshops focusing on the AITSL professional practice: Developing self and others, participants will be invited to examine their health and wellbeing results through physical (day one), mental (day two) and spiritual (day three) lenses. Combined, all four pillars aim to enhance participant leadership capability.

The workshops associated with this program pillar are:

- Orientation and program introduction (full-day workshop)
- AITSL professional practice: Leading teaching and learning, 360-degree debrief, introduction to executive coaching process and leadership challenge project scope (full-day workshop)
- AITSL professional practice: Developing self and others (Breakfast workshop)
- Improving physical health and wellbeing (full day workshop)
- AITSL professional practice: Leading improvement, innovation and change (Breakfast workshop)
- Improving mental health and wellbeing (full-day workshop)
- AITSL professional practice: Leading the management of the school (Breakfast workshop)
- AITSL professional practice: Engaging and working with the community (Breakfast workshop)
- Improving spiritual health and wellbeing (Full-day workshop)
- Leadership challenge symposium and program conclusion (Evening workshop)

PROGRAM PROVIDER

The Experienced Principals Program is owned and hosted by the Catholic Education Office of Western Australia (CEOWA) in partnership with AITSL.

ELIGIBLE PARTICIPANTS

Potential candidates for this program are experienced Western Australian Catholic, Department of Education and Independent school principals with a minimum of 10 years of experience in at least two schools.

PROGRAM DAYS/DATES & STRUCTURE

Day and dates	Topic/task	Facilitators
<p>Workshop one Monday, 17 February 2014 (Term one, week three)</p>	<p>8.30am - 3.00pm</p> <p>Orientation and program introduction including the four program pillars:</p> <ul style="list-style-type: none"> • health and wellbeing assessment, analysis and health coaching • 360-degree leadership profile process and executive coaching • Leadership challenge project • Theoretical program based on the three requirements and five professional practices of the AITSL Standard for Principals 	<p>Brendan Spillane</p>
<p>Between workshops one and two Tuesday, 18 February to Monday 24 March 2014</p>	<ul style="list-style-type: none"> • Complete health and wellbeing assessment and analysis • Organise health coaching 	<p>Health professionals from Health on the Move</p>

(Term one, week four through Term one, week eight)	<ul style="list-style-type: none"> Complete 360-degree leadership profile 	Integral Development 360-degree administrator
Workshop two Tuesday, 25 March 2014 (Term one, week eight)	9:00am - 1:00pm <ul style="list-style-type: none"> 360-degree review debrief Introduction to the executive coaching process Leadership challenge project scope 1:00pm - 4:00pm AITSL professional practice: Leading teaching and learning	<ul style="list-style-type: none"> Brendan Spillane Dr Ron Cacioppe <ul style="list-style-type: none"> Brendan Spillane Dr Tim McDonald
Between workshops two and three Wednesday, 26 March to Tuesday, 6 May 2014 (Term one, week eight through Term two, week two)	<ul style="list-style-type: none"> Complete 360-degree leadership profile debrief with executive coach (1.5 hours) including preliminary goal setting Schedule five, one-hour executive coaching sessions Work with Executive coach to scope leadership challenge project Meet with exercise physiologist (Health coaching) 	Executive coach from Integral Development stable Exercise physiologist from Health on the Move
Workshop three Wednesday, 7 May 2014 (Term two, week two)	7:30am - 10:30am Breakfast provocation workshop AITSL professional practice: Developing self and others Allocation of leadership challenge learning partner	Brendan Spillane
Between workshops three and four Thursday, 8 May to Wednesday, 21 May 2014 (Term two, week two through Term two, week four)	<ul style="list-style-type: none"> Complete executive coaching session one Meet with learning partner Meet with exercise physiologist 	Executive coach from Integral Development stable Exercise physiologist from Health on the Move
Workshop four Thursday, 22 May 2014 (Term two, week four)	9:00am - 4:00pm AITSL professional practice: Developing self and others Health and wellbeing day one	<ul style="list-style-type: none"> Brendan Spillane Dr Steve Kiely and Dr Michael Newton

<p>Between workshops four and five Friday, 23 May to Thursday, 19 June 2014 (Term two, week four through Term two, week nine)</p>	<ul style="list-style-type: none"> • Complete executive coaching session two • Meet with learning partner • Meet with exercise physiologist (Health coaching) 	<p>Executive coach from Integral Development stable Exercise physiologist from Health on the Move</p>
<p>Workshop five Friday, 20 June 2014 (Term two, week eight)</p>	<p>7:30am - 10:30am Breakfast provocation workshop AITSL professional practice: Leading improvement, innovation and change</p>	<p>Brendan Spillane</p>
<p>Between workshops five and six Saturday, 21 June to Sunday, 27 July 2014 (Term two, week eight through Term three, week one)</p>	<ul style="list-style-type: none"> • Complete executive coaching session three • Meet with learning partner • Meet with exercise physiologist (Health coaching) 	<p>Executive coach from Integral Development stable Exercise physiologist from Health on the Move</p>
<p>Workshop six Monday, 28 July 2014 (Term three, week two)</p>	<p>9:00am - 4:00pm AITSL professional practice: Developing self and others Health and wellbeing day two</p>	<ul style="list-style-type: none"> • Brendan Spillane • Dr Steve Kiely and Dr Michael Newton
<p>Between workshops six and seven Tuesday, 29 July to Monday, 25 August 2014 (Term three, week two through Term three, week six)</p>	<ul style="list-style-type: none"> • Complete executive coaching session four • Meet with learning partner • Meet with exercise physiologist (Health coaching) 	<p>Executive coach from Integral Development stable Exercise physiologist from Health on the Move</p>
<p>Workshop seven Tuesday 26 August 2014 (Term three, week six)</p>	<p>7:30am - 10:30am Breakfast provocation workshop AITSL professional practice: Leading the management of the school</p>	<ul style="list-style-type: none"> • Brendan Spillane • Dr Renu Burr
<p>Between workshops seven and eight Wednesday, 27 August to Tuesday, 16 September 2014 (Term three, week six through Term three, week nine)</p>	<ul style="list-style-type: none"> • Complete executive coaching session five • Meet with learning partner • Meet with exercise physiologist (Health coaching) 	<p>Executive coach from Integral Development stable Exercise physiologist from Health on the Move</p>

Workshop eight Wednesday, 17 September 2014 (Term three, week nine)	7:30am - 10:30am Breakfast provocation workshop AITSL professional practice: Engaging and working with the community	<ul style="list-style-type: none"> • Brendan Spillane • Elena Douglas
Between workshops eight and nine Thursday, 18 September to Wednesday, 5 November 2014 (Term three, week nine to Term four, week four)	<ul style="list-style-type: none"> • Meet with learning partner • Meet with exercise physiologist (Health coaching) 	Executive coach from Integral Development stable Exercise physiologist from Health on the Move
Workshop nine Thursday, 6 November 2014 (Term four, week four)	9:00am - 4:00pm AITSL professional practice: Developing self and others Health and wellbeing day three	<ul style="list-style-type: none"> • Brendan Spillane • Dr Steve Kiely and Dr Michael Newton
Leadership challenge project symposium, program conclusion and graduation dinner Wednesday, 19 November 2014 (Term four, week six)	4:00pm - 6:30pm Leadership challenge project symposium From 6:30pm Program conclusion and dinner	<ul style="list-style-type: none"> • Brendan Spillane

Workshop one

Orientation and program introduction

The program begins with a full-day orientation workshop (9:00am - 4:00pm) in late February, convened by the program narrator, Brendan Spillane.

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 schools across the state (Quality Catholic Schooling or QCS) as well as CEOWA (QCS Office). These projects included overseeing the construction of digital and other support resources. In 2010, 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 a 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-sectoral audiences of school leaders in Western Australia. During 2013, Brendan will continue on 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.

During this workshop, participants will be introduced to one another in addition to the program's four pillars and requirements:

- **Pillar one:** Health assessment, analysis and health coaching with an exercise physiologist
- **Pillar two:** 360-degree leadership profiling and executive coaching
- **Pillar three:** Completion of a workplace-based leadership challenge project
- **Pillar four:** A theoretical program based on the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standard for Principals (the Standard).

Between workshops one and two

Health and wellbeing assessment, analysis and health coaching

Between workshops one and two, participants will be asked to work with Health on the Move administrative staff to complete their health and wellbeing assessment. The results of the assessment are confidential and will not be shared with parties other than the individual participant.

Pre-clinic assessment: Fasting blood sample (taken at local CliniPath laboratory)

- Full lipid profile
- Blood coronary risk ratio
- Blood glucose (diabetes screen)
- Liver function
- Kidney function
- Uric acid test
- Full blood count
- Full iron test (females)
- Prostate Specific Antigen (males)

Clinic-based physical examination at Health on the move premises (30 minutes)

- Height, weight, waist/hip ratio
- Body composition
- Blood pressure
- Resting heart rate
- Abdominal strength and endurance
- Grip strength
- Postural and flexibility analysis
- Lung function
- Distance vision screening
- Urinalysis

Clinic-based cardiac evaluation at Health on the move premises (30 minutes)

- Resting electrocardiogram (ECG)
- Maximal stress test (exercise) ECG

Clinic-based consultation with medical doctor at Health on the move premises (30 minutes)

- Medical and lifestyle evaluation
- Cardiovascular disease risk
- Type two diabetes risk
- Body systems evaluation
- Skin check
- Optional prostate/digital rectal examination (males)
- Optional breast examination (females)
- Bowel screen
- Specialist clinical referral if required

Post-clinic health report and health coaching

Approximately two weeks after completion of the health and wellbeing assessment detailed above, participants will receive, via email, a comprehensive report from Health on the Move administrators. At this point, participants will be invited to make an appointment with a Health on the Move exercise physiologist who will attend the participant's workplace or negotiated alternative venue to assist the participant to interpret the report. A coaching process will then be enacted to define goals for health and wellbeing improvement including a personalised exercise and nutrition plan. Progress against the goals will be revisited at one, two and three months beyond the initial debrief meeting. During these meetings, the exercise physiologist will work with the participant to review diet and exercise diaries, track measurements and discuss the effectiveness of the exercise and nutrition plan. Between face-to-face progress meetings, support will be provided by the exercise physiologist via email and/or telephone as required.

Completion of Integral Development 360-degree leadership profiling

In addition to health and wellbeing assessment and analysis, between workshops one and two, participants are required to answer a number of online questions regarding their leadership style and preferences. Participants are then invited to select up to 15 data sources from their school communities who would be willing to assess their leadership effectiveness by responding to the same online questions. The resultant 360-degree profile highlights areas of leadership strength and weakness from the perspective of self and others and forms the basis of a coaching relationship between the participant and an accredited executive coach from the Integral Development stable. Over the course of the program, a one and a half hour 360-degree leadership profile debrief followed by five, one hour executive coaching sessions are negotiated between the participant and the coach. These sessions are designed to assist the participant to amplify identified areas of leadership strength whilst minimising weaknesses. Note that the results of participant 360-degree leadership profiles and the coaching relationship are governed by strict confidentiality rules and at no time will these be shared with other parties.

Workshop two

Leading teaching and learning

Brendan Spillane and Dr Tim McDonald lead the morning session for workshop two that focuses on the AITSL professional practice: Leading teaching and learning.

Tim is currently the Director of Catholic Education in Western Australia. Immediately prior to this role, Tim was the Assistant Director (People and Organisational Services) at the Catholic Education Office of Western Australia. Before joining Catholic



Education, Tim held the position of Associate Professor at Edith Cowan University (ECU) where he taught classroom management and instructional skills and led a new innovation in teacher education called the Residency Program. Tim has held senior management positions as Program Director of Secondary Education at ECU. Tim has also been a Classroom Teacher, Year Coordinator, Head of Department, Deputy Principal and has worked with both primary and secondary aged students in Australia and the United Kingdom (UK). He has worked with challenging students in mainstream as well as in a Pupil Referral Unit in the UK that works with 14-16 year olds for whom mainstream education is no longer appropriate. Tim's research has been in the area of student engagement and challenging behaviours. Tim's approach is practical and realistic as reflected in his book Classroom Management: Engaging students in learning.

During the morning session, participants will work with Brendan and Tim to discover new ways to create a positive culture of teaching and learning in their schools that is characterised by an appropriate mix of challenge and support. Specifically, the facilitators will leverage the experience of the group to create an understanding that they, as principals, are required to work with teachers to form students who are enthusiastic, independent learners committed to life-long learning. Essential to this understanding is the need for the principal to set high, unambiguous expectations with regard to teaching and learning as well as engage with staff in collaborative planning, monitoring and review of progress. The session will conclude with the importance of setting high standards of behaviour and attendance in addition to methods by which to encourage a strong student voice.

The afternoon session will be led by Brendan Spillane and Dr Ron Cacioppe, Managing Director of Integral Development. The purpose of the session is:

- To provide participants with an opportunity to view and understand their 360-degree leadership profile report
- Explain the purpose, dimensions and expectations of the executive coaching process
- Define the purpose and scope of the leadership challenge pillar of the program

Ron holds a Bachelor of Science (BSc), a Master of Business Administration (MBA) and a Doctor of Philosophy (PhD). Ron has taught in the Graduate School of Management at Macquarie University, Curtin University, Murdoch University and the University of Western Australia in both the MBA and Executive MBA programs. In recent years, Ron was a Professor of Leadership at the Graduate School of Management at the University of Western Australia. He has worked as a visiting professor at Marymount University and at the Jepson School of Leadership at the University of Richmond in the United States of America (USA). Ron was also Director of the Integral Leadership Centre, the commercial and research centre of the University of Western Australia/Australian Institute of Management Alliance.



In addition to heading Integral Development, Ron teaches at Murdoch University in the MBA and Executive MBA programs and is an Adjunct Professor at Curtin University's Australian Sustainable Development Institute in the areas of leadership effectiveness, leading and facilitating teams, managing strategic change and the philosophy and leadership. Over the course of the past three decades, Ron has researched and published extensively on leadership and management development especially in management skills, team roles, transforming organisational culture, 360-degree feedback, creating an inspired workplace, job satisfaction and transformational leadership.

Most recently, Ron conducted a worldwide tour of best practice in leadership development and published two major articles describing an integrated approach to leadership development.

Between workshops two and three

360-degree profile debrief and scheduling of coaching sessions

Between workshops two and three, participants are required to work with Integral Development administrative staff to organise a one and a half hour debrief, based on their 360-degree leadership profile, with an executive coach from the Integral Development Stable. At this meeting, it is expected that the participant and coach would schedule dates for five, one-hour executive coaching sessions between this point and conclusion of the program. Ideally, during the debrief session, the participant and executive coach would work together to identify an area of leadership weakness that the participant would then adopt as the focus of their leadership challenge project. In preparation for workshop three, the coach and participant would work together to produce a one page brief that defines their project using the following headings:

- Leadership challenge project title
- Rationale
- Goals/anticipated outcomes
- Proposed actions

Workshop three

Breakfast provocation session: Developing self and others

Workshop three is scheduled from 7:30am until 10:30 am. The workshop will be facilitated by Brendan Spillane and focus on the AITSL professional practice: Developing self and others. During this workshop, Brendan will work with participants to highlight the importance of the role of the principal with regard to developing their staff as a human resource. Specifically, participants will develop an appreciation of the benefits associated with effective performance management and regular feedback. By leveraging the experience of the group, Brendan will assist participants to understand the importance of building a workplace culture characterised by capacity building, professionalism and mutual respect. Important in this regard is the willingness of the leader to engage with staff in targeted professional learning and the promotion of positive health and wellbeing outcomes.

During this workshop, Brendan will guide the group through a process whereby each participant will be allocated a learning partner. It is envisaged that this two-way learning partnership will remain formally intact until the conclusion of the program. As the program unfolds, learning partners will be invited to share their experience of, and learning from, pillars one (health assessment, analysis and health coaching), two (360-degree leadership profiling and executive coaching), three (leadership challenge project) and four (theoretical program). Learning partners will be encouraged to maintain contact with one another between workshops and provide service in the form of reflection, advice and critical questioning. It is strongly suggested that learning partners visit one another in-situ to gain an understanding of the context in which their partner works.

Between workshops three and four

Executive coaching session, learning partner meeting and health coaching

Between workshops three and four, participants are encouraged to meet with their executive coach to continue working on their leadership challenge project and other goals based on their health assessment and 360-degree leadership profile. During this time, learning partners are encouraged to contact one another to discuss the progress of their leadership challenge project. Participants

are also encouraged to meet with their assigned health coach (exercise physiologist) during this period.

Workshop four

Developing self and others: Health and wellbeing day one

This full-day workshop (9:00am-4:00pm) will be narrated by Brendan Spillane and facilitated by Dr Steve Kiely and Dr Michael Newton. The emphasis of the workshop is the AITSL professional practice: Developing self and others with a specific focus on participant physical health and wellbeing.

Dr. Steven Kiely is a consultant performance psychologist who has broad experience working with individuals and teams in professional sport, education, business and the military. Steven holds a Bachelor of Psychology, a Master of Psychology (Organisational), a Diploma of Clinical Hypnosis and a Doctor of Philosophy (Sport Psychology). He is a registered psychologist with the Psychology Board of Australia and is a full member of both the Australian Psychological Society and the Australian Society of Hypnosis. He has also served on the executive committee of the WA College of Organisational Psychologists. Steven has taught in the Master of Psychology program at the University of Western Australia and has published articles in the National Psychological Bulletin on the topics of emotional labour and cross cultural awareness and has been interviewed on the topic of corporate burnout by HR Monthly. He has also presented to principals and teachers on the topics of energy management, emotional labour and burnout. Steven has been a performance psychology consultant to the West Coast Eagles, West Coast Fever, and the Western Australian Institute of Sport. He has also consulted to a number of professional organisations, including: Bankwest, Saint George Bank, AHG, The Executive Connection, Sundance Resources, and the Special Air Services Regiment. Steve is also a Special Services Officer (SSO) for the Australian Army Reserves holding the rank of Lieutenant.



Dr. Michael Newton is a clinical exercise physiologist who specialises in exercise interventions for the chronic diseases of arthritis, cancer, depression, diabetes (type 2), osteoporosis and stroke. He also employs exercise interventions for clients presenting with anxiety, chronic fatigue syndrome, chronic low back and neck pain, dyslipidemia (abnormal lipids/fats in the blood), fibromyalgia, polycystic ovary syndrome, and weight control issues. Michael also works with athletes and teams in the areas of athletic testing and training. In addition to his clinical practice, he has over seventeen years of university lecturing experience in the exercise and sports science field and has presented on exercise prescription for health, wellbeing and performance at numerous conferences and to a range of organisations including professional corporations, sports associations, Rotary, Dietitians Association of Australia, and aged care villages. Michael is an author on over 50 peer-reviewed scientific publications in the areas of exercise and health and has co-authored a book entitled “The Anatomy of Exercise”. He has provided expertise in the area of exercise in the media of radio and newsprint. He holds an Associate Diploma of Applied Science and a Bachelor of Applied Science with Honours in Sports Science, plus a Master of Science and a Doctor of Philosophy in Exercise Physiology. Michael is an Accredited Exercise Physiologist with Exercise and Sports Science



Australia, and holds membership of the American College of Lifestyle Medicine, the American College of Sports Medicine, and the Australian Lifestyle Medicine Association. He is also a state weightlifting/sports power coach with the Australian Weightlifting Federation, and a Level 2 coach with the Australian Strength and Conditioning Association.

During the workshop, participants will be asked to consider the positive and challenging aspects of their Health on the Move report as well as goals generated through their health coaching relationship. Specific strategies that may be employed by the principal when identifying and addressing the health and wellbeing of school staff will also form part of this workshop. As was the case for workshop three, Brendan will provide an opportunity for learning partners to connect with one another and share their experience of, and learning from, the four program pillars, especially their leadership challenge projects.

Between workshops four and five

Executive coaching session, learning partner meeting and health coaching

Between workshops four and five, participants are encouraged to meet with their executive coach, health coach and learning partner.

Workshop five

Breakfast provocation session: Leading improvement, innovation and change

Workshop five is scheduled from 7:30am until 10:30 am. This workshop will be facilitated by Brendan Spillane and focus on the AITSL professional practice: Leading improvement, innovation and change. During this workshop, Brendan will work with participants to raise awareness of the importance of producing and implementing clear, evidence-based improvement plans and policies for organisation development. A range of case studies and interactive activities will be used to acknowledge the crucial role participants play in leading and managing innovation and change to ensure that vision and strategic plans are converted into effective action. During this workshop, Brendan will also facilitate an opportunity for learning partners to connect and share their experiences and observations.

Between workshops five and six

Executive coaching session, learning partner meeting and health coaching

Between workshops five and six, participants are encouraged to meet with their executive coach, health coach and learning partner.

Workshop six

Developing self and others: Health and wellbeing day two

This full-day workshop will be narrated by Brendan Spillane and facilitated Dr Steve Kiely and Dr Michael Newton. The emphasis of the workshop is the AITSL professional practice: Developing self and others with a specific focus on participant mental health and wellbeing. During the workshop, participants will be asked to consider the positive and challenging aspects of their Health on the Move report as well as goals generated through their health coaching relationship. Specific strategies that may be employed by the principal when identifying and addressing the health and wellbeing of school staff will also form part of this workshop. During this workshop, Brendan will facilitate an opportunity for learning partners to connect with one another and share their experiences and observations with regard to the four program pillars, especially their leadership challenge projects.

Between workshops six and seven

Executive coaching session, learning partner meeting and health coaching

Between workshops six and seven, participants are encouraged to meet with their executive coach, health coach and learning partner.

Workshop seven

Breakfast provocation session: Leading the management of the school

Workshop seven is scheduled from 7:30am until 10:30 am. The workshop will be narrated by Brendan Spillane and facilitated by Dr Renu Burr. The workshop will focus on the AITSL professional practice: Leading the management of the school.

Renu's extensive experience as a facilitator of leadership, organisational and personal transformation has been built over 30 years of business, leadership and academic experience. Renu has worked in senior management, consultant and advisory roles to improve business and leadership effectiveness in the private and public sectors in Australia and overseas. She holds a doctorate in Human Resource Management and has been a member of the faculty in the Business School at the University of Western Australia since 1991, teaching in the MBA and other post-graduate programs. Her most recent academic position was Director Postgraduate Programs at the Business School, University of Western Australia. Her research interests lie in the areas of leadership effectiveness, coaching, strategic HRM and organisational transformation. Her work has been published in international journals and presented at conferences in the US, Australia and Europe. She is a winner of the UWA Excellence in Teaching Awards in 2006 for Postgraduate Coursework Teaching.



During this workshop, Renu will highlight the importance of data management methods and technologies to ensure that school resources and staff are efficiently organised and managed in order to provide an effective and safe learning environment representing value for money. Topics for this day include the importance of shared leadership through appropriate delegation of tasks, monitoring of accountabilities and effective collaboration with school boards, governing bodies, parents and others. Brendan will also facilitate an opportunity for learning partners to connect with one another and share their experiences and observations with regard to the four program pillars, especially their leadership challenge projects.

Between workshops seven and eight

Executive coaching session, learning partner meeting and health coaching

Between workshops seven and eight, participants are encouraged to meet with their executive coach, health coach and learning partner.

Workshop eight

Breakfast provocation session: Engaging and working with the community

Workshop eight is scheduled from 7:30am until 10:30 am. The workshop will be narrated by Brendan Spillane and facilitated by Elena Douglas. The workshop will focus on the AITSL professional practice: Engaging and working with the community.

Elena is the Convenor of the Centre for Social Impact at the UWA Business School and the Convenor of the UWA Religion and Globalisation Initiative, a partnership with the Tony Blair Faith Foundation. She has a background in program evaluation, public policy and community engagement gained from working in Commonwealth government agencies in Canberra (DEET, ABS) and for the Government services practices of KPMG and Deloitte. Elena has been a founder of several social enterprises and not-for-profits including founding CEO of New York based Advance Global Australians, the leading network of Australian professionals overseas (20,000 members). In this capacity, Elena established the Advance Australia Fund in the USA and in the UK enabling Australians to make philanthropic contributions to Australian endeavours but receive tax deductions in the UK and the US. She also worked closely with a number of Australian philanthropists and recipient organisations developing philanthropic connections in the US and UK. Elena has a Bachelor of Economics from UWA and is an awardee of both the Vincent Fairfax Ethics Leadership Award and the ADC Future Summit Leadership Award. She was the creator of the Catherine McAuley Award for Leadership and Service and one of the creators of the In the Zone Conference series for the University of Western Australia.



During this workshop, Elena will guide group understanding of strategies that may be deployed to uncover and engage the richness of the community connected to an organisation. The importance of developing and maintaining positive partnerships with students, families and carers and all those associated with the school's broader community will be emphasised. The pivotal role of the principal in creating an ethos of respect that takes into account the intellectual, spiritual, cultural, moral, social, health and wellbeing of students will also take centre-stage. Brendan will also facilitate an opportunity for learning partners to connect with one another and share their experiences and observations with regard to the four program pillars, especially their leadership challenge projects.

Between workshops eight and nine

Executive coaching session, learning partner meeting and health coaching

If participants are yet to complete their five executive coaching sessions and/or have outstanding meetings with their health coach, it is expected that these occur during the break between workshops eight and nine. Learning partners are also encouraged to meet during the intervening period to share a leadership challenge progress update.

Workshop nine

Developing self and others: Health and wellbeing day three

This full-day workshop will be narrated by Brendan Spillane and facilitated by Dr Steve Kiely and Dr Michael Newton. The emphasis of the workshop is the AITSL professional practice: Developing self and others with a specific focus on spiritual health and wellbeing. During the workshop, participants will be asked to consider the positive and challenging aspects of their Health on the Move report as well as goals generated through their health coaching relationship. Specific strategies that may be employed by the principal when identifying and addressing the health and wellbeing of school staff will also form part of this workshop. Brendan will also facilitate an opportunity for learning partners to connect with one another and share their experiences and observations with regard to the four program pillars, especially their leadership challenge projects.

Concluding workshop

Leadership challenge symposium, program conclusion and graduation dinner

The concluding workshop is scheduled from 4:00pm until 6:30pm and will be facilitated by Brendan Spillane in the form of a symposium. Each participant will be provided with an opportunity to collaboratively share the objectives, outcomes and learning associated with their leadership challenge project. A graduation dinner will be held post-symposium in Fraser's restaurant.

EXPECTATIONS

The Director of Catholic Education expects commitment to all dimensions of the program. Lodgement of an expression of interest form to participate in the program assumes awareness that participation in program modules take precedence over competing school and personal priorities.

ABSENCES

For collegial and administrative purposes, it is important that aspirants complete the program in the allotted timeframe. Although successful completion of the program requires attendance at all days, it is acknowledged that absence due to extenuating circumstances occurs from time to time (e.g. unexpected illness). Note that personal holiday plans and social events conflicting with program modules do not constitute acceptable reasons for absence. Further, periods of long service and other leave should be planned around module offerings.

If illness prevents attendance at a module, participants must contact the Kayci Carpenter (Administrative Assistant, Leadership, Employment & Community Relations Team) on (08) 6380 5144 or carpenter.kayci@ceo.wa.edu.au prior to the start of the module. Planned absences must be negotiated with Shane Glasson on (08) 6380 5234 or glasson.shane@ceo.wa.edu.au. Excessive absence from the program will result in termination of enrolment for that year.

ONLINE EVALUATION

The evaluation of each module is critical to the formulation of facilitator feedback and the ongoing refinement of program content and activities for future cohorts. To facilitate this process, participants will receive an email after every module from Kayci Carpenter. This email will contain a link to an online evaluation survey containing a series of quantitative and qualitative questions. As a program requirement, participants will have five working days to complete and submit responses. Note that responses are confidential and that the tool does not permit identification of individuals.

PILLAR PROVIDERS & VENUES

Health and wellbeing assessment, analysis and health coaching

The provider of all medical testing, health and wellbeing assessment and health coaching associated with this pillar of the Experienced Principals Program is Health on the Move. Health on the Move offices are located at 19 Ord Street, West Perth. Please refer to their website at <http://www.healthmove.com.au> or telephone (08) 9485 0700.

360-degree leadership profiling and executive coaching

The provider of the 360-degree leadership profile and executive coaching associated with this pillar of the Experienced Principals Program is Integral Development. Integral Development offices are

located at 58/60 Duncraig Road, Applecross. Please refer to their website at <http://www.integral.org.au/> or telephone (08) 9242 8122.

Theoretical program

The venue for all days associated with the theoretical pillar of the Experienced Principals Program is Fraser's private dining room located adjacent to Fraser's restaurant in Kings Park (Fraser Avenue in Kings Park, West Perth). Please refer to their website at www.frasersrestaurant.com.au Or telephone (08) 9481 7100.

If accepted into the program, participants will receive an email from Kayci Carpenter confirming module dates and venues. Participants will also receive an email reminder during the week prior to the commencement of each workshop with information regarding room changes, participant requirements and other program-related specifics.

COSTS

This is a free program for Catholic, Department of Education and Independent school principals with funding provided through Smarter Schools National Partnership funding. This funding stream will also be used to cover the costs associated with travel, transfers, accommodation and catering for Catholic school participants traveling from regional areas. For metropolitan participants, the costs incurred via participant travel by vehicle will not be reimbursed. Rather, participants are encouraged to claim mileage on their personal income tax return.

COHORT SIZE & SELECTION

Note that because the program is owned and hosted by the CEOWA and subsidised for other participants, in any given cohort of 20, 10 places will be reserved for Catholic school principals with the balance comprising representatives from the Department of Education and Independent schools. A cross-sectoral panel will consider all applications and determine the final makeup of the cohort.

CERTIFICATION

Participants who successfully attend and participate in all program components will receive a citation for modules undertaken in addition to a certificate of completion signed by Dr Tim McDonald (Director, Catholic Education), Sharyn O'Neill (Director General, DoEWA) and Valarie Gould (Executive Director, AISWA).

TEACHER REGISTRATON BOARD OF WESTERN AUSTRALIA (TRBWA) PROFESSIONAL RENEWAL

TRBWA require the recording of professional learning for renewal of membership. Registered members can record details of the modules completed as part of this program online. For further detail, refer to the TRBWA website at trb.wa.gov.au

APPLICATION PROCEDURE

Candidates are required to read the information provided in this document before completing an expression of interest form. This form, together with additional relevant documentation, should be forwarded to Shane Glasson (Leadership Consultant):

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

FINAL DATE FOR APPLICATION SUBMISSION

Expressions of interest must be received at the Catholic Education Office on or before Friday, 24 January 2014 (Term four school holidays).

ENQUIRIES

Please direct all enquiries regarding this program to Shane Glasson (Leadership Consultant, Catholic Education Office of Western Australia) on (08) 6380 5234 or glasson.shane@ceo.wa.edu.au