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| **Catholic Ethos : A Framework for Self-Reflection**  *Reviewed and Revised October 2020* | | | | |
| **CATHOLIC LEADERSHIP**  ”If your actions inspire others to dream more,  to learn more, do more and become more,  you are a Leader”  *Pope Francis* | | |
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**Catholic Leadership**

*"If your actions inspire others to dream more, to learn more,*

*do more and become more, you are a Leader"*

*Pope Francis*

| **INDICATORS** | | Evidence showing how this is **EMBEDDED**  in school life | Evidence showing how this is **DEVELOPING**  in school life | This area needs to be **DEVELOPED/REVIEWED**  *(See Planning Format)* |
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| **THE CATHOLIC LEADER:** | | | | |
| 1. | Has a deep commitment to and understanding of the Church’s mission. |  |  |  |
| 2. | Is energised to inspire a shared commitment to the aims and mission of the Catholic school among the school community. |  |  |  |
| 3. | Is knowledgeable about Church teaching and doctrine. |  |  |  |
| 4. | Has a strong belief in ‘service’ as reflected in the mission of the Catholic school. |  |  |  |
| 5. | Is the leading role-model in the spiritual, moral, personal and academic life of the school community. |  |  |  |
| 6. | Ensures that within the school’s educational programme, the highest priority is given to providing for the Catholic life of the school. |  |  |  |
| 7. | Seeks the highest standards in all areas of school life. Excellence is an ideal to which staff and pupils are actively encouraged to aspire. |  |  |  |
| 8. | Ensures the highest standards of practice in Child Safeguarding procedures as a fundamental aspect of Catholic ethos. |  |  |  |
| 9. | Develops a climate of mutual respect, professional dialogue and positive relationships at the core of which is the sanctity and the dignity of the individual. |  |  |  |
| 10. | Works in close partnership with governors to ensure the effective management of the school in all areas. |  |  |  |
| 11. | Promotes a culture of collegiality and distributed leadership within the school which reflects its vision, mission and values. |  |  |  |
| 12. | Ensures staff morale and well-being are actively promoted and supported. |  |  |  |
| 13. | Works assiduously to ensure that the skills and talents of all staff at all levels are identified, acknowledged and celebrated. |  |  |  |
| 14. | Actively encourages and supports all staff in developing their career paths including opportunities for leadership. |  |  |  |
| 15. | Ensures there are clear policies and procedures in place to provide the highest quality of pastoral care reflecting Catholic values, teachings and principles. |  |  |  |
| 16. | Collaborates with all staff, ensuring that all policies and procedures are in place to secure continuous school improvement. |  |  |  |
| 17. | Ensures that the School Development Plan is a compliant document which has been contributed to by all stakeholders. |  |  |  |
| 18. | Complies with all requirements for the effective management of finances. |  |  |  |
| 19. | Allocates resources fairly and effectively across the curriculum to support the holistic development of pupils. |  |  |  |
| 20. | Engages positively with parish, community and other stakeholders in developing the vision, values and aims of the Catholic school. |  |  |  |
| 21. | Engages with other school leaders to build relationships and share knowledge, expertise and best practice. |  |  |  |

**Catholic Leadership : The Way Forward**

*Suggested Planning Proforma after completion of Audit*

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| **Date Audit**  **completed** |  | | **Who was involved in the Audit**  **discussion and completion?** | |  | |
| **Area(s) highlighted for**  **further development:** | |  | | | | |
| **Action(s)** | | **Timeline** | | **Person(s) responsible** | | **Resources required** |
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| **Monitoring and Evaluation on Completion** | | | | | | |
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**SECTION 3 : CATHOLIC LEADERSHIP**

**Examples of Good Practice**

*"If your actions inspire others to dream more, to learn more,*

*do more and become more, you are a Leader"*

*Pope Francis*

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| All staff and personnel are up to date on all DE and legal  requirements and attend all relevant recommended training.  ***(Also relevant to Section 4 : Teaching and Learning)*** | The school regularly reviews research and excellent practice  in other schools leading to improving, enhancing and  serving the needs of the whole school community.  ***(Also relevant to Section 4 : Teaching and Learning)*** |
| The school practises regular self evaluation through varied means  e.g. questionnaires, audits, online surveys etc leading to the  preparation of the School Development Plan and Action Plans. | Whole school engagement with the Self-Reflection Framework  document and with the CSSS through ethos days,  school visits and regular follow-ups. |
| School Development Planning Tools and the Self-Reflection document are used in tandem to ensure that the work of the school reflects  ‘best practice’ standards and is visionary and ambitious for developing the potential of learners and teachers within the school community. | Staff development days focusing on Catholic leadership  involving all adults who work within the school community.  ***(Also relevant to Section 4 : Teaching and Learning)*** |
| All school planning and policy development is clearly linked to  and inspired by the school’s Mission Statement and ethos.  ***(Also relevant to Section 1 : Mission)*** | Planning and policy is reviewed regularly and an  honest evaluation and review is undertaken. |
| Weekly briefing sessions are held to ensure all staff are well informed  and that good lines of communication are open. All sessions begin  with a prayer and this is led by different members of staff. | All staff are aware of the school’s ethos and values  and actively promote them in their duties.  ***(Also relevant to Section 1 : Mission)*** |

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| Staff meetings provide regular opportunities for staff  to up-skill and share training undertaken. | The principal and staff are aware of times when it is necessary  to talk to parents and to refer pupils for external help/assistance  using the appropriate processes and guidelines. |
| The RE co-ordinator details religious activities and examples of ethos  development to the Board of Governors at the end of the year. | The school invites other local schools to attend  a variety of school functions, performances, talks  e.g. musical, liturgical, ecumenical, dramatic etc.  ***(Also relevant to Section 7 : Partnership and Community Outreach)*** |
| The school works in partnership with transition year pupils  (nursery, primary and post-primary) to ensure a smooth transfer  from one setting to the next.  ***(Also relevant to Section 7 : Partnership and Community Outreach)*** | The school works with state sector schools to facilitate the preparation  of Catholic pupils for the reception of the Sacraments as required.  ***(Also relevant to Section 2 : Religious Education)*** |
| An Annual Prayer Service/Staff Mass is organised  for all staff, for example in August each year. | Team building workshops and staff development/in-service sessions are organised for all staff e.g. Culture and Climate; Children in Crossfire; Educating the Heart Programme; Pastoral Care; Safeguarding etc. |
| The development of after-school programmes for the children. | Staff attendance at the Principals’, Vice Principals’, RE co-ordinators’  and Head of RE Departments’ Retreat Sessions annually. |
| The commissioning of Eucharist Ministers  from the staff to serve at school Masses. | A planned, well organised induction and support  programme for newly appointed members of staff. |

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| The continuing career development opportunities for all staff. | The discussion, agreement and embedding of core school values.  ***(Also relevant to Section 1 : Mission)*** |
| Time is allocated to review the school’s Mission Statement annually/biannually.  ***(Also relevant to Section 1 : Mission)*** | |