

Marist Educational Leadership

Overview

F04.12.04.04.01

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As at Friday, 23 October 2015

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Unit Description

The program focuses on educational leadership from a Marist perspective, internationally and nationally at both the system and school levels. It addresses the Marist enterprise within the context of the Catholic Church and local cultures.

Participants will have the opportunity to study the nature of charism and its role in developing social movements across history and its contribution to educational leadership through decision making processes. Leadership in a number of individual Marist schools will be studied in depth.

Special studies will be made of key Marist leaders enabling participants to develop a conceptual framework of leadership from a Marist perspective with its inherent characteristics.

The program will conclude by investigating ways this new knowledge can inform the participant's own practice of educational leadership today.

Please see the Appendix A on Page 10 for the full program description including the curriculum and required academic readings.

Learning Outcomes

After completing this program, participants will have

Knowledge

1. A knowledge of specifics about leadership from a Marist perspective
2. A knowledge of the ways and means of dealing with these specifics – conventions, trends, classifications, methodology
3. A knowledge of the principles underlying these specifics

Comprehension

1. The ability to compare leadership from a Marist perspective with other forms of educational leadership
2. The ability to interpret the signs of the times in relation to leadership from a Marist perspective
3. The ability to extrapolate the principles of leadership from a Marist perspective to a new school context

Application

1. The ability to apply Marist principles to school decision-making
2. The ability to review key leadership literature from a Marist perspective
3. The ability to use electronic resources to support learning

Analysis

1. The ability to analyse the principles of leadership from a Marist perspective
2. The ability to examine the nature of relationships within a Marist community
3. The ability to analyse organisational structures promoted by leadership from a Marist perspective

Synthesis

1. The ability to compile information about leadership from a Marist perspective into a new pattern
2. The ability to produce a unique communication describing leadership from a Marist perspective
3. The way to shape a description of leadership from a Marist perspective into the future

Evaluation

1. The way to make judgements based on internal evidence
2. The way to make judgements based on external evidence
3. The way to lead a Marist school community through a crisis or a significant period of change

Achieving Learning Outcomes

Class presentations, group discussions, personal research and good quality writing will help achieve these outcomes.

Program Schedule

Weekend 1 Day 1

(8th August 2015)

9.00 am – 10.30 am The Meaning of Leadership

11.00 – 12.30 pm The Meaning of Leadership

1.15 pm – 2.45 pm Marcellin Champagnat's
Leadership

3.00 pm – 4.30 pm Marcellin Champagnat's
Leadership

Weekend 1 Day 2

(9th August 2015)

9.00 am – 10.30 am The Theological Dimension of
Marist Educational Leadership

11.00 – 12.30 pm The Theological Dimension of
Marist Educational Leadership

1.15 pm – 2.45 pm The Emotion of Leaders

3.00 pm – 4.30 pm The Emotion of Leaders

Weekend 2 Day 3

(29th August 2015)

9.00 am – 10.30 am The Marist School Movement

11.00 – 12.30 pm The Marist School Movement

1.15 pm – 2.45 pm Leadership Teams and Networks

3.00 pm – 4.30 pm Leadership Teams and Networks

Weekend 2 Day 4

(30th August 2015)

9.00 am – 10.30 am Marist Leadership and Social Justice

11.00 – 12.30 pm Marist Leadership and Social Justice

1.15 pm – 2.45 pm Formative Agencies

3.00 pm – 4.30 pm Formative Agencies

Assessment

Assignment 1 A Case Study (2000 words)

Examine and analyse the Marist nature of the educational organisation in which you work. Develop a conceptual framework for this analysis based on the face to face presentations and your examination of the literature. Identify and describe an issue or a problem that emerges from this analysis.

Assignment 2 Action Research (3500 words)

Use the conceptual framework you created in Assignment 1 as a starting point to:

- a. Analyse the issue or problem you identified in your case study
- b. Using the literature you have studied and your own experience, identify ways to redress this issue or problem
- c. Identify ways this strategy will enhance the organisation in which you work as well as your own leadership style.

Assessment criteria and rubric: Please see Appendix C.

Certificate of Completion

A Certificate will be presented to each student on successful completion of the program. Please see Appendix D for template of the Certificate.

Attendance at all sessions of the unit is compulsory. A record of student attendance for each day of the unit will be kept. Should significant personal circumstances (similar to those defined in the University Assessment Policy, Section 9) arise, application is to be made to the Lecturer, using the form relating to Special Circumstances. In such situations special arrangements will need to be made with the Lecturer. These will normally involve additional work to substitute for what has been missed.

Appendix A

Curriculum and Required Academic Readings

(Assessment is covered in Item 7 above)

Module 1 *The Meaning of Leadership*

Here we discuss contemporary literature on educational leadership and consider ways to articulate a Marist perspective on leading.

Representative References:

- Coll, R. (2009) Catholic School Leadership: exploring its impact on the faith development of probationer teachers in Scotland. *International Studies in Catholic Education*, 1(2), 200-213.
- Duignan, P. (2002) Formation of authentic educational leaders for Catholic schools. In D. Duncan & D. Riley (Eds.) *Leadership in Catholic Education* (pp. 172-183). Pymble: HarperCollins.
- George, B., Sims, P., McLean, A. & Mayer, D. (2007) Discovering Your Authentic Leadership. *Harvard Business Review*. Retrieved 17th August, 2014 from <http://hbr.org/2007/02/discovering-your-authentic-leadership/ar/1>
- Gronn, P. (1999) *The Making of Educational Leaders*, London, Cassell.
- Gunter, H. (2008). Educational Leadership and Management. In G. McCulloch & D. Crook (Eds.), *The Routledge International Encyclopedia of Education* (pp. 202-204). London: Routledge.
- Heft, J. (2000) Truths and Half-truths about Leadership: Ancient and Contemporary Sources. In T. Hunt, T. Oldenski & T. Wallace (Eds.), *Catholic School Leadership* (pp204-219). London: Falmer.

Module 2 *Marcellin Champagnat's Leadership*

Marcellin Champagnat was a leader for his times. In these sessions we consider how to apply Marcellin's example to our world of today.

Representative References:

- Brambilia, A. (1998). Fr Champagnat's Ideas on the Education of Children. *Marist Notebooks*(13), 5-38.
- Farrelly, M. (1997) *A Simple Gift The Uniqueness of Marcellin Champagnat's Educational Charism*, Drummoyne.
- Sammon, S. (2014) *A heart that new no bounds: The life and mission of Saint Marcellin Champagnat*. New York: CreateSpace Independent.
- Sester, P. (1999). The Marist Apostolic Spirituality of Father Champagnat. *Marist Notebooks*(15), 15-30.
- Williams, K. (2011) Faith and the French: Catholicism and education in France *International Studies in Catholic Education*, 3(2), 184-197.

Module 3 The Theological Dimension of Marist Leaders

Marist educational leadership requires theological reflection. Here we consider the implication of Marist spirituality for today's leaders.

Representative References:

- Earl, P. (2007). Challenges to Faith Formation in Contemporary Catholic Schooling in the USA: Problem and Response. In G. Grace & J. O'Keefe (Eds.), *International Handbook of Catholic Education* (pp. 37-60). Dordrecht: Springer.
- Lydon, J. (2009) Transmission of the charism: a major challenge for Catholic education *International Studies in Catholic Education* 1(1), 42-58.
- Neidhart, H. & Lamb, J. (2013). Forming Faith Leaders in Catholic Schools. *ACEL Leading & Managing*, 19(2), 70-77.
- Pujia, D. (1998). Evangelisation & the Marist Educator. *Champagnat A Journal of Marist Education*, 2(1), 1-19.
- Putney, M. (1998). Evangelisation in Today's Marist School. *Champagnat A Journal of Marist Education*, 1(1), 33-48.
- Richardson, C. (2014) The theological disposition of lay Catholic headteachers, *International Studies in Catholic Education*, 6(1), 60-74.
- Sullivan, J. (2000). *Catholic Schools in Contention*. Dublin: Veritas.

Module 4 The Emotions of Leaders

The emotional dimension of leadership is often unspoken. In these sessions consideration is given to understanding the emotions of leaders and the role of families and communities in supporting leaders personally.

Representative References:

- Goleman, D., Boyatzis, R., & McKee, A. (2002). Emotional intelligence: leadership competencies *The new leaders: transforming the art of leadership into the science of results* (pp. 253-256). London: Little Brown.
- Gronn, P. (2003) *The New Work of Educational Leaders*, London, Paul Chapman. (Ch.7).
- Loader, D. (1997) *The Inner Principal* London, Falmer

Module 5 The Marist School Movement

Different types of movements are discussed in sociological literature. In these sessions we consider the nature of the Marist school movement.

Representative References:

- Bergeret, M. (2000). The Marist Teaching Tradition. *Champagnat A Journal of Marist Education*, 3(1), 1-21.

- Braniff, J. (2006) *And Gladly Teach The Marist Experience in Australia 1872 – 2000*, Ringwood, David Lovell.
- Capelle, N. (2012) The Religious Institute of Catholic education: the Brothers of the Christian Schools in the twentieth century, *International Studies in Catholic Education*, 4(1), 68-81.
- Clerkin, C. (2010) 'Good Christians and good citizens': the early years of Marist education in Oceania: 1830s-1900s, *International Studies in Catholic Education*, 2(1), 95-111.
- McMahon, J. (1999). Transformational Leadership for Marist Schools. *Champaignat A Journal of Marist Education*, 2(2), 53-73.
- Turu, E., Donovan, G., O'Carroll, J. & Hannan, J. 2014 *Combined Letter to Marist Family Membership*. Rome.

Module 6 Leadership Teams and Networks

Marists have international networks. Schools generally involve leadership teams. These sessions will discuss the contribution such networks and teams make to good quality leadership.

Representative References:

- Carnegie, C. & McDonald, D. (2014) *Network-Centred Leadership*. Haberfield: Longueville Media.
- Cartwright, R. (2002). *Mastering team leadership*. Basingstoke: Palgrave Macmillan.
- Daft, R. (2005). Leading teams *The Leadership Experience* (pp. 385-427). Ohio: Thomson, South Western.
- Gronn, P. (2003) *The New Work of Educational Leaders*, London, Paul Chapman. (Ch.6).
- Gustavson, P. & Liff, S. (2014). *A Team of Leaders*. New York: American Management Association
- Slater, L. (2005). Leadership for collaboration: An affective process. *International Journal of Leadership in Education*, 8(1), 321-333.

Module 7 Marist Leadership and Social Justice

Marists have long felt a commitment to social justice and enacted this commitment in developing countries. Today such experience is filtering through to the majority of Marist leaders and schools.

Representative References:

- Burford, C. (2002). *Future Catholic school leadership: the search for justice and joy*. Paper presented at the APCSSA National Conference, Coolangatta.
- Grace, G. (2002). *Catholic Schools Mission, Markets and Morality*. London: RoutledgeFalmer.
- Martinic, S., & Mirentxu, A. (2007). The Catholic School in the Context of

- Inequality: The Case of Chile. In G. Grace & J. O'Keefe (Eds.), *International Handbook of Catholic Education* (pp. 195-209). Dordrecht: Springer.
- Meyo, O. (2014). The educational ideas of Pedro Arrupe, SJ: a valuable resource for all. *International Studies in Catholic Education*, 6(2), 128-139.
- Starratt, R. (2004). *Ethical Leadership*. San Francisco: Jossey Bass.
- The social teaching of the Church. (1992) *Common Wealth for the Common Good* (pp. 13-29). North Blackburn: Australian Catholic Bishops Conference.

Module 8 Formative Agencies

Marist educational leaders seek solid formation before and after their terms as leaders. These sessions discuss the significance of different formation agencies in enabling such formation.

Representative References:

- Degenhardt, L. (2013) Professional Companionship: Support for leaders in managing the increasing complexity of their roles *ACEL Leading & Managing*, 19(2), 15-33.
- Green, M. (2014) New Wineskins: Reimagining Australia's Marists. *International Studies in Catholic Education*, 2014, 6(2), 148-163.
- Gronn, P. (1999) *The Making of Educational Leaders*, London, Cassell. (Ch.1).

Supporting Academic Readings

- Bass, B. (1990) *Bass & Stogdill's Handbook of Leadership*, New York, The Free Press.
- Buon, T. (2014) *The Leadership Coach*, London, Hodder & Stoughton
- Church Documents on Catholic Education 1965-2002*. (2004). Strathfield: St Pauls.
- Farrell, K. (1984) *Achievement from the Depths*, Drummoyne, Marist Brothers.
- Greenfield, T., & Ribbins, P. (Eds.) (1993). *Greenfield on Educational Leadership*, London, Routledge.
- Hodgkinson, C. (1991). *Educational Leadership The Moral Art*, Albany, State University of New York Press.
- Reiss, K. (2007) *Leadership Coaching for Educators*, London, Corwin Press.
- Synan, P. (2014) *Strive After Better Things*, Sale, Lookups Research

Journals

International Studies in Catholic Education (Ed. Grace, G.)

ACEL Leading & Managing (Eds. Andrews, D. & Lewis, M.)

Web Sites

Australian Marist Solidarity <http://maristsolidarity.net.au/australian-marist-solidarity>

Educational Leadership http://en.wikipedia.org/wiki/Educational_leadership

Marist Brothers http://en.wikipedia.org/wiki/Marist_Brothers

Marist Brothers <http://www.champagnat.org/>

Marist Schools Australia <http://msa.edu.au/>

Perspectives on Educational Leadership
<http://www.acel.org.au/page/181/Perspectives-on-Educational-Leadership>

Appendix B

Assessment Criteria & Rubric

STUDENT:

Assignment Grade

Topic components:

CRITERIA		Not Satisfactory - Satisfactory - Above Satisfactory - Outstanding
Sources	Explicitly and accurately uses a range of appropriate sources in significant and insightful ways	
Development of points	Points made are relevant, clear and well developed (e.g. via discussion or illustration).	
Argument	Assignment has a clear, logical structure that contains a systematic and coherent narrative, covering the set topic comprehensively and persuasively. A clear sense of their own values, what they mean and how these impact on their	
Critical Perspective and links with Leadership	Evidence of using the tool for self-reflection. A convincing attempt is made to offer a fresh approach to part or all of the topic. Links with their own leadership are clearly expressed.	
Presentation	Clear presentation (e.g. sufficient margin, line spacing and sound paragraphing). Absence of grammatical and spelling errors.	
Referencing	APA referencing is used correctly for the citations and Reference List.	

Appendix C

Certificate of Completion



MARIST | SCHOOLS AUSTRALIA

This is to certify that

NAME

completed the

Marist Educational Leadership Unit

from 8-9 August 2015 and from 29-30 August 2015

A handwritten signature in grey ink, which appears to read "Michael Green".

Brother Michael Green FMS
National Director
Marist Schools Australia