SUMMARY OF POSSIBLE STRATEGIES
PROPOSED IN THE TWELVE INQUIRY TEAM REPORTS
group 1

- the religious identity and mission of Catholic educational ministries

- the spirituality and religious commitment of staff

- the capacity of leaders

- higher education partnerships
religious identity and mission
of Catholic educational ministries

- The task of the Religious Identity and Mission of Catholic Educational Ministries Inquiry Team was to:

  [explore] how our schools can become sites which lead students and their families into an engaging experience of Church-out-of-a-school-site that survives the graduation experience – reflecting on the implications for our schools of emerging diocesan directions and vision and identifying the practices which maximise the involvement of families in the life of our schools

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possible strategies

The Catholic Identity and Mission Inquiry Team proposes that over the next 12 to 24 months CESA develop a system wide ‘Catholic Identity Inquiry Project’ utilising inquiry project management strategies including identified leadership, timelines, evidence and sharing. The following components would form part of this inquiry project:

RI.1. Development of expertise and understanding among key CEO consultants about recontextualisation. These consultants can then develop an understanding of how the theory might be translated in the school/parish context in South Australia. Such experts would be consultants whose work normally involves supporting the Catholic identity of schools (eg Principal Consultants and Religious Education Consultants).

RI.2. Development of a Professional Learning Program that is staged to meet objectives such as:

  - deepening knowledge of the theory of recontextualisation
  - using an inquiry approach that investigates and shares ideas that apply the theory to the individual school context
  - supporting a collective and individual focus and/or spiritual direction for interested school leaders (ie regular sessions with a spiritual director to mentor and support leaders in their inquiry).
  - developing community building expertise within school communities and through inquiry projects, that is authentically connected to Catholic Identity.

The Inquiry Team further recommends:

RI.3. that CESA provides professional support to interested schools to participate in a two-year inquiry project that explores recontextualisation within their context
RI.4. the provision of structured opportunities for reflection and sharing about the individual school inquiries, and the establishment of an accessible e-collection of successful strategies for, and good practices in, recontextualisation

RI.5. the provision of further opportunities for school personnel to deepen their knowledge of Theology, Scripture and Church Teachings in order to better understand recontextualisation within the context of the CESA Catholic Identity Inquiry Project.
spirituality and religious commitment of staff

The task of the Spirituality and Religious Commitment of Staff Inquiry Team was to:

*identify* the practices which support staff in their deepening appreciation of Catholic faith and their growing capacity for witness

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possible strategies

As a result of its deliberation on the themes, the Inquiry is proposing the following possible strategies.

It is proposed that:

SR.1. *A CESA policy and framework be developed by June 2013 that articulates a vision and strategic directions for Staff Spiritual Formation, including purpose, principles, common terminology, operational model/s, partnerships, and connection with the formation of all in the broader faith community.*

The policy would be developed by a working party of the Religious Leadership and Culture Standing Committee of the SA Commission for Catholic Schools. The policy would build upon the work of this Inquiry which calls for explicit spiritual formation that is informed by and draws upon the Church’s rich tradition of spiritualities to nurture people in the integration of faith, life and culture.

SR.2. *An emerging system approach to spiritual formation provision be adopted, and that the CEO RE Team work with pilot programs to experiment with models of sector collaboration with schools in their primary role in providing this formation (January 2012 – June 2013).*

This strategy is underpinned by a proposed goal that ample and differentiated opportunities for all staff in their spiritual formation be provided by a range of sources – schools, religious congregations, the two dioceses and the CEO, with CEO team/s overseeing and supporting these initiatives.

It is further recommended that over January 2012 – June 2013 there be:

SR.2.1. a pilot program exploring spiritual formation based in eco-spirituality in the Christian Tradition

SR.2.2. an audit and exploration of current and possible immersion experiences and an investigation of funding options to support staff to avail themselves of such opportunities
SR.2.3. a specific spiritual formation program for beginning teachers to be undertaken jointly by the Early Career Teaching Consultants and the RE Team

SR.2.4. a pilot program to enhance school leaders’ capacity to lead the spiritual formation of staff in their schools

SR.2.5. an exploration of ways in which the religious commitment of staff belonging to other Christian denominations and faith traditions can contribute to the Catholic identity and mission of the school.

Data from the planning, implementation and evaluation stages of such initiatives and pilot programs will be made available to the ‘Vision and Directions’ group (c.f. SR.1) as it develops a CESA policy and framework for Staff Spiritual Formation.

SR.3. All professional learning opportunities offered or sponsored by CESA be deepened to give priority to spiritual formation.

In particular:

SR.3.1. The CEO in 2012 investigate ways in which a spiritual formation dimension could be explicitly incorporated in all professional learning it facilitates.

SR.3.2. A proportion of professional learning opportunities promoted by the RE Team from 2012 be specifically focused on Christian spirituality.

SR.4. Spiritual formation be a key and integral component of formation for emerging and existing school leaders.

Specifically over January-December 2012:

SR.4.1. The Leadership Programs Team undertake a review of current formation programs with the aim of enhancing the spiritual formation aspect of existing and new programs.

SR.4.2. The selection criteria for leaders be revised to include a person’s demonstrated ongoing commitment to personal spiritual formation that is additional to active involvement in a Eucharistic community.

SR.4.3. Spiritual direction opportunities for leaders be further explored by the Leadership Programs Team.

SR.5. Further study in spiritual formation be undertaken by key people in the sector so that CESA has a sufficient number of personnel with skills to provide sector and local leadership in spiritual formation, and that partnerships with tertiary institutions be explored in 2012 to provide this education and formation.

SR.6. The RE Team, in collaboration with the two dioceses, research existing programs, qualified personnel and suitable ‘out of school’ venues for spiritual formation, and that this information be communicated to schools early in 2012.

SR.7. The importance of ‘place’ in spiritual formation be explored and supported.
Specifically over January 2012 – June 2013:

SR.7.1. The CEO investigate how all schools can be supported to fashion permanent sacred spaces which staff and students can access for prayer and reflection, such as a chapel, prayer garden or prayer room;

SR.7.2. The CEO and the two dioceses investigate the provision of suitable out-of-school venues for spiritual formation.

SR.8. *CESA policies related to the recruitment of staff be reviewed to ensure that the selection of new staff includes the criterion that they demonstrate openness to spiritual growth in addition to their support of Catholic ethos.*

SR.9. *The responsibility for system support for staff spiritual formation be both integrated into existing RE Consultants’ roles and be the focus of consultants with dedicated responsibility*

Specific strategies regarding resource implications for system support are:

SR.9.1. In the short term to support SR.1 and SR.2, that in 2012 two consultants have a dedicated responsibility to extend the work of the RE Team in staff spiritual formation, incorporating 0.5FTE reallocated from the existing RE Team staffing. In addition, that there would be a consultancy fund, equivalent to 0.25FTE, to utilise the expertise of external personnel.

The task of the Capacity of Leaders Inquiry Team was to:

[understand] the processes and structures which support the recruitment and development of school leaders – exploring exemplary practice in succession planning, recruitment, training, development, support, coaching, mentoring and appraisal

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possible strategies

The Team seeks responses to the following possible strategies. In doing so, it acknowledges that many of the strategies apply directly to diocesan schools rather than to schools governed by religious congregations. However, we warmly welcome feedback from these schools and we also hope that at least some of these strategies might be relevant to their particular context.

It is proposed that:

CL.1. **During 2012 Catholic Education Office personnel and school leaders work together to develop a Vision for Leadership.**

   It is suggested that:

   CL.1.1. the vision be developed before any recommendations/changes to leadership strategies are contemplated

   CL.1.2. the Vision for Leadership be distinct from a leadership capabilities statement

   CL.1.3. the Vision for Leadership will serve as a benchmark for CESA as it continues to reflect on the nature of Catholic school leadership and the issues of leadership succession and development

   It is further suggested that the Vision for Leadership would include:

   CL.1.4. a clearly articulated and commonly owned understanding of what constitutes exemplary Catholic leadership at both system and school levels

   CL.1.5. a description of how this shared understanding will be promoted and applied at all levels of CESA

   CL.1.6. guidelines to ensure that Principals and CEO senior staff collaborate in developing leaders at both the local and system level
CL.1.7. a program of targeted succession planning to identify expert teachers (especially early career teachers) with leadership potential who are keen to pursue formal leadership

CL.1.8. a response to the leadership development needs of middle managers in our schools

CL.1.9. ways of giving priority to emerging and experienced leaders able to serve in rural/remote and hard-to-staff/complex schools

CL.1.10. ways of identifying the leadership development needs of expert teachers in country schools

CL.2. **By June 2012 CESA establish a Leadership Review Panel.**

The role of the panel could include:

CL.2.1 a review of CESA’s leadership requirements every 2-3 years

CL.2.2. a proactive analysis of future leadership needs

CL.2.3. to monitor the link between the professional learning needs of leaders and the programs and services offered by the CEO

CL.3. **By June 2012 Principals, Deputy Principals and APRIMs, together with Principal Consultants and CEO personnel, develop a systematic profiling or data-gathering process to identify the professional strengths and learning needs of all leaders, including emerging leaders.**

It is suggested that leaders’ profiles:

CL.3.1. be regularly updated

CL.3.2. be utilised at a system level to plan leadership development programs that are responsive to the needs of leaders and CESA

CL.3.3. be utilised by the Catholic Education Leadership Team as it considers the research needs of CESA

CL.3.4. be used by leaders, Principals, Principal Coaches, Principal Consultants and the CEO Leadership Team as part of the leader’s discernment prior to application for Renewal Leave

CL.3.5. be available to the Leadership Review Panel for its analysis of the future leadership needs of CESA

CL.4. **A Working Party be established to review the leadership selection process.**

It is suggested that the Working Party:

CL.4.1. considers current national and international best practice
CL.4.2. takes into account Section 3: Recruitment and Selection Processes in Madeleine Regan’s Literature review: the capacity of leaders.  
http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/View/Collection-4524

CL.4.3. considers strategies that will allow an applicant’s creative leadership capacities to be fully appreciated by a selection panel

CL.4.4. reports by June 2013

CL.5. The CEO be proactive in the appointment of non-Catholics to formal leadership positions.

(This recommendation received support from several survey respondents and Principals who participated in two focus groups. While the issue was not strongly stated, the Team, arguing that this is sometimes ‘the elephant in the room’ when leadership is discussed, considers that it should be on CESA’s agenda.)

CL.6. By the end of 2012 the CEO develop multidisciplinary educational service teams to support school leaders to effectively engage in processes of personal growth and whole school change and improvement.


It is suggested that:

CL.7.1. all stakeholders – Principals, Deputy Principals, Assistant Principals Religious Identity and Mission, Principal Consultants and CEO personnel – be represented in the group charged with this responsibility.

CL.7.2. following the approval of the new policy, all CESA leaders engage in professional learning in the use of the new appraisal process.

CL.8. By June 2012 the Renewal Leave Guidelines be revised to allow leaders to use five weeks for personal renewal (for example, a retreat, a pilgrimage) and seven weeks for professional renewal.

CL.9. Leaders’ salaries be reviewed so that a leader in a large school is not financially disadvantaged by applying for leadership in a smaller school.
higher education partnerships

The task of Higher Education Partnerships Inquiry Team was to:

*developing a 5 year plan for the partnerships we have with higher education providers in the formation of our leaders – high quality and relevant courses and research programs*

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possible strategies

Drawing on the data collected and the Inquiry Team’s reflection on the contemporary context of Catholic Education in South Australia, it is proposed that:

HE.1. *By June 2013 Catholic Education SA create a role or greater capacity within the Catholic Education Office to lead and coordinate postgraduate study and research for leaders within CESA.*

The role could involve:

HE.1.1. Liaison with university partners to ensure ongoing course alignment with CESA’s goals for leadership development.

HE.1.2. Liaison with broader Church leadership to develop opportunities and protocols for shared academic leadership formation for all leaders in the Church community.

HE.1.3. Coordination and collaboration with those providing ongoing professional learning/development for leaders within CESA and the broader Church.

HE.1.4. Coordination of research and inquiry within leadership programs to strengthen a culture of research/inquiry, provide access to priorities for inquiry/research and act as a conduit for inquiry learning to the broader CESA community.

HE.1.5. Provision of advice and information to CESA personnel seeking study and undertaking study including identification and encouragement to people to pursue specialised study that builds Catholic leadership capacity.

HE.2. *A South Australian Catholic Leadership Framework for Catholic Schools be developed by CEO personnel, in collaboration with school leaders.*

The Framework could:

HE.2.1. Articulate the leadership capacities required for leadership within South Australian Catholic schools.
HE.2.2. Draw on contemporary frameworks from national associations and other education systems.

HE.2.3. Identify the different but complementary formation required to develop these capacities.

HE.2.4. Identify key options for academic programs for leadership formation.

HE.2.5. Identify key opportunities for spiritual formation.

HE.2.6. Identifies key professional learning programs for leadership formation.

HE.3. CESA engage in further discussions with current university partners and others (e.g., Broken Bay Institute) to develop a suite of suitable university programs that leaders may consider and access.

The discussions will explore the Universities’ capacity to provide postgraduate programs that:

HE.3.1. Provide access to courses in Theology and Scripture as foundational.

HE.3.2. Provide courses that address the context of the contemporary Catholic school.

HE.3.3. Provide courses that focus on Catholic Leadership theory and apply this theory to the context of the Catholic school.

HE.3.4. Integrate inquiry and research into course content and provide the opportunity for significant research/inquiry projects to be undertaken.

HE.3.5. Offer ease of access to lecturers and expertise on an ongoing basis.

HE.3.6. Offer flexible modes of study (online, intensive, weekly)

HE.3.7. Offer flexible cross-institutional and cross-faculty course construction.
group 2

- access and equity

- the rural context

- finance and planning

- restructuring the catholic education office
access and equity

The task of Access and Equity Inquiry Team was to:

[reflect] on the structures and practices which maximise access for families – particularly those families for whom we have a special responsibility – e.g. lower SES, disability, refugee, ESL, gifted...

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possible strategies

It is proposed that:

Over the next 12 to 24 months we propose that CESA:

AE.1.  engage with scripture scholars and theologians to assist school and system leaders to unpack and develop a clear understanding of the “preferential option for the poor”.

The implications of this recommendations are that:

AE.1.1. a defining statement for use in all Catholic schools in South Australia will be created.

AE.1.2. a basis will be created on which ongoing formation for school leaders, school boards and other key personnel including Business Managers and Bursars, can be offered. In making this recommendation we also want to affirm the ongoing professional learning and formation of school leaders already undertaken by CESA.

AE.1.3. the marketing approach of CESA can be expanded to promote our values and attitudes especially our understanding of compassion, justice, service, love, concern for the poor and outcasts in society, and a valuing of individuals and recognition of their worth as being made in the image of God. (SACCS Fees Policy, 1) This marketing strategy could include targets to be achieved in schools across the system in areas such as public relations, political lobbying, advocacy for the poor, a desire for a case management approach, and showcasing examples of exemplary practice.

AE.2. explore active and practical responses to the CESA Strategic Plan 2010–2014.

AE.3. develop a case management framework as a means to coordinate and integrate services provided by CEO teams (e.g. behaviour education, special education and Indigenous education; finance, ICT and buildings; Principal Consultants, CMaD and curriculum consultants).
AE.4. **investigate and promote the work undertaken in some schools regarding the development of a community work model as a practical evangelising tool in building a family centred church.**

AE.4.1 This could incorporate community workers in schools who would work to build the social capacity of families.

AE.5. **seek ways to provide ongoing support for students and families experiencing mental illnesses including comprehensive access to psychology services.**

AE.6. **continue to explore ways to lobby political leaders to ensure adequate funding especially in areas such as special education.**

This would include:

AE.6.1. ongoing awareness raising and political training of school and system leaders

AE.6.2. setting targets to be reached in the coming 24 month period.

AE.7. **persist in promoting a tiered approach to fee setting as set out in the guidelines in the SACCS Fee Policy 2006.**

AE.8. **recognising that funding is not limitless and we need to explore creative ways to promote, celebrate and to tell the stories of the ways we respond to those with for whom we have a special responsibility.**
The rural context

The task of the Rural Context Inquiry Team was to:

\[\text{[ensure] that our policies and services respond to the particular needs of rural communities}\]

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possible strategies

It is proposed that:

RC.1. **By July 2012 Catholic Education Office teams collaborate to provide technological facilities and software to ensure remote access to CEO-sponsored professional learning sessions**

This will require that:

RC.1.1. adequate resources are allocated to ICT personnel

RC.1.2. session presenters and school staff be trained in the effective and creative use of the appropriate technology

RC.2. **Catholic Education SA continue to explore ways of attracting leaders to rural, regional and remote schools in South Australia**

Possible approaches might include:

RC.2.1. a leadership practicum for all aspiring leaders in the CESA Discernment and Foundation program, and an urban practicum for aspiring leaders in rural schools

RC.2.2. developing rural community modules for inclusion in CESA-related tertiary courses

RC.2.3 making provision for the identification and ongoing support of early career teachers in positions of responsibility in rural schools

RC.2.4. continuing to explore and develop approaches to attracting strong fields for teaching and leadership positions in rural schools

RC.3. **Catholic Education SA review current consultancy arrangements in response to the needs of rural, regional and remote schools**

This could involve:

RC.3.1. restructuring CEO consultancy services to ensure and integrated approach that is responsive to the needs of individual schools
RC.3.2  formalising the consultant’s role as catalyst for creating and sustaining partnerships between individuals and groups in regional networks, clusters and twinnings of rural and urban schools; and the development of local staff as consultants in rural areas.

RC.3.3.  developing a rural induction program for new CEO staff and consultants

RC.3.4.  continuing to review and amend the existing Country Teachers Incentives Program, Hard to Staff Funding Provisions and Country allowances

RC.3.5.  exploring the provision of a consultant to respond to the needs of school leaders resulting from the particular identity and relationships within the Diocese of Port Pirie

RC.4.  The South Australian Commission for Catholic Schools explore the potential of a Rural Education Reference Group to enable a continuous and accessible rural voice in response to the consultative processes of the South Australian Commission for Catholic Schools and CEO committees and working parties.

RC.5.  The South Australia Commission for Catholic Schools develop a SACCS Rural Schools Policy as a formal expression of commitment to Catholic schooling in rural areas, and to the mutual relationships between rural and urban school communities in South Australia, including access for rural families to urban Catholic schools.

RC.6.  CESA continue to lobby for increased rural access for students to specialist services
financing and planning

The task of the Financing and Planning Inquiry Team was to:

[explore] the relationship between SACCS, CEO, dioceses and other governing authorities with a view towards establishing exemplary practice in financing and planning for our schools

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possible strategies

It is proposed that over the next 24 months:

FP.1. The Catholic Education Office, and in particular the Leadership Programs Team, establish comprehensive professional development programs for leaders (and including emerging leaders) in strategic financial planning and management as part of leadership courses.

FP.2. A Working Party be established to identify key operations that could be the basis of school clustering arrangements

It is proposed that the Working Party:

FP2.1. explore the implications of clustering these key operations with a view to inviting schools to participate

FP2.2. work through the benefits of clustering,

FP2.3. consider what is feasible for schools to consider, and

FP2.4. develop a well-thought out proposal that can be put to schools with a view to inviting schools to participate

FP.3. The Catholic Education Office work with Diocesan authorities to reduce duplication of processes relating to capital development

A particular focus of these discussions could be:

- The possibility of streamlining processes so that decisions can be reached in a more timely manner

FP.4. The Catholic Education Office works with schools to generate reserves sufficient to meet asset replacement of buildings and other capital items
• For the Adelaide archdiocese, school assets have been valued at approximately $955 million.

• Replacement of such assets is estimated to cost approximately $24 million per annum.

• Of the $24 million required on average annually for capital development, $5 million is met through Commonwealth capital funding, leaving $22 million to be funded through cash reserves held by schools or through loan funding.

• How much of this can be met through loans is dependent upon the CDF capacity and the outcome of strategy 6 below.

• Beyond loans the remainder needs to be developed as a capital reserve by schools.

• Other capital asset replacement needs to be considered as well, although it is difficult to put a figure on this amount).

FP.5. The Catholic Education Office works with schools to lessen the rate of fee increases for families

• There have been significant fee increases in recent years. Such increases are unsustainable into the future, both from a mission and an enrolment perspective.

• The fee increases should be slowed down in the context of the other strategic directions in the Financial Model for Catholic Education.

FP.6. The Catholic Education Office work with schools to achieve structural and operational efficiencies to decrease expenditure

• Many of the structural and operational undertakings in schools are proscribed by the Enterprise Agreement. The areas that currently are not proscribed relate to administrative and support staff. Examples of these include finance, technology, grounds, maintenance and general office staff.

• Other than each school operating as a separate entity organising and employing its own staff for these roles, the other alternatives are central organisation around particular support services, or cluster or regional organisation for the support services.

• With respect to the former, this is occurring to a degree in the technology area, with some success. There has also been a call for centralised payroll, which is seen as achieving both efficiencies and reducing liabilities. The projected cost of doing this is close to $1.5 million per annum, with set off savings not likely to be achieved in schools in the short to medium term. Nevertheless, the removal of time constraints for Principals and School finance officers for such processing is seen as beneficial to the ongoing capability of leaders and schools to focus on the key strategic financial issues for schools.
• In these and other areas cluster or regional arrangements are seen as worth pursuing.

**FP.7. The Catholic Education Office works with all stakeholders to set debt limits**

• The setting of debt limits gives certainty to the CDF and as well to SACCs and schools. The limit needs to be set in line with strategy FP.3 above.

**FP.8. The Catholic Education Office works with all stakeholders to seek to increase returns from cash**

• Within the current rates consideration could be given to how best organise schools’ reserves to achieve optimal returns.

• In regards to points FP.4 and FP.5 above, some consideration of consolidation of debt across Diocesan schools is considered appropriate, as a mechanism for managing debt as well as achieving the most effective management of interest costs on loans.

**FP.9. The Catholic Education Office works with all stakeholders to seek to generate more funding from governments**

• Currently the Gonski Panel is reviewing the Australian Government’s funding to schools. At this stage it is uncertain as to what the effect upon our schools’ funding will be. The National Catholic Education Commission submission calls for an increase in recurrent funding, as well as in targeted areas such as students with disability and in capital funding. It is possible that the funding by State Governments will also be brought into the resolution reached. Dependent upon the outcome of the Review increased lobbying of particularly the State Government will need to occur.
restructuring the Catholic Education Office

The task of the Restructuring the Catholic Education Office Inquiry Team was to look towards:

"restructuring the Catholic Education Office to strengthen our leadership and services – within the context of the strategic directions of our two dioceses we aim to be as responsive as possible to the needs of the schools we serve"

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possible strategies

The following strategies reflect the feedback as referenced above. The strategies should be grounded in the CEO’s purpose of being in partnership with schools as places where young people learn and reach their potential in their relationship with God, and families develop in their faith and well-being.

It is recommended that:

RCEO.1. *The CEO determine a clear Vision and Statement of Purpose that gives a sense of direction to its operations and to how it allocates its resources;*

Some implications of this strategy could be:

- The development of a CEO strategic plan that aligns with the CESA Strategic Plan;
- Two strands to the plan: this is how we are going to be in relationship with schools and this is how we are going to foster the relationship through what we do.

RCEO.2. *The CEO undertake a Quality Improvement Process within a specific CEO Quality Framework*

Some implications of this strategy could be:

- The alignment of this strategy with Recommendation RCEO.1;
- The intersection of this strategy with the recommendations that follow.

RCEO.3. *The CEO structure should enhance its strategic orientation and reflect the following principles:*

- a closer integration and collaboration across service areas;
- flatter decision-making and less sense of bureaucracy;
RCEO.4. A CESA vision for service delivery and teaching and learning be developed, with a clear focus on our core business of students developing a loving relationship with God, learning and developing their potential in all aspect of their vision;

Some implications of this strategy could be:

- The alignment of CEO services more closely and deliberately with the needs of schools.
- The service needs of schools should be determined in the context of system identified priorities and locally initiated directions (in the context of an agreed systemic framework for school improvement/renewal).
- This model would have CEO consultants working more closely, consistently and for longer-term alongside staff in schools.

RCEO.5. Following a review of the place of ICT in the Catholic Education Office, an ICT Strategic Plan be developed.

The following principles could guide the review and strategic plan development:

- The identified ICT needs of schools;
- Learning requirements: virtual meetings; video conferencing; online learning; professional learning; sharing of resources and online teaching, to identify a few elements;
- Operations requirements: school management; finance; personnel; payroll; compliance and the like.

Adequate resources need to be applied to ensure that the priority elements of the Plan are developed in a timely and responsive manner.

RCEO.6. The Catholic Education Office works to foster a culture of greater creativity, innovation and autonomy – taking into account being less risk averse, and with less bureaucratic decision-making.

The following principles/actions could underpin this work:

- Enhanced support for Principals to be leaders of learning and faith formation needs to be a focus as does the formation for new and emerging leaders.
- A framework for potential, emerging and current leaders should be developed to attend to succession planning and the capacity of new and existing leaders.
• Attention needs also to be given to the environment in which CEO staff work given the crowded nature of their workplace, and the significant impact of this on some.

conclusion

The strategies listed above give a sense of direction for the immediate to near future.

In addition to the structural elements there are areas that need to be looked at that relate to what the CEO does and how it goes about it. As the issues identified above indicate, there is a mixture of concerns and directions that pertain more to schools in some instances and more to CEO staff in other instances. These areas are ones that will need to be worked upon in a medium term timeline, potentially within a CEO Quality Office Framework. In addition, it would be highly desirable to establish a CEO Statement of Purpose document and framework for moving forward. Addressing these issues will be more of a longer term challenge but a start should be made on them in relation to planning and setting timelines.

The organisation’s structural elements are the province of the Directors, who will use the data and reports to inform their decision making. The structure will play a key part in impacting upon how the other strategies for moving forward are shaped. They will variously be initiated and implemented by the Leadership Team members and Team Leaders.
group 3

- ecological conversion
- leading learning
- whole school reform
- the educational power of emerging communication technologies
ecological conversion

The task of the Ecological Conversion Inquiry Team was to:

(identify) stimulating and sustaining processes which lead to ecological conversion – identifying transformative processes in curriculum, use of resources, partnerships, grounds and buildings – moving into a sustainable ecology for present and future generations

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possible strategies

The Inquiry Team recommends that:

EC.1. The critical partnerships needed to promote ecological conversion be strengthened.

Conversation partners here include:

- Catholic Earthcare (RE Team and Leadership Team)
- Natural Resource Management Board (Local schools and CEO consultants)
- KESAB, WOW (Local schools and CEO consultants)
- SACCS (Ecological Conversion Council)
- Reggio Emilia Pedagogista from South Australian Thinkers in Residence program, 2011/12
- Office of Sustainability

EC.2. Beginning in January 2012, Catholic Education SA as a whole seeks to reduce its ecological footprint.

As this proposal has implications for all sections of CESA it is further proposed that the Catholic Education Office provide leadership in achieving this goal by:

EC.2.1. Conducting case studies based on audited case studies (OHG, pp 25).

EC.2.2. Advertising its rationale and specific objectives to the wider community

EC.2.3. Leading schools in a movement from Strategic Plans to Ecological Design (The Fields We Tend, Planning, pp 12-13) as the tool for vision and planning.

EC.2.4. Ensuring that the Greening CEO and Environment Group is adequately funded and that this group ensures all resourcing decisions are ethical and justice oriented, eg unbleached paper, car choice, home offices, etc.
EC.2.5. All organisations within Catholic Education SA map their engagement with *On Holy Ground* using the ASSISI Framework (A Strategic Systems Based Integrated Sustainability Initiative in *OHG pp 34-5*). This project to be completed by 2014.

EC.2.6. The Religious Education Team offers formational opportunities in Catholic mysticism and eco-theology in the Graduate Certificate in Religious Studies award; and sponsors immersion experiences and eco-retreats and cosmology.

EC.3. *The role that beauty and the expressive arts play in ecological conversion be given greater prominence and recognition in Catholic Education SA by:*

EC.3.1. Achieving a better balance between ICT time and nature time. (Louv, 2010)

EC.3.2. Adopting principles for life and learning for all, such as natural sustainable materials, colour, light, whole design, the local setting, relationship between indoor and outdoor.

EC.3.3. Involving young people in the design and implementation of projects.

EC.3.4. Embedding curriculum learning experiences with nature.

EC.3.5. Ensuring all school sites become ecosystems for learning.

EC.4. *A culture of creativity, inquiry and dialogue will be nurtured within Catholic schools which promotes ecological conversion.*

This will require that:

EC.4.1. Educational materials are generated in eco-theology, cosmology, science, arts and eco-spirituality.

EC.4.2. The Australian Curriculum sustainability priority is reflected in curriculum scope and sequencing.

EC.4.3. Students and teachers rediscover the mystical traditional of Catholicism.

EC.4.4. ‘Lighthouse’ practices and places are affirmed where ecological principles are emerging and being embedded in local communities. CESA awards and grants could be made available to these projects.

EC.4.5. A community Arts Consultant is appointed at the Catholic Education Office to grow the profile and place of the arts. Consultant to dialogue with Arts SA and Country Arts SA.

EC.5. *Governance arrangements within the school system are adjusted to reflect the system’s commitment to ecological conversion.*

This will entail some or all of the following:
EC.5.1. Establishment of Ecological Conversion Council (adult/youth arm), which establishes an Ecological Conversion Standing Committee reporting directly to the SA Commission for Catholic Schools, advising on matters of ecological conversion and sustainability

EC.5.2. Appointment of a liaison person/group within the CEO to profile and advocate initiatives in sustainability

EC.5.3 Establishment of a place or space (a ‘preserve’) where adults, young people and children can encounter eco-spirituality, eco-literacy and theology, science education, social technologies and immersion experiences.

And finally… be inspired by visiting, reading or viewing some or all of the following:

- **Planetary Spirituality Paper** (Denis Edwards)


- Christie Walk, Adelaide; The Eco-Arts Village, Aldinga

- Christie Walk DVD; Film-Play Again: What are the consequences of a childhood removed from nature? [http://playagainfilm.com/](http://playagainfilm.com/)

- **On Holy Ground, An Ecological Vision for Catholic Education in South Australia**
leading learning; whole school reform; and the educational power of communication technologies

The task of this Inquiry Team was to:

- [articulate] the practices and processes employed by schools that operate within an ongoing cycle of review, goal-setting and improvement – maximising safety, wellbeing and success for every student
- [promote] the practices, principles and structures which enable school leaders to lead learning effectively and powerfully in their schools – continually improving teacher quality, curriculum and learning
- [harness] the power of the emerging ICTs for the educational process – envisioning where we want to be and embracing strategies which take us there

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possible strategies

The interconnected nature of leading learning, whole school reform and the educational power of communication technologies demands a coordinated response.

It is proposed that:

LRT.1. **Principals and Senior CEO personnel** will collaborate to develop a School Improvement Framework to guide Catholic schools in South Australia. This will begin with a full project brief to scope the nature and content of the Framework, determine the terminology to be used and the relationships that will underpin the Framework.

The suggested focus areas for the Framework could include:

- LRT.1.1. curriculum
- LRT.1.2. pedagogy
- LRT.1.3. professional learning in the digital age
- LRT.1.4. student wellbeing
- LRT.1.5. leadership development
- LRT.1.6. community involvement
LRT.1.7. capacity building

LRT.2. Principals and Catholic Education Office personnel will collaborate to develop a vision for contemporary pedagogy for today’s learners.

It is suggested that this vision will:

LRT.2.1. reflect current educational theory and evidence based practice

LRT.2.2. be underpinned by Catholic ethos and tradition

LRT.2.3. embed digital technology

LRT.2.4. provide opportunities for students to be a learner, mentor, facilitator, self directed learner and leader of learning and ensure learning outside of the classroom is recognised and celebrated

LRT.3. Principals and Catholic Education Office personnel will collaborate to develop a blueprint as a guide for Principals implementing contemporary pedagogy.

LRT.3.1. will acknowledge Principals as the leaders of learning and their importance in implementing a school improvement culture

LRT.3.2. be fundamental in building the capacity of school leaders to lead school reform.

LRT.3.3. articulate the Principal’s role as leader of learning and the social practices necessary to embed contemporary pedagogy, particularly digital technologies, in schools. The Principal’s responsibilities and accountabilities will include:

- building the capacity and confidence of staff and the community to be leaders of learning in the digital age
- enabling the cultural, structural and virtual environments to support learning
- privileging decisions about learning that are evidence based. This will include working with teachers to engage in evidence informed cycles of improvement and placing a high priority on professional learning which is key to changing practice, thus mirroring school improvement processes at a classroom level.
- promoting research and reflective practice at the local level and linking it to national and international research

LRT.4. A pedagogy for today’s learners will integrate digital technologies and build on understandings of constructivism and current practice. It will:

LRT.4.1. acknowledge the impact of digital technologies on the way students learn and how they think about their learning
LRT.4.2. embrace new teaching and learning strategies including the incorporation of software and hardware into the teaching and learning cycle

LRT.5. **Principals and Catholic Education Office personnel will collaborate to develop an integrated services model.**

LRT.5.1. this model will provide schools with access to multidisciplinary team of consultants that will work collaboratively in a long term partnership with the Principal and School Leaders on school improvement projects identified through the School Improvement Framework.

LRT.5.2. this integrated model will require different relationships and flatter, more dynamic partnerships focused on expertise and mentoring.

It is further suggested that the model will:

LRT.5.3. determine the specific nature of an integrated services approach which will address locally and centrally identified school needs

LRT.5.4. identify the cultural and structural changes in the CEO that will promote collaboration across technical and education teams

LRT.5.5. describe new office structures, practices, decision making and orientation to service delivery, to enable an integrated services approach for schools

LRT.5.6. create opportunities for increased collaboration between the CEO technical professionals and educators so that educators can transition from ICT competence to mastery, and then to leadership, thereby allowing communication technologies to be embedded in pedagogy

**monitoring and evaluation**

- Strategies 1-3 will require short term and long term monitoring and evaluation.

- The first 12-24 months will involve scoping, defining and the early implementation of the School Improvement Framework, and the integrated services model, including an early trial with a small number of schools.

- Extending beyond the first 12-24 months, a continuous cycle of embedding, review and refining of the strategies.

- The School Improvement Framework and contemporary pedagogy for today’s learners will incorporate:
  - a local monitoring, review, evaluation and reporting framework for schools to meet locally determined accountability requirements
  - monitoring, evaluating and reporting progress for individual schools to the Directors. This work will be undertaken by CEO personnel in concert with the respective Principals, within a regular cycle.
• Research will be undertaken into the effectiveness of the integrated services model and reported to the Directors in the third year of implementation.