

Symposium title: Moving the organisational monster: A partnership of key drivers and processes for whole school alignment

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Conference theme: *Education that creates a culture of creativity, innovation and entrepreneurship*

ICSEI Network: Educational Leadership Network

The Abstract:

This symposium will highlight and unfold the captivating story of creativity, innovation and entrepreneurship that entailed moving a large, multi-campus, metropolitan school from adversity to diversity. In just three years the commitment and energy of a visionary leadership team has enabled the building of capacity for whole school alignment. Two key questions have guided the meta-strategic processes used toward whole school improvement and alignment: How do we create a learning environment that embraces the diversification of cultural norms that permeate our contemporary world?; and How can a school's vision be distributed, be accessible, have meaning and be owned by all stakeholders? Responses to these questions will be evident when the principal and the deputy principal each reveal their key roles in partnership with the university personnel who were invited to facilitate a program for whole school improvement. (137 words)

Paper 1: Creating an innovative education precinct

Appointment to a large multi-campus college for this principal soon revealed questions about the leadership capacity required to enable the management of the competing internal and external forces for change in this College community. In 2015, Newman College lacked an aligned and coherent strategic framework for the sustained improvement of learning and teaching. Inspired by the needs of the graduate of 2031 as a focus for change, there was need for a foundational review that would form the basis for the development of a College Strategic Plan. Results of the review revealed a significant need for the development and implementation of a coherent vision and framework for learning and teaching. This presentation highlights the call for strategic leadership through the tensions of managing external factors, moving an established culture, and governing the development of shared leadership. Central to this development was a partnership with the Leadership Research International (LRI) team from the University of Southern Queensland, Australia.

Paper 2: Innovative Designs for Enhancing Achievements in Schools (IDEAS): The Newman College experience

The IDEAS project of the LRI team at the University of Southern Queensland was the choice of the Newman College principal on a mission to develop the College's vision and framework for learning and teaching. The two-decade experience of the university team and the research-based approach to the formation of IDEAS was critical to enabling the College to leverage their support in building the individual and collective efficacy of staff. Built on the concepts of organisational alignment, parallel leadership and specific principles of engagement, the adoption of IDEAS by the College provided a strategic approach to professional learning for all staff. Core to this approach are the processes that enable leadership and ownership of development and implementation of contextually relevant learning and teaching improvement. Integral to the ongoing sustainability of this capacity is the recognition of the team that their work continues rather than ends with a project.

Paper 3: Leading a team of innovative, entrepreneurial educators

Spurred by the principal's mission, and adoption of the IDEAS project, there was the opportunity for a staff team to lead the development of the College's vision and framework for learning and teaching. The team comprised 17 staff ranging from members of the senior leadership team, middle leaders and a mix of early career and experienced teachers led by the Deputy Principal. Of significant interest in this presentation is the voice of the team who have individually and collectively, contributed to the individual and collective capacity of all staff for ongoing leadership of the College's vision and framework for learning and teaching. Moreover, key to the strength of this level of capacity has been the facilitation of the team: knowing when and how to manage up or down, when to step aside, how to engage others, how to 'dance' the leadership step with the principal, and overall how to inspire a sense of trust and confidence in each member of the team.