



ELIGIBILITY CRITERIA FOR PRINCIPALS IN THE ARMIDALE DIOCESAN SYSTEM OF CATHOLIC SCHOOLS

Introduction

The Catholic Schools Office, Armidale welcomes enquiries from suitably qualified, experienced and committed people considering the position of Principal within the Armidale Diocese. Principals provide significant leadership as part of a large and dynamic educational ministry of the Catholic education in the Diocese of Armidale. The role of Principal is a challenging and rewarding leadership role within the Catholic school community. The Principal plays an essential role in the growth and development of students.

This ministry encompasses 24 schools (Primary, Secondary colleges and K-10 schools) in the New England/Northwest NSW. The Diocese of Armidale extends from Tenterfield in the north, south to Quirindi, west to Walgett and east to Armidale.

The following documentation outlines both the eligibility criteria and selection criteria for the position. The eligibility criteria determine whether or not an applicant is able to be considered for the position of Principal of a particular school/college. The selection criteria must be addressed in a way which demonstrates the degree to which the applicant meets the criteria. The criteria are the basis for the shortlisting and selection of eligible applicants. As well as the criteria listed here, community and contextual needs related to the particular school, are also taken into account.

Meeting the eligibility criteria listed in this document is normally required for an applicant to be considered for shortlisting. In exceptional circumstances, the Director of Catholic Schools, or delegate, may exercise discretion with regard to the eligibility criteria for shortlisting purposes. Applicants who do not meet the eligibility criteria and believe they have a special case, should state the reasons why they might be considered for shortlisting in their Letter of Application. This should include specific reference to the eligibility criteria not met, particularly in regard to experience and qualifications in education and religion, and indicate whether you are currently enrolled in further study. Documentation, where appropriate, should be attached to the online application.

The criteria listed reflect the need for applicants to bring a balance of knowledge and experience gained in a variety of ways and in a range of situations to the position of Principal.

Should you require any further information or clarification in relation to these eligibility criteria please contact Should you require any further information or clarification in relation to these eligibility criteria please contact Gary Burdett, School Consultant on 0408 625 223 or email gburdett@arm.catholic.edu.au

Eligibility Criteria for Principals in the Armidale Diocesan System of Catholic Schools

1. Committed, practicing Catholic.
2. Hold professional qualifications:
 - a. An education degree and/or relevant post graduate qualification
 - b. Possess or demonstrated willingness to obtain Religious Education qualifications in accordance with the Diocesan Policy in order to meet the Diocesan requirements to lead in a Catholic school.
3. Have successful teaching experience.
4. Be a NESA accredited or be eligible to be accredited by NESA to teach in NSW.
5. Successful experience as a Principal, Acting Principal, Assistant Principal or REC and/or equivalent role in school system leadership.
6. Possess a Working with Children Check.

Selection Criteria

Eligible Applicants for the position of Principal with the Catholic Schools Office, Armidale must demonstrate capacity to provide successful Catholic educational leadership. This must be demonstrated through:

1. Ability to lead mission and evangelisation in a Catholic school
2. Successful teaching and/or leadership experience with capacity to initiate improvement in teaching, learning and classroom practice.
3. Knowledge of curriculum, assessment and student pastoral care with the ability to lead and design quality, inclusive teaching and learning programs
4. Educational leadership skills to build the capacity and manage the performance of individuals and teams
5. Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents.
6. Ability to plan and manage resources effectively and equitably to support teaching and learning

The following suggestions are not a checklist nor do they attempt to cover all aspects.

1. *Ability to lead mission and evangelisation in a Catholic school*

This criterion requires applicants to demonstrate their skills, knowledge and experiences giving witness to the Catholic faith tradition and providing educational opportunities for all members of the school community to participate in the life of the Church.

Applicants may wish to refer to their skills, knowledge and experiences in relation to some of the following:

- Leading a community of worship and prayer
- Ability to assess and reflect on the culture of the school to create a future focused and vibrant Catholic learning community
- Developing a culture of effective teaching and learning grounded in Catholic faith and tradition
- Giving witness to the faith and setting an example of faith, hope and love in word and action
- Promoting the role of the Catholic school in the evangelising mission of the Church
- Building capacity for spiritual and faith formation of self and others
- Providing pastoral care for persons in need
- Developing the active role of the school within parish life
- Ensuring that a comprehensive religious education program is being conducted throughout the school in concert with the parish priest and the school's religious education coordinator

2. *Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice*

This criterion requires applicants to demonstrate their skills, knowledge and experiences as a successful and effective teacher.

Applicants may wish to refer to their skills, knowledge and experiences in relation to some of the following:

- Leading others to enhance teaching, learning and classroom practice in a faculty, stage or across the school.

- Expert knowledge of the curriculum to provide engaging and challenging learning experiences that cater for the needs of students at all levels of development.
- Integration of syllabus requirements into programs designed to engage students and promote a culture of high achievement.
- Effective use of teaching strategies to ensure a variety of learning styles are catered for to enable all students to achieve improved learning outcomes.
- Effective use of data to inform teaching and learning programs and implement changes to programs as required to address the specific learning needs of students.
- Integration of the [Australian Professional Standards for Teachers](#) into teaching and learning experiences to ensure that students are engaged and challenged to achieve their best.
- Development of assessment for and of learning strategies with clearly defined goals that allow for effective feedback and provide students with the opportunity to take responsibility for their own learning.
- Reporting of outcomes to clearly identify strengths and provide advice to enable improvement in areas of need.
- Strategic use of evaluation to reflect on the effectiveness of teaching and learning programs and assist in the development of personalised programs tailored to address student needs.
- Effective integration of information and communication technologies into teaching experiences which engage and prepare students for the demands of an increasingly technological society.

3. *Knowledge of curriculum, assessment and student pastoral with the ability to lead and design quality, inclusive teaching and learning programs*

This criterion requires applicants to demonstrate their skills, knowledge and experiences to lead and lead others to provide quality learning experiences for students.

Applicants may wish to refer to their skills, knowledge and experiences in relation to some of the following:

- Expert knowledge of the rationale and underpinnings of syllabus and curriculum documents and ability to lead others to develop exemplary teaching and learning strategies to improve students' outcomes.

- Well developed knowledge of student diversity and the skills needed to develop effective policies, programs and teaching and learning experiences to address the needs of all students.
- Knowledge of and skills in implementing strategies to address the needs of Aboriginal students, students from non-English speaking backgrounds, students with disabilities, talented students, students with specific learning needs, and male and female students.
- Development and implementation of learning plans that offer inclusive learning opportunities designed to target individual learning styles and raise achievement levels.
- Incorporation of the [Australian Professional Standards for Teachers](#) into effective teaching and learning programs.
- Planning, developing and implementing stage/faculty/school wide strategies designed to address the specific literacy and numeracy needs of students based on evidence gathered from a range of available data sources.
- Planning, developing and implementing stage/faculty/school wide strategies designed to address the specific academic, vocational and pastoral needs of students working towards a Record of School Achievement or undertaking the Higher School Certificate based on evidence gathered from a range of available data sources (for secondary positions only).
- Well developed understanding of stage/faculty/whole school assessment policies and ability to lead the integration of assessment for improved teaching and learning practice.
- Effective development, monitoring and program evaluation strategies consistent with the stages of student development addressing both individual and group needs.
- Effective use of a variety of data sources to inform teaching strategies and program development and improve student learning outcomes.
- Effective management of change within a stage/faculty or school to adapt to new developments in teaching and learning, the specific needs of students and diocesan and/or policies and procedures.
- Effective implementation and coordination of student pastoral care policies, including child protection, integrated into teaching and learning practices.
- The provision of a safe and supportive learning environment that caters for the needs of all students and encourages and stimulates learning.

4. *Educational leadership skills to build the capacity and manage the performance of individuals and teams*

Applicants may wish to refer to their skills, knowledge and experiences in relation to some of the following:

- Leadership to ensure the effective performance of a stage/faculty with a focus on the provision of quality educational delivery consistent with the values of Catholic education.
- Engagement in stage/faculty/school reviews to assesses procedures and teaching practice with a focus on informing the continued development of quality practices.
- Ensuring teachers have the opportunity to engage in relevant and targeted professional learning to build their capacity to provide students with the most relevant educational experiences to improve outcomes.
- Developing and maintaining a culture of trust, respect and cooperation where staff members are valued for the contributions they bring and encouraged to enhance their ability to improve student learning experiences.
- Coaching/mentoring of staff aimed at developing their skills and leadership capacity through formal and/or informal processes and opportunities that are supportive and targeted to individual needs.
- Knowledge, support and implementation of the accreditation process of the NSW Education Standards Authority (NESA) in relation to new scheme teachers seeking and maintaining accreditation at the level of Proficient Teacher and teachers seeking voluntary accreditation at the levels of Highly Accomplished Teacher or Lead Teacher.
- Performance and development processes for teachers and their role in facilitating reflection on teaching practice and the development of professional learning plans to enhance teacher performance.
- Performance improvement programs and the support processes that need to be implemented to assist staff to perform at a satisfactory level.

5. *Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents*

Applicants may wish to refer to their skills, knowledge and experiences in relation to some of the following:

- Ability to communicate, inspire, motivate and drive the direction of the school/stage/faculty through effective relationships established with students, staff, parents and community that supports positive change management.

- Skills involved in communicating, consulting, negotiating and problem solving with students, staff, parents and community aimed at forging partnerships to promote the values of Catholic education through the stage/faculty and/or school programs.
- Ability to assist others to develop and refine their skills in communicating, consulting, negotiating and problem solving with students, staff, parents and community aimed at forging productive partnerships.
- Ability to encourage and support teachers working in teams to develop strategies designed to enhance the quality and range of educational opportunities offered to students.
- Ability to effectively use conflict management strategies to resolve difficult situations and promote a culture of mutual respect.
- Ability to integrate information and communication technologies to enhance communication and participation with students, staff, parents and the community.
- Establishing and maintaining effective communication with members of the school community as relevant to the appropriate leadership role.
- Establishing, encouraging and maintaining effective communication and sharing with professional teaching networks external to the school to promote quality teaching practices under the community of schools concept.

6. *Ability to plan and manage resources effectively and equitably to support teaching and learning*

Applicants may wish to refer to their skills, knowledge and experiences in relation to some of the following:

- Monitoring and evaluating the school/stage/faculty's provision of quality teaching and learning that puts the needs of students at the forefront of decision-making and provides students with the opportunity to exercise choice and develop skills in areas of interest.
- Developing and managing the allocation of staff to support ongoing learning and capacity building for improved student learning outcomes.
- Allocating/advising on the allocation of financial resources to support teaching and learning to ensure all students have a well resourced curriculum.
- Ability to plan for and manage the school/stage/faculty's physical resources to provide a safe, attractive and welcoming learning environment.

- Provision of access to integrated teaching, learning and technology to enable all students to develop the high level of technological skills expected of school leavers.
- Effective planning and implementation of changes to the school/stage/faculty's organisation and structure to maximise use of the school's resources.
- Effective administration and management to achieve improvements in the operations of the stage/faculty and its impact on the running of the whole school.
- Ability to contribute to whole school planning as a member of the school executive.