

Overview and Context (LDP 7)

1. The Leadership Development Program (LDP)

The LDP is an intentional ongoing program to build the leadership capacity in Lutheran schools in Australia. LDP 7 follows six previous programs which have run since 2001. The program is a strategic move by the Board for Lutheran Education Australia (BLEA) to involve schools, principals, regions and Lutheran Education Australia (LEA) in developing men and women for principal and other formal leadership positions.

The program will involve a rigorous application process to identify potential leaders and an extensive reflection exercise to assist successful applicants hone their personal and professional formation needs for leadership. Formal academic study towards a postgraduate qualification in leadership is a significant requirement of the program over the two years. A mentoring program built into the study requirements will support and assist career planning for participants. Regional workshops will further prepare participants with knowledge and understanding of the commitment needed from leaders in the Lutheran school context.

In this document, the term 'school' is used generically and is also inclusive of early childhood centres and kindergartens.

2. Key values and norms underlying LDP

To understand the full implications of LDP the following values are identified and highlighted:

- Growing deep provides a framework for leadership and formation. It reflects the value Lutheran education places on distributed leadership. It is acknowledged that a strength of Lutheran schools is seen in the variety of ways and places in which leadership is exercised.
- This program is an example of Lutheran schools working together. There is an acknowledgment that Lutheran schools look to other Lutheran schools for their principals and leaders.
- At a time when the principal's work has never been so complex and challenging, LDP asserts that the role of the formal leader is a vital one which makes a difference. It highlights the support available to people in leadership positions.
- Leadership development occurs in a variety of complementary ways. It begins in a person's school, is fostered by an individual's involvement in local, church and professional activities and includes formal study.
- For those who assume the position of principal or other leadership positions, LDP will be followed by ongoing development and support. This is a shared responsibility between the individual, the school and the region.

3. Rationale for an ongoing program in leadership development for Lutheran schools

- There is a need to act systemically to develop and support leadership for Lutheran schools
Research points clearly to the importance of leadership in the effectiveness of schools. Current practices of collaborative, inclusive, shared leadership means that leadership development is not just for principals but needs to include those who hold and aspire to other formal leadership positions.
- There is a need to intentionally increase the pool of leaders available for Lutheran schools
The growth in number, size and complexity of Lutheran schools, demographic departure of experienced principals, changes in expectations of leadership, the challenges of mobility, all impact on the pool of leadership candidates available for Lutheran schools.
- Leadership development is a joint responsibility of the individual and current leaders at the local, regional and national levels
Lutheran schools are seen as significant agencies of mission in the Lutheran Church of Australia (LCA). Lutheran schools need capable, credible leaders, especially principals who understand clearly why the church operates schools. An intentional program of leadership development is essential to ensure that the

fundamental purpose for and quality of Christian education, that is delivered in Lutheran schools, is maintained and enhanced.

- As a group of schools, significant resources for leadership development need to be allocated
Strategic ongoing development of leadership capability for the future demonstrates the valuing of Lutheran education in Australia. National, regional and school budgets will reflect resource allocation. In addition, a significant resource is the time component that comes with mentoring and nurture of future leaders.
- Contemporary principals/leaders are the best people to model, mentor and nurture prospective leaders
The LEA document, 'Growing deep' provides current principals with guiding principles for their mode of operation.
- The formation/development activities need to be underpinned by good theory, reflection, access to best practice and related to the aspirant's practical experiences
The structure of LDP addresses these aspects in its clearly identified components of profiling, formal study, mentoring and regional workshops.

4. Expected outcomes of the ongoing program

LDP aims

The Leadership Development Program (LDP) is a strategic program which aims to increase the depth of leadership in Lutheran schools and give the Lutheran Church of Australia and employing bodies, confidence in the capacity of its school leaders. The course provides participants with theological and leadership studies which enable them to develop advanced skills and knowledge. It is expected that graduates of this program will be able to integrate and appropriate the knowledge gained to equip them to lead in schools of the church where the gospel of Jesus Christ informs all learning and teaching, all human relationships, and all activities. The LDP provides a preparation cycle to equip graduates of the program for leadership positions in Lutheran schools. The applicants will have a better understanding of, and be able to effectively support, the ministry and mission of the church as it applies in the school context. It is expected that program participants will be prepared to relocate in order to take up positions of leadership.

Learning outcomes

Graduates of this program will:

- *apply theological knowledge and understandings to their decision making processes*
- *display a greater understanding of the nature of leadership in Lutheran schools*
- *critically reflect on their personal abilities and vocation within the Lutheran school context*
- *demonstrate a greater level of confidence in being a school leader*
- *demonstrate understanding of educational leadership, management and administration (ELMA) approaches*
- *Consider the way in which ELMA approaches can be appropriated in Lutheran schools to enhance their identity and mission*
- *consider the necessity of further learning and ongoing formation*

5. Intentional and strategic components

a) Regular intake of participants

- allows strategic planning by potential participants in relation to time involvement for study and other aspects of life
- allows planning for funding by LEA, regions and schools to be budgeted on an annual cycle
- ongoing opportunity

b) Numbers

- small numbers per cycle for better manageability
- sufficient per cycle to establish cohort groups for delivery of courses

c) Mentor development

- mentor preparation and support closely linked with the study program
- quality preparation of mentors gives 'flow on' effect for schools

d) Selection of participants

- in the first instance active members of the Lutheran church, and beyond that active members of other denominations

- balance
 - across the range of schooling levels [from preschool to secondary]
 - across the range of formal leadership positions
 - age
 - gender
 - propensity for study
 - demonstrated understanding of the implications of being part of the LDP
 - service in Lutheran schools
 - commitment to ongoing service in Lutheran schools and ability to be mobile
- e) Course fee subsidy**
- fifty percent subsidy for approved units of study on successful completion of each unit (from LEA and regions)
 - twenty five percent subsidy for approved units of study on successful completion of each unit (from the participant's school)
- f) School support**
- identification and encouragement of potential leaders to make application
 - nurture and interest in participant progress
 - time support for official study workshops, regional workshops, mentoring interactions
 - contribution to course study
- g) Regional support**
- contribution to course subsidy
 - nurture of the regional cohort and management of cohort workshop events
 - oversight of process for mentoring relationships
- h) LEA national support**
- management of the overall program through a team that includes representation from each region
 - liaison with providers [Australian Catholic University (ACU) and Australian Lutheran College (ALC)] for program set up, costs, course delivery and review
 - contribution to course study