

**Succession Planning  
Report of Ontario Catholic Educators Group**

**Action Research Project  
Study Trip to New South Wales, Australia**

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“If change is to matter, spread and last, sustainable leadership must also be a fundamental priority of the systems in which leaders do their work.” (Hargreaves)

“There is a huge need for new leaders at the same time as conditions make the job unattractive. There has been such a lack of attention to leadership development that there is difficulty in just filling vacancies, let alone filling them with people who possess highly developed leadership qualities.” (Fullan)

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# **Background and Context of the Action Research Project**

## ***The Problem of Succession***

Ontario shares with many other educational jurisdictions an increasing concern about leadership succession, that is, whether the system will have enough high quality school leaders to meet the projected needs. Questions about preparation, recruitment, selection and retention of school leaders are part of what is termed “succession planning” – developing an organizational strategy to ensure an adequate pool of appropriately trained people from which to select leaders, guaranteeing a smooth transition when leaders retire or leave for other reasons.

The Ministry of Education and school boards in Ontario anticipate possible shortages both short term and in the future. As early as 1998, the Ontario College of Teachers reported that the number of principals and vice-principals retiring each year exceeded the number of teachers earning the Principal’s Qualification Program (PQP), suggesting the need for further investigation and action. More recent Ontario data suggest the existence of a considerable pool of teachers who have attained the PQP but are not applying for vice-principal positions.

What might be the reasons for such trends? Investigation in several countries shows similar patterns of results. Teachers are deterred by perceptions of the principal role as involving heavy workloads, isolation and bureaucracy, with the difference in salary not commensurate with the increased responsibility and accountability. As well, teachers are often unaware of the satisfactions that many school leaders find in their work, such as the opportunity to shape a school culture and improve student learning and engagement across a whole school rather than a single classroom (according to research by the National College for School Leadership in England, 2006). The decline in the number of teachers applying for vice-principal positions in Ontario suggests that similar concerns are shared by potential school leaders in Canada. Perhaps “more and more expectations are being added with little being taken away and little direct support” (Fullan, 2007). With upcoming retirements, insufficient pools of candidates and a perceived lack of appeal of school leadership positions, succession planning is a critical area. Recent evidence from work by Ken Leithwood and colleagues indicates that the quality of school leadership is second only to the quality of teaching in its influence on student achievement; ensuring that Ontario has an adequate pool of well prepared suitable candidates is essential if the province is to have the school system that students need and deserve.

The Ontario Institute for Education Leadership (IEL) shares the concerns about succession planning. A voluntary organization of members of the Ontario publicly funded elementary/secondary education sector at three levels (school, system and province) the IEL is comprised of representatives of the professional associations of principals, of supervisory officers, of directors of education and the Ministry of Education. Its mission is to model a high caliber of tri-level, results-based strategic leadership to support school and system leaders in order to improve student outcomes. In addressing leadership

development, research, the exercise of leadership, and communication, the IEL integrates research, policy and practice. As one initiative to fulfill this commitment, the IEL has agreed to fund action research projects (either international or local) related to IEL priorities and including tri-level perspectives.

### ***The Proposal and Rationale***

Early in 2007, the CPCO (Catholic Principals' Council of Ontario), working together with ECCODE and OCSOA, the associations for directors and supervisory officers in the Catholic system, proposed to the IEL an action research project on succession, looking at effective practice and at strategies that might be useful in recruiting and supporting education leaders. Australia, with a strong Catholic education system working on leadership succession, was chosen as an appropriate site for the inquiry. The project focused particularly on the Catholic education community and the need for leadership that fosters spiritual life and supports the Catholic worldview in schools. Because of the commonality of many succession themes, however, the project is highly relevant to the entire educational community in Ontario, and thus to all members of the Institute of Education Leadership.

The IEL approved the project in the spring of 2007, agreeing that the results of the team's action research could assist in establishing better practices for succession planning in Ontario school boards. A team was selected – eleven Ontario school and system leaders, comprising two directors, two superintendents and seven principals from Catholic boards across the province. Don Rait, then President of the Catholic Principals' Council of Ontario, assumed the role of Team Leader for the project. Prior to the visit, contact was established with Australian colleagues, leading to the development of an agenda/schedule for the trip. From July 16 to August 3, 2007, the team traveled to New South Wales, Australia to gather information relevant to succession, particularly to the role of principal. Beginning with a broad overview from faculty at the Australian Catholic University, the team then visited four school districts or dioceses, finishing the site visit by participation in a large international conference on Catholic education in Sydney.

The commitment of time and effort required of team members in this project was considerable, with all participants agreeing to:

- Participate in a one-day training session on “Action Research” prior to leaving for Australia);
- Carry out action research and be prepared to make their research available to others;
- Visit schools, education authorities (school boards), universities, diocese offices and other educational associations in Australia; and
- Participate in the Fourth Annual International Conference on Catholic Educational Leadership (held at the Australian Catholic University in Sydney).

## **Research Questions and Methodology**

The methodology for the action research project involved three phases: developing research questions, collecting relevant data and reflecting on the data to reach conclusions and considerations relevant for Ontario educators.

### ***Research Questions***

During the initial training/preparation session prior to the trip, the group developed three research questions intended to guide and focus inquiry for participants as they visited education settings in Australia and participated in the International Conference. The questions, framed as questions to Australian colleagues, were:

1. What are the most promising practices for designing, developing, delivering and sustaining a succession plan for Catholic school leaders?
2. How does your system develop, support and sustain and celebrate Catholic educational leadership?
3. What have you learned from your story that will sustain Catholic education in the future?

The research questions, along with probes that elaborated the questions further, were shared with Australian colleagues prior to the visits and served to guide the data collection on site, both at the Australian Catholic University and in schools and dioceses.

### ***Data Collection***

The full schedule for the team's data gathering in Australia is given in Appendix A, pages 12 to 14. The team began with two days (July 19 and 20) at the Australian Catholic University in Sydney, meeting with faculty members engaged in leadership development and research; the main contact here was Associate Professor Michael Bezzina. Presentations by various faculty members ensured that the team gained an understanding of the Catholic school system, with information about structures, funding and governance. ACU staff provided background data about leadership succession in the NSW Catholic system, as well as introducing conceptual frameworks that have been developed to support leadership development now and in the future.

Building on the foundation of the intensive two-day ACU introduction, the action research team then went off to see how these ideas have been implemented at the school and diocese level. Four dioceses were visited – Sydney, Parramatta, Broken Bay and Maitland-Newcastle, with each member of the team visiting two of the four sites. Day-long visits to each diocese were supplemented with an additional day for debriefing and sharing highlights. In each diocese, the time was split between central office and schools.

Finally, attendance at the four-day International Conference on Catholic Education provided the culmination of the data gathering process in Australia, as well as an opportunity for connecting with the larger international context of Catholic education. The conference brought together educators from Australia, Canada, Britain, the United States, Ireland, South Africa, India, Oceania and South America.

## ***Processing Data and Drawing Conclusions***

The entire action research group (11 participants) assembled at CPCO offices in Toronto on November 30 to reflect collectively on their learning and to process the information they had gathered through the visits to Australian Catholic University, the four dioceses and the International Conference. During the day's deliberations, the group identified highlights and considered what implications the findings from their Australian inquiry might have for schools and school systems in Ontario. At the conclusion of the day's reflection, the team formulated suggestions that educators in schools, school boards, provincial associations and the Ministry of Education might consider to strengthen succession in Ontario. This report is the outcome of the day-long session.

## **The Australian Context**

A brief summary of how education is organized in Australia, particularly focusing on Catholic schooling in New South Wales (NSW), provides the essential context for making sense of the team's experience and findings.

The population of Australia is about 20 million, of whom just over 5 million are Catholic. Across Australia as a whole, one in five students is educated in a Catholic school. Catholic schools in Australia, unlike those in Ontario, are not government schools. They do, however, receive substantial funding (72%) from the Commonwealth (federal) and state governments, with the remaining 28% of costs coming from private sources, largely tuition and diocesan funding. Tuition is \$2000 per year for primary/elementary schools and \$4000 per year for secondary schools.<sup>1</sup>

The action research visit was to one state – New South Wales, with a population of 6 million. NSW has 583 Catholic schools – 420 primary, 28 combined primary/secondary, 129 secondary and 7 special schools, to serve a population of approximately 24,000 students, about three-quarters of whom are Catholic. About 60% of the teaching force is Catholic.

Whereas Catholic schools in Ontario are governed and operated by Catholic district school boards and the Ministry of Education, Catholic schools in NSW, being non-government schools, are managed and governed somewhat differently. Schools are operated by diocesan education authorities with support from the state Catholic Education Commission. The Catholic Education Commission's responsibilities, as outlined in its 2006-2008 Strategic Plan, are:

- Evangelization and specific witness to the gospel;
- Leadership (through service);
- Advocacy and policy development;
- Liaison with education, governmental and parental bodies;
- Informing the education debate; and
- Acting as the agency for the distribution of government grants to NSW Catholic schools.

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<sup>1</sup> Three types of schools operate in NSW – private schools, some of which are Catholic (with tuition of up to \$25,000), Government schools and Catholic/other religious schools (supported by government funding). The action research group was concerned with the latter .

At the diocesan level, the bishop appoints an education advisory council and also hires the director of education. Depending on the size of the diocesan school system, department heads and school coordinators (comparable to Ontario supervisory officers) are appointed to manage schools and central functions.

School staffing procedures provide for each school, no matter how small, to have a leadership team, with a principal, vice-principal and head of religious education, all of whom are required to be Catholic. In addition, most schools have a curriculum coordinator or head. In secondary schools, the larger leadership or administrative team also includes a chaplain, as well as heads of program areas and pastoral care leaders. Evidence from the site visits suggests that school leadership is broadly shared across leadership teams rather than being concentrated in the principal. The principal, however, as the instructional leader, is responsible for the teaching and pastoral care.

Although teacher unions are a feature of NSW education, based on our site visits and discussions, we concluded that union issues have less influence on day to day education practice, both at the diocesan and school level, than is the case in Ontario. One reason for this difference may be that union membership is voluntary in the Catholic schools in NSW. As well, the union is open to both teachers and principals.

The Australian Catholic University (ACU), which was formed by merging several former Catholic teacher training colleges, plays a significant role in the Australian Catholic education system. The ACU, to which there is no exact Ontario counterpart, is a public university, funded by the Australian government, with six campuses in Australia. Within ACU, the School of Educational Leadership offers programs in teaching, research, consultancy and service in Christian leadership. The School aims to provide excellence in teaching and research in the areas of Catholic leadership, administration and organizational development.

The high proportion of non-Catholic students in the NSW Catholic schools has increased the intensity and relevance of a debate about the role and purpose of Catholic schools. Should schools be for the evangelized (admitting only practicing Catholics) or for evangelization (opening the Church to all)? The Catholic bishops of NSW have, in 2007, committed themselves to the latter alternative, calling for a rededication to ensure schools are truly Catholic, enabling students to achieve “high levels of Catholic religious literacy and practice.” As part of such a renewed mandate, Catholic schools are to address issues of social justice and seek to serve the poor and marginalized.

## **Leadership and Succession Planning in Australian Catholic Schools**

### ***The Challenge***

As noted earlier, concerns around leadership succession in education have surfaced in many jurisdictions. Australia is no exception. In New South Wales, the Australian Catholic University, at the request of the Catholic Education Commission, undertook research to



answer the question “why are more persons not applying for principals’ positions in Catholic schools in New South Wales?” (d’Arbon, Duignan, Dwyer & Goodwin, 2000) Findings were consistent with those from other countries. The NSW research, summarized for us by Prof. Tony d’Arbon, found that reluctance to take on the role of principal was attributable to concerns about overload (or intrusion into personal/family life), an external environment perceived as unsupportive, the salary not matching the degree of responsibility, and a flawed or overly complex application process for principal positions. Despite the concerns, respondents did report positive incentives to apply for a principalship – internal rewards such as the desire to influence and shape others and external rewards including the status and importance of the position in the school and the community. The challenge for the NSW Catholic system was to shift perceptions to encourage more applicants for the role of principal. It appears that much of the current support structure has emerged or been strengthened since that time.

### ***Strategies to Support Succession***

In their 2007 visit, the Ontario action research team was impressed by several elements of the support available for both aspiring and practicing school leaders. These included: Catholic leadership frameworks to provide guidance; initiatives to recruit and encourage potential school leaders; school leadership team structures; the role of ACU in providing conceptual and pragmatic support to Catholic schools and systems; and connections between the school system and the Catholic Church.

### **Catholic School Leadership Framework(s)**

A Catholic School Leadership Framework, developed largely through the Australian Catholic University, has provided support and guidance to Catholic school systems in their leadership and leadership succession efforts. Although the framework has been adapted by individual dioceses to suit local needs and priorities, all versions seem to include similar domains – religious leadership, leadership for learning, human resources leadership, strategic leadership and organizational leadership, with “personal dimensions of leadership” also being critical. The framework (including local adaptations) emerged from a five-year leadership development project carried out jointly by ACU and Lutheran Education Australia, from 2000 to 2005. A significant feature is the use of the term “capabilities” rather than “competencies” or “skills” – with capability seen as a richer and broader concept. One version of the framework speaks of six capabilities -- theological, personal, relational, professional, managerial and strategic.

Collaboration between ACU and various diocesan school authorities has resulted in various graphic representations of both leadership frameworks. Figure 1 gives one example [*insert here the graphic for the Queensland framework*].

### **Encouraging Potential Leaders**

The Ontario team felt that support for potential or aspiring education leaders was more available, or at least more sharply focused, than would be the case for such potential leaders in Ontario. We were struck by the apparent ease of access to leadership development programs, along with provision of ample incentives for aspiring leaders to participate. In

NSW, for instance, teachers are explicitly invited to consider leadership development programs when they have been teaching for only a few years. Prof. d'Arbon outlined six indicators that led to the development of such programs:

- Shortage of suitable applicants for principal positions
- Ageing of present cohort of principals
- Practice of not appointing principals before the age of 40
- Need to stem loss of young teachers from the profession within five years of graduation
- Development of leadership potential in enthusiastic young teachers interested in advancement
- Need to focus the attention of future leaders on the mission of the Catholic Church in education.

In Sydney, *Leaders for the Future* is an innovative program in which a general invitation is provided to all teachers under the age of 30, asking all those “who can imagine themselves as school principals at some future time” to register for an information session to learn more about school leadership. Over 250 teachers (out of a possible 1100) took up the initial invitation. A 30-hour program was then jointly developed by a planning group of senior administrators and young teachers, with a focus on leadership skills that could be used in the classroom and with colleagues. Nearly 225 teachers completed the year-long program, which included topics such as faith leadership, embracing curriculum leadership, navigating the river of change and the changing face of Catholic education in Australia. Some release time was provided for those enrolled in the program. Prof. d'Arbon reported that Sydney has seen an increased number of applications for principal positions since the initiation of *Leaders for the Future*.

In the dioceses we visited, leadership development programs were often operated through the Australian Catholic University, with completion of units or modules translating into credit toward a master's degree in educational leadership. In most cases, the school or diocese will pay for potential leaders to take a master's degree, with ACU modules available locally. We Ontario educators noted that virtually all leadership courses/modules provided credit toward a master's degree, a situation we saw as providing incentives that might be lacking in Ontario, where many leadership development courses or programs are not accredited.<sup>2</sup>

As an aside, the pool of leadership candidates in NSW Catholic schools is reduced because many teachers are not eligible for the leadership positions; while principals, vice-principals and heads of religious education are required to be Catholic, only about 60% of teachers are Catholic. Non-Catholic teachers might aspire to other leadership roles, such as head of a program area, but will not be eligible for principalships.

## **School Leadership Structures**

The existence of a functioning school leadership team in every school, no matter how small, has several benefits for improving leadership succession. Principals are less likely to feel isolated when working as the leader and member of a team, making the position

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<sup>2</sup> The group acknowledged that, with the removal of compulsory PD for educators, the Ontario situation (at least in terms of province-wide policy) is now unlikely to change again in the near future.

more satisfying. As well, teachers have multiple opportunities to take on leadership roles without having full or sole responsibility, thus increasing leadership capacity in the school as a whole.

## **The Australian Catholic University**

The ACU provides a significant degree of support to Catholic schools throughout New South Wales (as it does in other states). We were struck by the broad range of collaborative work between ACU and those in the diocesan offices – research, conceptual guidance, and monitoring or sharing good practice. However, the most substantial contribution to leadership and succession is the ready availability of leadership development programs that are offered and accredited by ACU but are available locally. Because such courses or modules are underpinned by the Catholic Leadership Framework (or a local modification), programs remain coherent and focused while also addressing specific local contexts or needs.

## **Role of Church and Clergy**

Although not directly related to questions of leadership succession, we frequently observed close connections between the Catholic Church and the schools and school system. In some schools, the local priest “was almost a member of staff.” We recognize that such connections are found in some schools and school systems in Ontario, but in NSW, presumably because the schools are operated by Church rather than state authorities, sustaining close relationships may be easier. For leaders in a Catholic school system, the close engagement with clergy can provide considerable support in responding to spiritual needs and promoting Catholic values.

## **Considerations for Ontario**

In our discussion about possible suggestions for the Ontario education system, our initial brainstorming produced a variety of ideas based on exciting and engaging practices or programs that we had seen or heard about during our visits and conversations. On further reflection, however, we recognized that simply transferring “good practice” from New South Wales to Ontario is not the point. As one of our participants noted, “We can’t duplicate Australian practice; it’s a question of how we can adapt good ideas to our reality.” The most fundamental difference is that in Ontario, Catholic schools are fully funded as part of the public education system; in New South Wales, Catholic schools, although receiving substantial government funding, are private. The role of teacher unions in Ontario and New South Wales is the other significant difference identified by the action research team. Collective agreements in Ontario shape both the role of school leader and the policy options available for strengthening that role, now and in the future.

We also recognize that in such study visits, international visitors are likely to see a non-representative sample of schools and school districts, with the host jurisdiction understandably wanting to showcase good and innovative practice. In Ontario, we find ourselves doing the same when Australian or other international visitors come to find out more about what is happening in our schools and school systems.

So, we recognize that Australian policy and practice can not provide solutions to Ontario challenges. Nonetheless, our action research project has convinced us that Ontario

educators should give focused and sustained consideration to several areas that are critical for leadership succession in Ontario. We are not suggesting specific solutions; such actions will emerge from the collective efforts of educators at the school, district and provincial levels, and will suit our unique Ontario context.

Our suggestions cluster in four areas: the nature of educational leadership, the role of principal, professional development/support, and connections beyond the school system.

### ***The Nature of Educational Leadership***

*Clarify and strengthen the meaning of leadership in the Ontario (especially Catholic) school system.*

During our time at ACU and in the dioceses, we saw greater clarity about the nature of educational leadership, particularly leadership in a Catholic system, than we currently see in Ontario. Fortunately, as shown by recent developments, Ontario is already moving toward greater clarity and shared understanding about educational leadership. The Ontario Leadership Framework, and its recent adaptation for leaders in the Catholic system, is intended to guide thinking, planning and professional learning. We welcome this development. A more accessible graphic representation, such as those developed to communicate the features of similar frameworks in Australia, would increase accessibility and help reach greater understanding and consensus about the nature of educational leadership in Ontario.

### ***The Role of Principal***

*Consider strategies for improving recruitment, support, development and retention of principals in Ontario schools. In particular,*

- Develop and communicate greater clarity about the attractions and satisfactions of being a principal;
- Provide more support for serving principals, including the possibility of brief “sabbaticals” or short leaves (with some funding) for professional development through study, travel, or alternative assignments;
- Continue efforts to strengthen the understanding of school leadership as a shared responsibility. Although the principal must remain responsible and be an instructional leader, wider acceptance and practice of “senior leadership teams” rather than just principal/vice-principal roles would strengthen leadership. Such teams not only reduce the isolation of the principal role but also build leadership capacity in the school;
- Explore how to make the role of school principal more manageable, addressing some of the current “negatives” such as lack of job security, as well as isolation, workload, hours of work and accountability;
- Investigate ways for teachers to “try out” leadership roles, recognizing difficulties posed by collective agreements.

## **Professional Development and Support**

*Consider how to increase access and provide more incentives for leadership development for potential and practicing school leaders.*

Although we recognize that many high quality professional learning opportunities are available for school leaders in Ontario, we believe that more could be done in terms of accessibility and recognition. In particular, we were struck by the incentive value of having most courses or modules accredited toward a master's degree. Although this practice has been uncommon in Ontario, the Catholic Principals' Council has now reached an agreement with an Australian university, which will allow credit for PQP. We would hope that similar arrangements might be made with at least some Ontario universities; we know that discussions are already underway.

Many of the points given immediately above (Role of Principal) are relevant for strengthening professional support and development initiatives.

## **Strengthening Connections**

*For the Catholic system, consider how to strengthen links with the Church and/or with individual priests.*

As a Catholic leaders group, we were particularly struck by the value provided by close connections with the Church and clergy. Although we recognize that many Ontario schools and school districts do have close links with clergy or with parish teams, Ontario Catholic educators may want to explore how to strengthen and capitalize on such relationships, particularly to support spiritual dimensions of school leadership.

*For the Catholic system, consider how to foster closer links with Catholic colleges and/or those in faculties of education who are responsible for Catholic foundations courses.*

As a Catholic leaders group, we observed the benefit for the Catholic school system in the collaborative work with the Australian Catholic University. Although Ontario has no comparable institution, there may be scope for a more systematic effort to strengthen links with Catholic colleges and with faculties of education in their provision of Catholic foundations courses.

*For the Catholic educational community, consider how action research similar to our NSW project could be promoted on a provincial basis with all levels of leadership.*

We believe that the Ontario Catholic Educators group should receive our report and create a task force to consider how such research might be encouraged and supported.

*For the Ontario system overall, consider how to foster closer connections with researchers and with universities more broadly.*

We were impressed by the strong and continuing links between researchers at the Australian Catholic University and educators in the four school systems we visited. Although we acknowledge that such research links do exist in Ontario, we encourage a more systematic exploration of potential "win-win" collaborations between the worlds of research and practice.

## **Conclusion**

For our group of eleven educators, the professional value of the action research trip to Australia has been enormous. We were privileged to have the opportunity to explore another Catholic school system, with excellent guidance and support from Australian colleagues in the ACU and in the four dioceses or districts. We observed and learned how the NSW Catholic system was addressing the challenges of ensuring quality leadership now and in the future. Our horizons have been broadened and our professional repertoires expanded. Perhaps most importantly, we now look at our own practice in Ontario through new eyes – appreciating the strengths and being ready to address the challenges with imagination and resolve.

We would like to thank the Institute for Education Leadership for their support and guidance with our project.

### ***Postscript to IEL Research Advisory***

IEL is now developing a template to use for any future action research/study visits. The positive and successful experience of the Ontario Catholic Educators Group would support the tentative criteria that have been developed.

1. The project must address at least one domain of the Ontario Leadership Framework.
2. The project must support current IEL priorities (could be identified a year in advance).
3. The proposal must be complete when it comes forward; that is, the proponents will show how they are handling all administrative, logistical, and legal issues or requirements.
4. The proposal/project must withstand scrutiny (value for money, no suggestion of a lightweight jaunt).
5. There should be a clear plan for summarizing and communicating the learning from the project – either a research advisor or someone on the team with capacity and time to collaborate with the team in communicating the outcomes.

## Appendix A: Itinerary for Australian Action Research

Date	Time	Location	Person and focus
16 July	0800	Toronto International Airport Terminal 1	Flight AC 105 Departure 10:00
	1200		Flight AC 33 Departure 1940
18 July	0650		Arrival Sydney Kingsford
	0800-1000		Travel to Oakford Apartments
	1000-1800		Organize and acclimatize
	1800-2000		Team Dinner and Meeting
Date	Time	Location	Person and focus
19 July	1000-1100	ACU	Adjunct Professor Anne Benjamin: Catholic Education in Australia, an overview
	1100-1200		Professor Tony D'Arbon: Leadership succession, Australian research in Catholic schools
	1300-1400		Dr Annette Cunliffe: The ACU Masters in Educational Leadership
	1400-1500		Professor Graham Rossiter: Religious Education in Australia
20 <sup>th</sup> July	1000-1100		Associate Professor Charles Burford: Leadership Capabilities
	1100-1200		Associate Professor Mick Bezzina: Religious Identity of Catholic schools
	1300-1400		Dr Marea Nicholson: Promoting student achievement
	1400-1500		Associate Professor Mick Bezzina: Q and A session. Overview of next week's program.
21 <sup>st</sup> and 22 <sup>nd</sup> July		Oakford Apartments St. Mary's Cathedral, St. Mary's Road, Sydney	Weekend: Free time. Always be with at least one other person  Mass together at Saturday Vigil: 6.00pm or Sunday: 10.30am (Solemn Sung Mass), 6.00pm (Youth Mass).
23 <sup>rd</sup> and 24 <sup>th</sup> July	0900-1600	CEO Parramatta and CSO Broken Bay	Half the group will go to the respective dioceses for two days. The likely program will be based in offices on the first day and in schools the second. Details will vary according to personnel and diocese. <b>Contact persons and addresses:</b> Parramatta CEO Dr Tony Bracken 12 Victoria Rd Parramatta +61 (0)2 9840 5600 A short walk from Parramatta Railway Station  Broken Bay CSO: TBA Building 2, 423 Pennant Hills Rd, Pennant Hills NSW 2120

			Ph: +61 (0)2 9847 0000 A short walk from Pennant Hills Railway Station
25 <sup>th</sup> July	0900-1700	Oakford Apartments	Debriefing and exchange of notes
26 <sup>th</sup> and 27 <sup>th</sup> July	1700-2000  0900-1600	TBA  CEO Sydney and CSO Maitland-Newcastle	Team Dinner  Half the group will go to the respective dioceses for two days. The likely program will be based in offices on the first day and in schools the second. Details will vary according to personnel and diocese. (It will probably be better if the Newcastle group stays overnight in Newcastle) <b>Contact persons and addresses:</b> Maitland Newcastle CSO TBA 841 Hunter Street Newcastle West 2 hours from Sydney by train Ph:+61(0)2 4979 1200  Sydney CEO TBA 38 Renwick Street Leichhardt, NSW 2040 A short bus trip from your accommodation Tel: +61 (0)2 9569 6111
<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Person and focus</b>
28 <sup>th</sup> July		Oakford Apartments or Sofitel Wentworth St. Mary's Cathedral, St. Mary's Road, Sydney	Weekend : Always be with at least one other person  Mass together at Saturday Vigil: 6.00pm or Sunday: 10.30am (Solemn Sung Mass), 6.00pm (Youth Mass).
29 <sup>th</sup> July	1400-1700 1800-2000	Sofitel Wentworth ACU Conference	Registration  Chancellor's Reception
30 <sup>th</sup> July	0800-0830 0830-0900 0900-1030 1030-1100 1100-1230 1230-1330 1330-1500 1500-1530	Sofitel Wentworth ACU Conference	Registration  Opening Welcome  Keynote Address  Morning Tea and opening Exhibits  Keynote Address  Lunch and Exhibits  Concurrent Sessions  Afternoon Tea



	1530-1700		Concurrent Sessions
31 <sup>st</sup> July	0800-0830 0830-0900 0900-1030 1030-1100 1100-1230 1230-1330 1330-1500 1500-1530 1530-1700 1900-2300	Sofitel Wentworth ACU Conference	Registration Welcome Prayer Keynote Address Morning Tea and opening Exhibits Concurrent Sessions Lunch and Exhibits Concurrent Sessions Afternoon Tea Concurrent Sessions Leadership Dinner
1 <sup>st</sup> Aug	0800-0830 0830-0900 0900-1030 1030-1100 1000-1200 1200-1300	Sofitel Wentworth ACU Conference	Registration Welcome Prayer Keynote Address Morning Tea and Exhibits Forum of Keynote Speakers Concluding Liturgy and Farewell
Date	Time	Location	Person and focus
2 <sup>nd</sup> Aug	0800-1700	Oakford Apartments or Sofitel Wentworth	Debriefing and Research Organization
	1700-2000		Team Dinner
3 <sup>rd</sup> Aug	0600-1000		Travel to Sydney Kingsford Airport AC 34 Departure 10:00
	1000-2030		AC148 Departure 10:00
	2030		Arrival Toronto 20:30 Terminal 1