

SHEPHERDING AND SERVING – ENCOURAGE AND NURTURE LEADERSHIP

PERSONAL LEADERSHIP RESOURCES
SPIRITUAL GROWTH AND DEVELOPMENT

DOMAINS OF CATHOLIC LEADERSHIP
THE EXERCISE OF INFLUENCE

CATHOLIC SCHOOL
LEADERSHIP PRACTICES

LEADER AS SHEPHERD
LEADING IN CHALLENGING TIMES

LEADERSHIP
AS
VOCATION

LEADERSHIP
IN FAITH

LEADERSHIP
AS
FORMATION

REFLECTIONS ON THE METAPHOR OF 'SHEPHERD'

How might I use my personal leadership resources to enact leadership practices in ways that will serve the spiritual life of my school community?

How am I open to the change and personal growth necessary to become, and sustain being, a Catholic educational leader?

Which conditions am I trying to influence to have the greatest impact on the school as a compassionate community?

What evidence might I collect to show that my practices are faithfully shepherding a compassionate school community?

How is my leadership characterized by righteousness, care and compassion?

How do I know?

How do I try to influence those I work with to share these characteristics with everyone in the school community?

What do I identify as my particular qualities of leadership as shepherd?

In what ways do I possess the dispositions to develop and exercise this nurturing leadership?

How might I use my personal leadership resources to support me in nurturing a community of practised faith in my school?

How am I leading collaboratively as a co-learner on the faith journey?

Which conditions do I need to influence to foster a community of faith centered on Christ?

How will I influence these conditions?

What does my personal leadership in faith look and sound like?

Where do I see and hear this in my daily leadership practices?

How do I demonstrate my own faith in my leadership role?

How is my faithful service to the school community demonstrated?

What processes do I have in place to deal patiently and constructively with conflict?

How do I maintain my own identity and integrity while crossing lines of difference to create an equitable and welcoming school community of believers?

How does 'who I am' influence members of my school community to grow in their own learning and formation?

What evidence might I collect to monitor my ongoing growth and formation?

What actions am I taking to nurture the requisite qualities for strong leadership?

What commitment have I made to discernment and ongoing formation?

What particular qualities of the shepherd do I need to integrate in my leadership practices during these challenging times?

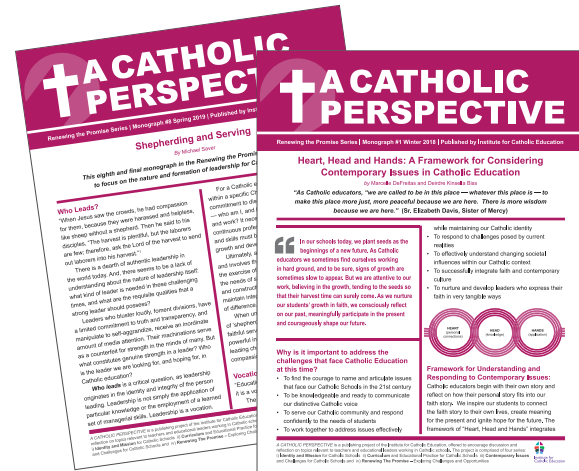
How does listening to the promptings of the spirit nurture my vocation as leader?

INVITATION TO CHOOSE A WAY OF LEADERSHIP CHARACTERIZED BY RIGHTEOUSNESS, CARE AND COMPASSION

MY NEXT LEADERSHIP STEPS:

SHEPHERDING AND SERVING – ENCOURAGE AND NURTURE LEADERSHIP

MONOGRAPH SERIES



Renewing the Promise Monograph Series Published by the Institute for Catholic Education

SHEPHERDING AND SERVING

“Shepherding and Serving,” invites us to focus on the nature and formation of leadership for Catholic schools.

Monograph Series: Renewing the Promise
www.iceont.ca

“Educational leadership is not simply a career choice; it is a vocation. It is incumbent upon us to come to know who we are by listening with an open heart and mind to those inner promptings of the Spirit calling us to be the person we were born to be.”
(Shepherding and Serving, RTP Monograph 8)

ONTARIO CATHOLIC SCHOOL LEADERSHIP

“The Catholic school Principal of today is one who recognizes the sacredness of their call and the primary task of developing community and striving for excellence. They are people who respect their role as being servant leaders in the mission of educating students. It is a vocation described as the most effective ministry in the church today.” (Develop Faith and Identity, Monograph 5)

“As school leaders you carry responsibility for all aspects of your school. In addition to your role managing a safe and efficient learning environment and leading the instructional efforts of your staff, your attention to the spiritual and cultural dimension of a Catholic school is an essential part of your mission, and provides inspiration and support for all members of the school community.”
(Renewing the Promise, ACBO, 2018)

“Be who God meant you to be and set the world on fire.” (Head, Heart and Hands, Monograph 1)

As Catholic educators, “we are called to be in this place - whatever this place is - to make this place more just, more peaceful, because we are here. There is more wisdom because we are here.” (Head, Heart and Hands, Monograph 1)

“Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible.” (Develop Faith and Identity, Monograph 5)

CHURCH TEACHING AND LEADERSHIP

“Serve with joy in such a way that those you encounter are empowered and encouraged in the work of going forth to proclaim the Gospel with their lives.”
Taking time for prayer and meditation enables leaders to engage in reflection and affirm the promise of God’s love in all daily interactions. (Inspiring Students to Love God More, Monograph 4)

“The work of Catholic schools involves initiating, facilitating and maintaining trusting relationships with and among Catholic education partners. A sense of respect for the unique expertise and strengths of each and generous cooperation that acknowledges and celebrates the accomplishments of all is essential to develop the mutual trust that nurtures effective working relationships.”
(Renewing the Promise, ACBO, 2018)

“Living our faith starts with understanding what the heart feels, the head thinks and the hands can do. It is the heart that sustains our thinking and doing because love is at the core of our faith. Issues and commitments arise every day in schools and being strong in our faith leads us to right actions.” (Living our Faith Every Day, Monograph 6)

LEADERSHIP IN SCRIPTURE

“Bringing their own faith experience to the role, Catholic leaders are challenged with the mandate to bring the gospel message alive in the daily life of the school. “The spiritual attributes that the school leader brings to the role through their own faith experience is a sign of hope for the future of Catholic schools.” (Develop Faith and Identity, Monograph 5)

“The gospel image of leader as shepherd also lays bare aspects of community leadership that Jesus intends us to understand and emulate...the shepherd must ‘know’ those being led (I know my sheep and mine know me).” (Shepherding and Serving, Monograph 8)

“Leadership is inclusive and consistently demonstrates a preferential option for the poor and those on the margins. ‘The shepherd leaves the ninety-nine to search for the one’. Jesus uses the parable of the lost sheep to present a particularly challenging message for leaders: no one should be abandoned.” (Shepherding and Serving, Monograph 8)

JESUS AS LEADER

“Vocation does not come from a voice ‘out there’ calling me to be something I am not. It comes from a voice ‘in here’ calling me to be the person I was born to be, to fulfill the original selfhood given me at birth by God.” (Shepherding and Serving, Monograph 8)

“The ‘doing’ of our faith means carrying on Jesus’ work in the world. Jesus worked for peace and justice and people of faith are peacemakers and promoters of justice in the world. Jesus taught, ‘Blessed are those who hunger and thirst for righteousness, for they will be filled; Blessed are the peacemakers, for they will be called children of God.’” (Living our Faith Every Day, Monograph 6)

“The school community supports students in growing big hearts and engaging in encounters where strength and vulnerability, openness and inclusivity helps us to be there for each other in the way that Jesus did for his community.” (Living our Faith Every Day, Monograph 6)