

Translating the AITSL Middle Leader Standards into Observable Leadership Practice

The Leadership Competency Framework (LCF) helps identify the leadership behaviours that support the Australian Middle Leader Standards.

The behaviours of the LCF are made visible through observable leadership practices, which describe what effective leadership looks like in everyday professional practice.

It connects –

- The AITSL Middle Leader Standards describe *what* middle leaders are expected to do.
- The LCF describes *how* those expectations are lived out through leadership behaviours.
- The observable leadership practices illustrate *what professional standards and leadership behaviours look like* in action in everyday school life.

The observable leadership practices are intended to bridge the gap between framework language and lived practice, making the document usable for professional learning, reflection, feedback, and performance conversations.

Contents

Translating the AITSL Middle Leader Standards into Observable Leadership Practice	1
Using this Mapping Document.....	2
Purpose	2
Catholic Identity	2
How to read the document.....	2
Relationship to the DOBCEL Leadership Competency Framework.....	3
Standard 1 – Enabling Dispositions.....	4
Standard 2 – Enabling knowledge and Skills.....	7
Standard 3 - Enhancing understanding and respect for Aboriginal and Torres Strait Islander Peoples.....	10
Standard 4 – Coordinating high-impact teaching and learning	14
Standard 5 – Leading Improvement in teaching practice.....	17
Standard 6 – Managing effectively	19
Intended Uses	23
Principles for use.....	23
How to determine if something is Leading Self, Leading Others or Leading Schools?	23

Using this Mapping Document

Purpose

In DOBCEL, leadership is not defined by position alone. It is expressed through everyday behaviours, relationships and decisions that shape culture, learning and community.

This document is designed to strengthen alignment between the Australian Professional Standards for Middle Leaders and the DOBCEL Leadership Competency Framework (LCF).

It supports a shared understanding of how professional standards are enacted through leadership behaviours and observable practices in daily work across DOBCEL schools and offices. It brings together the core elements of professional practice:

1. **Professional expectations** (articulated in the AITSL Middle Leader Standards)
2. **Leadership behaviours** (defined in the DOBCEL Leadership Competency Framework)
3. **Observable leadership practices** (what the behaviours look like in action)

This provides a shared language for leadership growth, professional learning, performance development and system coherence. It ensures that professional standards, leadership identity and Catholic mission are understood as mutually reinforcing rather than separate frameworks.

Catholic Identity

At DOBCEL, Catholic identity is the lens through which professional standards, leadership behaviours and practice are interpreted and enacted.

Translating the LCF into leadership practice is grounded in the belief that leadership in Catholic education is fundamentally expressed through relational practice, mission-driven and oriented towards the flourishing of every person. Leadership behaviours are therefore understood not only as technical competencies, but as expressions of the Gospel values.

How to read the document

Each row in the mapping illustrates the relationship between an AITSL Middle Leader Standard and relevant LCF behaviours.

- **AITSL Middle Leader Standard and Descriptor:** Defines the professional knowledge, practice and engagement expected of teachers.
- **LCF Key Behaviour:** Identifies the leadership competency that most strongly aligns with the Standard.
- **Domain:** Indicates where the primary impact of the behaviour is most evident (self, team, or school/system).
- **LCF Behaviour Descriptor:** Articulates how the leadership competency is expressed in DOBCEL language.
- **Observable Leadership Practices:** Provides concrete examples of how the behaviour may be demonstrated in everyday professional practice.
 - Proficient: consistent, effective practice
 - Accomplished: leading others and improving practice
 - Expert: influencing culture and system-wide impact

To support reflection and development, consider:

- Which behaviours do I already demonstrate consistently?
- Which behaviours would make the biggest difference to my team?
- What would Accomplished or Expert practice look like in my context?

The mapping does not imply a one-to-one or exhaustive relationship.

Multiple LCF behaviours may support a single AITSL Middle Leader Standard, and the examples provided are illustrative rather than prescriptive.

Relationship to the DOBCEL Leadership Competency Framework

The LCF complements professional standards by translating capability (what we are expected to do) into competency (how we enact leadership through behaviour). It emphasises observable, everyday actions that contribute to personal growth, team effectiveness and school improvement.

Through mapping this relationship, the AITSL Middle Leader Standards, the LCF and DOBCEL strategic priorities are positioned as an integrated system that supports consistent expectations, shared language and coherent leadership development across the organisation.

Note: This mapping relationship is designed to be iterative. Observable leadership practices can be adapted for different roles (teacher, leader of others, leader of schools) and used as prompts for reflection, coaching and performance conversations.

- ❖ [Standard 1](#) – Enabling dispositions
- ❖ [Standard 2](#) – Enabling knowledge and skills
- ❖ [Standard 3](#) – Enhancing understanding and respect for Aboriginal and Torres Strait Islander Peoples
- ❖ [Standard 4](#) – Coordinating high-impact teaching and learning
- ❖ [Standard 5](#) – Leading improvement in teaching practice
- ❖ [Standard 6](#) – Managing effectively

Thank you to all those who contributed to the review and refinement of this document. Your expertise, feedback and willingness to engage in critical reflection have been invaluable in ensuring that this resource is meaningful, practical and relevant to leadership practice within DOBCEL.

Standard 1 – Enabling Dispositions

Purpose

A disposition is an enduring character trait which shapes perceptions, motivates behaviours and is learned throughout life. The selected dispositions describe ways of being that enable middle leaders to reflect on their practice, and be effective leaders who can build teams and collaborate with others to solve complex problems. Using these dispositions, middle leaders demonstrate ways of being that enable excellent leadership practice. The focus areas described within this Standard have been selected due to their particular relevance to the work of leading educational improvement.

Demonstration of this Standard is supported by strong **Leading Self and Leading Others behaviours**, particularly self-awareness, reflective practice, relational awareness and professional judgement.

Middle leaders demonstrate this standard through their ability to critically reflect on their own assumptions, recognise their impact on others, and intentionally adapt their leadership approach. They lead with openness, empathy and courage, creating environments where diverse perspectives are valued, professional challenge is encouraged, and trust is built across teams.

LCF core behaviours most strongly developed through this standard:

- **Respectful Relationships** – building trust through empathy, care and relational awareness
- **Flourishing** – creating environments where individuals feel valued, safe and included
- **Decision Making** – exercising sound professional judgement informed by reflection and multiple perspectives
- **Managing Complexity** – remaining open and adaptive when navigating differing viewpoints

AITSL Middle Leader Standard	LCF Key behaviour	Domain	LCF Behaviour Descriptor	Observable Leadership Practices aligned to professional standards (examples)
Open-mindedness The ability to lead with an open-minded and curious disposition. Being consistently willing to examine and revise their own beliefs by listening to differing points of view from students, colleagues, principal and other senior leaders and the school community, and use evidence to check and modify their own beliefs.	Managing Complexity Collaboration	Leading Others Leading Others	Making sense of complex information to effectively solve problems. Building partnerships to innovate and co-design to achieve common goals.	Proficient: Invites different perspectives in team discussions Reflects on feedback and adjusts thinking Accomplished: Challenges team thinking using evidence Creates structured professional dialogue Expert: Builds a culture of inquiry and critical reflection Leads others to challenge assumptions
Interpersonal courage The ability to take risks to challenge school and team norms, cultures and practices that prevent improved student learning and wellbeing.	Respectful Relationships Catholic Identity	Leading Others Leading Others	Building relationships to establish connections through professional and considerate interactions, promoting a positive and inclusive work environment to enable successful outcomes. Working with others in the Catholic school community to establish, strengthen, and actively promote our Catholic Vision and Mission.	Proficient: Raises concerns respectfully Addresses issues within own role Demonstrates care and respect for the dignity of each person in all interactions Accomplished: Leads difficult conversations to improve practice Challenges unproductive norms Expert: Shapes culture through courageous leadership Builds others' confidence to challenge practice

AITSL Middle Leader Standard	LCF Key behaviour	Domain	LCF Behaviour Descriptor	Observable Leadership Practices aligned to professional standards (examples)
Empathy The ability to listen carefully and remain sensitive to another's perspectives and emotions by setting aside any pre-conceived judgements and demonstrating genuine care about the lives, learning and wellbeing of their students, colleagues and school community.	Respectful Relationships Flourishing	Leading Others Leading Others	Building relationships to establish connections through professional and considerate interactions, promoting a positive and inclusive work environment to enable successful outcomes. Creating an environment where people feel valued, safe and included, appreciating the diversity each person brings.	Proficient: Demonstrates care in interactions Listens to staff needs Accomplished: Works with staff to support them through challenges Balances care with expectations Expert: Builds a culture of trust and care Develops empathy in others
Perseverance and resilience The ability to persist until a problem is solved despite failures and setbacks. The ability to sustain their energy under pressure and adapt well to change.	Managing Complexity Purposeful Leadership	Leading Self Leading Schools	Making sense of complex information to effectively solve problems. Inspiring others by clearly communicating purpose and leading by example.	Proficient: Maintains focus despite challenges Accomplished: Leads teams through setbacks Adapts strategies Expert: Builds collective resilience Sustains long-term improvement focus

Standard 2 – Enabling knowledge and Skills

Purpose

Middle leaders draw on, and support others to develop clusters of knowledge and skills to solve problems of teaching and learning while building trust with those involved. The enabling knowledge and skills describe *the how* of effective school leadership and are enablers towards building a culture of learning across the school. This standard describes middle leaders leading with a strong sense of who they are, what they know and do and how they draw on their knowledge and skills to help all students achieve.

Demonstration of this Standard is enacted primarily through **Leading Others behaviours**, supported by strong Leading Self capability.

Middle leaders demonstrate this standard through their ability to draw on and apply knowledge, solve complex problems and build relational trust to improve teaching and learning. They support others to engage with evidence, lead collaborative problem-solving, and model reflective practice, enabling teams to respond effectively to challenges and continuously improve their practice.

LCF core behaviours most strongly developed through this standard:

- **Continuous Improvement** – fostering a culture of learning, reflection and growth
- **Managing Complexity** – analysing and responding to complex teaching and learning challenges
- **Decision Making** – using evidence and judgement to guide improvement
- **Collaboration** – working with others to solve problems and improve practice

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor (exact wording)	Observable Leadership Practices aligned to professional standards (examples)
Using relevant knowledge The ability to use and source knowledge to enhance the attainment of improvement goals	Continuous Improvement	Leading Others	Actively fostering, modelling, and sustaining an environment where continuous learning, reflection, and improvement are embedded.	Proficient: • Shares relevant research or system guidance with team members • Uses available data to inform immediate decisions Accomplished: • Leads discussion on how research applies to the school context • Works with staff to trial evidence-informed strategies in classrooms Expert: • Establishes consistent use of evidence across teams • Guides staff to evaluate the impact of strategies on student outcomes

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor (exact wording)	Observable Leadership Practices aligned to professional standards (examples)
Solving complex problems The ability to lead the analysis and resolution of complex problems related directly to teaching and learning. Work through problems collaboratively, systematically, and iteratively.	Managing Complexity Decision Making	Leading Others Leading Others	Making sense of complex information to effectively solve problems. Making considered and timely decisions by applying relevant information.	Proficient: - Identifies issues impacting teaching and learning using available data - Prioritises actions based on evidence Accomplished: - Leads structured problem-solving conversations with teams - Works with staff to identify root causes and plan targeted actions Expert: - Establishes consistent problem-solving approaches across teams - Builds others' capability to lead complex decision-making processes
Building relational trust The ability to build and sustain a culture of trust in which teaching and learning improvement is shared, well supported and competently led.	Respectful Relationships Collaboration	Leading Others Leading Others	Building relationships to establish connections through professional and considerate interactions, promoting a positive and inclusive work environment to enable successful outcomes. Building partnerships to innovate and co-design to achieve common goals.	Proficient: - Follows through on commitments with staff - Communicates consistently and respectfully Accomplished: - Builds high-trust team environments where feedback is welcomed - Addresses issues openly and constructively Expert: - Strengthens trust across multiple teams - Encourages others to build and maintain trust
Self-reflection The ability to intentionally reflect on own biases, values and perspectives to gain greater insight about oneself as an individual and leader and to seek feedback to	Continuous Improvement	Leading Others	Actively fostering, modelling, and sustaining an environment where continuous learning, reflection, and improvement are embedded.	Proficient: - Reflects on leadership decisions and their impact - Seeks feedback from colleagues Accomplished: - Uses feedback to adjust leadership practice - Models reflective practice in team settings

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor (exact wording)	Observable Leadership Practices aligned to professional standards (examples)
engage in a continuous cycle of growth and development.				Expert: • Builds reflective practices across teams • Coaches others to use reflection to improve practice

Standard 3 - Enhancing understanding and respect for Aboriginal and Torres Strait Islander Peoples

Purpose

Middle leaders have a professional responsibility to ensure they are culturally responsive, and that the curriculum supports all learners to engage in Aboriginal and Torres Strait Islander histories, living cultures and contemporary impacts of colonisation. They are reflexive in practice, both by self-reflecting and taking actions to improve. They consider how their interactions with others reflect their own beliefs and change them where required.

Middle leaders ensure culturally safe, high-quality learning environments free from discrimination and racism. With the principal and other school leaders, they actively identify Elders and leaders who can act as valued advisors to school leaders even in schools where there are few or no identified Aboriginal and Torres Strait Islander students. They understand that quality relationships with community are crucial in achieving reconciliation and successful outcomes for all students, so they build and nurture these relationships with Aboriginal and Torres Strait Islander communities over time. When demonstrating capabilities across the Standards, middle leaders should specifically consider and plan for the potential impact on Aboriginal and Torres Strait Islander students who are members of the school community.

Aboriginal and Torres Strait Islander students should experience rich cognitively complex ideas in all curriculum areas and highly effective teaching. Middle leaders should ensure there is a continued and constant focus on the impact of teaching to ensure students are accelerating in their learning. In collaboration with the principal and other school leaders, they critically evaluate Aboriginal and Torres Strait Islander learning data, schooling processes and strategic plans, and inquire into how any other aspects of schooling may impact and/or create barriers for Aboriginal and Torres Strait Islander students.

Demonstration of this Standard is supported by **Leading Self, Leading Others and Leading Schools behaviours**, with a strong emphasis on relational leadership, reflection and cultural responsiveness.

Middle leaders demonstrate this standard through their ability to lead practices that enhance understanding and respect for Aboriginal and Torres Strait Islander peoples. They support culturally responsive teaching, create culturally safe and inclusive environments, and build respectful relationships with students, families and community. They critically reflect on their own beliefs and practices and support others to do the same, ensuring that teaching and leadership practices contribute to equity, inclusion and improved outcomes for all students.

LCF core behaviours most strongly developed through this standard:

- **Respectful Relationships** – building genuine, respectful connections with students, families and community
- **Collaboration** – partnering with Aboriginal and Torres Strait Islander communities and colleagues
- **Continuous Improvement** – reflecting on practice and improving cultural responsiveness
- **Flourishing** – creating safe, inclusive environments where all students feel valued

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor	Observable Leadership Practices aligned to professional standards (examples)
Aboriginal and Torres Strait Islander histories Promoting opportunities for all students to truthfully learn about and respect complex Aboriginal and Torres Strait Islander histories, living cultures and contemporary impacts of colonisation.	Respectful Relationships Catholic Identity	Leading Others Leading Others	Building relationships to establish connections through professional and considerate interactions, promoting a positive and inclusive work environment to enable successful outcomes. Working with others in the Catholic school community to establish, strengthen, and actively promote our Catholic Vision and Mission.	Proficient: Demonstrates respect for the dignity, histories, cultures and languages of Aboriginal and Torres Strait Islander in interactions Promotes inclusive practices that support understanding of Aboriginal and Torres Strait Islander histories, cultures and perspectives Accomplished: Works with staff to build an understanding of Aboriginal and Torres Strait Islander perspectives Facilitates respectful dialogue within teams Expert: Leads consistent approaches that strengthen understanding and respect across teams Builds staff capability to embed Aboriginal and Torres Strait Islander perspectives in practice
Aboriginal and Torres Strait Islander communities Modelling teaching that validates respect for and builds positive relationships with Aboriginal and Torres Strait Islander Elders and leaders even where there are few or no identified Aboriginal and Torres Strait Islander students. Understanding and appreciating the privileges, roles and responsibilities of living and working on Aboriginal	Collaboration Continuous Improvement Catholic Identity	Leading Others Leading Others Leading Others	Building partnerships to innovate and co-design to achieve common goals. Actively fostering, modelling, and sustaining an environment where continuous learning, reflection, and improvement are embedded. Working with others in the Catholic school community to establish, strengthen, and actively promote our Catholic Vision and Mission.	Proficient: Encourages inclusion of Aboriginal and Torres Strait Islander perspectives in planning Encourages teaching practices that promote inclusion, respect and understanding of Aboriginal and Torres Strait Islander perspectives Uses available resources to support inclusive teaching Accomplished: Leads teams to embed culturally responsive teaching strategies Works with staff to evaluate and improve their practice

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor	Observable Leadership Practices aligned to professional standards (examples)
students learn to optimise systematic deep learning through effective pedagogical practices. This is directly related to Standard 4, focus area 4b.				safe environments Leads inclusive practices that ensure consistency

Standard 4 – Coordinating high-impact teaching and learning

Purpose

Middle leaders can have responsibilities for coordinating the delivery of quality programs of instruction to build students' content knowledge and skills with high expectations of student progress and achievement. Practices within this standard align curriculum, pedagogy and assessment to meet learner needs and maximise learning progress for all learners. In demonstrating the practices described in this standard the middle leader will draw, in particular, on deep knowledge of evidence-based teaching practices combined with educational insights from cognitive science and other research on how students learn. They will also draw on their knowledge of curriculum content, progressions and assessment to enable student learning progress to be monitored and improved over time.

Demonstration of this Standard is enacted primarily through **Leading Others behaviours**, supported by strong professional knowledge and relational capability. Middle leaders demonstrate this standard through their ability to lead the coordination of curriculum, pedagogy and assessment to improve student learning. They support staff to implement evidence-based teaching practices, facilitate professional dialogue about teaching and learning, and ensure alignment between curriculum, instruction and assessment. They use data and evidence to guide decisions and support teams to monitor and improve student progress over time.

LCF core behaviours most strongly developed through this standard:

- **Continuous Improvement** – leading ongoing improvement in teaching practice
- **Collaboration** – working with teams to align curriculum, pedagogy and assessment
- **Decision Making** – using data and evidence to inform teaching and learning decisions
- **Communication** – facilitating clear, purposeful professional dialogue

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor	Observable Leadership Practices aligned to professional standards (examples)
Curriculum Providing a clear, structured and knowledge-rich curriculum with high expectations of systematically building students' content knowledge, skills and understandings to enable learning progress for all students	Managing Complexity	Leading Others	Making sense of complex information to effectively solve problems.	Proficient: Practices consistent implementation of agreed curriculum plans Uses curriculum documents to guide team planning discussions Accomplished: Leads team planning to align curriculum across year levels Reviews curriculum implementation using student data Expert:

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor	Observable Leadership Practices aligned to professional standards (examples)
				Leads regular curriculum planning and review processes to ensure coherence across teams Leads ongoing review cycles to refine curriculum design
Pedagogy Prioritising the use of effective, evidence-based teaching strategies and application of insights from cognitive science and other research on how students learn, to optimise systematic deep learning through effective pedagogical practices.	Continuous Improvement Collaboration	Leading Others Leading Others	Actively fostering, modelling, and sustaining an environment where continuous learning, reflection, and improvement are embedded. Building partnerships to innovate and co-design to achieve common goals.	Proficient: Shares effective teaching strategies in team meetings Observes practice and discusses teaching approaches Accomplished: Leads professional dialogue focused on improving teaching practice Encourages staff to trial and reflect on new strategies Expert: Leads coaching, modelling and professional dialogue to build collective expertise in teaching practice Establishes consistent high-impact teaching practices across teams
Assessment Ensuring a program of assessment which provides timely and valid data to enable student learning progress to be monitored to inform teaching and continued learning.	Decision Making Communication	Leading Others Leading Others	Making considered and timely decisions by applying relevant information. Skillfully exchanging and expressing ideas to ensure clarity and purpose.	Proficient: Applies consistent use of assessment tools Discusses student data with team members Accomplished: Leads moderation discussions to ensure consistency Works with staff to use data to adjust teaching Expert: Leads teams to analyse and use assessment data to inform planning and improve student outcomes

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor	Observable Leadership Practices aligned to professional standards (examples)
				Leads practice to ensure consistent use of assessment data across the school

Standard 5 – Leading Improvement in teaching practice

Purpose

Leading improvement through collaboration and teamwork is central to the work of middle leaders. Middle leaders are often key to implementing the school's instructional improvement agenda, using their understanding of research evidence about improvement combined with their deep knowledge of school data. They work collaboratively with staff to implement actions to improve teaching and learning and cultivate a sense of collective efficacy. Middle leaders have a strong focus on continuous professional learning for themselves and their staff, with a focus on supporting classroom implementation of evidence-based practice. They provide support and challenge through provision of constructive feedback while collaborating with staff to improve practice and amplify impact which may occur through a model of mentoring, coaching and professional inquiry.

Demonstration of this Standard is strongly aligned to **Leading Others behaviours**, particularly in building collective capability and improving practice across teams. Middle leaders demonstrate this standard through their ability to lead professional learning, support evidence-informed practice and foster collaboration. They work alongside staff to improve teaching, provide feedback and challenge practice, and build a shared commitment to improving student outcomes. They cultivate a culture of continuous improvement where professional learning is purposeful, collaborative and focused on impact.

LCF core behaviours most strongly developed through this standard:

- **Continuous Improvement** – embedding a culture of professional learning and growth
- **Collaboration** – building collective responsibility for improvement
- **Decision Making** – using evidence to guide improvement priorities
- **Communication** – providing feedback and facilitating professional dialogue

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor (exact wording)	Observable Leadership Practices aligned to professional standards (examples)
Professional Learning Increasing teachers' capacity to improve student progress and achievement in all targeted areas of their development through a culture of continuous professional learning.	Continuous Improvement	Leading Others	Actively fostering, modelling, and sustaining an environment where continuous learning, reflection, and improvement are embedded.	Proficient: Encourages staff participation in professional learning Shares relevant learning opportunities with the team Accomplished: Leads professional learning aligned to team goals Works with staff to apply learning in practice Expert:

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor (exact wording)	Observable Leadership Practices aligned to professional standards (examples)
				Leads the design and implementation of ongoing professional learning structures across teams Monitors and evaluates impact of professional learning
Evidence-informed practice Embedding the use of data and research evidence to support continuous improvement.	Decision Making Managing Complexity	Leading Others Leading Others	Making considered and timely decisions by applying relevant information. Making sense of complex information to effectively solve problems.	Proficient: Uses available data to inform decisions Shares data insights with staff Accomplished: Leads inquiry cycles based on student data Works with staff to analyse and respond to evidence Expert: Leads consistent use of evidence across teams to inform teaching and improvement Builds staff capability to interpret and use data
Collaborative practice Leveraging collaborative practice to monitor and improve the impact of teaching on student learning and wellbeing.	Collaboration	Leading Others	Building partnerships to innovate and co-design to achieve common goals.	Proficient: Participates in team collaboration Shares practice with colleagues Accomplished: Leads collaborative planning and reflection sessions Builds shared responsibility for student outcomes Expert: Leads structures and routines that build strong collaborative practice across teams Leads collaborative practices that ensure consistency school-wide

Standard 6 – Managing effectively

Purpose

Middle leaders use their management knowledge and skills to optimise processes, systems and resources to enable a clear focus on improving student learning. Middle leaders work strategically in their sphere of influence to lead the implementation of the school's strategic agenda by planning and scheduling implementation strategies. They identify evidence-based team strategic goals and establish mechanisms for accountability, negotiating the adoption of these goals with the principal and other senior school leaders. They provide advice and information to the principal and other senior leaders and share insights from the staff they lead and from collected evidence about the effectiveness of operational and strategic matters.

Middle leaders implement required policies and processes ethically and transparently, ensuring procedural fairness. Middle leaders implement performance and development processes and performance management processes to maximise staff performance. Middle leaders ensure staff and student routines are fit for purpose and consistently implemented to prioritise instructional time. Middle leaders strategically and transparently manage resources to meet the priority goals of their school and the diverse needs of their students. They increase the time available to teachers by leading the use of technology to enhance teaching and learning and streamline administrative and record keeping systems and processes. Middle leaders recognise teaching staff as the single most powerful in-school influence on student learning and ensure a safe, supportive and orderly learning environment where all students are included and diversity is valued.

Demonstration of this Standard is enacted through a combination of **Leading Others and Leading Schools behaviours**, supported by strong personal accountability. Middle leaders demonstrate this standard through their ability to manage people, systems and resources to support effective teaching and learning environments. They lead teams with clarity and fairness, implement processes and systems that support consistency and efficiency, and align resources to priorities. They contribute to planning and decision-making, ensuring that actions are coordinated, sustainable and focused on improving student outcomes.

LCF core behaviours most strongly developed through this standard:

- **Engaged Teams** – building high-functioning teams with clear expectations and shared accountability
- **Sustainable Stewardship** – managing resources and systems responsibly and strategically
- **Decision Making** – making informed, fair and timely decisions
- **Purposeful Leadership** – aligning actions and planning to school priorities and mission

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor (exact wording)	Observable Leadership Practices aligned to professional standards (examples)
Ensuring a safe, supportive and orderly learning environment	Flourishing	Leading Others	Creating an environment where people feel valued, safe and included, appreciating the diversity each person brings.	Proficient: Addresses student behaviour concerns in a timely and consistent manner

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor (exact wording)	Observable Leadership Practices aligned to professional standards (examples)
Creating an inclusive environment where teachers can teach well, and students can engage with and succeed in their learning	Catholic Identity	Leading Others	Working with others in the Catholic school community to establish, strengthen, and actively promote our Catholic Vision and Mission.	Works with staff to implement agreed behaviour expectations Accomplished: Leads team consistency in behaviour management approaches Works with staff to respond to complex student needs with appropriate strategies Expert: Leads consistent, school-wide approaches to behaviour and wellbeing Builds staff capability to manage behaviour proactively and consistently
Students, parents/carers and the community Building productive relationships with students, parents/carers and the community to enhance student learning and wellbeing.	Communication Collaboration	Leading Others Leading Others	Skillfully exchanging and expressing ideas to ensure clarity and purpose. Building partnerships to innovate and co-design to achieve common goals.	Proficient: Communicates clearly and respectfully with parents/carers Shares relevant information about student learning and wellbeing Accomplished: Leads consistent approaches to communication within teams Builds positive relationships with families to support student outcomes Expert: Establishes strong partnerships with families and the community Encourages others to engage effectively with parents/carers
Staff management Managing implementation of required policies, procedures and processes in an ethical, transparent manner, ensuring procedural fairness so that staff have clarity	Engaged Teams Respectful Relationships	Leading Schools Leading Others	Building strong teams with diverse skills and perspectives who are committed and actively involved in their work and desire to achieve common goals. Building relationships to establish connections through professional and considerate interactions,	Proficient: Provides clear expectations to team members Offers feedback to support day-to-day practice Accomplished: Leads team performance through regular feedback and support

AITSL Middle Leader Standard	LCF Key Behaviour	Domain	LCF Behaviour Descriptor (exact wording)	Observable Leadership Practices aligned to professional standards (examples)
about expectations and mechanisms of support in their workplace.	Catholic Identity	Leading Others	promoting a positive and inclusive work environment to enable successful outcomes. Working with others in the Catholic school community to establish, strengthen, and actively promote our Catholic Vision and Mission.	Addresses underperformance constructively and professionally Expert: Builds high-performing teams with shared accountability Develops leadership capability in others through feedback, coaching and opportunity
Resource allocation Strategically managing resources in a fair, inclusive and transparent manner that meets the diverse learning needs of students and monitor its impact. Resources may include staff, budget, teacher and student time, teaching materials, and technology.	Sustainable Stewardship	Leading Schools	Implementing and supporting structures and processes that contribute to the safe and effective management of the school/system resources and policies.	Proficient: Applies available resources to support team priorities Prepares required materials and supports, ensuring they are accessible Accomplished: Allocates resources aligned to teaching and learning priorities Reviews resource use to improve effectiveness Expert: Aligns resource allocation with strategic priorities across teams Leads others to use resources strategically to maximise impact on student learning
Strategic planning Using clear structures and collaborative procedures to determine goals, and develop, execute, monitor and evaluate plans for improving teaching and learning.	Purposeful Leadership Decision Making	Leading Schools Leading Schools	Inspiring others by clearly communicating purpose and leading by example. Making considered and timely decisions by applying relevant information.	Proficient: Contributes to planning aligned to school priorities Implements agreed actions within own area Accomplished: Leads planning within teams aligned to school goals Monitors progress and adjusts actions as needed Expert: Leads strategic planning across multiple teams

Intended Uses

This mapping may be used to:

1. Support professional reflection and growth

- Assist teachers and leaders to understand how their daily practices align with both professional standards and leadership expectations.
- Provide a language for reflecting on strengths and identifying areas for development.

2. Inform performance and development conversations

- Support evidence-based dialogue in performance and growth processes.
- Clarify the link between professional standards, leadership behaviours and observable practice.

3. Guide professional learning design

- Inform the design of professional learning that integrates pedagogical practice with leadership development.
- Support coherent pathways from teacher practice to leadership capability.

4. Strengthen coaching and mentoring

- Provide a shared framework for feedback, coaching and mentoring conversations.
- Enable leaders to identify specific behaviours and practices to model, develop or strengthen.

5. Enhance system coherence

- Ensure consistent interpretation of professional standards across DOBCEL.
- Align teacher practice, leadership development and system priorities with the DOBCEL Strategy and Catholic identity.

Principles for use

When using this mapping, the following principles apply:

- **Developmental, not compliance-focused:** The mapping is intended to support growth rather than checklist compliance.
- **Context-sensitive:** Observable practices should be interpreted in light of role, school context and community needs.
- **Integrated:** Professional standards, leadership behaviours and system priorities should be understood as mutually reinforcing rather than separate frameworks.
- **Catholic identity-centred:** All behaviours and practices are grounded in the mission and values of Catholic education within DOBCEL. Catholic identity is both a competency and lens through which professional standards, leadership behaviours and practice are interpreted and enacted

How to determine if something is Leading Self, Leading Others or Leading Schools?

If it changes me? → **Leading Self**

If it changes my team? → **Leading Others**

If it changes the school? → **Leading Schools**

Questions to ask to help determine if it changes me, my team or the school:

Who is most affected by this behaviour?

- Mostly me and my own practice → **Leading Self**
- Mostly my team or people I work with directly → **Leading Others**
- Mostly the whole school or system → **Leading School**

Where does the impact show up most clearly?

- In how I manage myself (mindset, emotions, professionalism, habits) → **Leading Self**
- In how others work, feel or perform because of my influence → **Leading Others**
- In culture, direction, or sustainability of the school → **Leading School**

*As partners in
Catholic education
and open to God's presence,
we pursue fullness of life for all.*

What kind of responsibility is being exercised?

- Personal responsibility for how I show up → **Leading Self**
- Shared responsibility for others' growth or outcomes → **Leading Others**
- Organisational responsibility for direction, resources or culture → **Leading School**

If this behaviour was done really well, what would change most?

- I would change → **Leading Self**
- My team would change → **Leading Others**
- The school would change → **Leading School**