



CATHOLIC EDUCATION
WESTERN AUSTRALIA



Department of
Education



CATHOLIC EDUCATION IN WESTERN AUSTRALIA LEADERSHIP PROGRAMS

THE EXPERIENCED PRINCIPALS PROGRAM 2017

TARGET AUDIENCE

This eight-day, cross-sectoral leadership program is convened and co-funded by the Catholic Education Office of Western Australia (CEOWA). The program targets Western Australian Catholic, Department of Education and independent primary, secondary and composite principals with a minimum of seven years of experience in at least two schools. The focus of the program is enhancement of participant leadership capabilities and health and wellbeing outcomes.

INTRODUCTION

The Experienced Principals Program (the program) is comprised of four, integrated 'pillars' designed to assist participants to enhance their leadership capabilities and health and wellbeing outcomes. The program pillars are: a 360-degree review of participant leadership capabilities and executive coaching (Pillar one); an executive health assessment and health coaching (Pillar two); a theoretical program based on the Australian Institute for Teaching and School Leadership (AITSL) Australian Standard for Principals (Pillar three); and a 'Leadership Challenge' project transacted by participants in their schools (Pillar four).

PROGRAM HISTORY

The Experienced Principals Program, funded via a grant provided by AITSL, was designed by the CEOWA in 2012 and piloted in 2013. The program concept was, in part, influenced by feedback from participants in the Catholic Education in Western Australia (CEWA) Beginning Principals Program (principal induction) that highlighted the adverse impact of Catholic principalship on health and wellbeing. Over the course of the program, the designer of the Experienced Principals Program noted significant changes in the physical appearance and disposition of some participants. Notably, some novice principals commenced Catholic principalship with excitement and vigor, only to become despondent, gain weight and report symptoms of anxiety and ill health (e.g. hypertension) related to poor work-life balance. Some participants reported a significant negative impact of the role on their marriages and relationships with family members, others relayed stories of adversarial interactions with staff, parents and students whilst a minority resigned their roles. Further, established principals participating in other leadership programs reported unfavorable role impacts in accord with their novice colleagues.

It remained to be seen how experienced principals would report on the effects of the role during their later career stage. However, recent research suggested that experienced principals may not have any greater immunity than their younger peers (Riley, 2014). In fact, Riley (2014) asserted that prolonged exposure to emotional labor generated by the role of the principal has the potential to adversely impact physical and mental health. Earlier researchers such as Allison (1999) reached similar conclusions to those of Riley regarding the adverse nature of the role on health and wellbeing outcomes. Allison surveyed 1,455 public elementary and secondary principals in

Vancouver, Canada regarding the incidence of stress and applied a coping preference scale. In his research, Allison cited several Canadian school districts that reported a substantial number of administrators undertaking medical leave as a consequence of role-related stress. He stated: “In one large urban school district, it was reported that four school principals had suffered heart attacks and that three of the men had died” (Allison, 1997, p. 39). Wellness and coping programs were subsequently developed and implemented to counter administrative stress. The findings of Allison’s study had an impact on the design of the Experienced Principals Program.

In keeping with the conclusions of several researchers (Cardno & Youngs, 2013; Stroud, 2005) who concluded that experienced principals should be consulted during the professional learning design phase, collaborative discussion drove the Experienced Principals Program pilot. Specifically, collaboration between the program designer, the Assistant Director of CEWA and representatives from the Western Australian Catholic education primary and secondary principals associations, the Department of Education (DoE) and the Association of Independent Schools of Western Australia (AISWA) resulted in the creation of the pilot version of the Experienced Principals Program.

The program aimed to provide experienced principals with data regarding their leadership capabilities and health and wellbeing status. The program designer envisaged that such data could be used to effect improvements in both leadership practice health and wellbeing outcomes. The program also sought to provide experienced principals with exposure to a theoretical element based on the AITSL Australian Professional Standard for Principals, a requirement associated with the grant provided by AITSL. Access to the experiences and wisdom of colleagues from other systems and sectors was considered a vital aspect of the program, hence the decision by the program designer and the Assistant Director of CEWA to open the opportunity to DoE and independent school principals. A hitherto untried professional learning experience was the placement of participants in a ‘critical friendship’ for the purpose of scoping, conducting and continuously evaluating a project with meaningful outcomes for both school communities and the principals themselves.

The review of the pilot indicated a positive response to Pillar one (360-degree review and executive coaching) and aspects of Pillar Two (executive health assessment). However, significant concerns were raised by the reviewer with regard to the delivery of aspects of Pillar two (health coaching), Pillar three (theoretical program) and Pillar four (‘Leadership Challenge’ project). For example, when conducting the theoretical program, the facilitators from external organisation consistently failed to leverage the experience of the group by inviting participants to present topics, lead discussions and participate by verbalising the application of program theory to their unique contexts. As a result of the review of the program’s pilot phase, significant changes were made to the program, now in its fourth year.

ELIGIBLE PARTICIPANTS

Potential candidates for this program include Western Australian Catholic, Department of Education and independent primary, secondary and composite principals with a minimum of five years of experience in at least one school.

THE PROGRAM

The program (Figure 1) is comprised of four, integrated ‘pillars’: a 360-degree review of participant leadership capabilities and executive coaching (Pillar one); an executive health assessment and health coaching (Pillar two); a theoretical program grounded in the AITSL Australian Standard for

Principals (Pillar three); and a 'Leadership Challenge' project transacted by participants in their schools (Pillar four).

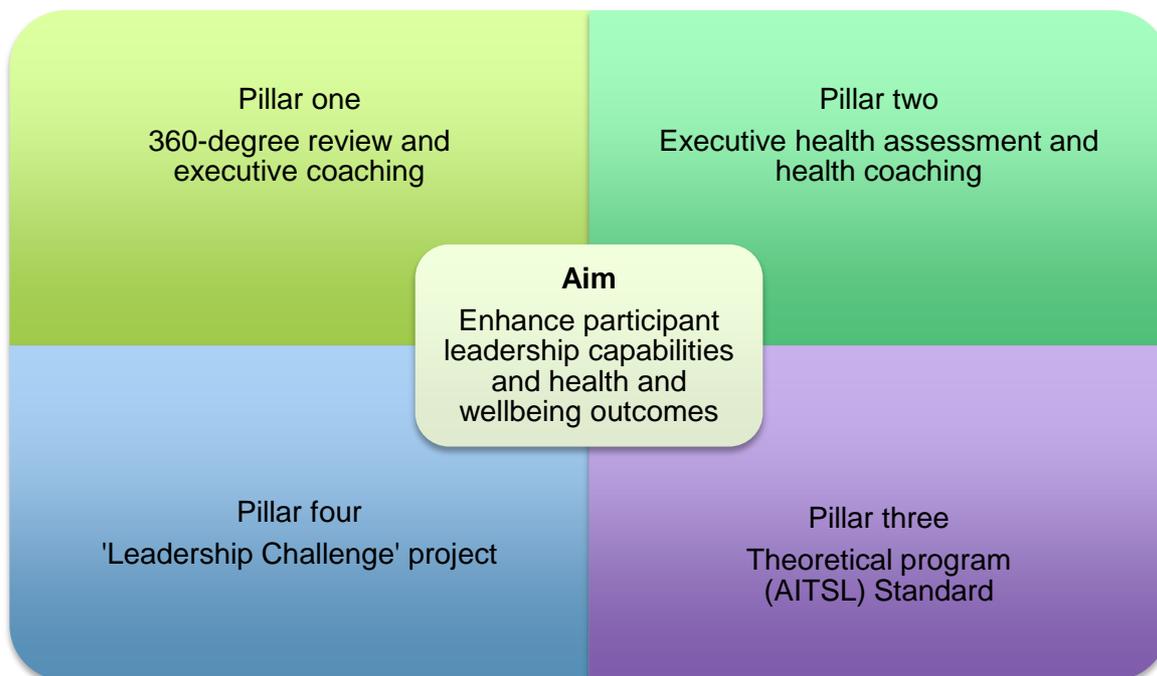


Figure 1: The Experienced Principals Program aim and pillars

Program pillars

Pillar one is a 360-degree review of participant leadership capabilities followed by a one and a half hour debrief and five, hour-long sessions with an executive coach scheduled over a five-month period. This program pillar is designed to provide participants with insight into their leadership capabilities as perceived by themselves and a number of staff they lead. Participants are required to select and invite between eight and 15 staff to contribute toward the creation of their profile. Raters respond to a series of online questions regarding the participant's leadership. Likewise, the participant is required to respond to the same questions.

The tool used to provide participants with 360 data is known as the Integral Leadership and Management Profile (ILMP). The ILMP is derived from Integral Theory (Wilbur, 2000) and adapted to leadership by Dr Ron Cacioppe, Managing Director of Integral Development. Integral Development is a leadership and development consultancy based in Perth, Western Australia. The ILMP (Figure 2) provides participants with data based on how subordinates perceive their capacity to lead and manage through the four quadrants (people leadership, task/performance management, strategic goal management and transformational/ visionary leadership) and eight roles (coaching, serving, achieving, monitoring, directing, negotiating, visioning, facilitation). The higher data sources rate participants with regard to these managerial and leadership capabilities, the more effective they are deemed to be.

At the core of the Integral model lies the 'Authentic Self'. The Authentic Self refers to the capacity of the participant to lead and manage with integrity (Cacioppe & Albrecht, 2000). Equipped with their 360 data, participants work with their assigned executive coaches from Integral Development to identify leadership strengths and limitations before devising improvement goals and achievement strategies.

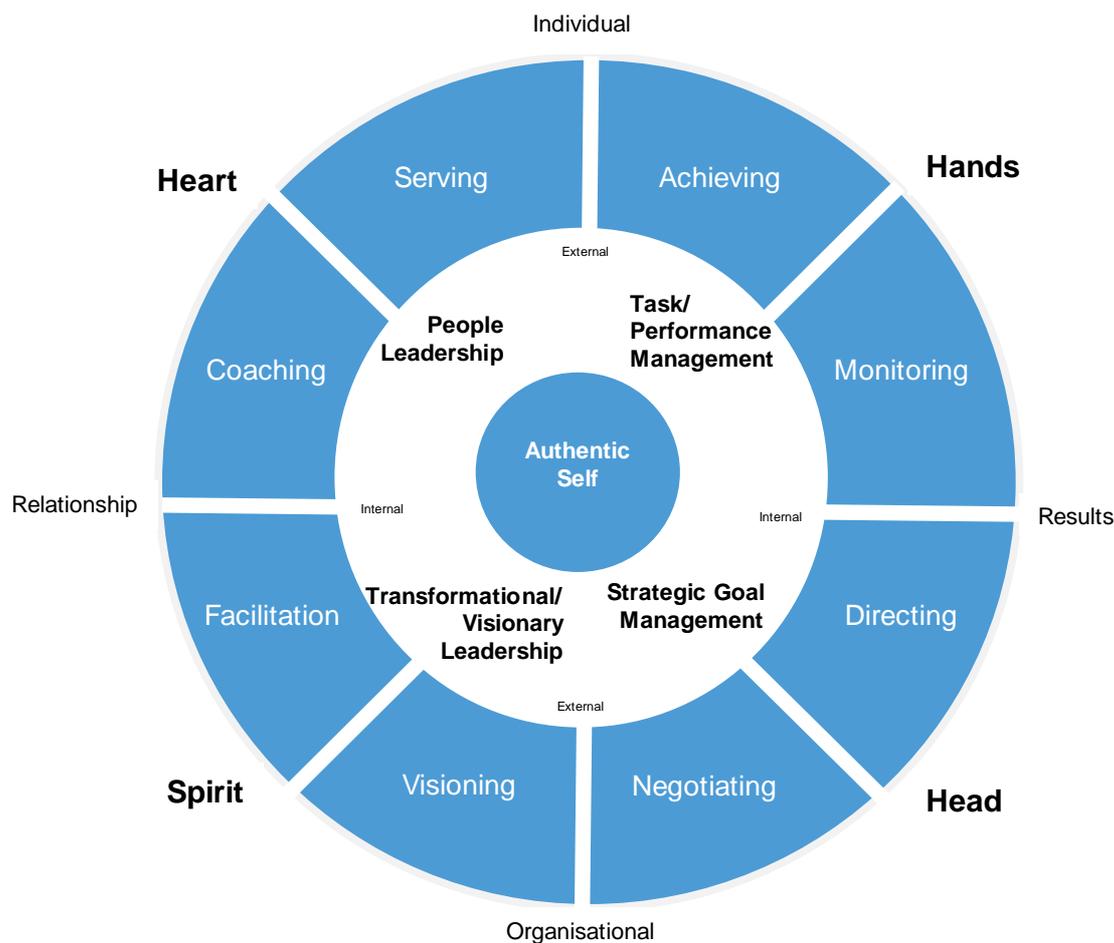


Figure 2: The ILMP

Pillar two is an executive health assessment (Table 1) followed by a one and a half hour debrief and five, hour-long health and wellbeing consultations with an exercise physiologist and/or a performance psychologist. Consultation sessions are conducted over a five-month period. Sessions are designed to educate participants with regard to assessment results, especially identifiable health risk factors and provide a plan to improve health and wellbeing outcomes.

Pillar three involves participation in a theoretical program (Table 2). This program is based on the three leadership requirements and five professional practices of the AITSL Australian Professional Standard for Principals (Figure 3) and the Catholic dimension of principalship. The theoretical program is comprised seven full days of face-to-face professional learning, four breakfast provocation sessions and an afternoon/evening project symposium and graduation dinner. Three of the seven full day workshops focus on principal health and wellbeing. Topics include burnout and recovery through healthy eating, exercise and improved sleep quality.

Pillar four requires participants to form a critical friendship with a program colleague before conducting a 'Leadership Challenge' project at their schools. The project has a threefold purpose. Firstly, the project is designed to broaden the network of principals to include colleagues from other systems and sectors. Through the development of these relationships, it is envisaged that participants will be exposed to the leadership practices and capabilities of others, thereby providing them with the opportunity to reflect upon and refine their own (Pillar one). Secondly, and linked to the first purpose, the project is intended to serve as a means through which participants could

implement strategies to achieve leadership capability improvement goals generated through their coaching sessions (Pillar one). Finally, it is envisaged that the project will serve as a means through which to apply program theory (Pillar three).

At the conclusion of the program, each participant presents their learnings to their program colleagues. Specifically, participants are required to discuss the dimensions of their projects (project scope, methodology, deliverables and outcomes). Participants are also required to provide evidence of application of program theory within the context of their project and discuss the impact of the conduct of the project on their leadership capabilities.

Table 1: The Executive health assessment

Blood pathology	Health and wellbeing questionnaire	Physical assessment	Medical examination
<ul style="list-style-type: none"> • Full lipid profile (cholesterol, triglycerides) • Blood coronary risk ratio • Blood glucose (diabetes screen) • C-Reactive Protein • Liver function • Kidney function • Uric Acid • Blood Count • Iron (females only) • Prostate Specific Antigen (males >45 years only) 	<ul style="list-style-type: none"> • Family health history • Personal health and injury history • Lifestyle evaluation (diet, physical activity, alcohol and smoking habits) • Sleep rating scale • Psychological distress scale 	<p>Coronary risk</p> <ul style="list-style-type: none"> • Height, weight, waist/hip ratio • Body composition (bioelectrical impedance) • Blood pressure • Resting heart rate (ECG) • Maximal heart rate test (Stress ECG) <p>Injury Prevention</p> <ul style="list-style-type: none"> • Abdominal strength and endurance • Grip strength • Postural and flexibility analysis <p>General Health</p> <ul style="list-style-type: none"> • Lung Function (Spirometry) • Distance vision screen • Urinalysis 	<ul style="list-style-type: none"> • Cardiovascular disease risk • Type 2 diabetes risk • Body systems evaluation • Skin check • Prostate digital rectal exam (males) • Breast exam (females) • Bowel screen • Specialist referral (if required)

Table 2: The theoretical program (2017 dates)

Date	Month	Facilitator(s)	Topic
Tuesday, 21 February 9.00am-4.00pm	East Fremantle Yacht Club	Dr Shane Glasson	Program introduction: The AITSL Australian Standard for Principals and the program pillars
Thursday, 30 March 9.00am-4.00pm	East Fremantle Yacht Club	Prof Michael O'Neill Dr Ron Cacioppe	AITSL professional practice: Leading teaching and learning and 360-degree review debrief
Thursday, 4 May 8.00am-11.30am	East Fremantle Yacht Club	Brendan Spillane	AITSL professional practice: Developing self and others
Tuesday, 23 May 9.00am-4.00pm	Domain Stadium	Dr Mike Newton Dr Steve Kiely	AITSL professional practice: Developing self and others (Health and wellbeing day one)
Tuesday, 13 June 8.00am-11.30am	East Fremantle Yacht Club	Dr Renu Burr	AITSL professional practice: Leading improvement, innovation and change
Friday, 28 July 9.00am-4.00pm	Domain Stadium	Dr Mike Newton Dr Steve Kiely	AITSL professional practice: Developing self and others (Health and wellbeing day two)
Monday, 14 August 8.00am-11.30am	East Fremantle Yacht Club	Brendan Spillane	AITSL professional practice: Engaging and working with the community
Wednesday, 6 September 8.00am-11.30am	East Fremantle Yacht Club	Dr Renu Burr	AITSL professional practice: Leading the management of the school
Monday, 23 October 9.00am-4.00pm	Domain Stadium	Dr Mike Newton Dr Steve Kiely	AITSL professional practice: Developing self and others (Health and wellbeing day three)
Wednesday, 8 November 4.00pm-9.00pm	East Fremantle Yacht Club		'Leadership Challenge' project presentations, program conclusion and graduation dinner

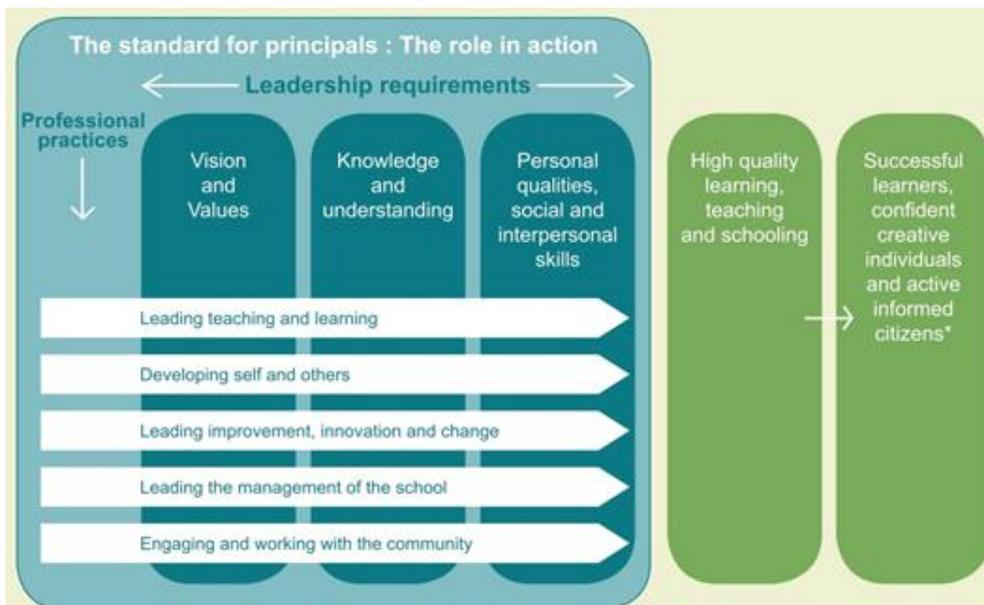


Figure 3: The AITSL Australian Standard for Principals

SELECTION PROCESS

In any given year, approximately 20 principals participate in the program. 12 places are reserved for Western Australian Catholic principals, six for DoE principals and two for principals from schools affiliated with AISWA. Catholic school candidates are required to complete and submit an application form to the program convenor, Dr Shane Glasson. Shane and the CEWA Director, School Improvement determine the makeup of the Catholic contingent. Peter Glendenning, Director of the DoE Institute for Professional Learning coordinates the recruitment process for Department of Education candidates. Janet Wilmot, AISWA Education Consultant, coordinates the recruitment process for independent school candidates.

EXPECTATIONS

The Executive Director of CEWA expects absolute commitment to all dimensions of the program. That is, principals who achieve entry to the program are expected to attend and participate in program workshops and activities despite competing school and personal priorities. Periods of leave (e.g. long service and professional renewal leave) should be planned around program dates.

ABSENCES

For collegial and administrative purposes, it is important that participants complete the program in the allotted one-year timeframe. Although successful completion of the program requires attendance and participation at all workshops and activities, it is acknowledged that absence due to extenuating circumstances occurs from time to time (e.g. unexpected illness). In these circumstances, participants are requested to contact the program convenor, Dr Shane Glasson (Project Leader, Talent Identification) on (08) 6380 5234 or glasson.shane@ceo.wa.edu.au to discuss planned absences.

ONLINE EVALUATION

The evaluation of each of the program's pillars is crucial for the formulation of feedback for facilitators and the ongoing refinement of program content and activities. To facilitate this process, participants will receive an email after every workshop associated with the program's theoretical pillar from Marnie Platt (Administrative Assistant, School Improvement Directorate). This email will contain a link to an online survey containing a series of quantitative and qualitative questions

pertaining to the workshop and the three other program pillars. To permit time for participants to complete the survey, the link will remain open for five days. Note that responses are confidential and that the tool does not permit identification of individuals.

VENUE

There are several venues associated with this program (see Table 2). Most workshops associated with the program's theoretical pillar are convened at the East Fremantle Yacht Club (base of Petra Street, east Fremantle). The three full-day health and wellbeing workshops associated with the AITSL professional practice: Developing self and others are convened in the John Worsfold Room at Domain Stadium (Subiaco Road, Subiaco). The two full-day workshops associated with the Catholic Identity aspect of the theoretical pillar are convened at the Newman Siena Centre (33 Williamstown Rd, Doubleview). If accepted into the program, participants will receive an email from Marnie Platt confirming module dates and venues. Participants will also receive an email reminder prior to the commencement of each module with information regarding room changes, requirements and other program-related specifics.

COSTS

Although the per participant cost for the program is \$8,000, participants are charged \$2,500 (excluding GST). This fee covers venue hire, catering and audio-visual charges; facilitator fees; course materials; the 360-degree review and executive coaching sessions; and the executive health assessment and health coaching consultations. The balance is funded by a grant provided by AITSL. However, participants or their respective professional associations are expected to cover the costs associated with travel, transfers, accommodation and personal catering. Note that costs incurred via participant travel by vehicle will not be reimbursed. Rather, participants are encouraged to claim mileage on their personal income tax return. Consultation with the Australian Taxation Office regarding record maintenance is recommended. Successful candidates will be invoiced by the CEOWA upon commencement of the program.

CERTIFICATION

Participants who attend and participate in all program components will receive a citation for modules undertaken in addition to a certificate of completion signed by the Executive Director of CEWA.

TEACHER REGISTRATON BOARD OF WESTERN AUSTRALIA PROFESSIONAL RENEWAL

The Teacher Registration Board of Western Australia require the recording of professional learning for renewal of membership. Registered members can record details of the workshops completed as detailed in this program online. For further detail, refer to the TRBWA website at trb.wa.gov.au

APPLICATION PROCEDURE

- **Catholic and AISWA principals:** Completed application forms must be converted to PDF and emailed to Dr Shane Glasson (Project Leader, Talent Identification) at glasson.shane@ceo.wa.edu.au
- **Department of Education principals:** Completed application forms must be converted to PDF and emailed to Peter Glendenning (Director, Institute for Professional Learning) at peter.glendenning@education.wa.edu.au

Applications must be received by close of business on **Friday, 18 November 2016** (Term four, week six).

ENQUIRIES

Please direct enquiries regarding this program to Dr Shane Glasson (Project Leader, Talent Identification) on (08) 6380 5234 or glasson.shane@ceo.wa.edu.au

REFERENCES

- Allison, D. (1997). Coping with stress in the principalship. *Journal of Educational Administration*, 35(1), 39-55.
- Cacioppe, R., & Albrecht, S. (2000). Using 360 degree feedback and the integral model to develop leadership and management skills. *Leadership & Organisation Development Journal*, 21(8), 390-404.
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- Stroud, V. (2005). Sustaining skills in Headship: Professional development for experienced head teachers. *Educational Management Administration & Leadership*, 34(89), 89-103.
- Wilbur, K. (2000). *A theory of everything*. Boston: Shambhala Press.

FACILITATOR BIOGRAPHIES



Dr Shane Glasson FACEL

Shane is the Project Leader, Talent Identification at the Catholic Education Office of Western Australia (CEOWA), the administrative body responsible for the governance and support of Catholic Education in Western Australia (CEWA). CEWA employs 270 staff at the CEOWA and regional offices in Broome, Geraldton and Bunbury, 6,016 teachers and 4,232 support staff who collectively cater for the holistic educational needs of 77,069 students. In his role, Shane is responsible for the design of a tool and process through which to

identify and develop personnel potential leadership. Shane is also widely regarded as the 'architect' of CEWA leadership programs. He is an accredited Executive Coach and a trained facilitator of adult learning with a 25-year background in Catholic secondary schools as a teacher, middle leader and deputy principal. Prior to his current role, Shane served as a Consultant in the Teaching and Learning and Industrial Relations Teams at the CEOWA. Academically, Shane holds a Doctor of Philosophy (PhD), three Masters degrees, (Master of Business Administration, Master of Education, Leadership and Management and a Master of Education, Religious Education), two postgraduate Diplomas (Human Resource Development and Occupational Health and Safety Management) and a Bachelor of Education. Shane's PhD research, "*Developing tomorrow's school leaders: The Western Australian Catholic education Aspiring Principals Program*", culminated in the development of an integrated model of principal preparation that is currently being considered by program designers nationally. Shane is the recipient of numerous awards including: an ACEL Fellowship (2015), the ACEL (WA) award for Research in Educational Leadership and Management (2015); the Western Australian Institute for Educational Research Postgraduate Research Award (2015); the Australian Government Higher Degree by Research Scholarship (2014); and the Western Australian Catholic Education LEAD Scholarship (2014). Shane has led significant educational change in Western Australia through his work and research. Notably, he is the designer of '*The Experienced Principals Program*.' This program, currently in its fifth year, aims to enhance the leadership capabilities and health and wellbeing outcomes of Catholic, government and independent school principals.

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Dr Ron Cacioppe

Ron is the Managing Director of Integral Development and a Senior Consultant and holds a Doctor of Philosophy (PhD), a Master of Business Administration (MBA) and a Bachelor of Science. He has taught in the Graduate School of Management at Macquarie University, Curtin University and the University of Western Australia. Ron has held a number of professorial positions, including the Australian Institute of Management's Professor of Leadership. He

teaches at MBA level in the areas of leadership effectiveness, leading and facilitating teams, managing strategic change and philosophy and leadership. Ron has been a leadership and organisational development consultant for over 30 years, working with business, government and

not-for-profit organisations in the Australia, Asia and the United States. He is well known for his innovative approach to leadership development and his ability to ensure maximum transfer of learning to the workplace. Ron's areas of expertise include new strategic thinking, positive cultural change, best practice in performance management and organisational systems and commitment to improving staff wellbeing and customer satisfaction. He has a keen desire to promote positive environmental actions and social contribution. Over the last 20 years, Ron has developed and conducted research on instruments that measure management skills, team roles, organisational culture, job satisfaction and several other psychometric instruments. These now form the basis of Integral Development's wide selection of individual, team and organisational leadership development tools. Ron is published widely in leadership and management journals with articles on creating an inspired workplace, driving organisational success, using 360-degree feedback to develop leadership and management skills and transforming organisational culture. Ron's most recent publication is a book entitled 'Meditation: Bringing Serenity to a Busy Life.' Ron's has also been involved with meditation, yoga and the study of eastern and western philosophy. His PhD was concerned with the application of eastern and western modes and levels of consciousness to organisation development, quality of work experience and leadership styles. Ron is also one of the founding members of the Zen Group of Western Australia.

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Professor Michael O'Neill

Michael is the Dean and Bernie Prindiville Chair of the School of Education at The University of Notre Dame Australia. He chairs the National College of Education across the School's three campuses Fremantle, Broome and Sydney. Before Michael's appointment to the School of Education, he had over 24 years experience in a wide variety of Catholic secondary schools in middle management and senior management roles. He has held the position of Deputy Principal (Curriculum), Head of Secondary at a large metropolitan

Year 4-12 school. He held a senior role in the CEOWA as Coordinator of Secondary Curriculum, managing a team of curriculum consultants that provided professional development for teachers and leaders within Catholic schools in Western Australia. He has served on several Curriculum Committees of the School Curriculum and Standards Authority of Western Australia. Michael was a commissioner on the Catholic Education Commission of Western Australia for six years. He has also been a ministerial appointment and the Vice Chancellors' of Western Australia nominee to the West Australian College of Teaching (now the Teacher Registration Board of Western Australia). Michael holds a PhD and his research interests include instructional leadership, curriculum design, school and teacher effectiveness, the role of parents in student achievement, culture of high performing secondary schools and the impact of wellbeing on student achievement.

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Brendan Spillane

Brendan is an acclaimed Australian educator, speaker and coach. He is a Growth Coaching International accredited executive coach and works in a coaching capacity with a range of senior leaders from business, education and elite sports. A former teacher and principal, Brendan has held senior roles at executive level on professional associations at both state and national level in Australia. Brendan currently works with a range of corporate and sporting organisations as well as with education providers, systems and professional

associations. He is the Australian Co-ordinator of the international OUR Education Network group which works to transform outcomes for schools in several countries, notably in the United Kingdom, Scandinavia, Australia and New Zealand. Brendan has delivered keynote addresses at a wide range of conferences in Australia and elsewhere. He was an invited presenter to the prestigious International Conference on Thinking (ICOT) held in Wellington, New Zealand in January 2013 and Bilbao, Spain in 2015 where he facilitated sessions on the topic of critical thinking for organisational success. An engaging speaker and presenter, Brendan uses a powerful blend of story, metaphor and humour to create the conditions for a more authentic and insightful dialogue in groups. His professional expertise includes cultural change, establishing feedback systems that work and supporting people to develop the skills to lead crucial conversations effectively. He is passionate about capacity building in individuals and teams, developing leaders to take personal responsibility for their work and also about the key behaviours that underpin the high performance mindset.

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Dr Mike Newton

Mike is a lifestyle medicine specialist and clinical exercise physiologist who specialises in lifestyle medicine keynote presentations, seminars, and workshops for various groups. He also consults with individuals wishing to improve their health and wellbeing as well as those presenting with the chronic diseases of arthritis, cancer, depression, diabetes (type 2), osteoporosis and stroke. In addition, he employs exercise and other lifestyle interventions for clients presenting with anxiety, chronic fatigue

syndrome, chronic low back and neck pain, dyslipidemia (abnormal lipids/fats in the blood), fibromyalgia, hypertension, metabolic syndrome, multiple sclerosis, Parkinson's Disease, polycystic ovary syndrome, and weight control issues. In addition to his clinical practice, he has over 17 years of university lecturing and research experience and was most recently an Associate Professor in the exercise and sports science field. Mike has presented on lifestyle interventions and exercise prescription for health, wellbeing and performance at numerous conferences and to a range of organisations including sports associations, professional corporations and associations, and schools. Mike is an author on over 50 peer-reviewed scientific publications in the areas of exercise and health and has co-authored a book entitled 'The Anatomy of Exercise'. He has provided expertise in the area of evidence based exercise for health and wellbeing in the media of radio and newsprint. He holds a Doctor of Philosophy (PhD), a Master of Science and Bachelor of

Applied Science with Honours in Sports Science. Mike is an Accredited Exercise Physiologist with Exercise and Sports Science Australia, and holds membership of the American College of Lifestyle Medicine, the American College of Sports Medicine, the Australian Lifestyle Medicine Association, the International Society of Exercise Immunology, and the International Society for Physical Activity and Health.

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Dr Steve Kiely

Steve is a consultant performance psychologist who has broad experience working with individuals and teams in professional sport, education, business and the military. Steve holds a Doctor of Philosophy (PhD), a Master of Organisational Psychology, a Diploma of Clinical Hypnosis and a Bachelor of Psychology. He is a registered psychologist with the Psychology Board of Australia and is a full member of both the Australian Psychological Society and the Australian Society of Hypnosis. He has also served on the executive

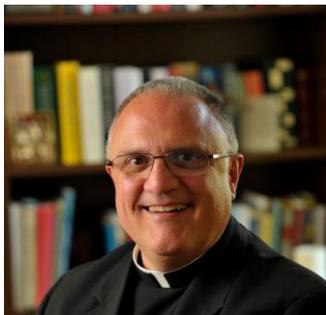
committee of the Western Australian College of Organisational Psychologists. Steve has taught in the Master of Psychology program at the University of Western Australia and has published articles in the National Psychological Bulletin on the topics of emotional labour and cross cultural awareness and has been interviewed on the topic of corporate burnout by HR Monthly. He has also presented to principals and teachers on the topics of energy management, emotional labour and burnout. Steve has been a performance psychology consultant to the West Coast Eagles, West Coast Fever, and the Western Australian Institute of Sport. He has also consulted to a number of professional organisations including Bankwest, Saint George Bank, AHG, The Executive Connection, Sundance Resources, and the Special Air Services Regiment. Steve is also a Special Services Officer (SSO) for the Australian Army Reserves holding the rank of Lieutenant.

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Associate Professor Thomas Scirghi, S.J.



Rev. Ronald J. Nuzzi, Ph.D, is the Senior Director of ACE RISE (Renewing Identity, Strengthening Education). Ordained in 1984 as a priest of the Diocese of Youngstown, Ohio. Fr. Nuzzi has taught in Catholic schools and served as a high school administrator. He holds a Ph.D. in Educational Leadership, and masters degrees in theology, philosophy, and education. From 1992 until 2000, he taught at the University of Dayton, and he was instrumental in establishing its Center for Catholic Education, as well as its teacher service program Lalanne. From 2000 to 2002, he was director of the Catholic

Leadership Program at Saint Louis University and, since June 2002, it has been his privilege to call Notre Dame home.

A nationally known speaker and author, Fr. Nuzzi has written extensively about the multiple intelligence theory in Catholic education, the spirituality of leadership, and inclusion in Catholic schools. His book, *Gifts of the Spirit: Multiple Intelligences in Religious Education*, published by the National Catholic Educational Association (NCEA), is now in its second printing. Nuzzi has conducted two separate research tours at the Vatican's Congregation for Catholic Education and has provided original translation of church documents pertaining to the history of Catholic schooling. In 1997-1998, he conducted an extensive research project on seminary education for the United States Catholic Conference of Bishops.

From 1998 to 2008, he served as editor of the research journal, *Catholic Education: A Journal of Inquiry and Practice*, the only scholarly publication in the world dedicated exclusively to Catholic education. In conjunction with colleagues at the University of Dayton, he participated in a book in 1999 entitled, *Catholic School Administration: A Call to Lead*, in which he wrote the final chapter, "To Lead as Jesus Led." Father Nuzzi published a widely used volume with several colleagues entitled, *A Handbook of Research on Catholic Education*, published by Greenwood Press. In August 2002, the National Catholic Educational Association published an extensive summary of research on Catholic education 1990-2000, entitled, *Catholic Schools Still Make a Difference*, for which he served as editor and contributed a chapter on Catholic identity. This book was the subject of his presentations in 2003 at the annual conventions of the NCEA (National Catholic Educational Association) and the AERA (America Educational Research Association). Nuzzi also coordinated dozens of scholars who collaborated on a two-volume reference work called *Catholic Schools in the United States: An Encyclopedia*, which was published in 2004.

In January 2004, Fr. Ron was among a select group of educational leaders to be invited to the White House for a special celebration of Catholic education with President Bush in the East Room. In April 2004, he opened a session of Congress, saying the opening prayer in the U.S. House of Representatives before meeting with a variety of House and Senate committees on educational policy. A regular presenter at national conventions in the U.S. and Canada, he is in demand as a speaker, educational researcher, teacher, and retreat director. Fr. Nuzzi has received the C. Albert Koob, OPraem, Merit Award, the Ohio College Admissions Officers' Association Award, and the Catholic Press Award.

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Dr Renu Burr

Renu is the Director of Burr Consulting and an Adjunct Faculty member of the University Western Australia's Business School. Renu's extensive experience and expertise in leadership development, organisational and personal transformation has been built over 30 years of business, leadership and academic experience. Renu has worked in senior management, consultant and advisory roles to improve business and leadership effectiveness in the private, public and not-for-profit sectors in Australia and overseas. Renu is a

highly skilled executive coach and facilitator. She has managed numerous change and cultural transformation programs and associated leadership development interventions involving the design, implementation and evaluation of business strategies, structures and Human Resource

processes. She holds a Doctorate in Human Resource Management and has been a member of the faculty in the Business School at the University of Western Australia since 1991, teaching in the MBA and other post-graduate programs. Her last academic leadership position was Director Postgraduate Programs at the Business School, University of Western Australia. She currently teaches Strategic Human Resource Management, Managing Workplace Diversity and Leadership for Social Impact courses at the University of Western Australia Business School and is involved in their Centre for Social Impact.

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