



Appointment of a Deputy Principal

POLICY AND PROCEDURES

Policy

1. The Deputy Principal of a Marist school is appointed by the National Director of Marist Schools Australia and after the completion of the procedures detailed in this document.
2. The person referred to this document as the “Deputy Principal” may or may not be known by this title in a particular school. To be clear, the “Deputy Principal”, howsoever locally named, is the person second in charge of the school who is designated to deputise for the Principal in the Principal’s absence.
3. The process for the advertising, selection and recommendation for appointment is overseen directly by the relevant Regional Director, who may require the local Principal to implement major aspects of it.
4. The nature of the advertising process needs to be sensitive to the fact that it serves a twofold purpose: advertising the position itself as well as promoting the profile and character both of school and of Marist education.
5. All costs incurred in the recruitment process are met by the local school.

Procedures

1. Recruitment

- 1.1 When a vacancy for a deputy principalship becomes known, and preferably in the first half of the year prior to commencement, the Regional Director shall initiate a recruitment process in consultation with the local principal. This process shall normally include these elements:
 - Feature advertisements over two weekends in print media and their associated on-line media, usually using a local and a national media group, and a suitable Catholic media outlet.
 - An advertisement on the MSA website
 - Email contact with all Marist schools in Australia, with weblink included
 - Email contact with other school networks from which suitable potential applicants may come, e.g. specific dioceses or school associations.
- 1.2 All advertisements shall direct potential applicants to contact the MSA Regional Office for an application package. The Regional Director shall ensure that application packages are ready to be posted out by the time the advertisements are placed. Most of the contents will be prepared by the local school. The application package would normally include:
 - A covering letter from the Regional Director
 - A sheet detailing the process and timeline for appointment
 - A standard application form to be completed
 - Blank referees’ forms with pre-addressed envelopes
 - Some information on the school: its history, its size, its student profile, its strategic plan, its governance, its trends in academic outcomes, any special features
 - A position description

- A suitable document on Marist education and/or Marist Schools Australia
 - Weblinks that could be followed, e.g. The school, the Province, MSA, the Institute.
- 1.3 Costs of advertising shall not exceed 15% of the annual base salary of the deputy principal.

2. Reference checks

- 2.1 In addition to receiving the completed written referee forms, before short-listing the Regional Director must contact the immediate past employer of the applicant to discuss the suitability of the applicant for the position under consideration. This contact should be made by telephone or in person.
- 2.2 In addition, the Regional Director may choose to contact other referees nominated by the applicant and/or other people who may be able to speak with authority on the professional and personal background of the applicant.
- 2.3 The Regional Director shall summarise the feedback received from reference checks, and make this summary available to the short-listing panel and the interview panel.
- 2.4 With the approval of the National Director, the Regional Director may delegate some or all of the contacting of referees to another suitably qualified person. This may be the Principal of the school.
- 2.5 Once an appointment is made, the Regional Director shall ensure that any notes made on unsuccessful applicants are shredded or disposed of securely.

3. Short-listing

- 3.1 As soon as possible after the closing date, a short-listing panel shall meet to consider all applications.
- 3.2 This panel shall normally consist of the Regional Director, the Principal, and one or two other suitable people, who may or may not be members of the interview panel.
- 3.3 The short-listing panel shall consider the application according to criteria on which it agrees. These criteria should avoid being unreasonably restrictive but should include:
- active membership of a Catholic Eucharistic community;
 - background in theology, preferably at the post-graduate level, and consistent with MSA minimum requirements;
 - masters level educational background;
 - proven leadership skills at a suitable level;
 - an apparently good fit for Marist values and style
- 3.4 The panel shall attempt to restrict the short-list to between one and four applicants.
- 3.5 The short-listing panel is entitled to judge that no suitable candidate has applied, in which case the Regional Director, after consultation with the National Director and the Principal, shall decide on an alternative path, such as re-advertising, direct secondment of another suitable person, or the appointment of an acting Deputy Principal for a certain period of time.

4. Interview panel

- 4.1 The Regional Director, with the approval of the National Director, shall appoint a panel to interview the short-listed applicants. The panel shall normally be five or six people, and include:
- the Regional Director (as Chair)
 - the Principal
 - a peer professional who may be a person from the diocese in which the school is located (usually from the local Catholic Education Office or equivalent) and/or a Principal or Deputy from another Marist school

- a parent (chosen by the Regional Director who may opt to ask the outgoing Principal and/or the Chair of the school's board for advice)
 - a priest from one of the parishes served by the school.
- 4.2 The interview panel shall convene in a location quite separate from the school to conduct the interviews. The local Catholic Education Office or Chancery may often be a suitable place, or the regional Marist Centre if located in Brisbane, Sydney or Melbourne.
- 4.3 The Regional Director shall provide the interview panel (at least three days ahead of the interviews) with these materials:
- the standard application form completed by each interviewee
 - any written references supplied by each interviewee
 - a schedule for the day, including the time and venue for gathering, a list of interview times, the likely closing time.
 - a set of suggested questions for each panel member, and an invitation for them to give some consideration to one or more of the questions
- 4.4 Before the interviews commence, the Regional Director and the Principal spend at least 30 minutes with the panel during which these topics will be addressed:
- the recruitment process to this point
 - the needs and priorities for the school and the qualities needed to for this specific position
 - clarification on the interview process, including the questions to be asked
 - clarification on the role of the panel
- 4.5 At the conclusion of the interviews, the Regional Director facilitates a panel discussion with a view to developing a consensus. Whether or not consensus is achieved, each panel member individually completes a form indicating his or her personal recommendation.

5. Appointment

- 5.1 The Regional Director immediately passes onto the National Director the recommendations from the Interview Panel.
- 5.2 Once a decision is confirmed by the National Director, the Regional Director makes contact with the successful applicant and makes a verbal offer of appointment.
- 5.3 Once the person has verbally accepted, the unsuccessful interviewees are contacted by the Regional Director. The Regional Director shall also offer them feedback on their applications and advice for future applications, if they want it.
- 5.4 The National Director then writes to the successful candidate by either letter or email, indicating the broad terms of the offer and seeking a written acceptance of these.
- 5.5 Later, and usually within a month, a formal employment agreement is mutually agreed and signed by the Principal and the National Director of Marist Schools Australia. This process is managed by the Regional Director in consultation with the Province Business Office.

6. Announcement

- 6.1 After consultation with the Principal, the Regional Director advises the outcome of process and the date of the public announcement to:
- the MSA Regional Council
 - the local Director of the CEO
- Before this date, knowledge of the appointment is embargoed.
- 6.2 The Regional Director prepares a letter to the school community.
- 6.3 The Principal organises a suitable date for the announcement. This would normally be within a fortnight of the interviews. The Regional Director's letter would be sent to

parents and the school community (organised by the school) and put on the school's website.

6.4 An announcement is made to the Marist network in the next MSA Newsletter.

Last update: August 2016

APPENDIX 1

APPLICATION FORM FOR DEPUTY PRINCIPAL APPLICANTS

**DEPUTY PRINCIPAL OF [COLLEGE]***APPLICATION FORM***Name**

Christian/Given Names	Surname

Parish or Eucharistic community in which you regularly worship

Parish/Community
Name of Priest
Contact Phone Number / Email

Contact Postal Address

	Postcode

Contact Phone Numbers

Home	Business	Mobile
------	----------	--------

Email and Fax

Email	Fax
-------	-----

Tertiary Qualifications

Degree/Qualifications	University/Institution	Area of focus/Major	Year Awarded

Current Study

Degree/Qualification	University/Institution	Area of focus	Anticipated year of conclusion

Relevant Experience

School/College/Institution	Position held	Year(s)

Written References

Name of referee(s)	Current Position	Contact Phone Number / Email

Other Referees for contact (Up to three)

Name of referee(s)	Current Position	Contact Phone Number

Health

Please outline your health condition

APPENDIX 2
Referee form

Applicant's Name:	
Referee's Name, position and relationship to the applicant	

1 – Poor or underdeveloped; 2 – Not a strength; 3 – Adequate; 4 – Good; 5 – Outstanding. Leave blank if unable to comment.

1. Spiritual Leadership

CRITERIA	1	2	3	4	5
Provides effective leadership of the school as an evangelising community, through contribution to such things as its culture and priorities, its worship and prayer, its religious education program, its youth ministry initiatives, its community outreach					
Assists effectively to develop the school, as a vital faith community that is a genuine expression of Church.					
Gives witness and articulation to a personal faith in Jesus Christ, practised within the Catholic tradition.					
Is able to articulate the message of the Gospel with credibility and effect					
Understands the importance of the school's being integrally involved in the life and mission of the local Church.					
Has developed sense of the mission of the Catholic school					
Is able to speak and write with authority concerning theology, Scripture, and Church teaching					
Appreciates the value and potential of a spiritual family of the Church such as the Marists.					
Gives priority to the nurturing of the spiritual development of staff					
COMMENT					

3. Educational Leadership

CRITERIA	1	2	3	4	5
Is a contemporary educationalist					
Has a well developed vision for teaching and learning, and ways to implement this vision					
Is known as an outstanding classroom practitioner					
Has regularly undertaken productive professional development					
Has demonstrated skills in working with staff on effective teaching/learning strategies and student behaviour management					
Honours and contributes to a culture of learning and achievement in the school.					
Has a developed understanding of the resourcing needs of a contemporary school					
COMMENT					

4. Administrative Leadership

CRITERIA	1	2	3	4	5
Can manage the day to day operations of a school smoothly and efficiently.					
Can work effectively in a digital environment.					
Has effective processes for communicating, planning, scheduling, record-keeping, budgeting, accounting and attending to ongoing maintenance.					
Ensures all members of staff have effective role descriptions and appropriate means of performance review.					
Plans and manages capital works in accordance with expectations.					
COMMENT					

Further Comments

1. What are the strengths of the applicant?

2. Any Concerns?

3. Readiness for the Position

Signed:

*APPENDIX 3***LETTER TO ACCOMPANY APPLICATION PACKAGE**

[DATE]

[TITLE]

[ADDRESS]

[SALUTATION]

Thank you for your expression of interest in the position of [NAME OF POSITION] at [NAME OF SCHOOL]. I write to advise you of the application process and other relevant information about the position.

Please find enclosed an application package which includes:

- The timetable for the application and appointment process
- An application form
- Three forms to be completed by referees, and sent in independently by them
- A position description
- Some information on the school and on Marist education

Applications close on [DATE]. Should you proceed with an application, I would need to have received by this date:

- Your completed application
- An accompanying statement by you which addresses your readiness to take on the role. In this statement you are advised to give concrete evidence from your professional life of the ways in which you have demonstrated capacity to deliver on the expectations that are listed in the Position Description
- The completed forms from three referees. These referees should include your current Principal, another person able to comment on you professional, and a third person who can attest to your personal and faith life. Most applicants would choose their parish priest as the third referee. The forms are to be given to your chosen referees who are invited to complete them confidentially and to send them back to me by the due date. Please know that I may also contact your nominated referees personally, before the short-listing process.

After the date for the close of applications, a panel will meet to short-list applicants for interview. We will be back in touch with you after this has occurred. In the meantime, if you have any queries, please contact our office. The name of my PA is [NAME] and her email is [EMAIL].

Yours sincerely

[NAME]

Director of the MSA [CITY] Region

*APPENDIX 4***LETTER TO APPLICANTS**

[DATE]

[TITLE]

[ADDRESS]

[SALUTATION]

Thank you for applying for the position of [NAME OF POSITION] at [NAME OF SCHOOL]. I write to confirm receipt of your application and to advise you of how the process will now unfold.

A panel will meet in the week of [DATES] to short-list applicants for interview. It is important that before that time we have received the confidential written references from your nominated referees. We will be in contact as soon as a short-list has been finalised. In the event that you are selected for interview, please be aware that it is our intention to hold them on [DATE] at [PLACE].

If there is anything you need to discuss, please feel welcome contact our office.

Yours sincerely

[NAME]

Director of the MSA [CITY] Region

APPENDIX 5

GUIDELINES FOR INTERVIEW PANEL**A. The Role of the Panel**

1. The interviewing of applicants is an important step in the process of appointment of a college deputy principal. Other aspects of the appointment process include:
 - a. The discernment of each applicant to proceed with an application, having reflected on the documentation and expectations provided by *Marist Schools Australia*
 - b. Short-listing of applicants, usually done by the Leadership Team of Marist Schools Australia
 - c. Reference checks on short-listed applicants, usually done by the Regional Director of *Marist Schools Australia*
 - d. Consultation with the Principal, done by the Regional Director.
2. The role of the panel is to consider the written applications of the short-listed applicants, the hopes of the school Principal, the expectations of the *Marist Schools Australia*, and the performance of each short-listed applicant at interview, and to make a recommendation regarding appointment of the principal to the National Director of *Marist Schools Australia*.
3. *Each* member of the panel makes his or her own recommendation on *each* of the interviewees to the National Director, whether or not consensus has been achieved by the panel. The National Director considers all of this advice, along with advice from the other consultations, and makes a decision on the appointment.
4. It is most important for the integrity of the process, and the privacy of all applicants, that panel members observe absolute confidentiality. In accepting a place on the panel, they agree not to discuss the applicants or their relative merits outside of the panel deliberations, not to divulge the names the number of interviewees, and not to share any information that is contained in the applications, the comments of referees, the content of panel discussion, or the their own recommendations.
5. Panel members are not there to represent any group or constituency, but rather to bring a range of perspectives and insights. The distinction is a subtle but important one.
6. Panel members are advised that research suggests that the interview on its own not always a reliable predictor of later success of a candidate. While an applicant's performance at interview may reveal much about suitability for the position, it is to the applicant's *record* that the panel should most attentive, and also to comments of referees. In framing questions, panellists should try to elicit responses that allow the interviewees to give evidence and specific examples of how, when and why they have acted in past situations.

B. Preparing questions

Each panel member should expect to ask about two or three questions during the interview. These questions may be followed by a short supplementary question, if appropriate. By and large the questions are prepared ahead of the interviews and the same questions are asked of each interviewee unless, of course, the interview has clearly addressed the substance of an planned question in response to an another one.

In planning questions, the panel members should avoid structuring questions that have obvious answers, or that signal expected responses. So also, questions should be developed that do more

than elicit only broad statements or simple opinions. Here are some suggestions for shaping questions:

Use questions that:

- are likely to elicit the spontaneous intuitions of the interviewee (e.g. asking about hypothetical situations), as these will be predictors of later patterns of judging and prioritising.
- seek evidence of actual past practice and concrete initiatives, rather simple opinions or ideas
- demonstrate higher order knowledge and understanding
- require the interview to make a judgement call
- reveal the deeper personal values and convictions of the interviewee

SOME SUGGESTED QUESTIONS

1. *Regional Director (Chair)*

- a. Why this position, why this school, and why now?
- b. Please give us an example of a situation, project or initiative that demonstrates most clearly one or more of the leadership strengths that would be suit you for this role.
- c. If I were to ask each the current members of the team with which you work to give me one word that best captures you, what do you think would be the top three words they'd mention?
- d. Which three experiences do you think have prepared you best for the role for which you are applying?
- e. Why do we run Catholic schools? What is your purpose in asking to be considered for senior leadership in one?
- f. [NAME OF SCHOOL] is a Marist school. What about you would make you a credible Marist leader?
- g. Would you say that your current school is more authentically Catholic because of your role in it? Explain your reasoning.

2. *Principal*

- a. As you look at the Position Description for this role, what are things that most attract you? Why?
- b. What most excites you about current trends in Catholic education? What most concerns you?
- c. A little scenario. A visibly upset teacher comes to your door with a student in tow; just then the bell goes signalling your Year 10 RE class is about to start; and your phone rings, the electronic display indicating that it is me who is ringing you. What do you do?
- d. Another scenario. You are chairing a team meeting of Heads of Department [or Year] and one of the participants publicly and fairly angrily challenges your motives in the matter under discussion.
- e. How do you exercise spiritual leadership in your current position? In what specific ways could you imagine doing it this new role?
- f. What are some techniques you have used to improve the learning culture of a school? How have you measured this improvement?
- g. What involvement have you had in strategic planning in a school? What have you learned through this?
- h. How have you used evidenced-based data in a school improvement process?
- i. Tell us about a critical incident management process in which you have been involved. What should be the key elements of this process?

- j. What are the important principles in staff mentoring and staff performance review and improvement? Describe for us your involvement in such a process.
- k. How have you worked with middle managers in a school to develop leadership capacity?

3. Professional peer

- a. Tell us of an initiative that you have taken that has enhanced the teaching and learning of a school.
- b. Change is a phenomenon that is an abiding feature of the modern school. Give us an example of a change process that you have led. Did it go as you hoped? Would you do anything differently if you did it again.
- c. What do you have as your main areas of professional development in the next five years? How do you propose to pursue these?
- d. What would you find most challenging in taking up this role?
- e. If I were to visit one of your classrooms, what is likely to convince me that good learning is taking place?
- f. What would be your initial personal priorities in taking over this role? What would you want to have done by the end of Term 1?
- g. Give us an example of a contemporary pedagogical approach that has delivered enhanced learning outcomes? What evidence would you use to measure that?
- h. Have you had responsibility for any aspects of legal compliance in the school? Explain to us how you led this.
- i. What level of comfort do you have with ICT? Have you led any initiatives in the school which have brought staff or students to a greater engagement with new software or hardware, and/or has resulted in a significant attitudinal shift?
- j. From your experience, how is staff cohesion best built?

4. Parish Priest

- a. How have you contributed to the faith development and the formation of social consciences of young people?
- b. What are ways in which a Catholic school can help to prepare students to continue their participation in the life and mission of the Church after they leave school?
- c. What do you see as the key challenges we have in having an engaging and vibrant Religious Education programme in a school?
- d. How do you nurture your own faith?
- e. Do you have any concerns about trends in the direction and priority of the Church?
- f. Have you read the Encyclicals of the Popes Benedict and Francis? Share with us some insights that have been important for you.
- g. Have you been involved in any initiatives that nurture the faith of parents?
- h. What are the opportunities that are open to a school when it taps into one or the great spiritual families, or spiritual traditions and movements of the Church? What has been your experience of one or more of these?
- i. Should Catholic schools be open to non-Catholics? To non-believers?
- j. Do you have a piece of Scripture or a book of the Bible that has had a defining influence on your own life?
- k. What role should parishes play in a Catholic school? How could you help to make this happen in the role for which you have applied?

5. Parent

- a. What are some ways in which you have worked to improve the dialogue between parents and teachers?
- b. How can parents best be effectively involved in their children's education?

- c. Tell us of some examples of how you have been involved in initiatives to improve parental engagement in the school community.
- d. What is the most effective parent programme you have conducted? Why?
- e. How can parents improve their understanding of modern trends in education? What is the most important things for them to understand?
- f. How should ethnic and cultural diversity be dealt with in the Catholic school? How have you done this?
- g. What are your key principles in dealing with student management? Give us an example of how you have done this in practice.
- h. Is there a difference in the way you manage junior students and senior students?
- i. How have you managed student bullying?
- j. Provide us with some examples of how you have accommodated different student learning needs?
- k. What experience have you had in dealing with cyber-bullying and inappropriate use of electronic media?

APPENDIX 4

SCHEDULE FOR INTERVIEWS

Position:	
Interview Date:	
Time:	
Venue:	

Panel Members:	Name:	Position:

AGENDA

Time	
	1. Prayer
	2. Discussion of process and interview questions based on essential desirable criteria
	3. Interview1: (Applicants name)
	4. Interview 2: (Applicants name)
	5. Break
	6. Interview 3: (Applicants Name)
	7. Discernment

APPENDIX 5

PANEL RECOMMENDATION

Dear [NAME OF NATIONAL DIRECTOR]

Having interviewed the short-listed applicants for the position of Principal of [NAME OF SCHOOL] and having considered other information available to me, I make these recommendations to you.

Name of Applicant	Recommendation			Rank
	<i>Highly suitable</i>	<i>Suitable but with some qualification</i>	<i>Not suitable</i>	

My further comments:

Name: _____

Signature: _____

Date: _____

*APPENDIX 6***FEEDBACK TO APPLICANTS**

1. Strengths and suitability to the position:

2. Issues / Concerns:

3. Other Comments / Career advice:

Signed: _____
(CHAIR)

Dated: _____