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*Catholic School Elaborations*

# STANDARDS FOR THE TEACHING PROFESSION

*Ngā Paerewa mō te umanga  
whakaakoranga*

2018



## STANDARD

## ELABORATIONS OF THE STANDARD

## FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS

### TE TIRITI O WAITANGI PARTNERSHIP

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

- Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.
- Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practise and develop the use of te reo and tikanga Māori.

- Teachers in Catholic schools understand and are committed to the New Zealand Catholic Bishops Conference understanding of Te Tiriti o Waitangi and the commitment of the Catholic Church to bi-culturalism.
- Teachers in Catholic schools deepen their understanding of Māori spirituality and incorporate it into their teaching of Religious Education and spirituality.

### PROFESSIONAL LEARNING

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- Engage in professional learning and adaptively apply this learning in practice.
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.

- Teachers in Catholic schools critically assess and reflect upon all policies, procedures, practices and professional attitudes in light of their commitment to the Gospels and Catholic teaching.
- Teachers in Catholic schools apply knowledge of the Gospels and Church teaching to the values, pedagogy, practices and relationships of the school community.
- Teachers in Catholic schools undertake professional learning formation and qualifications appropriate to their role so as to deepen their own personal growth in knowledge of Catholic Theology, Scripture, Spirituality, Catholic Special Character and Religious Education, and to strengthen their ability to promote and enhance the Special Character of the school.

### PROFESSIONAL RELATIONSHIPS

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

- Engage in reciprocal, collaborative learning-focused relationships with:
  - learners, family and whānau
  - teaching colleagues, support staff and other professionals
  - agencies, groups and individuals in the community.
- Communicate effectively with others.
- Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.
- Communicate clear and accurate assessment for learning and achievement information.

- Teachers in Catholic schools maintain collaborative relationships within the school, with parish leaders, the school chaplain and other Church organisations, such as the diocesan Catholic Education Office.
- Teachers in Catholic schools promote faith-based leadership to effectively shape the school's vision and direction, so as to ensure a genuine and ongoing encounter with Christ, for ākonga.
- Teachers in Catholic schools engage in practices to ensure that the school has ways to assess the impact it has on the growth in faith of ākonga.

### LEARNING-FOCUSED CULTURE

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

- Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
- Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.
- Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.
- Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.
- Create an environment where learners can be confident in their identities, languages, cultures and abilities.
- Develop an environment where the diversity and uniqueness of all learners are accepted and valued.
- Meet relevant regulatory, statutory and professional requirements.

- Teachers in Catholic schools work to promote and enhance a Religious Education programme which is given high status, is soundly managed, appropriately resourced, and professionally delivered by qualified staff.
- Teachers in Catholic schools actively contribute to programmes that promote a Catholic worldview that is integrated into the daily practices of the school and into all curriculum areas.
- Teachers in Catholic schools comply with all of the relevant regulatory and statutory requirements stipulated by New Zealand Catholic Bishops Conference and / or which derive from Part 33 of the 1989 Education Act.

### DESIGN FOR LEARNING

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

- Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
- Design and plan culturally responsive, evidence-based approaches that reflect the local community and Tiriti o Waitangi partnership in New Zealand.
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- Design learning that is informed by national policies and priorities.

- Teachers in Catholic schools design and facilitate programmes that promote a genuine and ongoing encounter with Christ as an essential function of the Catholic school, and develop the progression from encounter, to growth in knowledge and to Christian witness, which is the framework of the disciple's journey.
- Teachers in Catholic schools promote a culture that assists in the understanding of what the integration of faith and life means from a Catholic perspective.

### TEACHING

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

- Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.
- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.
- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.
- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.
- Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.
- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

- Teachers in Catholic schools support the school, which through its practices and communication, facilitates an encounter with Christ and spreads the Good News to both church and unchurched members of the community.
- Teachers in Catholic schools ensure that all resources, including e-resources, used in the teaching and learning programme for RE, and in other areas as appropriate (e.g. Health, Social Sciences, Science) are in line with the key teachings of the Catholic Church.