

CONVERSATION STARTERS - Assistant Principal Primary (Special Character Cl 47 position responsible for Junior School)

Catholic School Elaborations: Standards for the teaching profession

	STANDARD	FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS	EXAMPLES FOR ASSISTANT PRINCIPALS JNR SCHOOL (CL 47) IN CATHOLIC SCHOOLS
1 tahi	<p>TE TIRITI O WAITANGI PARTNERSHIP Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> 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 biculturalism. Teachers in Catholic schools deepen their understanding of Māori Spirituality and incorporate it into their teaching of Religious Education and Spirituality. 	<ul style="list-style-type: none"> Work within the Senior Leadership Team (SLT) to develop and promote collaborative relationships with local iwi, that reflect the commitment of the Catholic Church in Aotearoa New Zealand to bicultural partnership. Work within the SLT to develop strong links with local Katorika Māori and Katorika marae, from whom should be drawn the school's kaumatua and kuia. Develop an understanding of our bicultural heritage and the Church's relationship with Māori from a local and national perspective. Develop an understanding of the history of Aotearoa New Zealand from pre-European settlement to the present. Work within the SLT (if applicable to role) to develop curriculum content which reflects our bicultural heritage and acknowledges the status of mana whenua and tangata whenua. Support and promote professional learning and formation (PLF) to establish and recognise the importance of Katorika Māori Spirituality, in the context of the Catholic Church in Aotearoa New Zealand, and how this is integrated into the life of the school at all levels.
2 rua	<p>PROFESSIONAL LEARNING Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Work with Director of Religious Studies (DRS) to achieve personal Catholic Special Character goals, that are relevant to the special character CL 47 position held. Support the Principal and DRS in promoting a culture whereby staff members take on appropriate Catholic leadership roles and work collaboratively to improve their understanding of Catholic Spirituality, Theology, Scripture and Religious Education (RE). Have a commitment to own ongoing faith formation, RE and Catholic Special Character development, and participation in parish life. Participate in appropriate conferences, workshops, retreats and/or faith practices that promote the development of Catholic Special Character. Support work with staff members to develop programmes of PLF, that integrate the teachings of the Gospel into the wider curriculum, to ensure that the students understand and hear the message of Christ and grow in their sense of belonging to their parish or iwi whakapono. Work towards or hold the appropriate level of Certification including a qualification in RE or Catholic Special Character within the appropriate time frame.
3 toru	<p>PROFESSIONAL RELATIONSHIPS Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> 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 ākongā. 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 ākongā. 	<ul style="list-style-type: none"> Provide effective role modelling at all times and support the school's Catholic Special Character. Work within the SLT to build up its working relationship with the parish priest/s and pastoral area leadership team/s. Support the work of the diocesan staff where appropriate e.g., Religious Education Advisors. Foster good working relationships with staff in other Catholic schools. Model respectful interactions with students, adults, staff and whānau in a way which promotes the Catholic life of the school. Abide by the <i>Code of Ethics for Staff and Boards of New Zealand Catholic Schools</i> and the <i>Expectations for Staff of a Catholic School</i> (www.nzceohandbook.org.nz). Work closely with the DRS to promote and develop RE and/or Catholic Special Character throughout the school community. Model the three theological virtues of faith, hope and charity that pertains to the nature of God and the four cardinal virtues of prudence, justice, temperance and fortitude/courage and values that reflect the teachings of the Gospel.

STANDARD**FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS****EXAMPLES FOR ASSISTANT PRINCIPALS IN CATHOLIC SCHOOLS****4****LEARNING-FOCUSED CULTURE**

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

- 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 Schedule 6 of the Education and Training Act 2020.

- Support programmes which foster and nurture spiritual growth of the students and their whānau.
- Support the DRS as they promote the sacramental life of the school community.
- Promote an inclusive environment in which the ethnic cultures and faith of students is acknowledged and respected.
- Support the Principal and DRS as they work to develop a spiritual and respectful environment.

whā**5****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.

- 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 this 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.

- Work to support the growth of the school as a Catholic professional learning community.
- Work within the SLT to ensure that the school community works progressively towards the goal/s of, setting the teachings of Christ into the context of parish life, the sacraments, social justice, the common good, ethical practices, and stewardship etc.
- Engage in appropriate PLF to integrate the Catholic worldview into the wider curriculum, in a seamless way, to ensure that students hear the Gospel message in all subject areas.
- Work within the SLT to ensure that the review and design of school programmes integrates a Catholic worldview into all learning areas, in an appropriate way and at the level of the students.
- Work within the SLT to provide experiences through Caritas and their resources, to ensure that students hear the Gospel message in the context of the wider world.
- Work within the SLT to ensure that resources, including e-resources used in the teaching and learning programmes are in line with the key teachings of the Catholic Church.
- Work within the SLT to develop a culture whereby staff members utilise current innovative pedagogy to promote an understanding, at the appropriate level, of Catholic Spirituality, Theology and Scripture.
- Be a witness to and promote the synthesis of culture and faith and faith and life.

rima**6****TEACHING:**

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

- Teachers in Catholic schools support the school, which through its practices and communication, facilitates an encounter with Christ and spreads the Good News to all 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.

- Support the school, which through its practices and communications, facilitates an encounter with Christ and spreads the Good News to all members of the community.
- Work within the SLT engaging with staff and sharing knowledge about effective pedagogy in the context of the New Zealand Religious Education Curriculum document.
- Work within the SLT, to provide appropriate, in depth Catholic Special Character and RE induction programmes for students and whānau.

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