

CONVERSATION STARTERS - Deputy Principal (CI 50)

Catholic School Elaborations: Standards for the teaching profession

	STANDARD	FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS	EXAMPLES FOR DEPUTY PRINCIPALS 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, 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 engage in 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 support 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"> Support the Principal and Director of Religious Studies (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) Participate in appropriate conferences, workshops, retreats and/or faith practices that promote the development of Catholic Special Character and if applicable, their own spiritual growth. Work with the Principal and DRS to support staff PLF, so that they can integrate the Catholic worldview into the wider curriculum in a seamless way, which ensures that students hear the message of Christ and grow in their sense of belonging to their parish or iwi whakapono. Be involved in appropriate Catholic Special Character PLF and translate learning into practice. Develop personal goals in Catholic Special Character relevant to the position.
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. Support the Principal and DRS, in building up a working relationship with parish priest/s and the pastoral area leadership team/s. Support the work of the diocesan staff where appropriate e.g., Religious Education Advisors. Foster close relationships with staff in other Catholic schools. 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). Support the DRS in promoting/developing RE and/or Catholic Special Character throughout the school community. If applicable, work with the DRS to ensure that the timetabling of the RE curriculum meets the requirements of the New Zealand Bishops' Conference. Model respectful interactions with students, whānau and staff in a way that promotes the Catholic life of the school.
4 whā	<p>LEARNING-FOCUSED CULTURE Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Work in partnership with the Principal and DRS as they develop programmes which foster and nurture spiritual growth of the students and their whānau. Support the Principal and DRS as they promote the sacramental life of the school community. Contribute, in an appropriate way, to organisation regarding the development of Catholic Special Character. Promote an inclusive environment in which the faith of students is acknowledged and respected. Support the Principal and DRS as they develop a spiritual, respectful environment.

STANDARD

FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS

EXAMPLES FOR DEPUTY PRINCIPALS IN CATHOLIC SCHOOLS

5

rima

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, nurtured in a parish, 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 goals of setting the teachings of Christ into the context of parish life, the sacraments, social justice, the common good, ethical practices, and stewardship.
- Engage in appropriate PLF to integrate a 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 on the review and design of school programmes so that the Catholic worldview is integrated into all areas of learning, in an appropriate way and at the level of the students.

6

ono

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 to develop a culture whereby, staff members utilise current innovative pedagogy to promote understanding, at the appropriate level, of a Catholic worldview.
- Work within the SLT, and with staff to provide appropriate in depth Catholic Special Character and RE induction programmes for students, whānau, and staff.