

# CONVERSATION STARTERS – Primary Scale A Teacher (not holding Special Character position)

## Catholic School Elaborations: Standards for the teaching profession

	STANDARD	FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS	EXAMPLES FOR PRIMARY SCALE A TEACHER (NOT HOLDING SPECIAL CHARACTER POSITION) IN CATHOLIC SCHOOLS
1  tahi	<p><b>TE TIRITI O WAITANGI PARTNERSHIP</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers in Catholic schools deepen their understanding of Māori Spirituality and incorporate it into their teaching of Religious Education and Spirituality.</li> </ul>	<ul style="list-style-type: none"> <li>Support the Senior Leadership Team (SLT) as they foster and promote collaborative relationships with local iwi that reflect the commitment of the Catholic Church in Aotearoa New Zealand to bicultural partnership.</li> <li>Develop an understanding of our bicultural heritage and the Church's relationship with Māori from a local and national perspective.</li> <li>Develop an understanding of the history of Aotearoa New Zealand from pre-European settlement to the present.</li> <li>Work with the Director of Religious Studies (DRS) to develop the prayer and liturgical life of the class, to reflect our bicultural heritage and acknowledge Māori as both mana whenua and tangata whenua.</li> <li>Engage in appropriate professional learning and formation (PLF) to integrate Māori Spirituality into the life of the school and the curriculum areas taught.</li> <li>Develop classroom curriculum areas to reflect our bicultural heritage and acknowledge the status of Māori as mana whenua and tangata whenua.</li> <li>Engage in the appropriate professional learning and formation (PLF) to integrate Katorika Māori Spirituality, in the context of the Catholic Church in Aotearoa New Zealand, into the life of the school and the curriculum areas taught.</li> </ul>
2  rua	<p><b>PROFESSIONAL LEARNING</b> 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"> <li>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.</li> <li>Teachers in Catholic schools apply knowledge of the Gospels and Church teaching to the values, pedagogy, practices and relationships of the school community.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Develop personal goals in Catholic Special Character and or Religious Education relevant to the position.</li> <li>Contribute, as far as possible, to the RE/Catholic Character staff meetings.</li> <li>Be involved in individual and whole school Catholic Special Character (including RE), PLF, with transference of new learning to personal practice.</li> <li>Engage in the appropriate PLF to 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.</li> <li>Work towards or hold the appropriate level of Certification, including a relevant qualification in RE (if teaching RE), within an appropriate time frame.</li> </ul>
3  toru	<p><b>PROFESSIONAL RELATIONSHIPS</b> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the appropriate working relationships with the parish priest/s and the pastoral area leadership team/s.</li> <li>Develop an understanding of the role of diocesan staff. Where appropriate work with the Religious Education Advisors.</li> <li>Participate in Catholic Special Character events/activities with staff from other Catholic schools, where appropriate.</li> <li>Model respect for others in interactions with students and their whānau, in a way which is consistent with the Catholic life of the school.</li> <li>Abide by the <i>Code of Ethics for Staff and Boards of New Zealand Catholic Schools</i> and the Expectations for Staff of a Catholic School (<a href="http://www.nzceohandbook.org.nz">www.nzceohandbook.org.nz</a>).</li> <li>Participate appropriately in the Catholic life of the school.</li> <li>Be guided by the DRS, in communicating regularly with whānau around RE and Catholic Special Character.</li> <li>Walk alongside new staff to assist them in integrating into the life of a Catholic school.</li> </ul>
4  whā	<p><b>LEARNING-FOCUSED CULTURE</b> 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"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Support the school in the development of a spiritual and respectful environment.</li> <li>Support programmes which foster and nurture the spiritual growth of students and their whānau.</li> <li>Develop processes to promote an inclusive environment in which ethnic cultures and the faith of students is acknowledged and respected.</li> <li>Support the growth of the school's Catholic Character.</li> </ul>

**STANDARD****FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS****EXAMPLES FOR PRIMARY SCALE A TEACHER (NOT HOLDING SPECIAL CHARACTER POSITION) 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.

If teaching Religious Education:

- Work with the DRS to analyse and act upon school-wide evidence of student learning in RE, to maximise learning for all students.
- Understand the stages of faith development and how knowledge of this leads teaching and learning.

All teachers:

- Work with the DRS to promote and include learning on the school's charism Gospel values, and theological and cardinal virtues within the curriculum.
- Understand Catholic social teaching, recognise its importance and ensure it is integrated into the wider curriculum.
- Work with the DRS to develop a Catholic curriculum that integrates faith and life, and faith and culture.
- Support how the school integrates a Catholic worldview, into the wider curriculum and ensures that students hear the Gospel message.

**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 the whole community.
- Ensure that teaching programmes and Catholic Special Character activities are adapted to the needs of different learners and their different stages on the faith journey.

If teaching RE: -

- Ensure that the amount of time allocated to the teaching of RE is in line with the guidelines set by the New Zealand Bishops Conference.
- Use the prescribed national RE Curriculum.
- Implement an appropriate RE programme, that utilises current innovative pedagogy and promotes understanding at the appropriate level of Catholic Spirituality, Theology and Scripture.