

CONVERSATION STARTERS – Primary Scale A Teacher (in Special Character Cl 47 position)

Catholic School Elaborations: Standards for the teaching profession

	STANDARD	FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS	EXAMPLES FOR PRIMARY SCALE A TEACHER (HOLDING SPECIAL CHARACTER Cl 47 POSITION) 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 with the Senior Leadership Team (SLT) as it develops collaborative relationships with local iwi that reflect the commitment of the Catholic Church in Aotearoa New Zealand to bicultural partnership. Work with the school to promote relationships with local Katorika Māori and Katorika marae, from where should come 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. Develop a classroom prayer life, which reflects our bicultural heritage and acknowledges Māori as both mana whenua and tangata whenua. Develop classroom curriculum area/s which reflect our bicultural heritage and acknowledge the status of Māori as mana whenua and tangata whenua. Engage in appropriate professional learning and formation (PLF) to integrate Katorika Māori Spirituality, in a seamless way, into the life of the school and the curriculum areas taught.
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 the Director of Religious Studies (DRS) to achieve personal Catholic Special Character goals, in a manner that is relevant to that of a Religious Education (RE) teacher and/or teacher holding a Special Character Cl 47 position. Contribute appropriately to RE meetings if teaching RE. Be involved in whole school Catholic Special Character (including RE) PLF, with transference of new learning to personal practice. Have a commitment to own ongoing faith formation, RE and /or Catholic Special Character development and formation, and participation in parish life. Participate in appropriate conferences, workshops, retreats and/or faith practices that promote the development of Catholic Special Character. Work toward, or hold the appropriate level of Certification, including a qualification in RE or Catholic Special Character, within an 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"> Work to develop a positive relationship with the parish priest/s and the pastoral area leadership team/s. Develop an understanding of the role of the diocesan staff and where appropriate, work with the Religious Education Advisor/s. Participate in events/activities with staff from other Catholic schools (e.g. planning, moderation, Catholic Schools Day, transition etc.) and engage in wider Catholic activities where applicable to role. Model appropriate leadership as per the expectations of the special character position held (www.nzceohandbook.org.nz) 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 with the DRS, to provide ongoing information to whānau and/or the school community and parish on student progress in RE and/or Catholic Special Character. Work with the DRS to develop evaluation of practices that assist students to grow in faith and sense of belonging to a parish or iwi whakapono. Model respectful relationships with students, staff and whānau in a way that promotes the Catholic life of the school. 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.
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"> 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. Act as a role model in setting the teachings of Christ into the context of parish life, the sacraments, social justice, the common good, ethical practices and stewardship. Be an active member of the school's Catholic Special Character team, that assists the DRS to develop programmes which foster and nurture spiritual growth of students and whānau and strengthen the Catholic Special Character of the school, as a vibrant part of the parish/es.

STANDARD

FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS

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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.

- Develop processes to promote a Catholic worldview within the wider curriculum and in Catholic Special Character events.
- Develop teaching and learning opportunities that expose students to major philosophical questions-who am I? why am I here? -at an appropriate level.
- Provide experiences through Caritas and their resources, to ensure that students hear the Gospel message in the context of the wider world.
- Ensure that resources, including e-resources used in the teaching and learning programmes are in line with the key teachings of the Catholic Church.
- Develop a sound understanding of the stages of faith formation and how knowledge of these stages, promotes the development of faith.
- Work with the DRS to develop processes to safeguard and strengthen the Catholic Special Character of the school.
- Work with the Principal and DRS to implementing a school ethos and charism, focused on the teachings of Christ and the values of the Gospel.
- Assist the DRS in providing support to other teachers to develop a RE curriculum across the school.
- Support and participate in the Catholic life of the school.
- Be a witness to and promote the synthesis of culture and faith and faith and life.

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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.
 - Share knowledge and understanding of Catholic Spirituality, Theology and Scripture with other staff.
 - If teaching RE, demonstrate leadership, by sharing knowledge and effective pedagogy in the context of the New Zealand Religious Education Curriculum.
 - Understand Catholic social teaching, recognise its importance and ensure that it is integrated into the wider curriculum.
 - Walk alongside new staff to assist them in integrating into the life of a Catholic school.
- 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.