

# CONVERSATION STARTERS - Principal

## Catholic School Elaborations: Standards for the teaching profession

	STANDARD	FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS	EXAMPLES FOR PRINCIPALS 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>Develop 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 relationships with local Katorika Māori and Katorika marae from where should come the school's kaumatua and kuia.</li> <li>Demonstrate an understanding of our bicultural heritage and the Church's relationship with Māori from a local and national perspective.</li> <li>Demonstrate an understanding of the history of Aotearoa New Zealand from pre-European settlement to the present.</li> <li>Understand and demonstrate the importance of Katorika Māori Spirituality and promote it in the life of the school at all levels.</li> <li>Ensure the faith life of the school (prayer, liturgy, social action, virtues education) and the Religious Education (RE) curriculum reflects our bicultural heritage and acknowledges the status of Māori as both mana whenua and tangata whenua.</li> <li>Develop 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 work to ensure that this is integrated into the life of the school at all levels.</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 an understanding of the Catholic Special Character requirements in Schedule 6 of the Education and Training Act 2020 and <i>The Handbook for Boards of Trustees of New Zealand Catholic Integrated Schools</i> (including Proprietor's requirements).</li> <li>Develop individual teacher and school wide Catholic Special Character PLF based upon a three-year cycle of self-evaluation as set out in the <i>Catholic Special Character Review for Development: Aotearoa New Zealand Catholic Integrated Schools</i> document.</li> <li>Participate with the Board of Trustees (BoT) in planning for strategic development that safeguards and strengthens Catholic Special Character.</li> <li>Develop a process by which the BoT receives regular training in how the principles of Catholic social teaching (CST) applies to the application of their responsibilities.</li> <li>Assist the BoT in developing policies and procedures that promote the Catholic Special Character life of the school and reflect CST.</li> <li>Develop a process by which the BoT, parish and whānau receive timely, accurate information, and advice on RE learning and Catholic Special Character activities, developments, and requirements.</li> <li>Actively contribute to the Catholic professional learning community, by taking part in and/or leading, and promoting external and internal PLF which leads to a greater understanding of Catholic Scripture, Theology, Spirituality, Catholic Special Character, and RE.</li> <li>Develop a process by which staff members participate in PLF, to support staff 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>Develop an understanding of the stages of faith development to assist students' growth in faith.</li> <li>Develop a process which ensures that students hear the message of Christ in the context of the Catholic worldview and which grows their understanding and sense of belonging to a parish or iwi whakapono.</li> <li>Be involved in school wide Catholic Special Character PLF and be working towards Graduate Level Certification.</li> <li>Participate in and provide conferences, workshops, retreats and faith practices, that promote personal development of a spiritual connection with God.</li> <li>Have a commitment to own ongoing faith formation, RE and Catholic Special Character development, and participation in parish life.</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 authentic, collaborative, and developmental working relationship/s with the priest/s and pastoral area leadership team/s, and the local diocesan office.</li> <li>Actively foster supportive relationships between the school and its parish/es in such a way that enhances the understanding of whānau as members of the parish community.</li> <li>Actively support the role of the proprietor and diocesan staff, in growing the school as an authentic Catholic community whose full life and purpose is found as a vibrant part of the parish.</li> <li>Model the theological virtues of faith, hope and charity, that pertain to the nature of God and the cardinal virtues of prudence, justice, temperance, and fortitude/courage; as well as the values that reflect the teachings of the Gospel.</li> <li>Develop relationships with organisations such as Caritas, that promote the dignity of the human spirit and respect for the individual.</li> <li>Develop close partnerships, with other local Catholic schools and communities to promote the common good and the overall mission of the</li> </ul>

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## 4

### LEARNING-FOCUSED CULTURE

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

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- 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 Education and Training Act 2020.

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## 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.

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- 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.

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## 6

### TEACHING:

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

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- 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.

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Church.

- Model respect in all interactions, in a manner which promotes the Catholic Special Character of the school.
- Act as a role model in ensuring that, the school community works progressively towards the goal of setting the teachings of Christ into the context of social justice, the common good, ethical practices, and stewardship.
- Abide by the *Code of Ethics for Staff and Boards of New Zealand Catholic Schools* and the *Expectations for Staff of a Catholic School* ([www.nzceohandbook.org.nz](http://www.nzceohandbook.org.nz)).
- Work with teachers who hold Special Character CI 47 positions (Sch 6: Education and Training Act 2020) to develop their understanding and the ability to fulfil their role strengthening the Catholic Special Character of the school

- Develop partnership with the parish/es and others, to develop and implement programmes which foster and nurture the spiritual growth of students and whānau, as members of a Catholic faith community.
- Share life experiences that reflect how Gospel virtues and values are lived in daily life.
- Support staff, as they develop and periodically review individual goals for professional, spiritual and/or Catholic Special Character growth, which reflect and enhance the school's mission and vision.
- Develop processes by which the school promotes and supports ongoing PLF, that develops the school's Catholic Special Character and RE programme.
- Develop the sacramental life of the school community.
- Interact with whānau/school community to promote and highlight concerns regarding issues of social justice at local, national, and international level.
- Develop processes to promote an inclusive environment in which the cultural diversity and faith of students are acknowledged, respected, and strengthened, including within prayer and worship.

- Develop processes, by which the school's Catholic Special Character is integrated into the review and design of all school programmes in an appropriate way and at a level appropriate to students.
- Develop an understanding of Church documents related to Catholic Special Character and RE. For example, *The Catholic School*, (Congregation for Catholic Education, 1977).
- Develop processes, to identify and grow potential leaders for the common good of Catholic education in Aotearoa/New Zealand.
- Analyse and act upon school-wide evidence of student progress in RE, to maximise learning for all.
- Review and evaluate school programmes and the curriculum to ensure they reflect the Catholic Special Character of the school in an appropriate way and at the academic and faith level of students.
- 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.
- Interact regularly with whānau and the school community regarding the progress of students in RE and other Catholic Special Character related matters.
- Have a commitment to the promotion and development of evangelisation within the wider faith community.
- In conjunction with the school community, develop and implement an ethos and charism, focused on the teachings of Christ and the virtues of the Gospel.
- Provide opportunities for students to encounter and form a personal relationship with Jesus, within the context of the parish.
- Develop ways to model and share faith journey stories and knowledge of the faith, as part of the learning opportunities for the school community.

- Ensure the school, through its practices and communications, facilitates an encounter with Christ and spreads the Good News to all members of the community.
  - Develop a culture, whereby staff members utilise current innovative pedagogy to promote understanding, at the appropriate level, of Catholic Spirituality, Theology and Scripture.
  - Provide appropriate PLF to support and encourage other staff in their spiritual growth and understanding of faith.
  - Develop ways to engage with staff and share knowledge about effective pedagogy in the context of the New Zealand RE curriculum.
  - Develop a sound understanding of the stages of faith formation and how knowledge of these stages, promotes the development of faith.
  - Develop processes to provide appropriate Catholic Special Character and RE induction programmes for students, whānau and staff.
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