

Catholic School Elaborations: Standards for the teaching profession

	STANDARD	FURTHER ELABORATIONS FOR CATHOLIC SCHOOLS	EXAMPLES FOR SECONDARY RE or SPECIAL CHARACTER TEACHING POSITIONS (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 foster and promote collaborative relationships with local iwi that reflect the commitment of the Catholic Church in Aotearoa New Zealand to bicultural partnership. 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 with the Director of Religious Studies (DRS) to develop the prayer life of the class and/or form room, to reflect our bicultural heritage and acknowledge Māori as both mana whenua and tangata whenua. Develop curriculum area/s to reflect our bicultural heritage and acknowledge the status of Māori as both mana whenua and tangata whenua. Engage in the appropriate professional learning and formation (PLF) to integrate Katorika Māori Spirituality 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 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 DRS to achieve personal goals in Catholic Special Character, 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 in RE Department/Faculty and/or whole school Catholic Special Character meetings. Be involved in whole school Catholic Special Character (including RE if applicable) 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 (if in a CL 47 position). 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 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"> 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. 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. 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 building up the Catholic Special Character of the school, if in a CL 47 position. Work with the DRS, to provide ongoing information to whānau, school community and parish on student's progress in RE and/or Catholic Special Character. Work with the DRS, to develop evaluation practices that assist students to grow in faith and a sense of belonging to a parish or iwi whakapono. Model respectful interactions with students, whānau and staff in a way that promotes the Catholic life at 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. 	<p>Secondary Religious Education Teachers</p> <ul style="list-style-type: none"> Develop programmes to nurture the faith formation of students as part of a spiritual and respectful environment. 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. Develop processes to promote an inclusive environment (we are all brothers and sisters in Christ), in which the ethnic cultures and the faith experiences of students are acknowledged and respected. Participate, where appropriate, in conferences, workshops, retreats, staff and student prayer time, and faith practices that promote the development of a personal relationship with God. <p>Secondary Special Character Teacher positions (Cl 47)</p> <ul style="list-style-type: none"> Develop processes to support the faith formation of students, as part of a spiritually, respectful environment. 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. Be an active member of the school's Catholic Special Character team, that assists the DRS to foster and nurture faith formation of students and whānau

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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.

- and strengthen the Catholic Special Character of the school as a vibrant part of the parish(es).
- 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.
- Develop processes to promote an inclusive environment, in which the cultures of students are acknowledged and respected.

Secondary Religious Education Teachers

- Work with the DRS, to promote and include learning on the school's charism, virtues and Gospel values, and a Catholic worldview within RE and/or the wider curriculum.
- Support and participate in the Catholic life of the school, where appropriate.
- Develop processes in RE to promote and teach a synthesis of faith and culture, and faith and life.
- Develop a RE programme that exposes students to the major philosophical questions -who am I? why I here? -at an appropriate level am.
- Ensure all resources, including e-resources, used in the teaching, and learning programme for RE are in line with the key teachings of the Catholic Church.
- Be a witness to the virtues, Gospel values and the teachings of Christ.

Secondary Special Character Teacher positions (CI 47)

- Work with the DRS, to promote and include learning on the school's charism, virtues, Gospel values and a Catholic worldview within the wider curriculum and Catholic Special Character events.
- If teaching, ensure all resources, including e-resources, used in the teaching and learning programmes in line with the key teachings of the Catholic Church.
- Design programmes that expose students to the major philosophical questions-who am I? why am I here? -at an appropriate level.
- Work with the DRS, to safeguard and strengthen the Catholic Special Character of the school.
- Assist the DRS, in providing support to other teachers and in developing the Catholic curriculum across the school.
- Be a witness to and promote the synthesis of faith & culture, and faith & life.
- Work with the DRS, to support and encourage other staff in their spiritual growth.

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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.

Secondary Religious Education Teachers

- Support the school, which through its practices and communications, facilitates an encounter with Christ and spreads the Good News to members of the community.
- Demonstrate a sound understanding of the stages of faith formation and how knowledge of this leads teaching and learning.
- 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.

Secondary Special Character Teacher positions (CI 47)

- 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.
 - Ensure all resources, including e-resources, used in teaching and learning are in line with the key teachings of the Catholic Church.
 - Share knowledge and understanding of Catholic Spirituality, Theology and Scripture with students and other staff.
 - If teaching, have in-depth knowledge about RE, demonstrate leadership through sharing knowledge and effective teaching and learning in the context of the New Zealand Secondary School RE Curriculum.
 - Understand Catholic social teaching, recognise its importance and its integration into a Catholic worldview of the curriculum.
 - Walk alongside new staff to assist them in integrating into the life of a Catholic school
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