

# ‘SHARERS OF THE VISION’

Expectations associated with working in a  
Catholic School in the Northern Territory





## CATHOLIC DIOCESE OF DARWIN

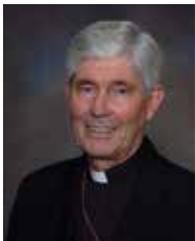
Dear Friends,

We acknowledge the history of the Sisters of Our Lady of the Sacred Heart in establishing schools throughout the Territory and we celebrate the continuing journey of faith of the people of God.

As participants in Catholic Education I invite you to be open to where your journey will lead you and trust that your experience of Catholic Education will enrich your relationships with God and with our sacred land.

We are called to model the life and teachings of Jesus as we give daily witness to the intrinsic value and uniqueness of each human person. This challenges us to get to know our colleagues and build trusting, respectful, and supportive relationships with all members of our community. We are also challenged to use our gifts of faith and knowledge to share wisdom and the love of learning and life with everyone.

May your contribution to Catholic Education be based on a genuine thirsting for ultimate truth and the bringing forth of the Kingdom. May you and the community in which you work grow in faith and love.



God bless you in your endeavours,

A handwritten signature in black ink that reads "Eugene Hurley".

Bishop Eugene Hurley  
Bishop of the Diocese of Darwin.



# Working in Our Catholic Schools

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# Introduction

**Staff in Catholic schools, through their teaching and witness to faith, create a synthesis of culture and faith, and a synthesis of faith and life. Catholic School, 37**

Teaching has historically been considered a privileged vocation. Indeed it is today a ministry of the Church. Teaching in a Catholic school is participating in the formation and leadership of the students and the school community.

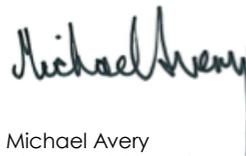
In the Northern Territory we become part of an extraordinary, unique and modern history. This is an important and shared responsibility for all staff to be inducted into our history, our ethos and our traditions. This document is a key component of induction. It provides clear expectations of the role and responsibilities of all staff in Catholic schools in the Northern Territory.

Our role requires an explicit understanding of what is written. There is a mutual responsibility of both the staff member and the school leader to purposefully use the document and to review it with staff annually.

*"True Education aims at the formation of the human person. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic School."*

*Source: John Paul II, Address to the First National Meeting of the Catholic School in Italy, L'Osservatore Romano, 24 November 1991.*

This is the heart of the matter – staff, students, family.



Michael Avery  
Director of Catholic Education  
Diocese of Darwin



## OUR VISION

We, the staff Catholic Education Northern Territory, share our journey in faith as followers of Jesus through our service to each other, our schools, parishes and the wider community.

## OUR MISSION

**Faith:** We share and grow by celebrating our faith in prayer and reflection, encouraging and caring for each other and all those we serve, acting with truth, integrity, respect, trust and compassion.

**Service:** We foster positive relationships with our school communities through our commitment to maintaining and enhancing quality teaching, learning and service.

**Collaboration:** We work collaboratively to ensure continuous growth in all our professional and personal dealings.

**Diversity:** We value and use our diverse gifts, talents and experiences to shape our future.

**Generosity:** We come together generous of heart and of time in a spirit of camaraderie, empathy and mutual support.

## 1.0 Responsibilities of the Employing Authority to the Staff Member

### The employing authority acknowledges the co-operative professional relationship between the school and the staff member.

Therefore, the employing authority commits to:

- 1.1 Providing a formal letter of appointment and a role description or role specifications and requirements;
  - 1.2 Making available copies of relevant policy documents, Diocesan policies, regulations and awards as appropriate;
  - 1.3 Providing a staff handbook (or equivalent) which describes general organisational details and expectations of professional staff;
  - 1.4 Ensuring all staff undertake Probation and Formation Review (a professional improvement cycle) as appropriate;
  - 1.5 Encouraging and providing opportunities for all staff to participate in the faith life of the school;
- 1.6 Providing a supportive and professional environment with opportunities for professional learning;
  - 1.7 Using collaborative processes of decision making, where appropriate;
  - 1.8 Providing effective communication processes for all staff members;
  - 1.9 Regularly communicating the work of the School Board, School Council, Parents and Friends' Association to all staff members;
  - 1.10 Encouraging and providing opportunities for all staff to participate in professional development, and the timely review and/or appraisal of performance and effectiveness;
  - 1.11 Providing a safe and healthy workplace in accordance with legislative requirements.

## 2.0 Responsibilities of the Staff Member to the School and Employing Authority

### The staff member acknowledges the co-operative professional relationship with her/his school employing authority.

- Therefore, the staff member:
- 2.1 Is open and truthful when making statements about experience, qualifications and competencies;
  - 2.2 Accepts contractual and appraisal commitments in accordance with relevant policies\*, awards and agreements;
  - 2.3 Supports and complies with the development and implementation of school and Diocesan policies\*, regulations and awards;
  - 2.4 [Teacher] obtains and continues to maintain Accreditation A - to teach in the Catholic school in accordance with the Catholic Education Council (CEC) Accreditation policy;
  - 2.5 [Teacher] is accredited, or obtains Accreditation B, if applicable, to teach Religious Education in the Catholic School, in accordance with the Catholic Education Council (CEC) Accreditation policy;
  - 2.6 [Teacher] is registered by the Northern Territory Teacher Registration Board (TRB) to teach in the Northern Territory;
  - 2.7 Obtains and maintains a current Working with Children check (ochre card);
  - 2.8 Provides a high standard of professional service and appropriate personal presentation;
  - 2.9 Models a public lifestyle that provides a positive witness commensurate with Catholic teaching and practice;
  - 2.10 Acknowledges and supports the advisory role of the School / College Board;
  - 2.11 Accepts personal responsibility for development as a professional;
  - 2.12 Accepts and promotes the Catholic ethos of the school and the faith tradition centred on Jesus Christ.

*Note: \* Relevant Policies may include: School/Diocesan/CEC/NCEC/Orders/Congregations/Government*

## 3.0 Commitment to the Church's Mission within Catholic Education

### Staff working in Catholic Schools show, through their professional and personal life, a commitment to the Church's mission in Catholic Education.

- Therefore, the staff member:
- 3.1 Accepts, supports and promotes the values and principles of Catholic education within the mission of the Church;
  - 3.2 Recognises and celebrates the rich history and unfolding history of the Catholic Church and Catholic education within the Parish and the Diocese;
  - 3.3 Participates actively in the development and realisation of Catholic Education's vision and mission;
  - 3.4 Contributes to the ongoing formation of the school as a faith-enriched community with the Eucharist as its centre and Christ as its model;
  - 3.5 Strives, through teaching and example, to develop students' understanding and acceptance of Catholic teachings, values and practices and the following of the Person of Christ;
  - 3.6 Helps students to integrate faith and culture in their daily lives within a changing world, in the light of the Gospel message of love, truth and freedom;
  - 3.7 Develops and maintains an adequate understanding of the implications of Catholic teachings for the curriculum and everyday life;
  - 3.8 Strives to live out her/his personal vocational commitment as a staff member in a community of colleagues and in an atmosphere of trust, mutual respect, loyalty, integrity and truthfulness;
  - 3.9 Strives to maintain a healthy balance between personal and professional areas of her/his life.

*Working in an environment where the Christian ethos of sharing, forgiveness and appreciation underlies the vision of and relationships within the community.*

## 4.0 Commitment to Teaching Competence and Professionalism

### The Teacher as a competent professional is committed to Catholic Education and to ongoing professional development.

Therefore, the teacher:

- 4.1 Strives to provide effective teaching and learning through continual professional development;
- 4.2 Acts in a professional manner towards all staff, students and the community;
- 4.3 Participates in school-level curriculum development and evaluation consistent with the Catholic ethos and approved policies and guidelines;
- 4.4 Uses appropriate student assessment procedures consistent with school policy, and provides meaningful feedback to students and parents;
- 4.5 Is sensitive and responsive to students with special needs and implements effective strategies to cater for diversity;
- 4.6 Nurtures the particular gifts and talents of all students;
- 4.7 Supports and contributes to the leadership of the school and exercises personal leadership appropriately;
- 4.8 Builds and maintains collaborative partnerships in relationships with colleagues;
- 4.9 Participates, when appropriate, in Diocesan professional development teams and programs and supports the school in collaborating in professional development programs across net works and the Diocese;
- 4.10 Assists and supports newcomers to, and all those involved in, the teaching profession;
- 4.11 Recognises and interacts appropriately with other professionals outside the immediate school environment and school system;
- 4.12 Is guided by the Teacher Registration Board (TRB) Northern Territory – Standards of Professional Practice for Teachers.

## 5.0 Commitment to the Learning and Personal Development of Students

**Staff in our Catholic schools share in the promotion and the formation of the whole person. This is achieved through developing positive rapport with students and through a clearly directed and well planned school curriculum which enhances student learning and personal development.**

Therefore, the staff member:

- 5.1 Integrates values consistent with Catholic teaching into all areas of the school curriculum;
- 5.2 Provides a diversity of creative and effective learning experiences that enable all students to gain access to the knowledge, skills and values required for full, active and fruitful participation in society;
- 5.3 Encourages the development of critical thought, reflection and community action in the light of Gospel values and consistent with the teachings of the Church;
- 5.4 Leads students through facilitation, co-ordination, word and example towards greater responsibility for their own learning;
- 5.5 Recognises and caters for different styles and rates of learning across curriculum areas;
- 5.6 Presents and models learning and growth in faith as a life-long and life-giving process;
- 5.7 Is a role model as a life-long learner;
- 5.8 Displays a commitment to personal wellbeing and care of self.



*“Teaching has an extraordinary moral depth and is one of man’s most excellent and creative activities, for the teacher does not write on inanimate material, but on the very spirit of human beings.”*

*Source: The Catholic School on the Threshold of the Third Millennium*

## 6.0 Commitment to Student Pastoral Care

**Staff in our Catholic schools perform an essential personal role in the teaching ministry of the Catholic Church, which goes beyond the need for professional skills and competence. Staff bring to the students a realisation and knowledge of the richness and joy of a life lived in accordance with Gospel values.**

Therefore, the staff member:

- 6.1 Provides an environment which promotes the spiritual, physical, emotional, social, cultural and intellectual wellbeing of all students;
- 6.2 Exercises a duty of care towards all students, consistent with school and Diocesan policy as well as community expectations;
- 6.3 Is sensitive to each student's religious, social and cultural background and affirms the richness of this diversity;
- 6.4 Recognises, values and protects the uniqueness, potential and dignity of each student and the student's right to privacy and confidentiality;
- 6.5 Fosters the development of students' self-esteem and their ability to interact harmoniously and productively with others;
- 6.6 Leads students towards increased responsibility for personal decision making and action in accordance with Gospel values;
- 6.7 Is committed to justice and equity for all students and follows practices which lead to more just educational opportunities and outcomes;
- 6.8 Supports the development and implementation of behaviour management strategies consistent with Diocesan and school policies;
- 6.9 Creates relationships with students which are based on trust, honesty and integrity.

## 7.0 Collaboration with the Parish(es)

**Our staff recognise that the Clergy assist in the development of the staff of a Catholic school as people who are open to the local faith community (the Parish), the wider community of the Church, and the world.**

**Our staff recognise that we operate as schools under the auspices of the Bishop of the Diocese of Darwin. Staff of the Catholic school contribute to their local faith community (parish) and the wider community of the Church in the world.**

Therefore, the staff member:

- 7.1 Recognises, appreciates and promotes the role of the Parish in the life and nature of the Catholic school and promotes, where appropriate, continuing interaction between the school community and the wider Christian community;
- 7.2 Recognises and supports, where appropriate, the involvement of the school in the sacramental life of the local faith community;
- 7.3 Understands the role of the Bishop as employer and the Bishop's role as leader of the Catholic Church in the Northern Territory;
- 7.4 Understands the role of the Parish Priest and the priest's role as pastor and / or chaplain;
- 7.5 Participates in leading students to take their place in the communal and liturgical life of the Church;
- 7.6 Welcomes and supports priests, religious and their representatives, and chaplaincy services within the school as integral to the holistic development of students, school staff and community.

*"Today people listen more willingly to witness than to teachers, and if they do listen to teachers, it is precisely because they are witnesses."*

Source: Pope Paul VI, *Proclaiming the Good News* 1975

## 8.0 Partnership with Parents

**The staff understands that families are the primary focus and nurturing “centre” of children and young people and therefore work in partnership with parents towards the development of each student.**

Therefore, the staff member:

- 8.1 Is sensitive and responsive to the complexity and diversity of modern family life and the many social, psychological, financial and other pressures faced by families;
- 8.2 Respects the uniqueness and value of each student's family background;
- 8.3 Values and promotes the role of parents as their child's / children's first and foremost educator;
- 8.4 Recognises accountability and responsibility to the parent/s of the children she/he teaches;
- 8.5 Works in partnership with parents in the ongoing educative process through establishing appropriate communication channels;
- 8.6 Creates a warm and welcoming climate for parents at classroom and school level, based on courtesy, mutual trust and open communication;
- 8.7 Participates in school initiatives to involve parents in genuine ways in the decision-making processes of the school;
- 8.8 Recognises the vital role of the parish and community in partnership with parents and the school in achieving each student's growth in wholeness;
- 8.9 Respects family privacy and the confidential nature of family information;
- 8.10 Respects parents and guardians' rights of inquiry, consultation and information with regards to their children;
- 8.11 Recognises the diversity of family structures – i.e. that in some families the grandparents or other family members assume parenting responsibilities and perform the role of main care giver.

## 9.0 Responsibilities to the Broader Community

**The Catholic school is a community of faith and service where staff seek to develop Christian values which include: respect for self and others; equality; integrity; participation; and the pursuit of truth.**

Therefore, the staff member:

- 9.1 Promotes co-operation among all agencies and professionals working in the best interests of students and families;
- 9.2 Provides a professional service which is attentive to the needs of the community;
- 9.3 Fosters a respect for our nation and its laws and policies which protect and promote the wellbeing of students, families and the community.







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