

Trusteeship:

Ensuring faithfulness to the Gospel as proclaimed by the Church, and collaborating in a spirit of unity with our Bishop, in “helping to develop mature people who are ... competent and honest, who know how to love with fidelity, who can live life as a response to God’s call, and their future profession as a service to society.”¹

¹Pope Francis, Address to Educators of the Jesuit Schools of Italy & Albania, 2013

This quote may have been used in other parts of this seminar and I use it to remind us what is the purpose of Catholic Special Character Reviews.

IT IS ALL ABOUT THE STUDENTS – we have the privilege of influencing their formation into people of faith, service, love and integrity. We want to extend their intellectual capacity, widen and deepen their knowledge and challenge each of the students to be the best person s/he can be.

SO HOW DO WE DO THAT?

The Board is charged (in charge of) setting the vision –

- You school’s founding charism
- Values and virtues
- Goals and targets
- Resourcing
- Meeting statutory obligations
- All of this is expressed in the Charter and in policies

The Principal is on the Board and contributes significantly to that vision setting. The Principal is also charged with implementing the vision – putting in place the procedures to bring the vision to a practical reality. The Principal and staff are constantly reviewing and refining what they do – in the classroom and in the culture of the school.

Each year the Board, Principal and Staff consider one of three broad areas of Special Character
Catholic Community
Pastoral Care
Religious Education

In addition, the Board renews its statutory obligations to the Proprietor.

SO WHAT IS THE PURPOSE OF EXTERNAL REVIEW

- 1 really a snapshot in time
 - a. considering the data gathered for internal reviews
 - b. experiencing the culture of the school
 - c. meeting with the students, staff, parents and Board
- 2 As set out in letter advising of Catholic Special Character External Review
 - a. To identify, affirm and celebrate the positive expressions of Catholic Special Character in a school.
 - b. To enable the school to demonstrate acceptable standards of Catholic Special Character in Catholic Community, Pastoral Care and Religious Education.
 - c. To assure the Proprietor that the school is authentically Catholic Diocese
 - d. To identify and support ways in which parish/parishes and school collaborate with parents to provide for faith formation of their children.
- 3 With *The Catholic Education of School-Age Children* there will be some changes in emphasis on what the Reviewer is highlighting. For the moment, the review sheet will help lead our discussion.

2014 CATHOLIC SPECIAL CHARACTER REVIEW

SET UP MEETING

Set up meeting between principal, Board Chair if you wish, and reviewer to negotiate format of review.

Confirm review dates, times on site and review team members

Process is review and development – intention to identify and affirm good practice and negotiate next steps for growth. There will be next steps! Compliance recommendations if required.

Timetable prepared by principal or DRS to include meetings with:

- ❖ Principal 45-60 minutes
- ❖ Chairperson of Board of Trustees, Proprietor appointees or Board members (45 minutes)
- ❖ DRS, RE team, RE Faculty/Department, Health Faculty/Department, pastoral care team.
- ❖ Parish priest, priest chaplain, pastoral chaplain, pastoral assistant (40-50 minutes)
- ❖ Contact with classroom teachers/ support staff (maybe over break or lunch time)
- ❖ Group of parents (20 mins 8.30 am or 2.40 pm)
- ❖ Group of students, representatives of groups eg Maori, school/college leaders
- ❖ Classroom visits all teachers of RE to observe lesson and possibly prayer time
- ❖ Reviewers will be looking to see programme overview, school/classroom planning and preparation, teaching and learning strategies, assessment and evaluation, reporting processes. Please explain to teachers it is not always possible to give specific feedback on lessons.

Documentation may be paper or digital please provide one week before on-site visit:

- General
 - Integration Agreement
 - Charter, Strategic and annual plans including Special Character Development Plan
 - Board governance manual, terms of reference, policies and procedures, minutes of meetings, Board newsletters (if any).
 - Last Catholic Special Character self-review documents including record of actions taken to recommendations in previous report.
 - Budget allocations for Catholic Special Character and Religious Education
 - Self-review over past three years covering: Catholic Community, Pastoral Care and RE
 - Induction programme for teachers, staff manual/handbook
 - Induction programme for pupils, new entrants packs, prospectus
- Catholic Community
 - Staff list with positions/areas of responsibility, Tagged positions, RE class level/s taught, certification levels;
 - Performance Management documentation including application pack, job descriptions, appraisal and special character goals/appraisal
 - Staff Meeting minutes
 - Area of national interest 2013-4 – RE/Special Character Professional Development
 - Service and social justice activities
 - Liturgy and prayer samples
 - Communication – parent newsletters, staff meeting minutes, surveys/consultation
- Pastoral Care
 - Pastoral care programmes and procedures including crisis plan

- Behaviour management
 - Cultural awareness programmes and activities; consultation with Maori/Pacific Island, other significant groups.
 - Evidence of Tikanga Maori/Te Reo
- Religious Education
- RE curriculum delivery, programme for year including assessment information
 - Director of Religious Studies (DRS) overview/annual report to Board of Trustees
 - Teacher planning, assessment, evaluation and reporting records; samples of reports to parents at mid-year/end-year, junior/middle/senior students.
 - Reporting of student achievement in RE
 - Integrated curriculum including Health Education, cross-curriculum learning, deep topic that includes RE
 - Newsletters, guidelines, examples of liturgy and prayer planning
- Legislative Requirements/Compliance
- Annual compliance attestation forms
 - Tagged positions
 - Photocopy of all Preference Certificates for current students for reviewer to take to Catholic Education Office.
 - School roll of all students showing class levels and Preference status eg

| Student's Name | Year Level | Preference/non-Preference | Criteria for Preference: 5.1-5.5 |
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Timeframe

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| Set up Meeting | Friday March 7 |
| Documentation delivered to Reviewer – digital and/or paper copy | Tuesday – 18 March 1 week before on-site visit |
| On site visit | Wednesday 26, Thursday 27 and Friday 28 March |
| Feedback, discussion with principal and/or chairperson of Board | |
| Draft report sent to principal and chair | Week of 14 April |
| Response received from principal and chair | After Board Meeting that discusses the Draft Report – mid-May |
| Report confirmed | Mid to late June |
| Copies to school, Catholic Education Office, Fr John Adams (Vicar for Education), Bishop Barry Jones, Proprietor (other than Bishop), NZCEO | Before end July |

Mary Lynch – Catholic Special Character Review