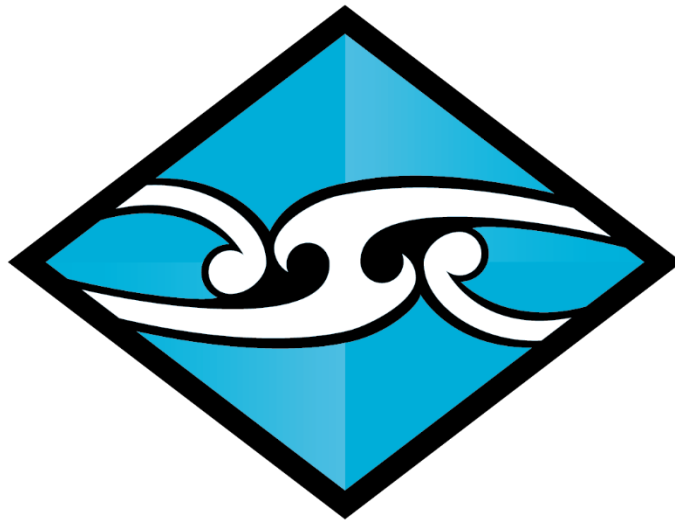


**Diocese of Palmerston North
Catholic Education Office**

STRATEGIC PLAN

2020 - 2022



**CATHOLIC
EDUCATION
OFFICE**

Statement of Purpose

We are a team of Catholic educators working to empower the ongoing transformation of Catholic schools within their faith communities in Te Rohe Pīhopa o Te Papaioea.

We do this by valuing relationships, walking alongside, seeking to understand, and by providing advice, support and professional formation. We respond with a generous spirit to every relationship we engage in through whakapono, tumanako and aroha (faith, hope and love).

Working for Justice and Peace

Our Commitment to Te Tiriti o Waitangi

The Catholic Church in Aotearoa New Zealand is bi-cultural. Pope John Paul II affirmed this in 1986 when he said, ‘It is as Māori that the Lord has called you; it is as Māori that you belong to the Church’. If the Church is to honour Te Tiriti o Waitangi’s principles of protection, partnership and participation it requires a genuine commitment to relationship. Through our work with Catholic schools we also need to be intentional in upholding the principles as this is an active expression of our Catholic special character.

As a Catholic education team our words and actions are grounded in the Gospel. We look to Jesus as the model of our core values of whakapono, tumanako and aroha. Human dignity te mana o te tangata is at the core of Jesus’ teachings and we are called to enact this through the principles of Catholic social teaching. By honouring the commitments made in Te Tiriti o Waitangi we are reflecting the Catholic social teaching principles of human dignity te mana o te tangata, common good he painga ma te katoa and solidarity whakawhanaungatanga. In doing this we are integrating faith, life and culture.

- In each of our roles, our words and actions reflect a Gospel understanding of human dignity and mana ōrite.
- We demonstrate the principle of partnership.
- We respect our own identities and our own whakapapa. We recognise that moving forward in the area of cultural competence takes us out of our comfort zones.
- Our evaluation processes will demonstrate our commitment to the principles in Te Tiriti o Waitangi.
- As faith leaders we are role models to the people we serve in relation to the Church’s commitment to a bi-cultural partnership.
- To safeguard our commitment to Te Tiriti o Waitangi we will develop systems and structures to embed our kaupapa.
- We commit to ongoing formation in cultural capability.
- We recognise that we have a responsibility to share our knowledge and experience with others so that others may also be empowered to travel this journey.

The Disciple's Journey

The New Zealand Catholic Bishops (2014) state that the goal of Catholic schools, through their educational endeavour, is to:

- provide a genuine encounter with Jesus Christ, leading to a committed relationship with Him.
- create a deep desire to grow in knowledge of Christ, His teachings, and His Church.
- bring Catholic faith, culture and life into harmony.
- communicate Christ's Gospel of love, mercy and justice in both word and deed (Christian witness).

The Palmerston North Catholic Education Office (PNCEO) has chosen to organise our strategic goals under the four dimensions of Catholic Special Character outlined in *Āhuatanga Katorika Arotake Me Te Ahu Whakamua - Catholic Special Character Review for Development*. These dimensions encompass how a school, and the PNCEO, can effectively live out the goal of Catholic schools in a culturally and contextually way.

The four dimensions are:

Dimension 1: Te Tūtaki ki a Te Karaiti - Encounter with Christ
Spiritual formation, Evangelisation, Faith-based Leadership

Dimension 2: Mā Te Mātauranga ka Tipu - Growth in Knowledge
Leadership, Religious Education, Catholic Curriculum

Dimension 3: Te Whakaatu Karaitiana - Christian Witness
Catholic School Community, Partnership and Collaboration, Pastoral Care, Service and Outreach

Dimension 4: Te Kaitiakitanga Me Te Whakapakari - Te Tuakiri Katorika - Safeguarding and Strengthening Catholic Special Character Stewardship, Legal Obligations

New Zealand Catholic Bishops Conference (2014). *The Catholic Education of School Age Children*. Wellington.

New Zealand Catholic Education Office (2018). *Āhuatanga Katorika Arotake Me Te Ahu Whakamua - Catholic Special Character Review for Development*.

<https://www.nzceo.org.nz/resource-items/catholic-special-character-review-for-development/>

Palmerston North Diocese Catholic Education Office Strategic Goals 2020-2022

Dimension 1: Te Tūtaki ki a Te Karaiti - Encounter with Christ
Spiritual formation, Evangelisation, Faith-based Leadership

2020	2021	2022
<ul style="list-style-type: none"> ● Grow new Catholic leaders to our Diocese ● Respond to the leadership challenges and opportunities of all our Principals and Boards ● Identify and respond to the needs of school communities requiring additional support ● Increase understanding of how to use the <i>Catholic Special Character Review for Development</i> document effectively ● Engage in a robust appraisal process for the Education Team 	<ul style="list-style-type: none"> ● Grow new Catholic leaders to our Diocese ● Respond to the leadership challenges and opportunities of all our Principals and Boards ● Review and evaluate our own Catholic Special Character review processes ● Increase understanding of how to use the <i>Catholic Special Character Review for Development</i> document effectively 	<ul style="list-style-type: none"> ● Grow new Catholic leaders to our Diocese ● Respond to the leadership challenges and opportunities of all our Principals and Boards ● Increase understanding of how to use the <i>Catholic Special Character Review for Development</i> document effectively

Dimension 2: Te Whakatupu Mā Te Mātauranga - Growth in Knowledge Leadership, Religious Education, Catholic Curriculum

2020	2021	2022
<ul style="list-style-type: none"> ● Build capability and confidence in the planning and delivery of sexuality education, underpinned by Catholic Church teachings, across the Diocese of Palmerston North ● Build capability in our schools to implement the new curriculum which has an emphasis on the integration of faith and life ● Explore different modes of delivery for our services ● Build schools' confidence and capability to lead their own professional formation 	<ul style="list-style-type: none"> ● Build capability and confidence in the planning and delivery of sexuality education, underpinned by Catholic Church teachings, across the Diocese of Palmerston North ● Build capability in our schools to implement the new curriculum which has an emphasis on the integration of faith and life ● Explore different modes of delivery for our services ● Build schools confidence and capability to lead their own professional formation 	<ul style="list-style-type: none"> ● Build capability and confidence in the planning and delivery of sexuality education, underpinned by Catholic Church teachings, across the Diocese of Palmerston North ● Build capability in our schools to implement the new curriculum which has an emphasis on the integration of faith and life ● Build schools confidence and capability to lead their own professional formation

Dimension 3: Te Whakaatu Karaitiana - Christian Witness

Catholic School Community, Partnership and Collaboration, Pastoral Care, Service and Outreach

2020	2021	2022
<ul style="list-style-type: none"> Strengthen the collaboration between the Catholic leadership teams in parishes and schools Collaborate more effectively with Diocesan Pastoral and Youth Teams Ensure that our practice reflects the commitment of the Aotearoa Catholic Church to bi-cultural partnership Grow our capability to support Māori tumuaki and kaiako in our schools 	<ul style="list-style-type: none"> Strengthen the collaboration between the Catholic leadership teams in parishes and schools Collaborate more effectively with Diocesan team Ensure that our practice reflects the commitment of the Aotearoa Catholic Church to bi-cultural partnership Grow our capability to support Māori tumuaki and kaiako in our schools 	<ul style="list-style-type: none"> Strengthen the collaboration between the Catholic leadership teams in parishes and schools Collaborate more effectively with Diocesan team Ensure that our practice reflects the commitment of the Aotearoa Catholic Church to bi-cultural partnership Grow our capability to support Māori tumuaki and kaiako in our schools

Dimension 4: Te Kaitiakitanga Me Te Whakapakari - Te Tuakiri Katorika - Safeguarding and Strengthening Catholic Special Character Stewardship, Legal Obligations

2020	2021	2022
<ul style="list-style-type: none"> Support Boards to ensure that all school governance policies and procedures reflect our Catholic special character Ensure Boards understand their responsibilities around Conditions of Appointment 	<ul style="list-style-type: none"> Support to ensure that all school governance policies and procedures reflect our Catholic special character Grow Boards understanding of their responsibilities in terms of Catholic special character governance and the application of this to their practice. 	<ul style="list-style-type: none"> Support Boards to ensure that all school governance policies and procedures reflect our Catholic special character Grow Boards understanding of their responsibilities in terms of Catholic special character governance and the application of this to their practice.

Palmerston North Diocese Catholic Education Office Annual Plan 2022

Dimension 1: Te Tūtaki ki a Te Karaiti - Encounter with Christ
Spiritual formation, Evangelisation, Faith-based Leadership

Catholic Special Character Goals and Annual Objectives	Strategies	Expected Outcomes	How did we go? How do we know? Next steps
<p>Annual Plan Objective Grow new Catholic leaders to our Diocese</p>	<ul style="list-style-type: none"> ● New Catholic Principal's induction and support programme to develop understanding of Catholic leadership 	<ul style="list-style-type: none"> ● Targeted zoom sessions related to the principal's role <ul style="list-style-type: none"> - Video local principal on how they develop leadership within their staff - Conversation starters - Gender Complexity 	
	<ul style="list-style-type: none"> ● Promote leadership pathways 	<ul style="list-style-type: none"> ● Include DPs in targeted zoom sessions and upcoming formation opportunities ● Invite principals to consider including DP's in formation from the Diocese including the new principals support programme and Board training ● Advertise inviting expressions of interest..Have you ever thought about joining our Catholic schools network? Ad Term 1 and early 	

		Term 3. Respond to individual expressions of interest	
	<ul style="list-style-type: none"> ● Individual DRS induction programme tailored to meet their needs 	<ul style="list-style-type: none"> ● Acting DRSs will be included in induction programme ● Safeguarded time in team calendar 	
	<ul style="list-style-type: none"> ● Develop a system to support schools to utilise the acceptability conditions to grow their teachers in special character positions 	<ul style="list-style-type: none"> ● An up-to-date acceptability tracking record will be maintained. This record will then inform follow up conversations with schools and Boards about acceptability conditions ● Boards are much more familiar with their responsibility for ensuring acceptability conditions are met ● The principal develops a formation plan to support the teacher to meet their conditions of acceptability through the professional growth cycle ● Acknowledgement of people appointed to Special Character positions once the NOA has been received by the Manager of Catholic schools 	
	<ul style="list-style-type: none"> ● Staff new to Catholic Schools conference 	<ul style="list-style-type: none"> ● Regional two-day conference which has more of a connection to local faith community ● Support staff and any staff who would benefit are invited (name change?) ● 	

<p>Annual Plan Objective Review and evaluate our own Catholic special character evaluation processes</p>	<ul style="list-style-type: none"> Schools will provide post evaluation feedback 	<ul style="list-style-type: none"> A strategy to embed this as expected practice will be part of pre-evaluation discussions and documentation. Questions will be evaluated so they align with the revised evaluation document. 	
	<ul style="list-style-type: none"> Trialling revised Catholic special character evaluation for Development document processes and foci points 	<ul style="list-style-type: none"> Decide what our process looks like for 2022 and communicate this in the regional workshops. PNCEO scheduled meeting post evaluation each CEO day - what has changed in our practice in response to our trial experience and ongoing formation with NZCEO (record an ongoing narrative) 	
	<ul style="list-style-type: none"> Build cultural competency in every stage of evaluation process 	<ul style="list-style-type: none"> Engage with NZCEO so we can fully articulate current theory of change and evaluation methodology that evaluators use and how our current practice may need to change to align more strongly with Kaupapa Māori principles Collaborative inquiry focus part of our PGC 	
	<ul style="list-style-type: none"> Continue to engage with Indigenous evaluators/ Te Hōkainuku focussing on Māori led evaluation for our Catholic Māori Colleges 	<ul style="list-style-type: none"> A pool of Māori Catholic evaluators for the Diocese of Palmerston North PNCEO will gain a deeper understanding of Māori led evaluation and its implications for our 2 Māori Catholic colleges 	

<p>Annual Plan Objective Increase understanding of how to use the <i>Catholic Special Character Evaluation for Development</i> document effectively</p>	<ul style="list-style-type: none"> ● Development of a resource that unpacks the revised <i>Catholic Special Character Evaluation for Development</i> document for Principals, DRSs and Boards 	<ul style="list-style-type: none"> ● By the end of Term 1 2022 the revised evaluation document will be rolled out regionally across the Diocese ● A follow up plan of how the document can be used will be developed for the Principal Forum zoom sessions once a term ● One idea from the evaluation document is discussed at each DRS zoom ● Dimension 4 is unpacked during a Board zoom 	
	<ul style="list-style-type: none"> ● Focus on growing schools capability of internal evaluation 	<ul style="list-style-type: none"> ● Schools in the current evaluation cycle will be supported by PNCEO to begin internal evaluation of Catholic special character ● Supporting resource will be used with schools - relook at model developed in early 2021 and NZCEO's model ● Models of good practice will be shared ● Internal evaluation is understood as an intentional cycle of inquiry for growth of Catholic Special Character 	
	<ul style="list-style-type: none"> ● Explore the 3 dimensions at the regional cluster meetings 	<ul style="list-style-type: none"> ● Shared understanding of the disciple's journey by all teachers ● Current presentation will be adapted to ensure that it is culturally and contextually responsive and links made to the new evaluation document 	

**Dimension 2: Te Whakatupu Mā Te Mātauranga - Growth in Knowledge
Leadership, Religious Education, Catholic Curriculum**

Catholic Special Character Goals and Annual Objectives	Strategies	Expected Outcomes	How did we go? How do we know? Next steps
<p>Annual Plan Objective Build capability and confidence in the planning and delivery of sexuality education, underpinned by Catholic Church teachings, across the Diocese of Palmerston North</p>	<ul style="list-style-type: none"> Identify good practice to share, particularly with Draft Health curriculum statement and consultation hui. 	<ul style="list-style-type: none"> Resource bank for schools of good models of draft Health curriculum statements. This could also be used as a resource for HLTF assignments 	
	<ul style="list-style-type: none"> Provide support using a variety of strategies 	<ul style="list-style-type: none"> Support with resources around gender issues Update our documentation to include material from ‘Wonderfully Made in God’s Image” (new Framing Document) Pastoral Care of LGBTQ+ students (zoom for secondary schools) 	
	<ul style="list-style-type: none"> Consider issues about the content and delivery of HLTF including: cultural responsiveness, male presenter etc 	<ul style="list-style-type: none"> Māori / Pacifica lens is applied to HLTF material and presentations Māori and Pacifica voice and input at national level 	
<p>Annual Plan Objective Build capability in our schools to implement the new RE curriculum which has an emphasis on the integration of faith and life</p>	<ul style="list-style-type: none"> Support with Year 11 implementation for 2024 	<ul style="list-style-type: none"> Potential Year 11 NCEA workshop in November (cancelled from planned March 10 face to face) Sacred places in PN diocese project (to support Y11 local curriculum) 	

	<ul style="list-style-type: none"> Support with junior school readiness for new RE curriculum 	<ul style="list-style-type: none"> Level 1 & 2 ZOOM opportunity 10 March 	
	<ul style="list-style-type: none"> Support DRSs in readiness with department systems and structures for new RE curriculum 	<ul style="list-style-type: none"> Collate and share good practice as we see on evaluations Discuss at DRS forums 	
<p>Annual Plan Objective Explore different modes of delivery for our services</p>	<ul style="list-style-type: none"> Build our capability around using Google Classroom to deliver HLTF 	<ul style="list-style-type: none"> Utilise the expertise of others who regularly use Google Classroom Google Classroom platform used to full advantage during HLTF 	
	<ul style="list-style-type: none"> Explore options for sharing resources folder for Principals/BOT/DRSs 	<ul style="list-style-type: none"> A platform is created to share resources outside our organisation 	
<p>Annual Plan Objective Build schools confidence and capability to lead their own professional formation</p>	<ul style="list-style-type: none"> Ensure Diocesan Office systems for secondary schools are robust and provide schools with current certification information - tagged, DRS, RE teachers 	<ul style="list-style-type: none"> The Kete information will assist DRS's to inform their decisions about the formation of their staff Secondary school lists are updated with focus on RE department and senior leadership On CSC evaluations encourage discussion of how kete could be utilised on evaluations to assist DRSs to create a meaningful professional formation plan. 	

Dimension 3: Te Whakaatu Karaitiana - Christian Witness

Catholic School Community, Partnership and Collaboration, Pastoral Care, Service and Outreach

Catholic Special Character Goals and Annual Objectives	Strategies	Expected Outcomes	How did we go? How do we know? Next steps
<p>Annual Plan Objective Strengthen the collaboration between the Catholic leadership teams in parishes and schools</p>	<ul style="list-style-type: none"> Education team is involved in Diocesan team initiatives around vision /beyond the parish 	<ul style="list-style-type: none"> Whānau of school students are invited to answer questions relating to the synod Information gained from synod responses is used to inform future diocesan steps 	
	<ul style="list-style-type: none"> Be part of diocesan wide conversations around our Catholic school network 	<ul style="list-style-type: none"> We contribute to a diocesan wide strategic plan for our Catholic schools (led by PN Diocesan Manager) 	
<p>Annual Plan Objective Ensure that our practice reflects the commitment of the Aotearoa Catholic Church to bi-cultural partnership</p>	<ul style="list-style-type: none"> Set a PNCEO team goal within our professional growth cycle related to increasing our capacity within the area of cultural relationships and responsive pedagogy 	<ul style="list-style-type: none"> We are intentionally prioritising an inquiry around this goal We are beginning to model and lead in this area in our respective roles 	
	<ul style="list-style-type: none"> Share the leadership of the Professional Learning Group session . 	<ul style="list-style-type: none"> Time is allocated and knowledge is shared at PNCEO meetings for intentional professional formation aligned to our shared inquiry goal and individual PGCs. 	
	<ul style="list-style-type: none"> Facilitation of our CEO meetings is shared on a rotating basis 	<ul style="list-style-type: none"> Every person in the PNCEO has an opportunity to practice the facilitation skills we have been working on in our previous professional growth cycles and to 	

		explore new ways of facilitating meetings	
	<ul style="list-style-type: none"> • Work with the Kaiwhakarite Māori Apostolate (Korty Wilson) and other Catholic Māori leadership groups to learn about the Katorika Māori worldview. 	<ul style="list-style-type: none"> • Increase our understanding of how Katorika Māori sits within Special Character so that in partnership, evaluation processes and protocols that are reflective of Te Ao Māori are created • Complete the Te Kupenga paper Māori spirituality - <i>He Timatanga - A Beginning</i> 	
<p>Annual Plan Objective Grow our capability to support Māori tumuaki and kaiako in our schools</p>	<ul style="list-style-type: none"> • Invite Māori tumuaki and Kaiako across the Diocese of Palmerston North to hui to create a network, to listen to understand and to gather their voice about their needs and aspirations 	<ul style="list-style-type: none"> • Our Māori tumuaki and kaiako will share their voices and aspirations about being educators in Catholic schools in the Diocese of Palmerston North • Māori kaiako may be encouraged to share their leadership within the group and wider 	
	<ul style="list-style-type: none"> • Share Katorika Māori karakia across the Diocese 	<ul style="list-style-type: none"> • Correct Katorika Māori Karakia being used • Resources will be used in schools • Capability may grow around integration of these karakia though class prayer, liturgy, Masses 	

Dimension 4: Te Kaitiakitanga Me Te Whakapakari - Te Tuakiri Katorika - Safeguarding and Strengthening Catholic Special Character Stewardship, Legal Obligations

Catholic Special Character Goals and Annual Objectives	Strategies	Expected Outcomes	How did we go? How do we know? Next steps
<p>Annual Plan Objective Grow school Board’s understanding of their responsibilities in terms of Catholic special character governance and the application of this to their practice.</p>	<ul style="list-style-type: none"> ● Keep the PNCEO <i>A Reporting and Discussion Guide/Prompt for Assisting Boards of State Integrated Catholic Schools in the Diocese of Palmerston North to Safeguard and Strengthen Catholic Special Character</i> as a key formation document for Boards and especially new board members 	<ul style="list-style-type: none"> ● Boards will use this guide to dip into as they review their key responsibilities in the areas of safeguarding and strengthening Catholic Special Character of the school 	
	<ul style="list-style-type: none"> ● Facilitate zoom formation sessions for Presiding members and Proprietors Appointees that will continue to deepen their understanding about their roles and responsibilities in safeguarding and strengthening Catholic Special Character (including sexuality) 	<ul style="list-style-type: none"> ● Boards will deepen their understanding about their roles and responsibilities in safeguarding and strengthening Catholic Special Character (including sexuality) 	
<p>Annual Plan Objective Respond to the leadership needs of our Boards</p>	<ul style="list-style-type: none"> ● Be intentional with strategic Board formation 	<ul style="list-style-type: none"> ● Boards take responsibility for developing their own growth and knowledge aligned where possible to the special character strategic direction of the school, so the decisions that are made safeguard and strengthen Catholic special character ● Presiding members will develop skills around how to lead a 	

		<p>meeting effectively through a targeted workshop</p> <ul style="list-style-type: none">● Proprietor's Appointees will develop skills around how to lead Catholic special character formation.● Boards will be provided with templates of formation examples● Board Zoom about their responsibilities re the Health Curriculum	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--