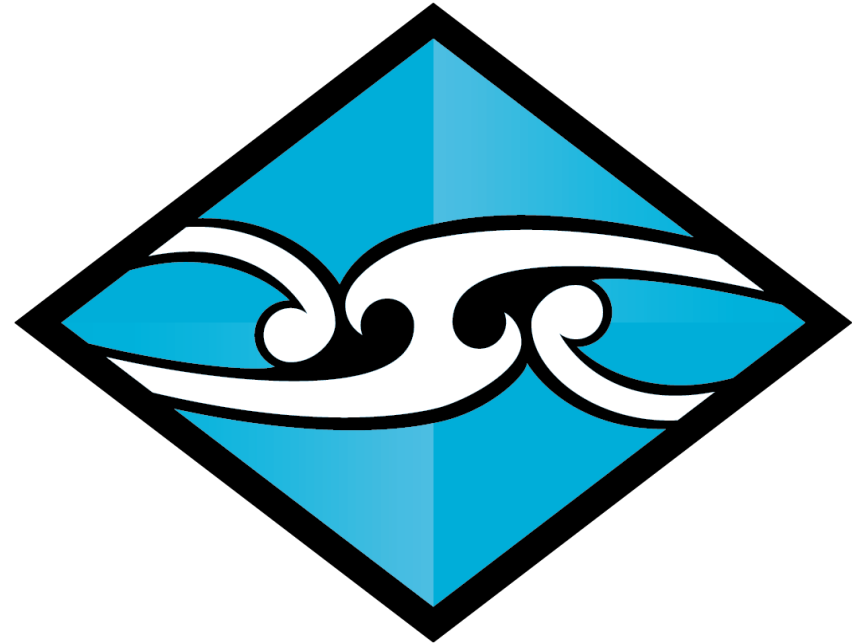


**Diocese of Palmerston North  
Catholic Education Office**

# **STRATEGIC**

# **PLAN**

**2023 - 2025**



**TE ROHE PĪHOPA  
O TE PAPAIOEA**

## **Statement of Purpose**

Our Catholic schools exist to provide a genuine encounter with the living God.  
We support the ongoing transformation and kaitiakitanga of Catholic schools within their faith communities  
in Te Rohe PĪhopa o Te Papaioea.

# 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 the articles in Te Tiriti o Waitangi it requires a genuine commitment to relationship. Through our work with Catholic schools we also need to be intentional in upholding the articles 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 articles 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.

[Our Commitment to Te Tiriti o Waitangi](#)

# 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 *He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika - Te Ture Tāuke mō ngā Kura Katorika - Catholic Special Character Evaluation 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 (2022). *He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika - Te Ture Tāuke mō ngā Kura Katorika - Catholic Special Character Evaluation for Development*.

# Diocesan Priorities

emerging from the local phase of the Synod 2021 - 2023 in the Diocese of Palmerston North

## Priority Area 1: Encourage the development of:

- Welcoming, inclusive communities
- Mission focused communities
- Co-responsible leadership models
- Vibrant, engaging and relevant celebrations of liturgy and prayer
- Small group opportunities
- A tangible sense of belonging.

## Priority Area 2: Journeying Together:

- Strengthen partnership with Māori
- Nurture stronger connections between parishes and schools
- Deepen relationships between the People of God in the diocese, to encourage a sense of unity in our diversity.

## Priority Area 3: Establish:

- Healing processes - *acknowledging past hurts, especially those expressed in the synodal processes eg: abuse/scandal*
- Local synodal experiences
- Accountability structures, support systems and personal development opportunities (particularly for clergy). *These opportunities are further noted below in Priority Area 4*

## Priority Area 4: Develop formation opportunities for:

- Living faith
- Living mission
- Ministry in Aotearoa New Zealand - *addressing cultural gap(s)*
- Leadership development
- Growing in synodality

# Palmerston North Diocese Catholic Education Office

## Strategic Goals 2023-2025

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

2023	2024	2025
<ul style="list-style-type: none"> <li>● Grow faith leadership capability</li> </ul>	<ul style="list-style-type: none"> <li>● Grow faith leadership capability</li> </ul>	<ul style="list-style-type: none"> <li>● Grow faith leadership capability</li> </ul>

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

2023	2024	2025
<ul style="list-style-type: none"> <li>● Build capability in our schools to implement the new RE curriculum <i>Tō Tātou Whakapono</i></li> <li>● Build capability in our schools to integrate Catholic special character across the curriculum, including relationships and sexuality education</li> <li>● Provide quality information about the impact of RE and Catholic Special Character to school Boards</li> <li>● Build schools capability to grow their own staff in Catholic Special Character in partnership with the PNCEO</li> <li>● Build our capability in delivering teaching and learning practices</li> </ul>	<ul style="list-style-type: none"> <li>● Build capability in our schools to implement the new RE curriculum <i>Tō Tātou Whakapono</i></li> <li>● Build capability in our schools to integrate Catholic special character across the curriculum, including relationships and sexuality education</li> <li>● Provide quality information about the impact of RE and Catholic Special Character to school Boards</li> <li>● Build schools capability to grow their own staff in Catholic Special Character in partnership with the PNCEO</li> <li>● Build our capability in delivering teaching and learning practices</li> </ul>	<ul style="list-style-type: none"> <li>● Build capability in our schools to implement the new RE curriculum <i>Tō Tātou Whakapono</i></li> <li>● Build capability in our schools to integrate Catholic special character across the curriculum, including relationships and sexuality education</li> <li>● Provide quality information about the impact of RE and Catholic Special Character to school Boards</li> <li>● Build schools capability to grow their own staff in Catholic Special Character in partnership with the PNCEO</li> <li>● Build our capability in delivering teaching and learning practices</li> </ul>

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

2023	2024	2025

<ul style="list-style-type: none"> <li>● Strengthen the collaboration between the Catholic leadership teams in parishes and schools</li> <li>● Ensure that our practices reflect the commitment of the Aotearoa Catholic Church to bi-cultural partnership</li> <li>● Grow our capability to listen to the voice of Māori in our schools</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen the collaboration between the Catholic leadership teams in parishes and schools</li> <li>● Ensure that our practices reflect the commitment of the Aotearoa Catholic Church to bi-cultural partnership</li> <li>● Grow our capability to listen to the voice of Māori in our schools</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen the collaboration between the Catholic leadership teams in parishes and schools</li> <li>● Ensure that our practices reflect the commitment of the Aotearoa Catholic Church to bi-cultural partnership</li> <li>● Grow our capability to listen to the voice of Māori in our schools</li> </ul>
---	---	---

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

<b>2023</b>	<b>2024</b>	<b>2024</b>
<ul style="list-style-type: none"> <li>● Grow school Board’s understanding of their responsibilities in terms of Catholic special character governance and the application of this to their practice.</li> <li>● Support effective use of the <i>Catholic Special Character Evaluation for Development</i> document</li> </ul>	<ul style="list-style-type: none"> <li>● Grow school Board’s understanding of their responsibilities in terms of Catholic special character governance and the application of this to their practice.</li> <li>● Support effective use of the <i>Catholic Special Character Evaluation for Development</i> document</li> </ul>	<ul style="list-style-type: none"> <li>● Grow school Board’s understanding of their responsibilities in terms of Catholic special character governance and the application of this to their practice.</li> <li>● Support effective use of the <i>Catholic Special Character Evaluation for Development</i> document</li> </ul>

**Palmerston North Catholic Education Office**

# **2023 Annual Plan**

# Palmerston North Diocese Catholic Education Office Annual Plan 2023

## 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	Responsibility	How did we go? Next steps	What's been the impact?
<p><b>Annual Plan Objective</b> Grow faith leadership capabilities (DS Priority Areas 1 and 4).</p>	<ul style="list-style-type: none"> <li>● Focus on DPs and their leadership role as the CL50 special character position</li> </ul>	<ul style="list-style-type: none"> <li>● Two DP zooms are held to bring these faith leaders together and provide formation about their special character role</li> <li>● That those holding CL50 special character positions will have understanding of their responsibility</li> <li>● An opportunity to engage with the David Hall formation day</li> </ul>	<p>Candice and Teresa</p>		
	<ul style="list-style-type: none"> <li>● Using Christus Vivit as a lens for faith leadership</li> </ul>	<ul style="list-style-type: none"> <li>● Chris Duthie-Jung and Isabella Mcafferty present a keynote workshop at our Principal / DRS conference</li> <li>● Our faith leaders will be given the opportunity to explore their own practice with a new lens</li> </ul>	<p>CEO team Isabella, Nick</p>		



	<ul style="list-style-type: none"> <li>• Create opportunities for personal spiritual nourishment</li> </ul>	<ul style="list-style-type: none"> <li>• Kopua booked and principals invited to register themselves and staff</li> <li>• Support staff invited to retreat morning</li> <li>• Introduce a personal spiritual time in term 2 and 3 (2 x per term) for all staff in schools via zoom 8am-8.30am</li> <li>• David Hall booked for 17th August to speak to nominated staff</li> </ul>	<p>Teresa</p> <p>CEO Team</p>		
	<ul style="list-style-type: none"> <li>• Create a professional learning group opportunity for Principals around faith leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Termly zooms (x3) whereby Principals will engage in professional reading around faith leadership</li> </ul>	<p>Teresa</p>		
	<ul style="list-style-type: none"> <li>• Invite principals / DRSs as an observer on the Catholic Special Character evaluations as part of their formation as faith leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Principals / DRSs experience faith leadership in another context and learn from this</li> </ul>	<p>Pauline and evaluation team</p>		
<p><b>Dimension 2: Te Whakatupu Mā Te Mātauranga - Growth in Knowledge Leadership, Religious Education, Catholic Curriculum</b></p>					
<p><b>Catholic Special Character Goals and Annual Objectives</b></p>	<p><b>Strategies</b></p>	<p><b>Expected Outcomes</b></p>	<p><b>Responsibility</b></p>	<p><b>How did we go? Next steps</b></p>	<p><b>What's been the impact?</b></p>

<p><b>Annual Plan Objective</b> Build capability in our schools to implement the new RE curriculum which has an emphasis on the integration of faith and life (DS Priority Area 4)</p>	<ul style="list-style-type: none"> <li>Support with Year 11 implementation for 2024</li> </ul>	<ul style="list-style-type: none"> <li>DRSs have their own leadership plan which will support them to be intentional about their leadership throughout 2023. This is the basis of ongoing 1-1 discussions with Candice.</li> <li>Collective DRS meetings will support a shared approach to our growth in the RE curriculum and leadership.</li> <li>Regular zoom meetings throughout the year for Year 11 teachers and a face to face workshop on 18 August.</li> </ul>	Candice		
	<ul style="list-style-type: none"> <li>Support with Yr 1-8 school readiness for new RE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 &amp; 2 ZOOM opportunity 10 March</li> <li>Schools are supported with the self review readiness tool</li> </ul>	Jane and Candice		
	<ul style="list-style-type: none"> <li>Inform principals and Boards of the new RE curriculum and their role in supporting the implementation of this in their school</li> </ul>	<ul style="list-style-type: none"> <li>A slot at the DRS/Principal conference will provide cohesion of the messages around the new RE curriculum</li> <li>Regional Board formation will include a resource for them to break open the new RE curriculum</li> </ul>	Jane and Candice  Teresa and Pauline		
<p><b>Annual Plan Objective</b></p>	<ul style="list-style-type: none"> <li>Provide</li> </ul>	<ul style="list-style-type: none"> <li>Two zoom</li> </ul>	Candice, and Pauline		

<p>Build capability in our schools to integrate Catholic special character across the curriculum, including relationships and sexuality education (DS Priority Area 4)</p>	<p>opportunities for primary and secondary leaders and school Boards to explore <i>Aroha and Diversity</i></p>	<p>opportunities for school leaders will enable them to become familiar with the content and its impact on their practice</p> <ul style="list-style-type: none"> <li>• Two zoom opportunities for Boards will enable them to become familiar with the content and its impact on their practice, particularly policy and to support school leaders</li> </ul>	<p>leading supported by all CEO team</p> <p>Pauline and Teresa supported by all CEO team</p>		
	<ul style="list-style-type: none"> <li>• Provide ongoing support using a variety of strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Catholic special character development plans will support schools where sexuality education was a recommendation</li> <li>• Sexuality zoom conversations will support those schools who need our one on one guidance to move to the next step</li> </ul>	<p>Candice and Jane</p> <p>Candice and Jane</p>		
<p><b>Annual Plan Objective</b> Provide quality information about the impact of RE and Catholic Special Character to school Boards</p>	<ul style="list-style-type: none"> <li>• Refocus on impact in the reporting of RE and Catholic Special Character to Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Time on the DRS day March 8 to refocus about meaningful and manageable reporting of RE and SC</li> <li>• Follow up throughout</li> </ul>	<p>Jane and Candice</p>		

		<p>the year</p> <ul style="list-style-type: none"> <li>Time at regional Board induction sessions to provide outline of what reporting the impact of RE and Catholic special character involves</li> </ul>	Teresa and Pauline		
<p><b>Annual Plan Objective</b> Build schools capability to grow their own staff in Catholic Special Character in partnership with the PNCEO (DS Priority Areas 1 and 4)</p>	<ul style="list-style-type: none"> <li>Ensure Diocesan Office systems for primary and secondary schools are robust and provide schools with current certification information - tagged, DRS, RE teachers</li> </ul>	<ul style="list-style-type: none"> <li>Work with Julian to allow secondary DRSs access to their school's kete data</li> <li>Secondary school lists are updated with focus on RE department, senior leadership and staff in Special character positions ((CI 47 tag)</li> <li>On CSC evaluations discuss the value of the kete information and how it could be used to support leadership capability and growth of teacher confidence in the RE curriculum.</li> </ul>	<p>Candice, Jane, Therresa</p> <p>Candice and Therresa</p> <p>Candice, Jane</p>	.	
	<ul style="list-style-type: none"> <li>Focus on teachers who hold special character positions (CI 47 tag) to develop their capacity as potential faith leaders for the common good of Catholic education</li> </ul>	<ul style="list-style-type: none"> <li>That DRSs will have a plan modelled to them of supporting and tracking certification and qualifications of SLT, staff holding special character positions and RE teachers.</li> <li>Principals are supportive of these</li> </ul>	<p>Candice and Jane</p> <p>Teresa</p>		

	in Aotearoa/New Zealand	<p>processes and, in some cases, may lead them.</p> <ul style="list-style-type: none"> <li>● Create an induction sheet for special character positions to support understanding of the taonga of the position so that teachers who hold special character positions understand what the role entails (using NZCEO Fact Sheet as a guide)</li> </ul>	Jane, Teresa		
<p><b>Annual Plan Objective</b> Build our capability in delivering teaching and learning practices</p>	<ul style="list-style-type: none"> <li>● Explore options for sharing resources folder for Principals/BOT/DR Ss</li> </ul>	<ul style="list-style-type: none"> <li>● Key resources will be available on a public Diocesan website to give access to a wider audience</li> </ul>	CEO and Comms team		
	<ul style="list-style-type: none"> <li>● Using our current HLTF planning and evaluation processes, reflect on and strengthen our cultural responsiveness practices</li> </ul>	<ul style="list-style-type: none"> <li>● Create a series of prompts around culturally responsive practice to consider when we are planning our own HLTF sessions</li> <li>● In our evaluation stage, specifically respond to how culturally responsive we were in our delivery and seek feedback from participants</li> <li>● Add to HLTF understanding of Māori sexuality - begin</li> </ul>	<p>Candice</p> <p>CEO team</p> <p>Pauline and Teresa</p>		

local with intention of adding to national programme

**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	Responsibility	How did we go? Next steps	What's been the impact?
<b>Annual Plan Objective</b> Strengthen the collaboration between the Catholic leadership teams in parishes and schools (DS Priority Areas 1 and 2)	<ul style="list-style-type: none"> <li>Be part of diocesan wide conversations around our Catholic school network</li> </ul>	<ul style="list-style-type: none"> <li>We contribute to a diocesan wide strategic plan for our Catholic schools</li> </ul>	Teresa		
<b>Annual Plan Objective</b> Ensure that our practice reflects the commitment of the Aotearoa Catholic Church to bi-cultural partnership (DS Priority Areas 1 and 2)	<ul style="list-style-type: none"> <li>In line with the Synod Priority Area 2 and the Diocesan team journey around Te Tiriti, be leaders in the Tikanga Ropu</li> </ul>	<ul style="list-style-type: none"> <li>Schedule a hui with Korty Wilson once a term to create a resource that supports the Diocesan team in areas of tikanga and Te Ao Māori as well as Catholic karakia and waiata</li> </ul>	Teresa, Korty, Debbie Marshall-Lobb		
	<ul style="list-style-type: none"> <li>Building our partnership with Rangitāne</li> </ul>	<ul style="list-style-type: none"> <li>Invite Rangitāne to be part of next stage of Diocesan formation plan in the area of Te Tiriti</li> </ul>	Teresa, Debbie Marshall-Lobb, Liam		
<b>Annual Plan Objective</b> Grow our capability to support Māori tumuaki and kaiako in our schools (DS Priority Area 2)	<ul style="list-style-type: none"> <li>Explore the support that our Māori kaiako receive within their schools</li> </ul>	<ul style="list-style-type: none"> <li>Relook at how this may be included in the evaluation process</li> </ul>	Pauline, Whaea Jamie		

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	Responsibility	How did we go? Next steps	What's been the impact?
<p><b>Annual Plan Objective</b> Grow school Board's understanding of their responsibilities in terms of Catholic special character governance and the application of this to their practice. (DS Priority Areas 1 and 4)</p>	<ul style="list-style-type: none"> <li>Regional formation opportunities</li> <li>Term 2 Teresa is available to attend Board meetings which will deepen their understanding of aspects of Dimension 4 of the Catholic special character Evaluation for Development</li> <li>Development and use of Board formation videos on integration, property and attendance dues.</li> </ul>	<ul style="list-style-type: none"> <li>Boards understand their responsibilities in terms of Catholic special character governance and the application of this to their practice.</li> <li>Strengthening relationships with Proprietor's Appointees</li> </ul>	<p>Teresa and Pauline</p> <p>Teresa</p> <p>Teresa, Issy, Emma</p>		
<p><b>Annual Plan Objective</b> Support effective use of the <i>Catholic Special Character Evaluation for Development</i> document</p>	<ul style="list-style-type: none"> <li>Use the development plan process effectively to support schools to fully understand and implement internal evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Schools will become more familiar with the document as it is used during external evaluations and to support when setting up the CSC Development Plan</li> </ul>	<p>Pauline, Candice , Jane</p> <p>Pauline</p>		

	of Catholic special character.	<ul style="list-style-type: none"><li>• We will develop a strategic approach to Internal evaluation across the diocese.</li></ul>			
--	--------------------------------	---	--	--	--