



Catholic Education
Board Management

Catholic Education Board of Management

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The Teacher in a Catholic School in The Archdiocese of Port of Spain

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The Goal of Catholic Education

The goal that the Catholic school sets for itself is to lead children and youth to encounter the living Jesus Christ, Son of the Father, brother and friend, Master and merciful Shepherd, Hope, Way, Truth and Life, and thus to experience covenant with God and with human beings. It does so by aiding in building the personality of the students, having Christ as their reference point for mindset and life.

The Church “establishes her own schools because she considers them a privileged means of promoting the formation of the whole man, since the school is the center in which a specific concept of the world, of [humanity], and of history is developed and conveyed.”¹

Catholic education goes beyond the purely technical and practical aspects of schooling and aims at an integration of all knowledge within a vision of the world and of the human person. It focuses on the physical, emotional, moral and spiritual dimensions of human development, leading to a personal synthesis of faith and life of each student. Growth in all areas prepares students for a meaningful life of service as committed Christians, building the Kingdom of God in a pluralistic society.

Teacher: General Expectations

The Catholic Education Board of Management recognizes that the success of the system depends upon the caliber of its professional staff. The Board expects its teachers to witness their Catholic Faith and demonstrate the academic and professional competence necessary to work co-operatively in the field of general instruction of pupils, motivated by the philosophy and general educational goals of the Church, which stress the importance of each student as a unique creation of God.

Teacher: Practicing Catholic

In order to fulfill the Archdiocesan goals for education, the Catholic Education Board of Management will make every effort to employ qualified teachers who are practicing Catholics and who are witnessing their faith by active participation in the communal life of the parish, and by a personal lifestyle that reflects the teaching of the Church.

¹ Congregation for Catholic Education, *The Catholic Schools*, 1977, n. 8).

There are some essential components to Roman Catholicism that can and must be named:

- Full initiation into the community (baptism, confirmation, Eucharist).
- Communion with the Church through compliance with legitimate authority.
- Regular participation in the Eucharist within the local community, including within that sensitivity to the liturgical rhythm of the Church's life. (This component is so emphasized because, as Roman Catholics, that which essentially defines us is that we are a Eucharistic community).
- A life of prayer and private morality.
- A commitment to the social teachings of the Church.
- A sense of responsibility for ministry and leadership within the Church, including financial.
- A concern for the Universal Church, its unity, its spread and its maintenance.
- A concern and respect for the public forum with the community; that is, in the public forum not being at variance with respect to major doctrinal or moral teachings of the Church.
- Not labouring under a canonical penalty, whether imposed or declared.

The primary goal of the Catholic Church is to provide an education, enlightened by faith, in which youth can grow in the knowledge, love, and practice of the Catholic faith. To this end the Catholic schools must be centers of Catholic life and worship.

In order to realize this expectation it must be recognized that "*the Catholic school depends upon (teachers) almost entirely for the accomplishment of its goals and purposes*" (Vatican II). This can best be achieved by teachers who are Catholics and actively participate in a Parish.

The Role of the Teacher

The expectations of the teacher in our Catholic Schools are awesome, many and multi-faceted. Success comes from the commitment to the vision of our Catholic teachings, ministry, and to the service to our students. To assist understanding and as guidance, the following role description is provided.

The teacher demonstrates in his/her relationship with students, school staff, the Council, Parish, and community the following roles as:

- Educational leader of the classroom

- Spiritual and Moral leader
- Manager of his/her particular classroom and programme.

As an **Educational Leader** he/she provides leadership that indicates and maintains effective schooling in terms of the Ministry's goals, the Local School Council's objectives, the school's goals and the goals and philosophy of the Catholic Bishops of the Antilles.

As the **religious and moral leader** of the classroom, the teacher has a responsibility to demonstrate a Catholic lifestyle and implement the Diocesan education programme that reflects Catholic Christian values.

- Foster and maintain classroom prayer
- Internalize the "servant" model of Christian service
- Model the virtues and values of our Christian belief and heritage
- Assist students to use Religious Education classes to understand and internalize a sense of God's plan for humankind, the Mystery of Jesus Christ, the Church, and our spirituality
- Ensure that parents and students of other faiths attending the school can participate positively (within the limits of Canon Law) in classroom rituals, activities and celebrations.
- Maintain close liaison with the Pastor.

As the **classroom manager**, the teacher provides the necessary support to assist effective and efficient instruction. The classroom needs to be a safe invigorating environment that develops positive work and character habits as well as socially acceptable behaviour patterns in students.

The teacher conscientiously and co-operatively demonstrates satisfactory performance in the following areas:

- knowledge of subject matter;
- understanding of student needs;
- daily and long range planning;
- varied teaching methods and strategies;
- evaluation of students work;
- recording and reporting of students' work;
- classroom management.

The teacher is expected to contribute to the overall effective and efficient management of the school by:

- following Council and Catholic Schools policy and directives
- preparing and submitting reports and required administrative forms
- attending regular and special meetings as called by the Principal
- notifying the Principal of concerns regarding various aspects of the school using the proper channels
- participating in co-curricular and extra-curricular activities as determined on a shared basis by staff and administration
- being supportive of the school through attendance at school functions and especially functions involving both school and parish

Teacher: Other Faiths/Denominations

There are occasions when Catholic teachers with appropriate qualifications and experience are not available for specific positions. At such times other suitably qualified and experienced teachers have to be hired. It is important that when such occasions occur candidates of other faiths/denominations be made aware of the expectations of all teachers in Catholic schools.

Non-Catholic teachers who work in the Catholic Schools of dioceses of the Antilles Bishops' Conference are required to meet the following conditions:

- the school as a Catholic school has as its aim the provision of education enlightened by faith as taught by the Catholic Church such that the school's students can grow in their knowledge, love, and practice of the Catholic faith;
- the School is to be a Catholic community and center of Catholic life and worship;
- the conscience of the teacher does not prevent him/her from assuming employment in the school in accordance with the agreement;
- the teacher will at all times demonstrate a respectful and sympathetic sensitivity to the aims and nature of the school and to the Catholic belief and practices of the school; and
- practice a lifestyle that meets the expectations held for teachers that are of the Catholic faith.

Characteristics of Catholic Schools

We are in a position to affirm that in the educational project of the Catholic school, Christ, the Perfect Man, is the foundation in whom all human values encounter their full realization, and accordingly their unity. He reveals and promotes the new meaning of existence and transforms it, enabling man and woman to live divinely; that is, to think, desire, and act, according to the gospel, making the beatitudes the standard of their life.

Precisely because of the explicit reference to the Christian vision shared by all members of the school community—albeit in different degrees and respecting the freedom of conscience and religious freedom of non-Christians present there—education is “Catholic” because for it the gospel principles become educational norms, internal motivations, and at the same time, final goals. This is the specifically Catholic character of education; for Jesus Christ elevates and ennobles humans, gives value to their existence, and constitutes the perfect example of life. He is the best news, proposed to young people by Catholic schools.²

Christ is the foundation of the whole educational enterprise in a Catholic School.³ His teaching and life inform the school’s identity and characteristics, which include:

- a belief in the inviolable dignity of every human person;
- a sacramental sense that leads us to recognize God manifested by His creation;
- a recognition of God’s sanctifying presence in Word and Sacrament;
- a love for encounter with God in prayer;
- a Gospel spirit of freedom and love;
- a spirituality of communion marked by mutual respect, accountability and caring;
- concern for justice leading to a critical analysis of society;
- a sense of solidarity with and commitment to the marginalized.

² Congregation for Catholic Education, *The Catholic Schools*, 1977, n. 34; Aparecida § 335.

³ Congregation for Catholic Education, *The Catholic Schools*, 1977, n. 34.

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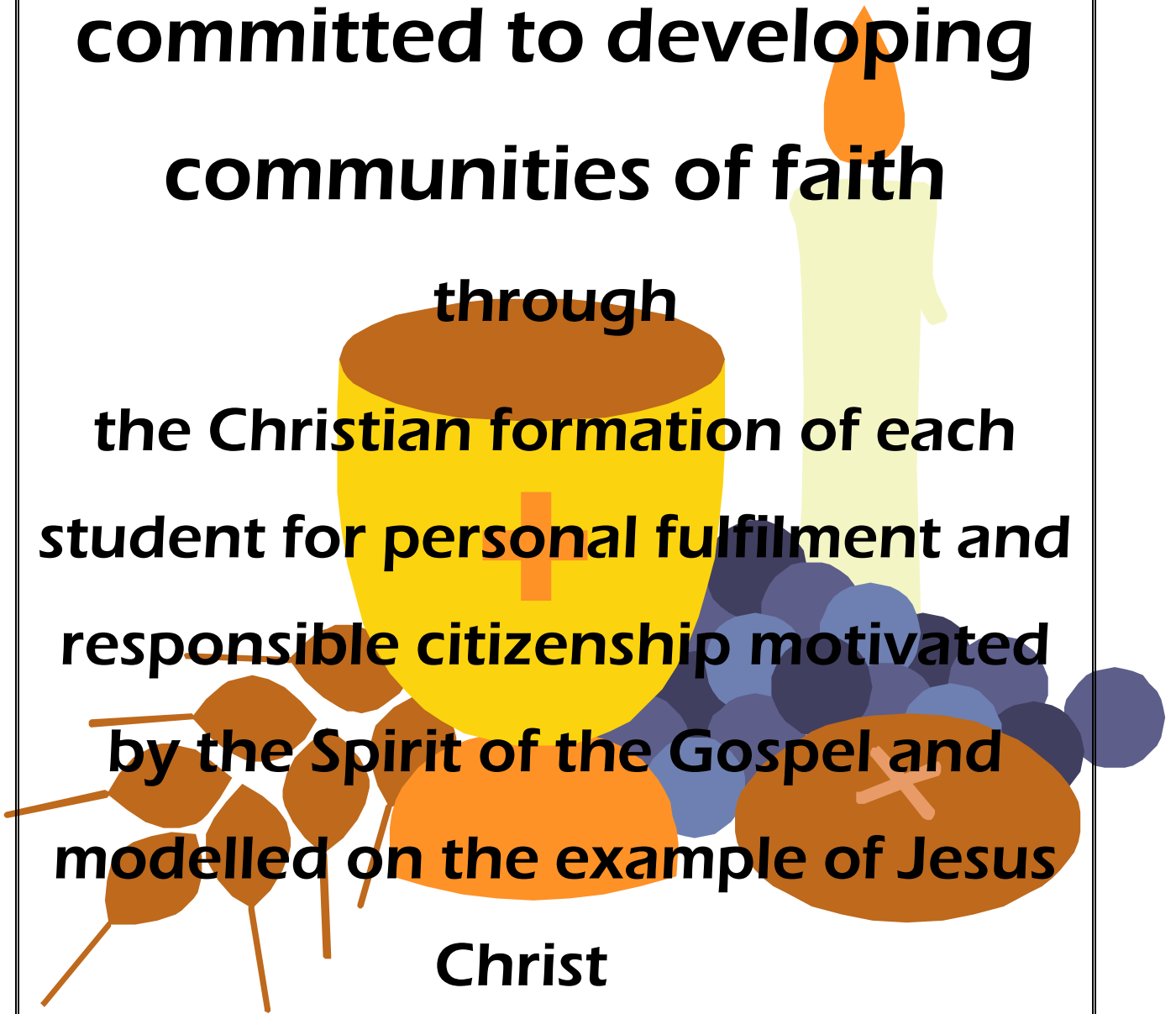
is

**committed to developing
communities of faith**

through

**the Christian formation of each
student for personal fulfilment and
responsible citizenship motivated
by the Spirit of the Gospel and
modelled on the example of Jesus**

Christ



Adopted from: The Pastoral Letter on Catholic Education in the territories of the Antilles Episcopal Conference

The complete Pastoral Letter may be found at the following website:
<http://www.aecrc.org/documents/pastoralletteroncatholiceducation2011.pdf>