

## CHARACTERISTICS OF TEACHERS IN CATHOLIC SCHOOLS

The following characteristics are paraphrased from the document prepared by the Committee of Personnel of the Supervision, Personnel and Curriculum Section, Department of Chief Administrators, National Catholic Educational Association (N.C.E.A.). Palma High School endorses this description of characteristics of teachers in Catholic schools. It is provided as a job review for those considering employment at Palma High School.

The teacher -

1. understands and accepts the fact that Palma High School is operated in accordance with the philosophy of Catholic education.
2. accepts and supports the ongoing building and living of a Faith Community, not simply as a concept to be taught but as a reality to be lived in worship, service, and interpersonal relationships.
3. has an overall knowledge of the goals of the entire school program and can relate his/her specific expertise to these goals.
4. reflects in his/her personal and professional life a commitment to Gospel values and the Christian tradition.
5. acknowledges that faith commitment is a free gift of God that is both relational and intellectual.
6. accepts the responsibility for providing an atmosphere for fostering the development of a faith commitment by the students.
7. accepts accountability in the fulfillment of his/her professional responsibilities.
8. accepts professional evaluation of his/her performance.
9. demonstrates good classroom management and record-keeping techniques.
10. provides for continuous professional growth by engaging in advanced studies, attending workshops and in-service programs, reading current professional journals and adapting to improved teaching ideas, methods and materials.
11. recognizes and appreciates the contributions of the other members of the professional staff, and shares with them his/her ideas, abilities and materials.
12. understands the limits of his/her professional competencies and makes appropriate referrals for the benefit of the students.
13. recognizes and respects the primary role of the parents in the education of their children.
14. relates to the students in an adult Christian manner and contributes to the student's sense of self-worth as a Christian person.
15. shows an understanding of the principles of human growth and development.
16. is creative and resourceful in choosing instructional materials and in using appropriate school and community resources to facilitate optimum learning for all students.
17. fosters the apostolic consciousness of students by encouraging them to join in experiential learning activities that give witness to Christian justice and love.
18. motivates and guides the students in acquiring skills, virtues and habits of heart and mind required to address with Christian insight the multiple problems of injustice which face individuals and our pluralistic society.
19. demonstrates the use of skillful questions that lead pupils to analyze, synthesize, and think critically.
20. provides learning experiences which enable students to transfer principles and generalizations developed in school to situations outside of the school.
21. provides for ongoing evaluation of students and the learning program in order to modify the learning process in accord with each student's needs, interests and learning patterns.