



PASTORAL CARE IN NEW ZEALAND CATHOLIC SCHOOLS

Pastoral care includes the care of students, staff, the Board of Trustees, families and the members of the school community.

The spirituality, personality and philosophy of the principal tend to shape the pastoral atmosphere of the school since leadership in this matter is fundamental.

Pastoral care is the particular responsibility of those in leadership positions. However, it also emanates from the attitudes, spirituality, philosophy and personality of all the adults in the school. Everyone in the school community has some responsibility for the pastoral care of others in the community.

Catholic behavioural principles, Catholic Character imperatives and the school's particular charism need to be specifically expressed in pastoral care policies and documentation, and in the staff handbook.

A great deal that happens in pastoral care is not written down, but is a very real part of the process.

The following principles, which are based on material provided by Francis Douglas Memorial College, New Plymouth, may be of help to schools reviewing their documentation.

Principles of Pastoral Care

Pastoral care is a living and dynamic reality that is a reflection of God's love for us, especially as expressed in the person of Jesus, the Good Shepherd. It is our mission to nurture a dynamic Christian community, which seeks to develop the full human potential of each of its members. Hence, we endeavour to ensure that our pastoral care is a practical and tangible expression of our love for the students entrusted in our care. The adults who have specific responsibilities for pastoral care are supported by the care and actions of the whole school community.

"At Francis Douglas Memorial College we believe that quality pastoral care should:

1. Be an expression of God's love for all people regardless of race, creed, colour or culture;
2. Be oriented towards enabling each person to live fully their dignity as sons and daughters of God;
3. Demonstrate a balance between the needs and rights of the individual and the needs and rights of the community;
4. Be expressed in quality personal relationships between all members of the college community;
5. Meet each student at his/her point of need and within the context of community;
6. Nurture an environment where each student's full educational, spiritual, physical and social potential might be realised;
7. Cultivate an environment which promotes a sense of communal direction and a sense of belonging;
8. Offer solidarity, compassion, encouragement and challenge;
9. Provide opportunities for person growth, reconciliation and professional care;
10. Be supported by educative programmes that develop knowledge, skills and positive attitudes;
11. Be enhanced by a physical and emotional environment which is safe, aesthetically pleasing and welcoming.
12. Be supported by appropriate resources, personnel, structures and programmes."