

## **RESPONSIBILITIES OF TEACHERS**

### **The teacher has a responsibility for:**

- His / her own behaviour as a role model within the school
- The well-being and education of each child within their care
- The management of his / her class
- Schemes of work planned and lessons prepared to implement the curriculum
- A marking system for pupil feedback and encouragement
- Each child's individual needs
- Providing a safe and secure learning environment in which each child feels supported and valued
- Promoting consistently the school rules
- Upholding the agreed procedures re: whole school behaviour management
- Developing the values and attitudes necessary for present and future life
- Communicating regularly with parents on the progress of their children including behaviour and class work
- Giving information about school policies
- Keeping themselves up-to-date on current trends
- Giving support to their colleagues
- Making known his / her classroom procedures, when availing of substitute cover
- Promote positive Behaviour Strategies and implement the school merit system.
- Promote good attendance and punctuality.

**WHAT VALUES AND ATTITUDES SHOULD TEACHERS BE RESPONSIBLE FOR PROMOTING IN PUPILS BY THE TIME THEY LEAVE PRIMARY 7**

**They should be responsible for promoting:**

- Caring** - work and play, helping others with work
- Sharing** - co-operation, be fair
- Tolerance** - listening to others  
- respecting others (opinions) and property  
- being sensitive and thoughtful  
- awareness of differences in physical, mental and financial circumstances  
- forgiveness  
- respect towards whole staff and parents and visitors to school
- Honesty** - sense of responsibility
- Trustfulness** - owning up for actions  
- value the truth
- Confidence** - ability to interact with peers and others appropriately  
- be socially independent  
- build up positive self image/esteem  
- develop leadership qualities
- Self Belief** - showing individuality  
- stand up for beliefs  
- be prepared to take responsibility for themselves
- Integrity** - to do one's best at all times
- Academic** - to question and be inquisitive
- Independence** - to value learning for itself  
- to value learning as relevant for now and the future  
- to develop a positive work ethos and enjoy it
- Good Habits** - punctuality  
- working as a team  
- value friendship

## **STRATEGIES TO DEVELOP THESE RESPONSIBILITIES**

### **We will show a positive attitude to prayer by**

- Making prayer an integral part of the school day
- Using the Prayer Services within the Alive-O programme

### **We will show that we are living the faith by**

- Our own example of practising what is taught
- By making faith, prayer and attitude central to everyday life
- Not confining Religion to RE lessons or Sunday Mass
- Showing Catholic attitudes and values as a way of life – consisting of standards inside and outside school
- Class assemblies

### **We will show respect for ourselves and others by**

- Being aware that the values and attitudes we are trying to encourage in the children may not be the same as those they get at home
- Treating them with respect, taking into account wide variance ability or home circumstances
- Showing an interest in each child as an individual e.g. outside interests, hobbies
- Setting example in dress/talk/attitudes/values
- Showing kindness, fairness, be non-patronising
- Being sensitive to children who want or need to confide
- Developing an awareness and respect for the world – its races, religions and cultures
- Accepting our own strengths and weaknesses

## **RIGHTS OF THE TEACHER**

### **The teachers expect**

- Courses relevant to teachers' and school needs
- An appropriate learning environment adequately resourced
- Respect from pupils, parents, other staff, Board of Governors, Inspectorate and others involved with the education / care of our pupils
- Support from parents, Principal, Board of Governors, CCMS, ELB, psychology and peripatetic services, curriculum liaison teachers
- Safety from physical abuse and mental stress
- Information about health problems which would exclude children from school
- Information about educational needs of intake children
- Provide a smoke free environment.
- Acceptable standard of working conditions

## **WHAT DO WE EXPECT OF OUR PUPILS**

- We expect our pupils to:
- Work to the best of their ability at home and at school
- Have respect for teachers, ancillary staff, other pupils and visitors
- Live what they have been taught

- Wear the school uniform, be on time and be equipped for the school day
- Come to school every day unless there are exceptional circumstances.
- Take responsibility for personal hygiene
- Be responsible for his / her behaviour in school
- Have respect for the school and other's property
- Learn and keep the school rules
- Obey all persons in authority within the school

### **RESPONSIBILITIES OF THE PUPILS**

#### **Pupils have a responsibility to:**

- Show good manners in a variety of situations
  - in class with their peers
  - table manners at lunch
  - know the basic rules of etiquette e.g. table manners
  - when a member of staff / visitor enters room
  - on school trips and in church
  - assembled as an audience
  - when entering another class.
- Be aware of different modes of conversation for appropriate circumstances
  - listen attentively while others speak
  - converse in an articulate, appropriate and confident manner
  - tolerate the opinion of others
  - take turns to speak
- Aware of other people and their needs – respect people and their property and others' point of view
  - be aware of differences i.e. races, abilities and circumstances
  - show acceptance of these

- Present their work and themselves in a neat and tidy way
  - be good ambassadors for Holy Trinity Primary School
  - move from one place to another safely / quietly
  - develop independence:
    - be able to cope with a variety of situations
    - finding their way
    - making new friends
  
- Let others join in work and play
  
- Play by the rules – no cheating, no rough play
  
- Remain calm in difficult situations
  
- Ensure all notes are delivered to parents

## **STRATEGIES TO DEVELOP THESE RESPONSIBILITIES**

### **The strategies we will use are:**

Rewarding and reinforcing by praise, encouragement and merit system

Showing by our own example that we value these skills by being kind, being courteous to all children in class and by our attitude to visitors, staff, new pupils and parents

Teaching certain social skills such as table manners, saying please / thank you / excuse me

Listening to pupils / giving children quality time

Creating a disciplined, controlled and stimulating working environment

Encouraging discussion of what is / is not acceptable

Including everyone in team games

Promoting these values and attitudes through lessons in role-play, speech and drama, structured play, stories, talking and listening and the Religious Programme, Circle Time and through the PDMU programme.

Pupil Council Representatives

Peer Mediation programme

Peer Mentoring scheme.

## **RIGHTS OF THE PUPIL**

### **The pupils expect to:**

- Be made aware of Catholic beliefs
- Feel secure and valued
- Have their opinions heard
- Work as a team
- Develop the necessary range of attitudes and values for life
- Acquire skills and interests for the future
- Reach his / her full potential in all areas of the curriculum
- Develop a positive attitude to learning
- Achieve acceptable social / interpersonal skills
- Have sense of being cared for / belonging to the school
- Enjoy and have happy memories of school by taking full part in curricular / extra curricular activities
- Be helped to acknowledge and deal with their disappointments

- Be able to approach any member of staff.
- Liaising with the ELB to try to ensure Statemented children's medical and educational needs are being met.

## **STRATEGIES WE WILL USE TO DEVELOP THESE RIGHTS**

### **Teachers will develop these rights by**

- Differentiation in lessons to take into account individual differences  
being aware that special needs includes high achievers
- Continuous recognition of achievements in all areas of the curriculum and  
outside interests
- Ensuring pupils get full range of educational and social opportunities
- Being even-handed in our dealing with children
- Encouraging them to always do their best work
- Promoting our school as a centre for excellence
- Giving praise consistently
- Using the Merit System  
awards based on personal achievements not just academic
- Not labelling the child ("label" the behaviour)
- Promoting a sense of responsibility for his / her own actions and those of the  
class

- Making children aware of positive role models
- Enabling children to express their views and opinions through the Pupil Council.
- Enabling children to express their view through the IEP's and School reports.

## **WHAT DO OUR PUPILS EXPECT OF US?**

### **They expect:**

- Kindness, understanding, sympathy, respect, to be treated fairly and with consistency
- To feel safe, secure and happy
- To be taught effectively
- To experience consistent discipline
- Teachers to set a good example
- Teachers to apologise if they have made a mistake i.e. blaming a child in the wrong
- Appropriate and adequate resources
- To voice an opinion, state ideas, to be listened to
- Support in work and behaviour

## **RESPONSIBILITIES OF PARENTS**

### **Parents responsibilities are to:**

- Help to pass on the faith
- Respect the teacher
- Provide support to the teacher about their children's work at home and at school
- Ensure their children attend school regularly, punctually, in uniform, with all requirements for the day (pencil, lunch, PE gear)
- Ensure reasons for absences are valid and reasons for absences given in writing.
- To take responsibility for their child's hygiene.
- Inform the school of any health issues related to their child.
- Support the school's Healthy Living Policy.
- Be honest when giving information
- Co-operate – have realistic expectations of their child's potential
- Respond to communications from school – attend meetings etc.
- Ensure their child knows the school rules and routines and keep them and support the school with regard to these.
- Reinforce social skills at home
- Trust in the teachers professionalism
- Read letters from school
- Return reply slips promptly
- Enter into a partnership with the school through the Parental Contract
- Inform the school if something happening at home could have an impact on the child's learning or behaviour in school.

## **RIGHTS OF THE PARENT**

### **Parents expect**

- A Catholic ethos throughout the school
- To be listened to (parents should be aware that the teacher may not always be available to speak to them during the day)
- To be valued and respected as a partner in the child's education
- A caring attitude towards the child
- Teachers' lessons prepared and adapted to the ability of their child
- Confidentiality
- Regular communication on the progress of their children:
  - Term 1 curriculum meetings –**
  - Term 2 parent / teacher interviews, report , IEP's, Annual Reviews**
  - Term 3 report on child's performance**
- That we communicate to them any area of concern regarding their child's class work or behaviour
- Information about school policies – School Prospectus, Annual Report
- Information about school' rules and routines
- Information on Parent Courses.
- Information on Liturgical events.

## **SELF ESTEEM**

*Self-esteem is a self estimate of the difference between what we think we are (self image) and the ideal self.*

### **Traits of High / Low Self-Esteem**

Traits perceived by teachers to be portrayed by students with high/low self-esteem always or occasionally.

## **CHARACTERISTICS OF HIGH SELF-ESTEEM**

Is optimistic about his / her potential for success  
Believes others like him/her  
Accepts responsibility  
Is expressive of feelings  
Seeks support, advice and help when needed  
Is confident  
Can accept criticisms without hurt  
Can accept praise with pride

## **CHARACTERISTICS OF LOW SELF-ESTEEM**

Pupil constantly critical of self  
Has an inability to accept praise  
Has low motivation  
Is unwilling to accept blame  
Portrays poor social interaction skills  
Is shy  
Constantly needs reassurance  
Is an extreme perfectionist

### **Teacher behaviours that enhance children's self esteem**

Has unconditional relationship with each child  
Recognises the influence of self-esteem  
Sees person and behaviour as separate issues  
Knows that learning is not an index of capability  
Views success and failure as relative terms  
Employs mistakes and failures as opportunities for learning  
Puts emphasis on effort rather than performance  
Makes sure that learning has only positive associations

Does not project own needs onto children  
Stays calm and relaxed at all times  
Is fair, consistent and predictable in response to all children  
Frequently praises and affirms pupils  
Is positively firm in the face of difficult behaviour from pupils  
Listens to all sides  
Prepares lessons well  
Requests rather than commands  
Is child-centred rather than programme-centred  
Knows when help is needed

## **IN PASTORAL CARE THE FOLLOWING STATEMENTS ARE WORTH CONSIDERING**

If children live with criticism, they learn to condemn

If children live with hostility, they learn to fight

If children live with ridicule, they learn to be shy

If children live with tolerance, they learn to be patient

If children live with encouragement, they learn confidence

If children live with appreciation, they learn to appreciate

If children live with fairness, they learn justice

If children live with security, they learn to have faith

If children live with approval, they learn to like themselves

If children live with acceptance and friendship, they learn to find love in the world