



TASMANIAN
CATHOLIC
education commission

POLICY

PASTORAL CARE AND WELL-BEING

RELATED POLICIES / PROTOCOLS / STATEMENTS
Anti-Discrimination, Harrassment and Bullying Policy
Code of Conduct for all Employees in Catholic Education
Enrolment Policy
Equity Policy

Policy No.: 02:2014



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RATIONALE

A fundamental belief for Tasmanian Catholic Education as a community is that Jesus' values and teachings seek the flourishing of all people: 'I came that they may have life, and have it abundantly (John 10:10). The Mission of Catholic Systemic School and Colleges in Tasmania is to create a community of the Word, a community of wisdom, a community of welcome, a community of worship, a community of well-being and a community of witness.

Our Vision is the promotion of communities of faith and learning for life. As a community of Catholic Schools and Colleges we will strive to provide a quality education for all of our students. Integral to this educational environment is pastoral care, which is fundamental to all aspects of Catholic Education.

POLICY

Because it is central to the whole purpose of Catholic Education, Pastoral Care & Well-Being Policy is to:

- permeate all activities
- be the unifying focus for the spiritual, academic, social and emotional aspects of school life; all school policies should be intrinsically linked to pastoral care
- be the basis for commitment to partnership and shared responsibility amongst teachers, staff, students, parents and other family members to

- develop the whole person and enhance the whole school community
- be reciprocal and inclusive of all staff, students, parents and carers

In Catholic Education, Pastoral Care is expressed through:

- the development of quality relationships
- the provision of satisfying learning experiences
- the establishment of an effective care network

DEFINITIONS

Pastoral Care is the care for the 'whole person', i.e. for the individual's spiritual, intellectual, social, physical and psychological well-being. It originates in profound respect for the dignity of both the individual person and the community transformed by the values of the gospel.

The origin of the phrase 'pastoral care' is in Jesus' pastoral image of the Good Shepherd (John 10:1-18). Here the Good Shepherd is the one who looks after his sheep and will lay down his life for them. Likewise in the Parable of the Lost Sheep (Luke 15:1-7; Matthew 18:12-14) is the image of a shepherd who has compassion for the 'little ones' who are at risk.

Well-being is a combination of a person's physical, mental, emotional and social health. Positive well-being enables students, staff and communities to flourish.

PRINCIPLES

Successful pastoral care should promote positive well-being and include:

- an opportunity for Christian formation according to Catholic Faith and Practice
- the enhancement of self esteem
- the development of self-discipline, social responsibility, citizenship and a sense of social justice
- the creation of an open, peaceful and welcoming environment which promotes the flourishing of all

- the fostering of a sense of belonging to and pride in the community
- the creation of an environment in which each person is respected

PROCEDURES

Strategies for promoting Pastoral Care include:

- the development of relationships which are based on Christian ideals
- the fostering of self-discipline and personal responsibility
- the pursuit of excellence in teaching and learning
- the establishment of an effective care network which collaborates with all community service providers
- the celebration of special events
- programs which assist in the growth of the whole person
- a commitment to social justice and the service of others
- the lived example of the value of democratic processes and mutual cooperation in achieving the common good

REQUIREMENTS

All schools are required to develop a school based Pastoral Care and Well-being Policy linked to the mission and vision statement of the school.

All school policies should be consistent with the TCEC policy.

This policy should promote an ethos in which cultural, individual and other differences are recognised, respected and welcomed.

This policy should have a special concern for members of those in Catholic Education who may be disadvantaged or marginalized.

This policy should have special concern for those experiencing grief, injustice or anxiety.

This policy should ensure that all workplaces and schools provide a secure environment that ensures the safety and social-emotional well-being of all.

FORMS

Nil

APPENDICES

Nil

SIGNED:

TCEC Chairperson

DATE:

27 NOVEMBER 2014

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