



CATHOLIC SCHOOL
CHAPLAINS OF ONTARIO

Appendix I
Draft Performance Appraisal
2024 CSCO AGM
2024-04-16



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DRAFT Sample CSCO Chaplaincy Leader Performance Appraisal

Writing process; Several drafts of this document were shared with the membership prior to April of 2023.

It was decided at the AGM 2023 to undergo the following discernment process:

Step 1 - Survey the membership for ideas that were inspired by the CSCO Mission, Vision and Values

Step 2 - Create a draft to share with the membership

Step 3 - Share the draft and invite anyone who wished to give input to either email the CSCO Member at Large 1 or attend a zoom meeting.

Step 4 - Workshop the final document during the zoom meeting.

Step 5.- Present the final document to the AGM in April 2024.

N.B. The group of chaplains who participated in the 4th step recommended that the final document be presented at the AGM 2024 but not published until CSCO has consulted a lawyer. A motion will be offered at the AGM 2024 that aligns with this recommendation.



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Sample CSCO Performance Appraisal

Introduction

With encouragement from members of the Catholic School Chaplains of Ontario (CSCO) and the Ontario Catholic School Trustees Association (OCSTA), this document is offered to chaplaincy leaders, their school principals and Catholic Boards of Education as an effective pastoral tool for the evaluation and professional development of chaplaincy leaders. We authors have drawn upon insights from the 2019 pastoral letter on Catholic Secondary School chaplaincy by the Assembly of Catholic Bishops in Ontario (ACBO) which, in turn, relied upon several earlier documents by CSCO and OCCB. This present instrument, therefore, "stands on the shoulders" of the many chaplains, school administrators, pastors, and Bishops who are committed to "enhance the professional and pastoral effectiveness of the Chaplain/Chaplaincy Team and promote dialogue about the faith-related programs within the school" (Chaplaincy Evaluation Document, CSCO, 2001).

This performance appraisal instrument is intended for the use of the principal in each school with the school's chaplaincy leader. We suggest that the Bishops 2009 pastoral letter and the Pastoral plan for each School provide the basis for the appraisal of the chaplaincy leader. The following overarching pillars of school chaplaincy stated in this appraisal document have been gleaned from the 2009 pastoral letter:

1. Support and development of Faith Life in the school
2. Collaboration with the church's mission
3. Collaboration within the educational setting
4. Professional learning plan

The CSCO offers this resource as a sample performance appraisal that focuses on the core competencies of the role of chaplaincy leader.

The following process suggest the manner of using the appraisal instrument:

- a. The chaplaincy leader completes their comments and submits them to the principal.
- b. The principal completes their comments.
- c. The principal and chaplaincy leader dialogue about the comments and future directions for this ministry in the school.
- d. The principal adds final comments.



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1. Support and Development of Faith Life in the School

"Secondary School chaplaincy... Seeks to serve not only the students who belong to a given School, but the adult staff as well. Its concern is for all the members of the school community... By gathering the community and fellowship, in prayer and worship as well as in catechesis, chaplaincy leaders foster the response of the whole school to the presence of Christ and the actions of Christ's spirit."¹

GOAL	EVIDENCE OF IMPLEMENTATION
Liturgy and Prayer	The chaplaincy leader fosters a life of prayer and worship as essential to the Catholic School community, exercising their own leadership role and assisting others to exercise their own call to prayer. This can include PA morning prayer; organizing liturgies for the whole school, a gathering or liturgy for staff or an individual class; prayer services or liturgies during times of crisis or bereavement; student and staff retreats; prayer to begin meetings or public events.
Chaplaincy Leader Comments:	
Principal Comments:	
GOAL	EVIDENCE OF IMPLEMENTATION
Faith Formation	The chaplaincy leader is a resource and support for students and staff on their faith journey. Faith formation through chaplaincy is different from religious education as provided in the classroom. Chaplaincy Services provide opportunities "where the theory of religious education can be lived out in the reality of community life." ² Chaplaincy support on the faith journey can be found in a variety of faith experiences including but not limited to retreat experiences, staff professional development days, Bible study, faith sharing groups, social justice initiatives and accompaniment.
Chaplaincy Leader Comments:	
Principal Comments:	

¹ Ontario Conference of Catholic Bishops, *Pastoral Letter on Catholic Secondary School Chaplaincy*, March 2009. p.2-3.

² OCCB, March 2009, p.4.



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GOAL	EVIDENCE OF IMPLEMENTATION
Social Justice-Community and Solidarity	The chaplaincy leader fosters an awareness of opportunities to help the school community become "a light for the world and salt for the earth." (cf. Mt 5:13-16) Through community outreach activities students and staff experience a) the richness of Catholic Social Teachings, b) learn to be good stewards of resources and talents, and c) develop a preferential option for the poor. Social justice finds witness and solidarity in many initiatives eg: participation in social justice trips, community development projects, local and global fundraising and/or awareness campaigns.
Chaplaincy Leader Comments:	
Principal Comments:	

GOAL	EVIDENCE OF IMPLEMENTATION
Ministry of Presence and Spiritual Accompaniment	The chaplaincy leader is present and visible within the school community, listening to students and staff and affirming their worth, bringing compassion and care to those who are suffering, helping others free themselves from personal and communal oppression and acknowledging joyfully the presence of God in our lives. The chaplaincy leader fosters an understanding of the Ontario Catholic School Graduate Expectations as developed by the Institute for Catholic Education. The chaplaincy leader acknowledges the limitations of the chaplaincy related counseling role and when appropriate makes referral to professional caregivers both within the school board and the larger community.
Chaplaincy Leader Comments:	
Principal Comments:	



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2. Collaboration with the Church's Mission

"all those who collaborate in a Catholic school's mission are involved in an ecclesial activity, an activity shaped by the church is concerned for all."³

GOAL	EVIDENCE OF IMPLEMENTATION
Maintain Relationship with Local Parish(es) and Open Communication with Diocese <i>Sacramental life Promoted in School</i>	Inspired by the church's mission, the chaplaincy leader fosters a sense of collegiality, collaborating with local dioceses, parishes and pastoral teams in building up the Church. The chaplaincy leader encourages and welcomes visits to the school by parish clergy, shares parish information with the school, and attends deanery and pastoral zone meetings. It is also beneficial to maintain communication with other school chaplains to facilitate sharing of information and ideas. The chaplain promotes an understanding of and participation in the celebration of the Eucharist and a Sacrament of Reconciliation, in collaboration with the local clergy, for the school community.
Chaplaincy Leader Comments:	
Principal Comments:	

³ OCCB, March 2009, p.4.



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3. Collaboration within the educational setting

"... A Catholic school is an educational institution that plays of valuable collaborative and supportive role in the church's Ministry."⁴

GOAL	EVIDENCE OF IMPLEMENTATION
Promote Collaborative Model of Ministry and Student Leadership	The chaplaincy leader works collaboratively with the school administration to foster an authentic and lived spirit of Catholicity within each school. The chaplaincy leader also invites participation in the chaplaincy team and other Ministry teams, such as peer ministers, retreat and social justice teams. The chaplaincy leader encourages both staff and students to share their gifts by entrusting others with responsibility, empowering others to act. striving to inspire common vision, and leading by example, thereby developing a dynamic vibrant chaplaincy program. The chaplaincy leader is viewed as active and supportive and therefore is integrated into significant school endeavours.
Chaplaincy Leader Comments:	
Principal Comments:	

⁴ OCCB, March 2009, p.6.

Post-Script: CSCO gratefully acknowledges the contributions of the following chaplaincy leaders to this document: Joan Doyle (chairperson), Brenda Holtkamp, Annabel MacDonald, Stan Muldoon and Ursula Witkowska.



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4. Professional Learning Plan- Theological, Spiritual and Pastoral Facets of Professional Chaplaincy

GOAL	EVIDENCE OF IMPLEMENTATION
Ongoing Learning and Leadership Development Continuing Faith and Spiritual Development	The chaplaincy leader commits to their own ongoing faith formation in order to better serve their school community and to support their individual faith journey. This could involve professional development, retreats, conferences and workshops offered by school boards, professional associations and other institutions of learning. The chaplaincy leader strives to deepen their theological and pastoral formation. Ongoing spiritual direction, personal retreats and theological reading are highly recommended in order to maintain the spiritual strength to live the charism of this ministry.
Chaplaincy Leader Comments:	
Principal Comments:	



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Following the completion of these comments the principal and chaplaincy leader **will** dialogue about the comments and future directions for this ministry in the school.

Principal final comments:

Signature – Chaplaincy Leader

Date

Signature – Principal

Date