

**POSITION IN AN INTEGRATED SCHOOL RELATED TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL**

**IMPORTANT:** Applicants for the position are requested to carefully read the notes on pages 3–4 before completing this form

**A. POSITION BEING APPLIED FOR**

<b>Position:</b>
<b>School:</b>
<b>Address:</b>

**B. PERSONAL**

<b>Name(s):</b>	<b>Surname</b>
<b>Address:</b> _____	
<b>Religion:</b>	
<b>Phone - day:</b>	<b>Evening:</b>
<b>Fax number:</b>	<b>e-mail:</b>

**C. PARISH COMMITMENT** (see Note 1)

1.0 Are you a member of a Catholic parish community?      **Yes**       **No**   
 If yes, name and address of parish: \_\_\_\_\_  
 \_\_\_\_\_

2.0 Are you involved in parish ministry? (e.g. Youth Ministry, Ministry of Word, Eucharist, Hospitality, Service, Liturgy)      **Yes**       **No**   
 If yes, name of Ministry or Service: \_\_\_\_\_

**D. QUALIFICATIONS IN RELIGIOUS EDUCATION AND/OR THEOLOGY** (see Note 2)

3.0 Have you undertaken Catechetical Studies or some comparable course as part of your teacher training programme?      **Yes**       **No**

<b>Qualification/Course Attended</b>	<b>Institution and Year</b>

4.0 If you are a beginning teacher, were you associated with a Catholic school as part of your practice teaching professional training? Yes  No

If yes, name and address of school(s): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**E. PREVIOUS TEACHING EXPERIENCE RELATED TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL**

Position	School	Year Level	From	To

**F. OTHER QUALIFICATIONS & EXPERIENCE RELEVANT TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL (see Note 3)**


**G. REFEREES** Three – for a Section 65 position. One must be a priest who is familiar with your religious practice, preferably your parish priest (see Note 4)

<b>Names x 3</b>			
<b>Address</b>			
<b>Phone - day</b>			
<b>- evening</b>			

I acknowledge and accept that the information I have supplied will be used by the Proprietor in terms of the Private Schools Conditional Integration Act 1975 (Amendment 1989 section 68) to assess my **acceptability** for the position as defined in the Act, and also by the Board of Trustees to determine my **suitability** for the position as defined in the Act.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_

### NOTES

- 1.0 You are applying for a Section 65 (tagged) position. This is a very important position, described as a Ministry within the Catholic school system. You are advised that that the information provided in this Form may be the only written information available to the Proprietor when determining your **acceptability** for the position. It is important that you complete all sections of this Form as thoroughly as possible even if it means repeating information provided elsewhere in your application. Please include the completed form with your application to the Board of Trustees.
- 2.0 Section D: **Qualifications in Religious Education**. Please include your Certificate of Accreditation (if relevant), and any degrees or diplomas in Religious Education, or related subjects; the institution that granted these, and the year of graduation. Also any certificates held such as Christian Family Life Education, Theology, Catechetical Studies, the agency that granted these, and the year of completion. You are requested to give details of any courses you are currently undertaking, and any other relevant pre-service and in-service courses you have completed or are undertaking.
- 3.0 Section F: **Other Qualifications and Experience** may include participation in in-service courses relating to Religious Education and/or for purposes of personal development, such as scripture studies. You may also include your involvement in parish or Church groups or other organisations. This list is not exclusive. Please add any other qualifications, training or experience you consider relevant.
- 4.0 Referees may be asked to attest to the qualities and/or qualifications recorded in this form. For S65 positions one such referee needs to be your parish priest or a priest recently known to you who can judge whether you fit the criteria for a teacher in a tagged position. It is prudent to obtain agreement from your referees before nominating them.

### Section 65 Positions

- 1.0 **Section 65 (tagged) positions** require the applicant to be willing and able to take part in the religious instruction appropriate to the special character of the school and this shall be a condition of appointment.
- 2.0 By law, the Board of Trustees of a primary school is legally bound to appoint only from a list of applicants **acceptable** to the Proprietor of the school acting in its statutory role. When appointing to the position, the Board of Trustees will also consider the information on this form in order to assess an applicant's **suitability** for the position.

### Ministry

- 1.0 A Ministry is an office in the Church to which a person is called by the Church community to serve that community, in this case through the specific ministry of Religious Education. Therefore such a person needs to be part of the Catholic faith community.

### **Accreditation for Religious Education Teachers in Catholic Schools**

1.0 Accreditation is the means by which teachers are recognised for their professional preparation in taking faith-leadership roles in the Catholic school and acknowledges Religious Education teachers who:

- a. have qualifications in theology and pastoral ministry.
- b. are competent teachers of Religious Education.

Through accreditation, teachers receive recognition from the New Zealand Catholic Bishops Conference for their qualifications and experience. This is a significant factor in determining a person's acceptability for a tagged position. Accreditation is designed for teachers in Catholic schools, with special emphasis for those who aspire to positions which are tagged.

### **Acceptability**

#### **1.0 Assessing acceptability**

When assessing the acceptability of a teacher being considered for appointment as a Religious Education teacher, the Proprietor's agent delegated with the responsibility for such an assessment looks for evidence of the qualities which follow.

#### **2.0 Response to a Call**

Religious Education teachers respond to a call to share in this work of the Church, including willingness to give their time and talent, not only to students, but to their own continued growth and understanding in their faith.

#### **3.0 Witness to the Gospel**

Religious Education teachers are required to be fully committed to Jesus Christ, and to have an aptitude and ability to communicate the Gospel message. They are required to be people of prayer and reflection, and individuals who witness to a life of faith.

#### **4.0 Commitment to the Church**

Religious Education teachers represent the Church. They test and validate their faith understanding and insights in the light of the Gospel message as presented by the teaching authority of the Church.

#### **5.0 Involvement in the Community**

Religious Education teachers are called to foster the concept of Christian community, one where people experience it in practice. A Christian community is nurtured especially through sharing in the Eucharist. Religious Education teachers normally experience unity with the Church through frequent participation in the celebration of the Eucharist within the Catholic community, seeking to co-operate with other parish leaders in making the parish itself a focal point of community in the Church.

#### **6.0 Servant of the Community**

Religious Education teachers are committed to serving the Christian community, particularly in their parish and in the community at large. Such service means not only responding to people's needs when asked to do so, but also taking the initiative in seeking to identify the needs of individuals and communities, and then encouraging students to do the same.

#### **7.0 Knowledge, Skills and Abilities**

Religious Education teachers seek to acquire the knowledge, skills and abilities to communicate the Gospel message effectively. They are required to have a solid grasp of Catholic doctrine and worship, familiarity with Scripture, to have good teaching skills and a general appreciation of the curriculum requirements appropriate to the position. They also demonstrate an appreciation of the most suitable ways of communicating the teaching of Jesus Christ to others at their level of understanding and according to their life situations and their social and religious backgrounds.