

# Board of Trustees Handbook



## Appointing a Principal for a Secondary College

**Dear Board of Trustees**

You are about to begin the extremely important task of appointing a principal for your school.

This will be the most significant task you undertake, and it will be without the assistance of your present principal.

I would like to endorse the use of the handbook – Appointing a Principal – issued by the Catholic Schools Education Services (CSES) in Wellington. It contains valuable information that will ensure the steps you take are both morally and legally correct. It is essential that the person you appoint is not only an excellent leader and manager, but someone who will be responsible for the promotion and maintenance of the Catholic Character.

To this end, the position is tagged and can be occupied only by a Catholic of good standing. The 'S' forms will mean that acceptability in this area will be ensured.

I would also strongly recommend that you use Frank Wafer, Leadership Consultant or Kelly Ross, RE Consultant, from CSES, to assist you with all stages of the appointment or, if this is not possible, a current Catholic Principal.

With my deep gratitude for the dedication you bring to your work as members of the Board of Trustees of your school, and with my warm best wishes for a successful outcome of the appointment process.

Yours sincerely in the Lord

A handwritten signature in blue ink, reading "John A. Sen". The signature is written in a cursive style with a cross at the beginning.

Archbishop of Wellington



**Catholic Schools Education Services  
P O Box 1937  
Wellington**

The appointment of a principal will be the most important task a Board of Trustees will have to perform. The principal will have a major influence on the future of the college.

This booklet is designed to assist Boards of Trustees choose the person who will best be able to influence their college to become an outstanding Catholic school.

# A PRINCIPAL'S REFLECTION

I am the most fortunate for I am eternal.

Some live in the world of today.  
I live in the world of tomorrow.

Some see meaning in the temporary and the transient.  
I find purpose in the eternal and the enduring,  
For I am charged with the most sacred of missions,  
To transmit all that Jesus Christ lived, died and lives for  
To the next generation.

I span the generations,  
Making the wisdom of the past live now  
So that the future will have meaning.

I am no bearer of knowledge.  
I do not simply teach the mind.

I make Wisdom live  
To reach the heart,  
And when It reaches the heart  
It touches the soul.

To those who say,  
"Two generations hence  
What shall you be but a distant memory?"

I respond:  
"Though the mind fades, memories linger.  
Though the body fails, the spirit lives.  
Though the book falls to pieces  
The Word lives

For ever and ever."

Amen.

## **Prayer of the Teacher before School**

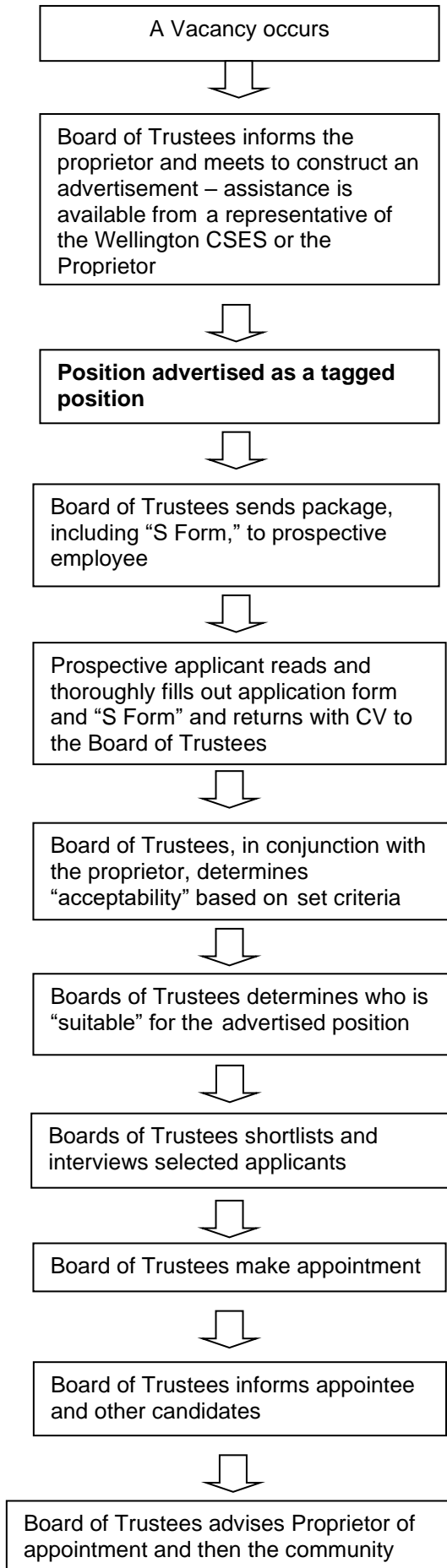
Lord, you are my patience, my strength, my light and my counsel.  
You guide me in what I have to say to my pupils, and you make them  
responsive to my words.

Be with them and with me at all times. Give me for their sake a share in the  
gifts of your Holy Spirit: wisdom, understanding, counsel, courage, knowledge,  
filial devotion to you and a fear of displeasing you.

Increase my faith and give me zeal to build your kingdom.  
Accept my work as the continuation of your divine Son's earthly ministry.  
I ask this in His name. Amen.

(St John Baptist De La Salle – Patron of Teachers)

# APPOINTMENTS PROCEDURE



Refer to the Handbook for the Board of Trustees published by NZCEO (2016)

Advertised tagged positions (S464 and S467) require specific wording. See Handbook, parts 4.

Ensure that the notes on pages three and four of the ‘S’ Form are included with S Forms. Communicate to the applicant the importance of filling out this form thoroughly as it forms the basis for determining “acceptability.”

Allow at least one working week to process “S Forms”. The Board needs to ensure each applicant is **acceptable**.

Criteria for acceptability include:

- Catholic Practice
- Understanding of Catholic Character
- Catholic Character qualifications
- Previous Catholic Character experience
- Leadership re Catholic Character

From the applicants deemed **acceptable** the Board of Trustees can then decide who is the most **suitable**.

Criteria include:

- “Acceptability” confirmed
- Personal qualities
- Leadership qualities
- Relationships Staff, Students, Community
- Management Skills
- Teaching Skills

# STEPS TO APPOINTING A PRINCIPAL

## Some Suggested Procedures

### 1. Confidentiality

It is essential that all information regarding applicants who have applied, details in application forms, discussions and decisions must be kept completely confidential. The only exception would be if there was need to verify with referees the claims that applicants make. Any matter regarding appointments should be handled **in-committee by the Board and the Appointments Committee**. This is particularly important at the time the decision is made. There have, in the past, been unfortunate incidents where others have known of the success or failure of the applicant before he / she did.

Everyone involved in the appointment must recognise the importance of Equal Employment Opportunity, Equity, Treaty of Waitangi, Public Relations and Confidentiality.

### 2. Appointment Criteria

Board of Trustees should note clause 3.2.1 of the Secondary Teacher Collective Agreement that states –

“In appointing the person best suited to the position, the employer will have regard to the experience, qualifications and abilities relevant to the position and such other relevant matters as it determines. Good employer and equal employment opportunities principles and responsibilities shall be applied and demonstrated in appointment procedures.”

It would be wise for the Board to keep in mind the letter from Pat Lynch (NZCEO) of 19<sup>th</sup> June 2007. In that awareness the Board needs to move through two processes in making an appointment.

- i) Determine the acceptability or otherwise of the various candidates
- ii) Determine the most suitable of the acceptable candidates.

To be acceptable candidates need to be able to demonstrate that they can meet the requirement of a tagged position as outlined in the Handbook for the Board of Trustees published by NZCEO (2016) i.e.

- be willing to take part in religious education
- demonstrate that they can do so at the level of principal
- accept a responsibility to maintain and enhance the Catholic character of the College
- recognise what that responsibility entails.

### 3. Appointments Committee

For the position of Principal, **the whole Board** can be involved in the appointment or the Board could set up a special appointments committee. The Appointments Committee may include at least three members of the Board (one of whom will act as chairperson and another of whom must be a Proprietor's Appointee), a member of the education profession (usually from another college, or a suitable person from CSES) and others co-opted for equity/expertise purposes. If the Board appoints a committee, it must make it clear whether the committee's power is to appoint or merely to recommend a candidate to the Board for appointment. Also, it must state which members of the committee have voting rights and which ones are advisers to the committee. It would be prudent for the retiring principal to take no part in the appointment. The appointments committee would name someone as secretary to receive applications etc. The educator may act solely in the role as adviser to the Committee. The adviser does not have voting rights.

The educator needs to have experience in the Catholic School Sector, as the principal's role is a tagged one and responsible for the promotion and maintenance of Catholic Character. It is essential that the educator is involved from the beginning of the process. The proprietor of Archdiocesan schools would highly recommend the use of the appropriate staff from CSES in matters of Catholic Character.

If the whole Board is involved it can still co-opt people for equity/expertise. It would be particularly important to have a member of the education profession (usually from another college, or a suitable person from CSES).

In some colleges when the whole Board has been involved a committee has been set up to organise the short listing of applicants. Sometimes this committee checks "S" forms to decide whether applicants are acceptable or not. In other cases, this task is left to the proprietor's appointees who then inform the committee which of the candidates are acceptable. The local diocese can also, undertake the check-up of the S forms on behalf of the college, at their request.

From these acceptable ones the committee then chooses a number whom they consider, on the information available, are suitable to be principal. The Board or the Appointment Committee would then go through the interview process to decide which is the most suitable.

Any Board member who is an applicant or closely related to an applicant would be disqualified from taking part in the appointment process.

### 4. Advertisement

- To be prepared by the Appointments Committee and submitted to the BOT. There are legal requirements to be met in advertising the position of principal. These are outlined in the Handbook for the Board of Trustees published by NZCEO (2016) p29 clause 6.1. The CSES is prepared to review an advertisement before it is submitted. If the requirements for an advertisement are not met, any appointment can be challenged.
- To be advertised in the Education Gazette and any other publication appropriate to the position

### 5. Job Specification

(A statement of tasks, duties, responsibilities of a job to be performed)

There are certain statutory requirements (e.g. Human Rights, Good Employer), including the requirements in the Integration agreement that the person selected must be willing and able to take part in religious education and to accept a responsibility to maintain and preserve the special character of the college.

There are certain areas that need to be taken into account in preparing the Job Specification:

- It must reflect the college's charter, goals and policies
- It must use gender-neutral title and language throughout.

**The Job Description should contain:**

1. title
2. summary statement or aim
3. a list of specific responsibilities or tasks
4. working relationships
  - responsible to
  - responsible for
  - works with

Some suggestions are in Appendix 4

## **6. Person Specification**

To assist in matching best applicant:

- up-to-date registration
- minimum qualifications
- minimum education
- experience (not necessarily paid work experience).
- attributes.

Distinguish between:

- essential
  - desirable
- } requirements

This can avoid unintentional discrimination. There are some suggestions in Appendix 5.

## **7. Referees' Reports**



- The applicant will be asked to nominate referees and would seek their permission before nominating them.
- The Board would seek in writing, a confidential report from each referee asking for both strengths and weaknesses. Further clarification should be sought by telephone. There are various forms available for this. The form in Appendix 6 is one that could be adapted for this purpose.
- **Referees reports are to be treated as confidential.**
- It is essential that any information from referees or any other person is verified. Do not put credence on information that cannot be verified.
- The “S” Form also asks for Catholic Character referees to be nominated so that the Board can determine whether candidates are acceptable or not. The whole Board can determine this, they can ask the proprietor’s appointees, or they can ask the diocesan education office to do it. The information gathered from the referees must be verified and used to deem “acceptability” in terms of Catholic Character. This does not mean “suitability” in terms of the job specifications. The Board will inform any applicants, who do not meet the acceptability criteria, that they will not be further considered.

## 8. Appointments Package

All potential applicants should be sent an application package including the following:

- Profile of college
- Mission Statement
- Person specification
- Timeline
- Application form
- Referee’s report form (if used)
- **‘S’ form**



The sample letter in Appendix 11 could be useful for this.

## 9. 'S' Forms (Appendix 1)

- Every candidate must provide a completed 'S464' Form with the application.
- In secondary schools, establishing acceptability is the responsibility of the Board or those delegated by the Board to make appointments. This must include at least one Proprietor's appointee. Boards are encouraged to seek assistance from the Proprietor or the Diocesan Office when establishing acceptability.
- The body delegated to establish acceptability consults with the referees nominated by the applicants and asks for a confidential report. They then report back to the Board giving the names of the applicants who the Proprietor considers are acceptable for appointment.
- The Board shortlists the acceptable applicants, conducts interviews, consults educational referees and appoints the most suitable applicant. The appointment must conform to the Board's appointment policy, to section 77J (4) of the State Sector Act, and to the relevant employment contract. If no applicant comes up to the standards required by the Board, the position should be re-advertised.

## 10. Failure to attract applicants who can be appointed

- If there are no applicants, or no applicants who are declared acceptable by the proprietor, the Board cannot appoint.
- Similarly, if the Appointments Committee decides that none of the acceptable applicants are suitable for the position, it cannot appoint. The Appointments Committee **should not appoint** unless they have found the best person to be principal of the college.
- If no appointment is made, the Board will have to appoint someone as Acting Principal. This could be the current Deputy Principal if he or she will accept the position or some outside person the Board deems suitable for that position. It would not be good for the college to have an Acting Principal for longer than necessary, nor fair to the person. The position should be re advertised as soon as possible at least within one term.

## 11. Short listing

- Short listing is designed to bring the list of applicants down to a manageable number (at the most five) for interviews. All short-listed applicants must be deemed acceptable. Appendix 2 may help in determining this. Any short-listed applicant should have the expertise, qualifications and experience to be appointed. The purpose of the interviews is to compare these short-listed applicants, one against the other to decide on the most suitable. The suggested format in Appendix 7 could be helpful in determining this.
- All information will be made available to all members of the Appointments Committee.
- Short listing is normally carried out by a special committee set up by the Board. If the whole Board is not involved in the appointment this could be the Appointments Committee or a group from that committee. The short listing is based on the information supplied by the applicants and Referees' reports.

## 12. Interviews

Once the applicants to be interviewed have been chosen, they need to be notified as soon as possible to allow enough time for them to arrange to be present and to prepare themselves. The letter in Appendix 12 could be useful. For those not to be interviewed, the suggested letter in Appendix 13 could be useful. Some suggestions for the interview process follow point 14.

## 13. Ratification of Appointment

- If the Board has delegated the task of making the appointment to the Appointments Committee, this committee will forward to the Board the name of the candidate it sees as most suitable for the position. The Board will simply receive the decision and ratify it. If the whole Board has been involved, then the decision of the Board will result in a candidate being offered the position.
- All applicants will be notified of the appointment and all relevant information returned. This should take place as soon as possible after the interview. Care needs to be taken in informing those who were not appointed.

The appointments committee should keep **simple minutes** recording

- The list of the committee (voting and advisory)
- How many applications were received?
- The list of applicants deemed acceptable by the proprietor
- The list of those short listed
- Whether all referees' reports were received and what was done if some were not received
- The record of the vote for the most suitable applicant.

**These minutes should be kept in the Board's in-committee minute book.**

The Board minutes would record:

- That the report from the appointments committee naming the person appointed was received
- That the position was offered verbally and in writing to the person.
- That the person accepted the position verbally and in writing.
- The agreed start date.

### 13. Notifying Applicants

It is necessary to write to the successful applicant because the validity of the contract of service requires an offer of the position and its acceptance. While a verbal offer and acceptance created a contract, it is important to have it in writing.

Notify first by phone, then confirm in writing, giving:

- position, title
- to whom to report and when
- terms and conditions, including hours of work
- salary and other benefits
- starting date
- all details of removal arrangements
- ask for a **letter** of acceptance

As soon as the applicant has accepted, at least verbally, the appointment can be made public.

Courtesy demands that unsuccessful applicants be notified as soon as possible by phone followed by a letter.

### 14. Set a time frame

This should be drawn up at the beginning of the appointments procedure and used as a checklist to guide action.

- Vacancy confirmed	/	/	<input type="checkbox"/>
- Appointments Committee appointed	/	/	<input type="checkbox"/>
- Advertisement completed	/	/	<input type="checkbox"/>
- Application forms completed	/	/	<input type="checkbox"/>
- Job description completed	/	/	<input type="checkbox"/>
- College information completed	/	/	<input type="checkbox"/>
- Appointments criteria set	/	/	<input type="checkbox"/>
- Applications open	/	/	<input type="checkbox"/>
- Applications close	/	/	<input type="checkbox"/>
- S Forms sent to determine acceptability	/	/	<input type="checkbox"/>

- Appointments Committee meets	/	/	<input type="checkbox"/>
- Short listing completed	/	/	<input type="checkbox"/>
- Interview dates set	/	/	<input type="checkbox"/>
- Interviews held	/	/	<input type="checkbox"/>
- BOT ratify appointment	/	/	<input type="checkbox"/>
- Notify applicants	/	/	<input type="checkbox"/>

## THE INTERVIEW AND SELECTION PROCESS

Interviews tend to be by a formal panel but may be preceded by a ‘tour’ of the establishment and an informal preliminary meeting or series of meetings with the individuals with whom the successful candidate will have to work most closely. These informal preliminaries are to be encouraged, as they help the candidate to decide whether he or she wishes to accept the job as well as providing potential behavioural input to the college’s side of the selection procedures.

The formal panel members should each be given a copy of the relevant documentation for each candidate and taken through it. A decision should be taken on how the procedure will be structured. How will the candidate be welcomed, introduced and put at ease? Who will lead the panel? Who will cover what areas of questioning? How will the time be allocated?

### A. Preparation:

1. Interview venue and procedures will recognise the culture of the applicants.
2. Members need to be well briefed on the position to be filled – job descriptions, person specification, job context, personnel requirements, organisational structure, policies, and relationships. This reduces the impact of irrelevant attributes and increases reliability.
3. Prepare the interview setting – seating, materials, privacy and atmosphere.
4. Prepare a structured interview guide to improve the organisation of the interview, to standardise it across candidates and so help achieve minimum delay in coming to an accept-reject decision.
5. Make questions brief, with applicant talking as much as possible. The questions should be framed in such a way that different applicants will give different answers to illustrate their various strengths. All applicants should be asked substantially the same questions so that comparisons can be made.
6. Use open-ended and “why” questions or questions calling on actual experiences, e.g. “As DP tell us about a time when you had to counsel a teacher who had a very disruptive pupil.” Sequence a few questions to explore topics in depth.

7. Prepare questions in advance. Many of these will arise from the applicant's papers. Questioning technique is important.
8. Timetable interviews to permit sufficient time for an adequate assessment.
9. Be suitably dressed. This is a formal occasion, whatever day it is. Respect for the candidate is reflected in how the Board members present themselves.

## **B. During the Interview:**

Some Boards ask candidates to make a brief presentation to the Board on some aspect of the college as a way of beginning the interview. This could be, for example, to give an outline of what the next ERO report will contain.

1. Review the Critical Factors (Appendix 8)
2. Do not hurry the rapport stage – attempt to relax the applicant.
3. Once the interview begins start note-taking. Record what is said rather than evaluate. This comes later.
4. Stop note-taking when sensitive points arise.
5. Develop a question strategy which emphasizes:
  - Asking one question at a time.
  - Giving the applicant time to think and to develop an answer. Don't be afraid of silences.
  - If the applicant finishes his/her reply but it is thought to be insufficient, pause and wait.
  - If answers are superficial and lack depth, prompt applicant for more information.
  - Linking each new question to the applicant's last response
  - Avoiding leading questions – ones which suggest an answer.
  - Probing beyond the initial response if necessary.
  - Avoiding unnecessary prying – keep ethics in mind.
  - Avoiding criticism.
  - Delaying awkward or personal questions until rapport is well established.
6. Look interested, listen and focus your attention on the applicant.
7. Close the interview smoothly by:
  - a. Asking the applicant if he / she has any questions

- b. Summarising the interview
- c. Outlining the actions which will be taken subsequently or the next steps in the procedure
- d. Indicating when the applicant will be informed of the decision
- e. Dealing with any remaining questions which the applicant may have.

### **C. Post-Interview Decision-making:**

1. The suggestions in Appendix 9 may be of value during this time.
2. Always complete summary notes/evaluations as soon as possible after the interview.
3. Notes should be the basis for the post-interview evaluation. This should cover all relevant dimensions.
4. Each interviewer should assess independently. The form in Appendix 10 has been found to be a useful tool in doing this. Whatever is used the group should come together for a joint decision-making session.
5. Since no single interviewer will have all the information, decision-making should proceed by point-by-point discussion.
6. Each interviewer should speak about each applicant.
7. There are a variety of different suitable procedures, some involving each interviewer giving a personal ranking list.
8. The final decision should be by general agreement, one which is acceptable to all, unanimous if possible. The Chairperson should take the pivotal role.
9. Do not appoint any candidate that will not be the best for your college.
10. Ensure that final decisions are made and communicated promptly to the applicants.
11. Review the selection process.

If the appointments committee was empowered by the Board to make an appointment the committee can complete the process and formally report the name of the person appointed to the Board at its next meeting. (However, it would be courteous to informally tell all the Board Members before the appointment was published). If the committee had been delegated only to make a recommendation to the Board, it must seek ratification by the Board.

Unsuccessful applicants should be advised promptly and with consideration. They will have put a great deal of time and energy into making the application and will feel very disappointed they were not appointed. Sensitivity is needed in communicating with them. Help in preparing them for future interviews is appreciated. If all interviewees feel they have had an adequate opportunity to present themselves and their views, it is the hallmark of a well-run selection process.

- who keeps it
- for how long
- where is it kept
- who has access

Re-advertise as many times as you need to get an outstanding principal.

## Appendix 1

# S464 FORM

Education Act 1989, Section 464

## APPLICATION FOR A POSITION RELATED TO SPECIAL CHARACTER IN A CATHOLIC SCHOOL

### A Position being applied for

Position:
School:
Address:

### B Personal details

First names:		
Surname:		
Address:		
Religion:		
Telephone number:	(Day)	(Night)
Mobile phone:		
Email address:		

### C Parish



<p>Are you a member of a Catholic parish community?</p> <p>If yes, give the name and address of parish:</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>Tick which applies</i></p>
<p>Are you involved in parish ministry? (For example, Youth Ministry, Ministry of Word, Eucharist, Hospitality, Service, Liturgy)</p> <p>If yes, name the ministry or service:</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>Tick which applies</i></p>

#### **D Qualifications or courses in religious education and/or theology**

*Copy and attach relevant CV material or certificates etc. as appropriate*

<p>Qualification or course attended</p> <p><i>(Include your Certification for Teachers in Catholic Schools, if applicable)</i></p>	<p>Institution and year</p>		

<p>If you are a beginning teacher, were you associated with a Catholic school as part of your practice teaching professional training?</p> <p>If yes, give the name and address of the school(s):</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>Tick which applies</i></p>
---	--

#### **E Previous teaching experience related to the Special character of a Catholic school**

Position	School	Year level	From	To


**F Other qualifications and experience relevant to the special character of a Catholic school (see notes above)**


**G Catholic Character referees**

Please provide three referees. At least one referee must be a priest, ethnic chaplain or lay pastoral leader who is familiar with your religious practice. (See note on referees.)

Referee 1	
Name	
Address	
Email	
Phone	(day) (night)
Mobile	
Referee 2	
Name	
Address	
Email	
Phone	(day) (night)
Mobile	
Referee 3	
Name	
Address	

Email		
Phone	(day)	(night)
Mobile		

## H Applicant's attestation

I acknowledge and accept that the information I have supplied will be used by the Proprietor (Board of Trustees in secondary schools) in terms of the Education Act 1989, Section 464 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. I have read the information in this document that explains acceptability.

Signed: .....

Date: .....

## S464 FORM

### APPLICATION FOR A POSITION IN AN INTEGRATED SCHOOL RELATED TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL (S464)

The following pages contain the S forms. Copies of the S forms are usually available from any Catholic school and are also available on the NZCEO website.

These forms have been approved by Proprietors for use when a tagged position is being filled. It is essential that teachers fill in the form when applying for tagged positions in Catholic primary schools. The Diocesan Catholic Education Office needs this information to determine the teacher's acceptability. Secondary school Boards also use the S form so that they can decide which applicants fulfil the requirements of the tag. (See Part 4 for detailed explanations of tagged positions.)

These forms are referred to as S464 and S467 forms (the numbers refer to sections in Part 33 of the Education Act 1989).

Section 464 positions include the principal, the DRS and all those other tagged positions that require the successful applicant to have the willingness and ability to take part in religious instruction appropriate to the special character of the school.

Section 467 makes provision for special positions whose tag wording differs from the tag wording for Section 464 positions. In Catholic Schools Section 467 is applied to the position of deputy principal only. The tag wording, which is standardised in all Catholic school Integration Agreements, differs for primary schools and secondary schools.

### What is an S464 (tagged) position?

An S464 (tagged) position is one for which "a willingness and ability to take part in religious instruction appropriate to [the] school shall be a condition of appointment." This was formerly known as an S65 position.

The Proprietor of the school has a responsibility to ensure that the school's Special Catholic Character is maintained, and S464 positions are an integral element in this.

The Catholic Church describes these positions as a ministry within the Church. 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, the ministry of religious instruction. Therefore, such a person needs to be baptised and be part of the Catholic faith community.

"Religious instruction" is rather more than Religious Education teaching. It implies the ability to support the Catholic religious life of the school by many specific actions, and by providing a personal example of what it means to be a Catholic. It does not necessarily mean teaching Religious Education, although in a primary school it would normally do so.

By law, the Board of Trustees of a primary school is legally bound to appoint only from a list of

applicants who are acceptable to the Proprietor of the school. For secondary school positions, acceptability is established by the appointments committee of the school. Once acceptability has been established, the Board of Trustees considers the information on this form, together with the application, in order to assess an applicant's suitability for the position.

## **What is acceptability for the position being applied for?**

### **Assessing acceptability**

When assessing the acceptability of a teacher who is being considered for an S464 appointment with responsibility for religious instruction in a Catholic school, the following qualities are sought.

#### **Response to a call**

Teachers with a responsibility for religious instruction respond to a call to share in the work of the Church. They should be willing to give their time and talent, not only to students, but to their own continued growth and understanding in their faith.

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

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

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

They represent the Church and so they need to be in communion with the Church and the Bishop of their diocese. 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.

#### **Involvement in the community**

They are called to foster the concept of Christian community that people can experience in practice. A Christian community is nurtured especially through sharing in the Eucharist. Teachers holding tagged positions normally experience unity with the Catholic Church through frequent participation in the celebration of the Eucharist within the Catholic community. They also seek to cooperate with other parish leaders in making the parish itself a focal point of community in the Church.

#### **Servant of the community**

They 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 groups in the community, and then encouraging students to do the same.

#### **Knowledge, skills and abilities**

They 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.

## **S464 Form**

### **Important information about the form you will fill in**

It is important to fill in this form as clearly and thoroughly as possible, even if that means repeating material included elsewhere in your application, because this form and the information it contains is used to determine *acceptability*. In the case of a primary school appointment, this form is the only information the Proprietor has by which to determine acceptability.

#### **Section D: Qualifications in Religious Education**

Please include your certification details (if relevant – see box below), and any degrees or diplomas in

These are:

Certification in Catholic schools

Certification (formerly accreditation) is the means by which teachers are recognised for their professional preparation in taking faith-leadership roles in the Catholic school. Diocesan Catholic education offices can explain the course work and levels of certification available to teachers.

Religious Education, or related subjects; the institution that granted these, and the year of graduation. Include qualifications in Catechetical Studies, Theology, Christian Family Life Education, any relevant pre-service and in-service courses you are currently undertaking or have completed. Even if the position does not include teaching Religious Education you may have details to record.

## **Section F: Other qualifications and experience**

You may include any in-service courses relating to Religious Education and/or courses for personal development, such as scripture studies, which were not covered in Section D. You may also include your involvement in parish or Church groups or other organisations. Please add any other qualifications, training or experience you consider relevant to Catholic Character.

## **Referees**

S464 referees may be asked to attest to the qualities and/or qualifications recorded in this form. At least one such referee must be your parish priest (or parish pastoral leader) 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.

NZCEO  
July 2017

## **Appendix 2.**

### **SPECIAL CHARACTER CRITERIA FOR APPOINTMENT TO PRINCIPAL POSITION**

- **Religion:** Baptised Catholic
- **Catholic Practice:** Active in parish or diocesan life.
- **Understanding of special Catholic character:**
  - Be willing and having the professional qualities to
  - be responsible to the Board for the Catholic Character of the college including the Religious Education programme and for its religious observances;
  - take Religious Education classes whenever the organisation of the college requires it;
  - Familiarity with the Religious Education programmes used in Catholic secondary schools throughout New Zealand.
  - Recognise how Catholic character permeates every aspect of college life, decisions and relationships.
- **Catholic character qualifications:**
  - Level of Accreditation as a Religious Education teacher:
  - Classroom Level (2 years teaching RE, 100 hours study)
  - Leadership Level (Additional 3 years teaching RE +75 additional hours study)
  - Graduate level (5 years teaching RE + a graduate diploma)
  - Endorsement (Every 5 years certificate needs to be signed)

Has done one or more of the following: Diocesan courses, Christian Family Life Education course, Walk by Faith course, Catechetical Studies course, Graduate Diploma, Bachelor of Theology, Masters in Religious Education or equivalent.

- **Previous Catholic character experience:**
  - In Catholic primary or secondary schools
  - In primary or secondary CCD groups
  - In parish sacramental programmes (e.g. First Reconciliation, First Eucharist, Confirmation).
- **Leadership re Catholic character**
  - Ability to carry out religious, pastoral and professional responsibilities in a Catholic college and community
  - Ability to integrate Catholic character with decision making and college climate
  - Be a suitable role model for staff, students and parents in a Catholic college
  - Assume an appropriate leadership role in liturgies.

## Appendix 3

### **Catholic Character Considerations.**

Fr John O'Neill

The integration agreement for a Catholic College requires:

- An advertisement for the position of principal to contain the words "a willingness and ability to take part in Religious instruction appropriate to the Special Character of the School shall be a condition of appointment". (There are also requirements regarding responsibility for the control and administration of the boarding establishment)
- Any person appointed shall accept these requirements as a condition of appointment.
- The Principal so appointed shall accept and recognise a responsibility to maintain and preserve the Special Character of the School.

Therefore:

Before a person can be considered for appointment the controlling authority must be satisfied that the person is (a) willing to take part in religious instruction and (b) able to do so (c) accepts those requirements as conditions of appointment (d) accept a responsibility to maintain and preserve the Special Character of the School, and (e) recognise that responsibility. Any applicant who fails any one of these five is not eligible for appointment because they are "conditions of appointment."

Conditions (a), (c) and (d) can be tested from statements by the applicant, e.g. a statement by the applicant that he or she is willing to take part in religious instruction appropriate to the Special Character of the School.

How, though, is the controlling authority to tests (b), that the applicant "is able to take part in religious instruction appropriate to the Special Character of the School" and (e) "recognises a responsibility to maintain and preserve the Special Character of the School."?

The important words are "the Special Character of the School." The integration agreement defines the Special Character of the School beginning with the words "The School is a Roman Catholic School..." Therefore, the religious instruction that the applicant must be able to take part in is instruction specific to the Roman Catholic Church. (The Sacraments of the Catholic Church, its liturgy, Mass, the position of the Papacy etc.). No person who was not committed to the beliefs and practices of the Roman Catholic Church could instruct and encourage the pupils in these areas in any convincing way.

This is particularly so at the level of Principal who is ultimately responsible to the Board for

the religious education programme in the school.

The other condition of appointment (d), to recognise a responsibility to maintain and preserve the Special Character of the School would require that the applicant would be known within the school and within the community to be committed to the Special Character and therefore to the Catholic Church. Any person appointed to the position of principal would be expected, in assemblies and elsewhere, to advocate specific as well as the general Roman Catholic values and ideals.

## **PROFILE OF A PRINCIPAL** (Some suggestions)

Key tasks of a principal are:

- To maintain and enhance the special character of the college
- To promote bicultural sensitivity and awareness
- To give policy advice to the Board of Trustees
- To work within the policies set by the Board of Trustees
- To manage curriculum delivery and assessment practices
- To manage pastoral care
- To make recommendations to the Board on the appointment of staff
- To oversee staff performance management systems
- To manage financial and material resources
- To maintain relationships with associated organisations
- To put in place strategies to advance and enhance the college's public profile in the community especially vis a vis special character
- To establish and maintain positive links between college and parish.

### **Qualities of an Effective Principal**

The following qualities may assist with the preparation of the person specification and criteria for appointment:

#### **Personal Qualities**

Fully committed Catholic; integrity; flexibility; ability to relate to young people and adults; interest in cultural activities and sport; sense of humour; ability to chair meetings; a well articulated philosophy of education; dedication to the job; ability to continue to learn and develop; ability to listen; approachable.

#### **College Leadership:**

- Ability to maintain and enhance the Special Character of the college
- Guidance and leadership in Religious Education and religious observances throughout the college
- Awareness of and commitment to Catholic social teaching
- Strong administrative example
- Support for staff
- Creation of an environment in which teachers can work effectively
- High levels of parent / teacher and principal / parent contact
- Balance between strong leadership and maximum autonomy for teachers.
- Strong instructional leadership in effective teaching skills, classroom management and professional development



- Firm positive discipline and behaviour model for teachers and pupils
- Ability to create an atmosphere of order, purpose and pleasure in learning
- Control over the college programme
- Collaborative leadership and senior management team.

## **Basic Skills**

- Ability to embody the mission of the college
- Ability to foster pastoral care in the college and community
- Ability to articulate a clear purpose and direction
- Ability to foster a positive image of the college
- Consensus-style decision making
- Professional skills
- Ability to engender high expectations of quality



**Human Relations:** the best use of human and material resources; building and maintaining morale; encouraging personal growth and creativity; support for staff and maximising skills; delegate to those with individual skills to manage the college.

**Professional Skills:** sound management techniques; planning; organising and co-ordinating skills.

**Educational Expertise:** expert knowledge about education; capacity to diagnose pupil needs, develop curriculum, provide supervision and conduct evaluation; love of learning and young people.

**Symbolic Role:** focus on priorities for college; touring the college; visiting classrooms; presiding at ceremonies; knowing students; providing a unified vision.

**Cultural Emphasis:** the building of unique, strong college culture and high standards of service to the college and its mission to the community.

**Bicultural and Multicultural:** awareness and sensitivity.

## Appendix 5

### **Position Description**

Most colleges will already have a Principal Job Description, but some may wish to review it now. Boards of Trustees should ensure that appropriate clauses from the following are included.

The following requirements must be included in the position description:

#### **Requirements:**

- The principal assumes a major leadership role in the college and because of this undertakes an important religious, pastoral and professional responsibility in the Catholic Community. The person appointed must therefore be a fully committed Catholic who is committed to Catholic religious practices and to the furtherance of Catholic Education.
- A willingness and ability to take part in religious instruction appropriate to a Catholic college is a condition of appointment.
- To recognise and accept a responsibility to maintain and preserve the Special Character of the College.

Samples of other Special Character clauses:

#### **The principal shall:**

- Abide by all relevant requirements of the college's Integration Agreement and the charter
- Be responsible to the Board of Trustees for ensuring that the college provides a structured and systematic course in religious education in accordance with the syllabuses published by the National Centre for Religious Studies and approved by the New Zealand Catholic Bishops' Conference and by the bishop of the diocese.
- Be responsible to the Board of Trustees for developing in the college a community of faith through daily prayer, the sacraments and especially the celebration of the Mass. The principal is expected to take an active leadership role in liturgies that involve the whole college.
- Take, in consultation with the Board of Trustees, whatever steps are necessary or useful to enhance the college's Special Character.
- Be required to report to the Board of Trustees each month on the above matters.

## Appendix 6

(Adjust writing space to suit. This could be made available online for referees who may wish to type a response. This is one of many that are available. The Board may want to add other items about which they want specific information)

### **CONFIDENTIAL REFEREE'S REPORT FOR THE POSITION OF PRINCIPAL**

Referees are requested to comment on those sections of this report on which they feel competent.

#### **1. Relationship with Applicant**

Name of Applicant:

Name of Referee:

Referee's Address:

Referee's Occupation:

Position Held:

Phone:

E-mail address:

1.1 How long have you known the applicant, how well and under what circumstances?

1.2 What opportunity have you had to observe the applicant's work?

#### **2. General Suitability**

Please comment on the applicant's general suitability for appointment as follows:

*Consider work knowledge and experience, skills and special attributes.*

#### **3. Suitability relative to the Special Character of the College**

3.1 Please comment on the applicant's own practice of the Catholic faith and commitment to Christian beliefs and values.

3.2 What is the applicant's participation and standing in the Catholic community?

3.3 Please comment on the applicant's ability to undertake an active leadership role in the College in relation to College prayer and worship, and its religious education programme.

3.4 Please comment on the applicant's ability to undertake a Christian leadership role in the wider community.

#### **4. Personal Qualities**

- 4.1 General comments on the applicant's personal qualities, including appearance and bearing, reliability and sense of industry, sensitivity, cooperation and relationship with others, sense of fairness and sense of humour.
- 4.2 General comments on the applicant's standing and involvement in the community together with interests.
- 4.3 General comments on the applicant's ability to gain the respect of students and to inspire and motivate them.

#### **5. Performance and Competence**

If you can assess the applicant's performance in their current position, or the performance in the position in which you most recently worked with the applicant, please comment on the ability to.

- 5.1 *Lead, motivate, and work with staff, and support staff, members*
- 5.2 *Earn and retain the respect of colleagues, staff, parents, and students.*
- 5.3 *Understand and implement the cultural perspectives.*
- 5.4 *Communicate with a wide range of people and/or groups.*
- 5.5 *Ability to delegate duties and obtain the co-operation of others in carrying them out.*
- 5.6 *Ability to plan and co-ordinate*
- 5.7 *Competence in financial management and budgeting.*
- 5.8 *Knowledge and understanding of the curriculum. For example, knowledge of current curriculum initiatives and developments, ability to lead curriculum development, understanding and awareness of current assessment issues and practice.*
- 5.9 *Ability to cope with difficult or complex problems, skills in dealing with conflict*
- 5.10 *Ability to articulate a vision and to be innovative and creative.*

#### **6. Potential**

- 6.1 Comment on applicant's potential for this position, emphasising both strengths and weaknesses.

#### **7. Additional Comments**

- 7.1 Further comments you feel may assist the Board in reaching its best decision.
- 7.2 Any reservations you have about the applicant's ability to fill this position.

Signed by Referee:

Date:

## Appendix 7

### CURRICULUM VITAE CRITIQUE FORM

Rate the Curriculum Vitae on the points shown below, scoring from a low of 1 to a high of 3 in each of the categories listed. Then score and compare your rating against the highest possible total score of 30. Write comments for each category.

ITEM	SCORE			COMMENTS
	1	2	3	
1 Overall appearance. Do you want to read it?				
2 Layout. Does the C.V. look professional, well typed and printed, with good margins, etc? Do the key points stand out?				
3 Length. Could the C.V tell the same story if it was shortened?				
4 Relevance. Has extraneous material been eliminated?				
5 Writing Style. Is it easy to get a picture of the applicant?				
6 Action Orientation. Do sentences and paragraphs begin with active verbs?				
7 Specificity. Does C.V. avoid generalities and focus on specific information about experience, projects, initiatives, etc?				
8 Accomplishments. Are applicant's accomplishments and problem-solving skills emphasised?				
9 Completeness. Is all important information included?				
10 Bottom line. How well does the C.V. accomplish its ultimate purpose of getting the appointments committee to invite the applicant in for an interview?				

Rating Point Total: ..... (Out of a maximum of 30)

Can you recommend that this applicant be short listed? .....

## **Possible Interview Questions**

### **Ice Breaker/Good fit for XXXXXXXX**

1. What prompted you to apply for this role?

Looking For: Values expressed that fit XXXXXXXX

- Understanding of what is important to XXXXXXXX
- Passion for Catholic Education
- Excitement for the future
- High aspirations
- Recognition that the school wants to retain and build on existing culture

### **Faith Leadership and Catholic Character**

2. What is the most important aspect of a principal's role in a Catholic school?  
How have you lived your Catholic faith within your current school?  
How will you promote and maintain Catholic character at Holy Family?

Looking For: Evidence of parish involvement in the widest sense

- Genuine and deep understanding of Catholic Character
- Catholic values at the heart of current school
- Commitment to the Catholic Curriculum

### **Maintain the caring, inclusive, aspirational culture of the school**

3. XXXXXXXX has been able to build a culture where all students and families are included and feel cared for, what do you do in your role to ensure students are achieving at their highest standard?  
How do you balance the drive for achievement while still maintaining a caring environment?  
Tell us about some of the e-learning initiatives in your current school that demonstrate your commitment to creating an inclusive caring culture and pastoral care through your school?

Looking For: Recognition of the importance of achievement and learning at school

- Strategies to drive high performance
- Strategies to ensure drive for high achievement does not isolate some students
- Systems in place to ensure a caring culture
- Strategies/initiatives to support special learning needs and to provide pastoral care

### **Passion/Vision/High Aspirations**

4. Tell us about the vision you had when you took over your current role  
How did you turn that vision into reality?  
What part of your vision were you unable to achieve or caused the most difficulty?  
What would you do differently next time?

Looking For: Aspirational goals

- Driven by something bigger than themselves.... (students, faith, community?)
- Successful in making that vision reality
- Sound strategies for turning that vision into reality
- Reflective about what worked and what didn't

### **Outstanding leadership skills, collaborative and inclusive leadership skills**

5. Our school is passionate about education and 21st Century teaching and learning, can you tell us about a time you have led a team people and got them motivated to achieve a particular goal?

What was the most important thing you did to get your team motivated and engaged?

Tell us about the principles that underlie your leadership?

Looking For: Put importance on getting people involved and enthusiastic

- Sought input from stakeholders and team
- Successfully got buy in from those involved
- Identifies leaders in group to support change
- Delegation
- Describes their leadership style as inclusive/collaborative

### **Visible leader, build relationships, engage community, parish etc**

6. As the principal of Holy Family how will you work to build the relationship between our school, the parish and local community?

How have you measured your success?

How do you currently engage with the Catholic Education community?

Looking For: A variety of effective methods to build engagement

- Strategies to engage with the parish
- Does the basics: open door, school gate, sports, playground, classroom visits etc.
- Actions to build both group and individual relationships
- Build relationships with Maori community, Pasifika community and other diverse groups
- Gives specific examples that appear to have been effective
- Awareness of media and technology
- Has engaged with Catholic schools/Catholic education

### **Role model the values and behaviours expected of teachers and students**

7. What has been the indelible print that you would leave on your current school?

How does this reflect your guiding principles?

What are the key values and behaviours you aim to role model?

Looking for: Values and behaviours that fit Holy Family

- Reflects on own behaviours/importance as role model
- Humility, recognition of own imperfections

### **School Manager/Performance Management**

8. Tell me about a time you have worked with a staff member who was not performing, or who no longer fitted into the direction your school was going

What specifically did you do to resolve that situation?

What was the result?

Looking For: Willing to tackle the issue and have direct conversations

- Dealt with the performance issue rather than making it personal
- Followed a sound procedure
- Sought professional advice
- Resolved the issue in some way

- Ability to identify areas of non- performance
- Ability to put support and training in place
- Use Senior Management Team to help get change
- Willing to keep pushing until good resolution reached

### **Teaching and Learning**

9. In your career to date what have you done that has made a significant difference to teaching, learning and educational achievement in a specific curriculum area?  
How did you decide to undertake that project?  
What were the factors that made it successful?

Looking for: Use of data in seeing the need and for evaluation

- Student driven
- Focus on educational achievement
- Measured the effect
- Developed teaching and learning to drive achievement
- Sounds basis in NZ Curriculum
- Use of appropriate pedagogy
- Delivery happened through empowering and developing others

### **Communications**

10. Communication is an essential skill of leadership; how would you ensure that all stakeholders were regularly informed and what tools would you use to ensure clear and effective information sharing?

Looking for: Use of data in seeing the need and for evaluation

- Inclusion of key stakeholders, BoT, staff, students, parents, local priest, parish, local community, diocese, MOE, other colleagues in local schools.
- Variety of forms and tools.
- Personal touch/ accessibility
- Structured and organized
- Tailored for particular stakeholders





## DECISION MAKING

**Definition:** “The meeting point of prayer and action”

Thomas Green

**Background:** From the time of Solomon, discernment has been associated with wise leadership. The Ignatian model of discernment was developed by a group of active people already involved in a busy lifestyle. They accepted the additional requirements for personal and communal preparation for important decisions.

**Personal preparation:**

- Make a commitment to personal prayer and reflection throughout the appointments process.
- Agree not to discuss information about applicants with any other member at the early point in the process so as not to be persuaded by each other.
- Consider all the material available to be as fully informed as possible.
- Be clear about your own preference/s and be prepared to share your point of view.

**Communal preparation:** Sharing, hearing and treasuring wisdom are critical at this stage

Use the Group Decision Making Sheet

- Gather and pray together for the guidance of the Holy Spirit
- Each member shares the negative factors for each applicant
- Each member shares the positive factors for each applicant
- Take time to reflect and pray about all the reasons given for and against the decision
- Discuss the reasons for and against the decision
- Take a vote about the decision.

Finally: embrace the conclusion reached by the majority.

## Appendix 10

Panel member: \_\_\_\_\_ Applicant: \_\_\_\_\_

Critical factors (Please refer to attached sheet and person specification)	Score for applicant	Comments
Catholic Character  Weighting x 25		
Professional Qualities  Weighting x 10		
Management Skills / Leadership  Weighting x 20		
Planning and evaluation  Weighting x 20		
Enhancing Learning  Weighting x 15		
Personal attributes:  Weighting x 15		
Special Abilities  Weighting x 5		
General  Weighting x 10		
Interview skills  <ul style="list-style-type: none"> <li>• able to relate to interviewers</li> <li>• relaxed and open</li> <li>• well presented</li> <li>• answers concisely</li> <li>• approachable</li> <li>• communicates well and to the point</li> </ul> Weighting x 10		
<b>TOTAL</b>		

- Notes:
1. Use the scale 1 (poor) to 10 (excellent) to give the person a RATING for each critical factor
  2. To score the person, multiply the RATING by the WEIGHTING  
e.g. Management Characteristics 7 out of 10. Multiply: 7x20 (Weighting), score = 140

Appendix 11

**SAMPLE LETTER TO BE SENT WITH COLLEGES APPOINTMENTS PACKAGE**

Date

Applicant’s address

Dear Applicant

I wish to thank you for your interest in applying for the position of principal at our college.

Please find enclosed the following items:

- Description of the college
- Mission Statement
- Job Description
- Timeline
- Application Form
- S464 Form
- Referees’ report forms (if used)

Applications close with the .....  
.....  
.....

By (date)

Your application should include the completed application form plus any Curriculum Vitae material you wish to include to support your application. Personal material will be returned to you at the completion of the appointment process.

Please endorse your application with the words “Job Application”.

Yours sincerely

Name  
Chairperson, Appointments Committee

## **SAMPLE SHORT-LISTING LETTER**

Date

Applicant's Address

Dear (Applicant)

RE: Interview for Principal Position

I wish to advise you that you have been short listed to be interviewed for the position of principal at ..... college.

Your attendance is requested at an interview at ..... (place and address).....  
at ..... (date and time) ..... . You will be met on arrival.

The interview panel will consist of ..... members and the interview is expected to last about an hour and a half. I would ask you to give a presentation to the Board at the beginning of the interview of how you would see students at the college being educated by 2010. This is to be a maximum of 8 minutes long.

The Board of Trustees plans to confirm the appointment promptly after the interviews. All applicants interviewed will be contacted by telephone within ..... days of the interview. This will be followed by a letter.

If you are unable to attend at the stated time, or have any other enquiries please contact ..... as soon as possible.

We thank you for the time and effort you put into presenting your application and look forward to meeting with you.

Yours sincerely

Name  
Chairperson, Appointments Committee

## **SAMPLE LETTER TO THOSE NOT SHORT-LISTED**

Date

Applicant's Address

Dear (Applicant)

RE: Interview for Principal Position

Thank you for applying for the position of principal at ..... College. We have received a number of good applications but, unfortunately, we are not able to interview everyone.

You have many skills that will be valuable in a College. However, in looking at the applications we have received, the Board has decided that we will not be interviewing you for the position.

The Board wishes you well in your future career and thanks you again for going to the trouble you did to present your application.

Yours sincerely

Name  
Chairperson, Appointments Committee

## Appendix 14

### **EVALUATION CHECKLIST FOR APPOINTING A PRINCIPAL IN A CATHOLIC COLLEGE**

A checklist of aspects to be considered when undertaking the appointments process.

- |   |  |
|---|--|
| <input type="checkbox"/> Acceptability                      | <input type="checkbox"/> Policies                |
| <input type="checkbox"/> Accreditation                      | <input type="checkbox"/> Procedures              |
| <input type="checkbox"/> Advertising                        | <input type="checkbox"/> Professional advice     |
| <input type="checkbox"/> Appointments Committee             | <input type="checkbox"/> Questions               |
| <input type="checkbox"/> Checklist of Tasks                 | <input type="checkbox"/> Re-advertising          |
| <input type="checkbox"/> Compatibility                      | <input type="checkbox"/> Recording a summary     |
| <input type="checkbox"/> Confidentiality                    | <input type="checkbox"/> Referees Reports        |
| <input type="checkbox"/> Criteria                           | <input type="checkbox"/> Unsuccessful Applicants |
| <input type="checkbox"/> Curriculum Vitae                   | <input type="checkbox"/> Right of appeal         |
| <input type="checkbox"/> Discernment                        | <input type="checkbox"/> S 464 Form              |
| <input type="checkbox"/> Guidelines for Appointments        | <input type="checkbox"/> Short listing           |
| <input type="checkbox"/> Integration Agreement Requirements | <input type="checkbox"/> Special Character       |
| <input type="checkbox"/> Interview                          | <input type="checkbox"/> Suitability             |
| <input type="checkbox"/> Job description                    | <input type="checkbox"/> Timeline                |
| <input type="checkbox"/> Package for applicant              | <input type="checkbox"/> Tasks to Complete       |
| <input type="checkbox"/> Person specification               |  |

***[Name & Address of Applicant]***

1. letter of appointment – OFFER OF the Permanent Full-time position OF PRINCIPAL AT [ Name of school ] ("School")

(a) **Position: Principal**

**This offer of the Position supersedes any previous negotiations, communications and commitments whether written or oral.**

**1.3 Special Position:** The Position as advertised, requires that a willingness and ability to take part in Religious instruction appropriate to the "Special Character" of the School shall be a condition of appointment, as provided in section 464 of the Education Act 1989 (Part 33), and in the School's Integration Agreement, which specifies that the person appointed principal "accept and recognise a responsibility to maintain and preserve the Special Character of the school." The principal therefore must be able to assume leadership of the religious aspects of the school and be a suitable role model for staff, students and parents in a Catholic School. On your acceptance of the Position, these conditions of appointment shall be incorporated as part of your "Terms and Conditions of Employment". A definition of "Religious Instruction" is provided at schedule three of this letter of appointment.

**1.5 Handbook:** To the extent that it applies to staff, you are expected to comply with the Handbook for Boards of Trustees, Principals and Staff of New Zealand Catholic Integrated Schools (“the Handbook”). The Handbook can be downloaded from: <http://www.nzceo.catholic.org.nz>

**2.1 Your remuneration on appointment will incorporate these elements of the Choose an item. (CA) that apply to your position as assessed by the Salary Assessment Unit of the Ministry of Education.**

**2.3 The work to be undertaken is covered by this offer of employment and the CA, a copy of which is available at [www.education.govt.nz](http://www.education.govt.nz).**

**Will apply to you directly from the date of the appointment if you are a member of Choose union "the union".**

- Will apply to you directly upon the date of joining the union.

Joining this or any other union is your choice. If you choose to join the union, the CA will apply directly to you as long as you remain a union member.

If you are not a union member nor wish to join the union, the terms and conditions of your employment are those of the CA with the necessary modifications applicable to an Individual Employment Agreement (IEA) promulgated by the Ministry of Education.

A copy of this IEA is available at [www.education.govt.nz](http://www.education.govt.nz).

**3. PRACTISING CERTIFICATE**

**3.1** The board may only permanently appoint a principal who has a current practising certificate issued by the Education Council. This offer is made on the basis that you have the appropriate certificate and it is produced to the board. The offer of employment is conditional until such time as that occurs. Continued employment is contingent on you maintaining a current practising certificate.

**3.2** [OPTIONAL CLAUSE FOR BOARD USE IF DESIRED] As a condition of your employment, you will undertake theological papers or studies, as agreed with the Board, on an annual basis, until such time as you have completed the agreed qualification. Costs associated with this qualification will be apportioned as follows [Board to fill in].

**4. CODE OF ETHICS FOR CATHOLIC SCHOOLS**

**4.1** Attached you will find a copy of the Code of Ethics for Catholic Schools which outlines the standards of conduct and behaviour expected of you as an employee of the [school name] Board.

**4.2** Catholic schools also adhere to the Education Council's Code of Professional Responsibility and Standards for the Teaching Profession.

**5. retirement saving**

**5.1** You will be automatically enrolled into KiwiSaver if you are between 18 - 64 years of age and employed for more than 28 days. If you are already in KiwiSaver your current options will continue. Further information, including options for opting out is available on the following websites: [www.kiwisaver.govt.nz](http://www.kiwisaver.govt.nz) and [www.novopay.govt.nz](http://www.novopay.govt.nz).

**6. Confirmation of acceptance**

**6.1** Please sign and return the enclosed Acceptance form letter acknowledging your acceptance of the Position. If you are not a member an appropriate Union, upon receipt of your confirmation of acceptance you will be provided with and required to sign an Individual Employment Agreement.

**6.2** We look forward to having you join the staff of the School. If you have any questions, please do not hesitate to contact me.

Yours sincerely

Chairperson  
Board of Trustees



## **SCHEDULE ONE – POSITION DESCRIPTION**

*[For guidance in putting together a position description, please see appendix 4.1 of the Handbook]*

**Title:**

**STATUS:**

**SALARY RANGE:**

**THE SCHOOL:**

**PURPOSE:**

**REQUIREMENTS:**

**The Position as advertised, requires that a willingness and ability to take part in Religious instruction appropriate to the "Special Character" of the School shall be a condition of appointment, as provided in section 464 of the Education Act 1989 (Part 33), and in the school's Integration Agreement, which specifies that the person appointed principal "accept and recognise a responsibility to maintain and preserve the Special Character of the school." The principal therefore must be able to assume leadership of the religious aspects of the school and be a suitable role model for staff, students and parents in a Catholic School. A definition of "Religious Instruction" is provided at schedule three of this letter of appointment.**

**education with a special character:** The appointee shall support and uphold the school's "special character" as defined in the school's integration agreement and meet the expectations outlined in **schedule two** of the letter of appointment and appendix 4.2 of the Handbook for Boards of Trustees, Principals and Staff of New Zealand Catholic Integrated Schools.

**WORKING RELATIONSHIPS:**

**EXTENT OF AUTHORITY:**

**FINANCIAL**

**STAFF/STUDENTS**

**PROPERTY**

**RESULTS:**

**KEY TASKS:**

## **SCHEDULE TWO - THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL**

### **EXPECTATIONS FOR STAFF EMPLOYED IN A CATHOLIC SCHOOL**

- 1.0 This statement is to be read in association with the School Charter, a copy of which is available from the school.
- 2.0 The Catholic Church has developed an international network of schools because it believes the Church has a pivotal single intention: "that God's kingdom may come, and that the salvation of the whole human race may come to pass." (Gaudium et Spes, 45a: Second Vatican Council.)
- 3.0 The Special Character of a Catholic school is defined in the school's Integration Agreement as follows:

'The school is a Roman Catholic School in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese.'
- 3.1 Most schools also have a particular charism, which may be specified in the school's Integration Agreement.
- 4.0 A person applying for a position in a Catholic school needs to understand the commitment this involves.
- 4.1 All staff, whether Catholic or not, are part of the whole school community. Each staff member is therefore expected to use his or her specific strengths and skills to support the mission of the school.

- 4.2 A Catholic school shares the mission of the Church by developing students with knowledge, faith and values, all of which are in harmony. It is expected that teaching will be infused with a Catholic world view.
- 4.3 The curriculum and specific subjects are taught for their own value and with their own objectives. Seeking truth, wherever it is found, is fundamental to a Catholic school.
- 4.4 The Religious Education programme is an integral part of the curriculum. The principles, truths and ethics of this programme permeate the whole life of the school. The students are taught that:
- God is creator
  - Jesus Christ is God-made-man
  - Humankind's ultimate goal is heaven
  - Authority to teach and interpret God's revelation was entrusted to the Church by Christ and is exercised by the Pope and Bishops.
- 4.5 The school as a whole subscribes to the Apostles' Creed which is the oldest of the formulas used by the Christians to express their faith. It accepts the two-fold commandment of Christ, love of God and neighbour and the other values expressed by Christ as norms for living. The focal point of the whole school is Christ.
- 5.0 No staff member will be required to act against their own conscience or personal philosophy of life. Such a requirement would not be in keeping with Catholicism and is contrary to the aims of the school.
- 6.0 However, in accepting a position in a Catholic school it is assumed that staff members realise that:
- Staff work as a team. Therefore, all staff are expected to contribute, according to their individual strengths and within their personal convictions, to the total purpose of the school. No school can operate successfully if any staff member undermines the positive efforts of others.
  - Staff are expected to support, uphold and be actively involved in the total life of the school and its special character irrespective of their personal beliefs.
  - Staff are role models for students, colleagues and parents/caregivers in living the mission and values of the school.
  - Staff who do not profess Catholicism are expected to promote the Catholic Character of the school, and to refrain from doing or saying anything that would be antithetical to the school's Catholic Character.
  - Staff are expected to abide by the Code of Ethics for Staff and Boards of New Zealand Catholic Schools, a copy of which can be found at Appendix 3.1 of the Handbook.
  - In schools with a particular charism staff are also expected to uphold that charism.
  - New staff will find others who are willing to assist them in gaining a fuller understanding of the school and its Catholic Character, and in solving any difficulties that may arise in the course of their work. In addition, the following resources which can be obtained from your School's Diocesan Catholic Education Office will be helpful:
    - Sharing the Gospel Today: NZ Catechetical Directory (NZ Catholic Bishops Conference, 2012)
    - The Catholic School (Congregation for Catholic Education, 1977)
    - Lay Catholics in Schools: Witnesses to Faith (Congregation for Catholic Education, 1982)

- The Church's Confession of Faith: A Catholic Catechism for Adults (German Bishops' Conference, St Ignatius Press, 1987, San Francisco)
- The Religious Dimension of Education in a Catholic School (Congregation for Catholic Education, 1988).
- Understanding Faith Religious Education curriculum for Catholic Secondary Schools Year 9-13 Aotearoa New Zealand (NCRS, revised 2010)
- Catechism of the Catholic Church (June 1994)
- Religious Education Curriculum Statement for Catholic Primary Schools in Aotearoa New Zealand (NCRS)
- The Catholic School on the Threshold of the Third Millennium (Congregation for Catholic Education, July 1998)
- The Declaration (New Zealand Council of Proprietors of Catholic Integrated Schools, 1997, revised 2007)
- The Catholic Education of School-Age Children (New Zealand Catholic Bishops Conference, 2014)

### **SCHEDULE THREE - FURTHER COMMENTS ON THE DEFINITION OF RELIGIOUS INSTRUCTION AND TAGGED POSITIONS**

**Religious Instruction** is evangelisation – it is the passing on of faith, through the ongoing establishment and support of a Christian community which lives out its faith, witnessing to the Gospel in daily action and attitudes. It includes teaching or explaining the doctrines and practices of the faith, not only through Religious Education classes but also through the indirect teaching which occurs through role modelling and witness to Catholic values, behaviour, and generally Catholic life. All teachers in tagged positions carry out religious instruction outside the Religious Education curriculum and are effective in so far as they contribute to the whole evangelizing function of the school, assisting in promoting the faith education of those in the school community. They teach "what it means to be human. ... A teacher who has a clear vision of the Christian milieu and lives in accord with it will be able to help young people develop a similar vision and will give them the inspiration they need to put it into practice." (*The Religious Dimension of Education in a Catholic School*, pp 76-77). Teachers in tagged positions respond to a call: to witness to the Gospel, to continue and deepen their commitment to the Church, to foster Christian community, to seek out ways to serve the Christian community and to continue acquiring the knowledge, skills and abilities needed to communicate the Gospel message effectively.



# CODE OF ETHICS FOR STAFF AND BOARDS OF NEW ZEALAND CATHOLIC SCHOOLS



As members of staff and as the Board of our Catholic school we are committed to students, parents and caregivers, the community and education itself. In order to serve effectively we are also committed to our own growth and well being.

We commit ourselves to professional standards of conduct in all we do.

## PRINCIPLE 1.0 COMMITMENT TO OUR STUDENTS

- We put the well-being of our students first, respecting their rights and dignity as unique individuals, nurturing their individual sense of self-worth, and serving their spiritual, academic and human needs.
- We enable students to develop personal responsibility, including commitment to their own wellbeing, that of their community and the world.
- We help students to see the relevance of the Good News of Salvation, challenging them to live by gospel values in their daily lives, and developing their potential for Christian leadership in society.
- We focus on delivering the best possible educational programmes that suit each student, challenging them to achieve the highest possible standards which reflect their abilities.
- We work to deliver the best possible Religious Education programmes for our students, and to relate these programmes to their daily lives.
- We work to provide a safe physical and emotional learning environment for our students.
- We endeavour to exercise restorative justice in resolving discipline issues.

## PRINCIPLE 2.0 COMMITMENT TO PARENTS AND CAREGIVERS

- We support parents and caregivers in their responsibility for their children's education; therefore we treat them with respect at all times, collaborating with them and respecting their right to know, understand and share in decisions that affect the education and welfare of their children.
- We report their children's progress regularly, and as needed, with professional clarity.
- We offer supportive ways to assist parents' involvement in their children's education and spiritual development.
- In our Religious Education and other programmes we work to enhance family life and the home-school relationship.
- We respect privacy and confidentiality of information.

## PRINCIPLE 3.0 COMMITMENT TO OUR COMMUNITY

- We are committed to serving all members of our school, co-operating in building our Catholic educational community, and refraining from doing anything that would bring the school into disrepute.
- We protect the reputation of students, parents, staff and Board members.
- We support the authority, decisions and leadership of our Catholic Bishops, our Proprietors and those who work to sustain and develop Catholic education.
- We support the integral relationship of the Catholic school and the Catholic parish.
- We promote the peace of Christ in the world by modelling co-operative behaviour and peaceful solutions to conflict.
- We support and work with other Catholic schools, for the good of the Catholic school system.
- We commit ourselves to honouring the Treaty of Waitangi.
- We actively value the ethnic diversity of New Zealand society.

## PRINCIPLE 4.0 COMMITMENT TO EDUCATION

- We understand and commit ourselves to the principles, ethos and delivery of authentic Catholic education.
- We are committed to deepening our professional understanding, qualifications and knowledge of Catholic Character and Religious Education.
- We work in partnership with the Ministry of Education.
- We respect and support the work of all associated with the national education system.
- We contribute to wider educational debate and development in our society.
- We model and support professional behaviour within our school by conscientiously fulfilling our defined roles.
- We participate in ongoing professional development for the continual enhancement of teaching and learning.

## PRINCIPLE 5.0 COMMITMENT TO OURSELVES

Recognising that we can only fulfil our responsibilities to others if we fulfil our responsibilities to ourselves:

- We nurture our spiritual growth and deepen our understanding of the teachings of Christ and his Church.
- We strive to live by values of truth, honesty, justice, goodness, love, compassion, reconciliation and respect for others.
- We sustain our personal wellbeing, striving for balance in our work, recreation, rest and emotional life.

**ACCEPTANCE OF POSITION OF PRINCIPAL [ NAME OF SCHOOL ]**

1. **Acceptance:** I am pleased to accept appointment to the Permanent Full-time Position as advertised at the School on the basis of the offer made in this Letter of Appointment.
2. **Special Position:** I acknowledge and accept that the Position as advertised and referred to in this Letter of Appointment, requires that a willingness and ability to take part in Religious Instruction appropriate to the Special Character of the School and that a responsibility to maintain and preserve the Special Character of the School, which includes assuming leadership of the religious aspect of the School and being a suitable role model for staff, students and parents, are conditions of my appointment and shall be part of my "Terms and Conditions of Employment".
3. **Education with a Special Character:** I acknowledge and accept that the Position requires me to support and uphold the School's "Special Character", which is described in the Integration Agreement for the School and schedule two of this Letter of Appointment.
4. **Duties and Responsibilities:** I acknowledge and accept that duties and responsibilities of the Position are as set out at Schedule One of this Letter of Appointment.
5. **Independent Advice:** Before accepting the Position, I confirm that I have had the opportunity to obtain appropriate independent advice on the Terms and Conditions of Employment as detailed in this Letter of Appointment.
6. **Employment Agreement:** I understand from this Letter of Appointment, that I have a choice between being employed under a Collective Employment Agreement or an Individual Employment Agreement. **"Tick the box"** indicating your choice.

☐

**Collective Employment Agreement**

☐

**Individual Employment Agreement**

7. **Union Membership:** "Tick the box" indicating your position.

☐

**I am a member of [INSERT APPLICABLE UNION]**

☐

**I am not a member of [INSERT APPLICABLE UNION]**

8. **I am/am not** a member of kiwisaver.

- 9.

☐

**I acknowledge receipt of the Code of Ethics for Staff and Boards of Catholic Schools.**

- 10.

☐

**[If required] I agree to undertake theological papers and studies as required by the Board, with associated costs as agreed.**

**Name:** \_\_\_\_\_  
**[Employee – Full Name]**

**Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_