



Marian Catholic School

4 September 2023

Thank you for your interest in the advertised **Scale A Tagged Permanent** position at Marian Catholic School effective 28/01/2024. This year we have two tagged teachers resign to leave Hamilton, one to Auckland and one to the UK. Therefore the positions may be teaching a level from Years 3 through to Year 7-8.

Please email a **covering letter** outlining your preferred teaching level and areas of strength with your **Application Form, S464 Form (Special Character Form) and C.V** to;

jstephens@marian.school.nz

Please find enclosed the following items;

- Application form
- S464 Form – Special Character Form
- Job Description
- The Character of a Catholic School

Applications close 4pm on **6 October 2023**.

If you are short listed for the position, interviews will be scheduled for Monday 16th October.

Debra A. White

Debra A White
Principal



Application for Appointment	Scale A Permanent Tagged	
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Personal Details

Preferred Title: Mr / Mrs / Ms / Miss (Please circle)

Surname: _____

First Name(s): _____

Contact Details

Telephone: Home: _____ Work: _____

Mobile: _____

Email: _____

Present Position:

School: _____

Location: _____

Position Held _____

Time Position Held _____

Educational Qualifications Summary:

Registration: Full / STC / Provisional **Number:** _____

Completed Degree Date Awarded: ____/____/____

Advanced Diploma of Teaching Date Awarded: ____/____/____

Higher Diploma of Teaching Date Awarded: ____/____/____

Diploma of Teaching Date Awarded: ____/____/____

Teaching Service: Please outline below your experience relevant to this position

Position	Units	School	Level	Date From	Date To

Total Years of Teaching Service: _____					

Disclosure of Convictions Against the Law

Note that all applicants may be asked to authorise the Privacy Commissioner to release details of their Police Record to the Board of Trustees

Have you been convicted of any offence in New Zealand or overseas, within the last 10 years (This does not include minor traffic infringements) YES / NO

Do you have any criminal charges pending? YES / NO

If yes to either question, please provide details below:

Physical and Emotional Fitness

Have you ever suffered an injury, illness or medical condition that may be aggravated by the tasks of this position? YES / NO

If yes, please provide details below:

Other Relevant Information

If there is any other relevant information that would assist the Board in making its decision about your suitability or otherwise to fill the vacancy, please outline this below.

Referees

Please provide names, addresses and contact details of three persons from whom professional, confidential statements may be obtained in support of your application. It is important that these referees are able to verify professional competencies relative to this position, i.e. teaching, leadership, management and communication skills.

Referee One

Surname: Home (Ph)

First Name: Work (ph)

Other:

Capacity in which I know this person:

Referee Two

Surname: Home (Ph)

First Name: Work (ph)

Other:

Capacity in which I know this person:

Referee Three

Surname: Home (Ph)

First Name: Work (ph)

Other:

Capacity in which I know this person:

Declaration: Please read the following statement and sign below to show your agreement with it.

In accordance with the Privacy Act 1993, I give consent for the Board of Trustees or its representatives to make enquiries from the referees listed in this application and give consent to the referees' making such information available. I also consent for the Board of Trustees or its representatives to make enquiries of past or present employers, colleagues, other education professionals, or any other person who may be in a position to assist the board in determining my suitability in terms of filling the vacancy and give consent to those people to provide such information

Signed: _____ Date: _____

Confirmation: Please read and sign the following statement:

I certify that the information provided in this application (including my covering letter and curriculum vitae) is, to the best of my knowledge, correct.

Signed: _____ Date: _____

Privacy Statement from the Board of Trustees to Applicants

The information that has been provided or will be provided to the Board of Trustees in regard to this application will only be used for the purpose of determining the applicant's suitability to fill the vacancy. Only the Board of Trustees and its representatives will have access to the information. On completion of the appointment process, hard copy curricula vitae will be returned to all unsuccessful applicants. The curriculum vitae of the successful applicant will be kept on file along with their application. All referees' reports, together with other information gathered on applicants during the process, will be destroyed.

SPECIAL CHARACTER POSITION FORM
Schedule 6, Clause 47, Education and Training Act 2020
 (Previously – Education Act 1989, Section 464)

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

A. POSITION BEING APPLIED FOR

Position: <i>(please circle position applying for)</i>		
CI 47 (a): Principal	CI 47 (b): Director of Religious Studies	CI 47 (c): Other teaching position
School:		
Address:		

B. PERSONAL

First Names:	
Surname:	
Address:	
Religion:	
Telephone Number Day:	Evening:
e-mail:	

C. PARISH

1.0 Are you a member of a Catholic parish community? Yes No

If yes, name and address of parish:

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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 OR COURSES IN RELIGIOUS EDUCATION AND/OR THEOLOGY (See [Notes](#))

Qualification/Course Attended (Include your Certification for Teachers in Catholic Schools if applicable)	Institution and Year

Duplicate and attach relevant CV material or certificates etc. as appropriate.

3.0 If you are a beginning teacher, were you associated with a Catholic school as part of your practice teaching professional training? Yes
 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 Notes)

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.)

1	Name		Phone: Day	
	Address		Night	
			Mobile	
	Email			
2	Name		Phone: Day	
	Address		Night	
			Mobile	
	Email			

3	Name		Phone: Day	
	Address		Night	
			Mobile	
	Email			

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 Education and Training Act 2020, Schedule 6, CI 47 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:



MARIAN CATHOLIC SCHOOL

Empowered to Learn, Inspired for Life

Marian Catholic School Teacher Job Description 2024

NAME: _____

POSITION: _____

RESPONSIBLE TO: Leaders of Learning, Deputy Principals: Principal:

EFFECTIVE: *as from 28 January 2024*

This document contains: New Zealand Teachers' Council Code of Professional Responsibility, Marian Catholic School Values, Marian Catholic School Teachers Code of Conduct, New Zealand Teachers' Council Professional Standards, Catholic Indicators, Teaching as Inquiry and Additional Roles and Responsibilities.

New Zealand Teachers' Council Code of Professional Responsibility

1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1. demonstrating a commitment to providing high-quality and effective teaching
2. engaging in professional, respectful, and collaborative relationships with colleagues
3. demonstrating a high standard of professional behaviour and integrity
4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
5. contributing to a professional culture that supports and upholds this Code.

2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

1. promoting the wellbeing of learners and protecting them from harm
2. engaging in ethical and professional relationships with learners that respect professional boundaries
3. respecting the diversity of the heritage, language, identity, and culture of all learners
4. affirming Māori learners as tangata whenua and supporting their educational aspirations
5. promoting inclusive practices to support the needs and abilities of all learners
6. being fair and effectively managing my assumptions and personal beliefs.

3. COMMITMENT TO FAMILIES AND WHĀNAU

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

1. engaging in relationships with families and whānau that are professional and respectful
2. engaging families and whānau in their children's learning
3. respecting the diversity of the heritage, language, identity, and culture of families and whānau.

4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

1. promoting and protecting the principles of human rights, sustainability, and social justice
2. demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand

3. fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society

(NZ Education Council 30 June 2017)

Marian Catholic School Values

At Marian Catholic School we LIVE CHRIST by being the hands, face, and voice of Jesus by: LIVE LOVE, LIVE FAITH, LIVE COMMUNITY and LIVE MISSION.

The New Zealand Teacher's Council values:

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

MANAAKITANGA: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

PONO: showing integrity by acting in ways that are fair, honest, ethical, and just.

WHANAUNGATANGA: engaging in positive and collaborative relationships with our learners, their families and whanau, our colleagues

Marian Catholic School Teachers Code of Conduct

1. Authentic witness to the Gospel Values of the school.
2. Ensure that the needs of students and their learning is paramount.
3. Demonstrate a commitment to the belief that each student is entitled to an education that challenges him/her to achieve personal standards of excellence and to reach full potential.
4. Abide by any statutory obligations.
5. Respect the integrity of staff, members of the Board of Trustees, parents, and students.
6. Demonstrate a commitment to the continuing personal and professional growth and development of staff.
7. Work cooperatively with school staff
8. Respect confidentiality by keeping information on students, families, and staff, from people who have no right to it
9. To be sensitive and responsive to parent / caregiver concerns and values.
10. Exercise responsibility.
11. To attend and participate in staff meetings and other school-related activities promoted by staff, PTFA and/or the Board of Trustees.

New Zealand Teachers' Council Standards for the Teaching Profession

<p>TE TIRITI O WAITANGI PARTNERSHIP Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</p>	<ul style="list-style-type: none"> ● Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. ● Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. ● Practise and develop the use of te reo and tikanga Māori
<p>PROFESSIONAL LEARNING Use inquiry, collaborative problem-solving and professional</p>	<ul style="list-style-type: none"> ● Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. ● Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. ● Engage in professional learning and adaptively apply this learning in practice.

<p>learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> ● Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters. ● Seek and respond to feedback from learners, colleagues, and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.
<p>PROFESSIONAL RELATIONSHIPS Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner</p>	<ul style="list-style-type: none"> ● Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> ➢ learners, family and whānau ➢ teaching colleagues, support staff and other professionals ➢ agencies, groups, and individuals in the community. ● Communicate effectively with others. ● Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. ● Communicate clear and accurate assessment for learning and achievement information.
<p>LEARNING-FOCUSED CULTURE Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety</p>	<ul style="list-style-type: none"> ● Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. ● Foster trust, respect, and cooperation with and among learners so that they experience an environment in which it is safe to take risks. ● Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. ● Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural, and emotional safety. ● Create an environment where learners can be confident in their identities, languages, cultures, and abilities. ● Develop an environment where the diversity and uniqueness of all learners are accepted and valued. ● Meet relevant regulatory, statutory, and professional requirements.
<p>DESIGN FOR LEARNING Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and culture.</p>	<ul style="list-style-type: none"> ● Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. ● Gather, analyse, and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. ● Design and plan culturally responsive, evidence-based approaches that reflect the local community and Tiriti o Waitangi partnership in New Zealand. ● Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. ● Design learning that is informed by national policies and priorities.
<p>TEACHING Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> ● Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. ● Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. ● Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. ● Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. ● Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.

	<ul style="list-style-type: none"> ● Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide future learning.
Professional Standards	Indicators for Teachers in CATHOLIC SCHOOLS
TE TIRITI O WAITANGI PARTNERSHIP Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<ul style="list-style-type: none"> ● Teachers in Catholic schools understand and are committed to the New Zealand Catholic Bishops Conference understanding of Te Tiriti o Waitangi and the commitment of the Catholic Church to biculturalism. ● Teachers in Catholic schools deepen their understanding of Māori spirituality and incorporate it into their teaching of Religious Education and spirituality.
PROFESSIONAL LEARNING Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners	<ul style="list-style-type: none"> ● Teachers in Catholic schools critically assess and reflect upon all policies, procedures, practices, and professional attitudes in light of their commitment to the Gospels and Catholic teaching. ● Teachers in Catholic schools apply knowledge of the Gospels and Church teaching to the values, pedagogy, practices, and relationships of the school community. ● Teachers in Catholic schools undertake professional learning formation and qualifications appropriate to their role so as to deepen their own personal growth in knowledge of Catholic Theology, Scripture, Spirituality, Catholic Special Character, and Religious Education, and to strengthen their ability to promote and enhance the Special Character of the school.
PROFESSIONAL RELATIONSHIPS Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner	<ul style="list-style-type: none"> ● Teachers in Catholic schools maintain collaborative relationships within the school, with parish leaders, the school chaplain and other Church organisations, such as the diocesan Catholic Education Office. ● Teachers in Catholic schools promote faith-based leadership to effectively shape the school's vision and direction, so as to ensure a genuine and ongoing encounter with Christ, for ākonga. ● Teacher in Catholic schools engage in practices to ensure that the school has ways to assess the impact it has on the growth in faith of ākonga.
LEARNING-FOCUSED CULTURE Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety	<ul style="list-style-type: none"> ● Teachers in Catholic schools work to promote and enhance a Religious Education programme which is given high status, is soundly managed, appropriately resourced, and professionally delivered by qualified staff. ● Teachers in Catholic schools actively contribute to programmes that promote a Catholic worldview that is integrated into the daily practices of the school and into all curriculum areas. ● Teachers in Catholic schools comply with all the relevant regulatory and statutory requirements stipulated by New Zealand Catholic Bishops Conference and/or which derive from Part 33 of the 1989 Education Act.
DESIGN FOR LEARNING Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages, and culture.	<ul style="list-style-type: none"> ● Teachers in Catholic schools design and facilitate programmes that promote a genuine and ongoing encounter with Christ as an essential function of the Catholic school, and develop the progression from encounter to growth in knowledge and to Christian witness, which is the framework of the disciple's journey. ● Teachers in Catholic schools promote a culture that assists in the understanding of what the integration of faith and life means from a Catholic perspective.

<p>TEACHING Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> ● Teachers in Catholic schools support the school, which through its practices and communication, facilitates an encounter with Christ and spreads the Good News to both churched and unchurched members of the community. ● Teachers in Catholic schools ensure that all resources, including e-resources, used in the teaching, and learning programme for RE, and in other areas as appropriate (e.g. Health, Social Sciences, Science) are in line with the key teachings of the Catholic Church.
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Brief Statement for the Information of Staff

This statement is to be read in association with the school charter, a copy of which is available from the school.

The special character of a Catholic school is defined in the 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.”

A person applying for a position in a Catholic School need to understand the commitment this involves.

1. All staff, whether Catholic or not, are part of this “whole school community”. Each teacher is therefore expected to use his or her specific skills to achieve the purposes of the school.
2. A Catholic school assists the Church in its mission. It does this by helping its pupils to become complete persons, that is to say persons with knowledge, faith and norms of living which are harmonised.
3. All subjects are taught for their own value and with their own objectives. Catholics believe in the value of all human knowledge as it is part of God’s truth.
4. The Religious Education Programme is an integral part of the curriculum. The principles, truths and ethics of that programme permeate whatever the school does. The focal point of the whole school is Christ. The pupils are taught that God is creator, that Jesus Christ is God-made-man that their ultimate goal is heaven; that authority to teach and interpret God’s revelation was entrusted to the Church and is exercised by the Pope and Bishops. The school 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 of living.
5. No staff will be required to act against their own conscience or personal philosophy of life. That would be unchristian and contrary to the aims of the school.

However, in accepting a position in a Catholic school it is assumed that the teacher realises that:

- a) Staff work as a team. Therefore, all teachers 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 teacher undermines the efforts of others.
 - b) Staff are role models. A school community rightly expects teachers to act to be appropriate models for its children. Conduct of a teacher which would give the school community grounds for thinking that the teachers attitude is antagonistic to the special character of the school would not only be unprofessional, it would damage or even destroy that teacher’s effectiveness.
6. New staff will find senior staff willing to assist them in gaining a fuller understanding of the school and its special character and in solving any difficulties that may arise in the course of their teaching duties.