

Handbook for Certification

in

Catholic Special Character and Religious Education

For Staff and Boards of Trustees

in

Catholic Schools in Aotearoa New Zealand

This Dec 2014 version includes  
the new reduced minimum  
thresholds for Classroom and  
Leadership Level Certification.  
See highlighted sections

This official Handbook is addressed to Principals, staff and Boards of Trustees in Catholic Integrated Schools.

The Certification qualifications and processes detailed in this Handbook are expected to be progressively implemented in schools, as possible and appropriate, from January 2009 onwards.

The full provisions of this Handbook will take effect from 1 January 2011. It will replace the *Accreditation Handbook* which was promulgated by the New Zealand Catholic Bishops' Conference in 1995.

From 1 January 2011 provisions of the 1995 *Accreditation Handbook* shall be rescinded.

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## Preface

Under the terms of the Private Schools Conditional Integration Act 1975, the Bishops have a particular responsibility for determining the Special Character of Catholic Schools. Bishops and other Proprietors also have a responsibility to ensure that this Catholic Special Character is maintained and enhanced. Certification, as outlined in this Handbook, is a key element in ensuring the maintenance and development of this Catholic Special Character in our schools.

Today, more than ever, opportunities exist for staff members to undertake professional development and to improve their qualifications in Religious Education and Catholic Special Character. In many instances Proprietors and Boards of Trustees support continuous training and development by fully or part funding staff to gain and improve their academic and professional qualifications in areas relating to Religious Education and Special Character.

We emphasise the importance of the requirement of qualifications, continuing professional development and experience in the areas of Catholic Special Character and Religious Education. Staff in Catholic schools, if they are to adequately fulfil their role, require qualifications over and above their other professional qualifications. Certification is official recognition of the many efforts being made, by school staff and by others, to support and maintain the Catholic Special Character of Schools.

We expect those involved in our schools to use this Handbook, and to ensure that all staff achieve appropriate standards of knowledge and understanding. It is essential that Boards of Trustees and Principals give highest priority to continuing professional development relating to Catholic Special Character. Particular attention must be given to the level of Certification when making appointments.

This Handbook sets the standard requirements for all staff appropriate to their position or role. It provides positive encouragement and guidance to all those responsible for the Catholic Special Character of our schools.

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## Foreword

At an audience with members of the New Zealand Catholic Bishops' Conference in September 2004, John Paul II said of Catholic schools in New Zealand, "their growth has enriched the faith of the Christian community and contributed to the promotion of excellence in the nation." This statement indicated that those involved with Catholic schools in this country have reason to be proud of what has been achieved.

It also challenges those involved to identify potential weaknesses and to put in place measures that will help ensure the well being of the Catholic School system in the foreseeable future.

The distinctive character of a Catholic school consists in a community climate permeated by the Gospel spirit of freedom and love. Teachers, as individuals and as a community, have the prime responsibility for attempting to create such a climate. Furthermore, "the special character of the Catholic school, the underlying reason for it, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the education of the pupils."<sup>1</sup>

All staff members in a Catholic school should understand the nature of Catholic Special Character, and their particular role in its maintenance and development. Teachers who teach Religious Education, and those who have leadership roles or special responsibilities need further qualifications related to these responsibilities.

This means that all staff require opportunities for personal and professional development and opportunities to acquire qualifications. Boards of Trustees play a key role by encouraging staff to further their professional development in Religious Education and Catholic Special Character by ensuring that the allocation of funds for this is a high priority.

This Handbook outlines a system of Certification. It is designed to assist those with responsibility for Catholic schools to ensure that their staff acquire the appropriate qualifications, for the effective delivery of the Religious Education Curriculum and the enhancement of Catholic Special Character.

Kevin Wanden FMS  
Director, National Centre for Religious Studies

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<sup>1</sup> See *The Religious Dimension of Education in a Catholic School* n.1; *Catechesis in Our Time* n.69 & n.26 and *The Catholic School* n.1.

## **CERTIFICATION FOR ALL**

Certification recognises that all teachers have a role to play in building and maintaining the Christian community dimension that is central to the Catholic Special Character of a school. Therefore, the Certification system applies to all teachers regardless of their position, or their religious affiliation or stance.

The Certification system also takes into account the fact that in practice staff members will have varying degrees of responsibility for, or involvement with, the different elements that contribute to Catholic Special Character. Thus while a secondary school teacher of Physics only, for example, may legitimately be expected to attain an understanding of what constitutes Catholic Special Character and what their role in contributing to its maintenance might be, they would not be expected to have the same depth of understanding of Scripture or Theology as a teacher of Religious Education.

Requirements appropriate to each staff member's position or role are set out in detail later in this Handbook.

## **CERTIFICATION AND (Section 65) TAGGED POSITIONS**

Every teacher in a Catholic school has an obligation to support the Catholic Special Character of the school. However, the existence of tagged positions (as provided for in section 65 of the *Private Schools Conditional Integration Act*, (PSCIA) 1975, and each school's Integration Agreement *are* the legal safeguards, ensuring that the school employs sufficient Catholic teachers who endeavour to understand and live their Catholic faith, so that the school is truly a Catholic community. Teachers contribute to the creation, maintenance and support of this community by everything they say and do. The Principal and Director of Religious Studies, who are also in tagged positions, need the support of a sufficient number of other Catholic teachers to sustain the Catholic community of the school.

Teachers in tagged positions are not appointed solely to teach Religious Education, although this is the specialist task of some teachers in tagged positions. They are appointed to contribute to the 'Religious Instruction appropriate to that school'. This phrase was chosen with care at the time of the PSCI Act, and it continues to be useful because it implies far more than Religious Education — it includes giving witness and pervades the whole Catholic Special Character of the school, all of which is designed to contribute to the Religious Instruction of the students.

A section 65 tagged position is one in which the person is 'deemed acceptable' to represent the Catholic community in a ministry role. It is the policy of the New Zealand Catholic Bishops, therefore, that the person appointed to such a position must be a baptised Catholic who is active and in full communion with the faith community.

For an explanation of the requirements for tagged positions see NZCEO Circular of May 2005, *Tagged (S65) Positions - Clarifications For Catholic Schools* available at [www.nzceo.catholic.org.nz/files/tagged-positions.pdf](http://www.nzceo.catholic.org.nz/files/tagged-positions.pdf)

## **CERTIFICATION AND SCHOOL DEVELOPMENT**

The Catholic Special Character Review and Development document, as mandated by the New Zealand Catholic Bishops' Conference, determines that the school must provide "opportunities for regular Religious Education professional development and spiritual formation for staff".<sup>2</sup> In particular, Religious Education teachers and leaders must be appropriately certificated, or be in the process of achieving an appropriate level of certification.

It should be a stated goal in each school's Strategic Plan that all staff who teach Religious Education will be qualified to do so. This will then follow through in the school's Annual Plan and appropriate goals will be set when required at the time of a teacher's appraisal.

In the event of a Principal or Director of Religious Studies being appointed who has not already acquired the Leadership Level of Certification, he/she would be required to work towards it and be assisted by the Board of Trustees to do so. Progress towards this goal would become part of the Annual Performance Review.

Any teacher appointed to a Tagged Position and all teachers of Religious Education who have not yet gained the Classroom Level of Certification, would then have it as a stated goal in the Annual Performance Review and the action to undertake an approved course of study.

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<sup>2</sup> *Catholic Special Character Review and Development*. (2006). n.5 p.14



## WHAT IS THE PURPOSE OF CERTIFICATION?

The purpose of Certification is:

1. to highlight the importance of the need for all staff in Catholic Schools to gain qualifications and experience appropriate to their role and to continue to develop these so that the Catholic Special Character of the school is maintained and enhanced;
2. to provide a means of official recognition by the Church for staff who have committed themselves to continuing their professional development;
3. to provide a system by which staff suitably qualified for positions in Catholic schools can be determined and applied nationally;
4. to ensure that teachers become as professionally competent in teaching Religious Education as in other curriculum areas.

## REFERENCES

This Certification Handbook is to be read and interpreted in the light of the following documents:

The Sacred Congregation for Catholic Education. (1977). *The Catholic School*. Homebush, NSW: St Paul Publications.

John Paul II. (1979). *Catechesis in Our Time*. Homebush, NSW: St Paul Publications.

The Sacred Congregation for Catholic Education. (1982). *Lay Catholics in Schools: Witnesses to the Faith*. Homebush, NSW: St Paul Publications.

The Canon Law Society Trust. (1983). *The Code of Canon Law*. Sydney: Collins Liturgical.

The Congregation for Catholic Education. (1988). *The Religious Dimension of Education in a Catholic School*. Homebush, NSW: St. Paul Publications.

Congregation for Catholic Education. (1998). *The Catholic School On The Threshold of the Third Millennium*. Strathfield, NSW: St Paul Publications.

The New Zealand Council of Proprietors of Catholic Integrated Schools. (2007). *The Handbook for Boards of Trustees of Catholic Integrated Schools*. Wellington: New Zealand Catholic Education Office.

The New Zealand Council of Proprietors of Catholic Integrated Schools. (2007). *Catholic Special Character Review and Development*. Wellington: New Zealand Catholic Education Office.

## THE CERTIFICATION SYSTEM

Certification allocates credit-hours for courses related to qualifications and professional development in Religious Education and Catholic Special Character.

Teachers are expected to acquire credit-hours over a period of time and Certification verifies that this formation has taken place.

Certification is attained by meeting the requirements for each level. There are four levels of certification:

1. Foundation Level
2. Classroom Level
3. Leadership Level
4. Graduate Level

This continuing personal formation and qualification at each level will include, as appropriate, the major components of Catholic Theology, Scripture, Religious Education, Spirituality, Catholic Special Character and NCRS-approved electives.

While Certification can be attained through participation in a variety of courses it is preferable that teachers are working towards a recognised qualification in Religious Education or Catholic Special Character.

Credit-hours are gained by:

- 1) Attendance: the actual face-to-face contact time.
- 2) Assessment: the completion of assignments in Certificate, Diploma or Degree courses.

## CREDIT HOUR SPREAD

To gain Certification credit-hours must be spread across the five categories: Catholic Theology, Scripture, Religious Education, Spirituality, and Catholic Special Character).

- For Classroom Level Certification (100 hrs), the 100 hour total is to be comprised of at least 15 credit-hours in each strand;
- For Leadership Level Certification (175 hrs), the additional 75 hour total is to be comprised of at least another 10 hours in each of the five strands.

*See below for further clarification of these thresholds.*

# 1 Catholic Special Character

- **Foundation Level**

This is the basic induction Level required of all teaching staff in a Catholic school. It is achieved by attendance at a Diocesan-organised or an NCRS-approved course (of at least five hours) for *Teachers New to Catholic Schools*.

- **Classroom Level**

This is the level required of all teachers holding tagged positions who do not teach Religious Education. Teachers holding non-tagged positions who do not teach Religious Education may also apply for this level.

There are three components:

- i) 100 credit-hours of NCRS recognised formation which will include components of Catholic Theology, Scripture, Spirituality, Catholic Special Character, Religious Education and NCRS-approved electives - preferably leading to a recognised qualification. **At least 15 hours (of this 100) is to be accrued in each of the first five categories above.** Some or all of these hours may have been acquired before teaching in a Catholic school.
- ii) Two years in a Catholic school providing active support and/or leadership in Catholic Special Character.
- iii) Appropriate appraisal.

## 2. Teaching Religious Education

- **Foundation Level**
- **Classroom Level: Primary**

For those teaching Religious Education in a primary school there are three components:

- i) 100 credit-hours of NCRS recognised formation which will include components of Catholic Theology, Scripture, Spirituality, Catholic Special Character, Religious Education and NCRS-approved electives - preferably leading to a recognised qualification. At least 15 hours (of this 100) is to be accrued in each of the first five categories above. Some or all of these hours may have been acquired before teaching in a Catholic school.
- ii) Two years regular teaching of the New Zealand Catholic Bishops' Conference mandated national Religious Education Curriculum.
- iii) Appropriate appraisal that includes the observation of a classroom Religious Education lesson.

- **Classroom Level: Secondary**

For those teaching Religious Education in a Secondary school there are three components:

- i) 100 credit-hours of NCRS recognised formation which will include components of Catholic Theology, Scripture, Spirituality, Catholic Special Character, Religious Education and NCRS-approved electives - preferably leading to a recognised qualification. At least 15 hours (of this 100) is to be accrued in each of the first five categories above. Some or all of these hours may have been acquired before teaching in a Catholic school.
- ii) Two years regular teaching of the New Zealand Catholic Bishops' Conference mandated national Religious Education Curriculum.
- iii) Appropriate appraisal that includes the observation of a classroom Religious Education lesson.

Teachers of Religious Education in Catholic secondary schools should aim to hold qualifications in Religious Education of at least the same level as their other teaching subjects.

### **3. Leadership Level: Religious Education or Catholic Special Character**

All teachers are encouraged to aspire to this level. This is the minimum level required of those holding, or aspiring to, the position of Principal, Director of Religious Studies and those in other significant leadership positions in Catholic schools.

There are three components:

- i) For teachers with Classroom Level Certification in Religious Education, a further 75 credit-hours of formation beyond the Classroom Level which will include components of Catholic Theology, Scripture, Religious Education, Spirituality, Catholic Special Character or NCRS-approved electives, preferably leading to a recognised qualification in Religious Education. **At least 10 hours (of this 75) is to be accrued in each of the first five categories above.**

For teachers with Classroom Level Certification in Catholic Special Character, a further 75 credit-hours of formation beyond the Classroom Level which may include components of the following: Catholic Theology, Scripture, Spirituality, Catholic Special Character, Religious Education or NCRS-approved electives, preferably leading to a recognised qualification. **At least 10 hours (of this 75) is to be accrued in each of the first five categories above.**

- ii) A further three years of regular teaching of the Religious Education Curriculum or active support of, and leadership in, Catholic Special Character.
- iii) Appropriate appraisal. For Religious Education, this would include an observation of a Religious Education lesson.

### **4. Graduate Level: Religious Education or Catholic Special Character**

For teachers who have completed appropriate graduate studies, for example, Bachelor of Theology, Graduate Diploma in Religious Education, Master of Religious Education or a Master of Leadership in a Catholic School.

There are three components:

- i) Evidence of an NCRS-approved degree.
- ii) For Religious Education: five years regular teaching of the New Zealand Bishops' Conference mandated national Religious Education Curriculum and/or holding a leadership position in a Catholic school.

For Catholic Special Character: five years active support for the Catholic Special Character of the school.

- iii) Appropriate appraisal.

**Special note:**

Teachers holding positions of Secondary Director of Religious Studies, HOD Religious Education or their equivalent, which require subject specialist knowledge, should have appropriate Graduate Level qualifications.

## **5. Endorsement**

As a means of recording continuing professional development and formation in the areas of Catholic Special Character and Religious Education each staff member certificated at Leadership or Graduate Level will be issued with an Endorsement Certificate by the Diocesan Office. Current endorsement is valid for three years from the date of endorsement.

This Endorsement Certificate will:

- Be issued every third year on application (see Application Form p. 34).
- Record that a teacher has in the previous three years achieved 36 hours of additional NCRS-approved courses.
- Link with a school's appraisal system to verify that a teacher has undertaken the specified amount of professional development for the level concerned.
- Be recorded on a diocesan database.

## 6. Supplementary Notes

### 6.1 Definitions:

- 1) Diocesan Religious Education Authority normally refers to Managers or Directors of Diocesan Education/Schools Offices.
- 2) Credit-hours refer to the time spent in face-to-face learning and assignment time.

### 6.2 Notes:

- i) If it is evident that a teacher is teaching a substantial part of each day in Religious Education i.e. they are effectively a specialist Religious Education teacher, the Diocesan Religious Education Authority may lessen the number of years of teaching required for Certification. The minimum requirement for this dispensation would be at least 7 hours per week teaching the Religious Education Curriculum for one year.
- ii) The Diocesan Religious Education Authority may exercise discretion in regard to the number of teaching hours required for a Principal to fulfil the teaching requirements for Certification. When Principals are being appraised for Certification their participation in Religious Education will be assessed as appropriate for the role of Principal. The following professional qualities from the *Handbook for Boards of Trustees of New Zealand Catholic Integrated Schools* will be used as the criteria:
  - a) *assume leadership of the religious aspects of the school;*
  - b) *be ultimately responsible to the board for the religious programme of the school and for its religious observances;*
  - c) *take religious education lessons whenever the organisation of the school requires it;*
  - d) *be a suitable role model for staff, students and parents in a Catholic school;*
  - e) *assume an appropriate leadership role in liturgies and Prayer.*

*Handbook for Boards of Trustees of New Zealand Catholic Integrated Schools.* (2007) par.7.1.2. p.34.

- iii) Credit-hours for Religious Education need to be spread across: Catholic Theology, Scripture, Spirituality, Religious Education and Catholic Special Character.

Credit-hours for Catholic Special Character while focusing on Catholic Special Character, may be spread across: Catholic Theology, Scripture, Spirituality and Religious Education.

### **6.3 Procedures:**

- i) The provision of Certification at each level shall be the responsibility of the National Centre for Religious Studies (NCRS) on behalf of the New Zealand Catholic Bishops' Conference. Foundation Level certificates will be a diocesan responsibility. Certificates at Classroom Level, Leadership Level and Graduate Level will be issued by NCRS. Endorsed Certificates will be issued by the Diocesan Education Authority.
- ii) Applications will be made by the applicant, with an initial contact through their Diocesan Education Authority, which has the responsibility for keeping Certification records (see Application for Certification Flow Chart p.28).
- iii) If a staff member believes that they have reasonable grounds to question a decision regarding the non-granting of Certification, or Endorsement of Certification, they may re-apply to the Director of the National Centre for Religious Studies providing any further information to support their case.
- iv) If the appellant is still not satisfied they may appeal to an adjudicator who shall be appointed by the Bishops' Conference on the nomination of the Diocesan Religious Education Authorities, the appellant providing to the adjudicator all the relevant information to support their appeal.
- v) The decision of the adjudicator shall be final.
- vi) The Handbook shall be reviewed every five years or as directed by the New Zealand Catholic Bishops' Conference.

### **6.4 Certification Equivalence:**

Teachers, who have obtained appropriate qualifications overseas, may apply to NCRS with transcripts to have these recognised for equivalence.

### **6.5 Equivalence between Accreditation and Certification:**

- Classroom Level Certification in Religious Education is the equivalent of Level One Accreditation.
- Leadership Level Certification in Religious Education is the equivalent of Level Two Accreditation.
- Graduate Level Certification in Religious Education is the equivalent of Graduate Level Accreditation.



## **6.6 National Qualifications:**

A comprehensive list of qualifications available may be seen at [www.nzceo.catholic.org.nz/courses](http://www.nzceo.catholic.org.nz/courses)

Each course has a different range of Certification credit-hours. If you have queries about qualifications and Certification credit-hours please contact your Diocesan Education Authority.

## **6.7 Local Courses and Electives:**

Certification credit-hours may be obtained through a range of courses. These may include courses conducted by:

- Diocesan Religious Education Advisors
- Diocesan agencies
- Religious Orders e.g. charism
- School based professional development

NCRS approval is required for recognition of credit-hours obtained by electives.

## **CONTENT**

A person who has gained Certification for teaching Religious Education at the Classroom Level (or above) would have completed courses in a recognised programme of study in the following subjects: Catholic Theology, Scripture, Catholic Special Character, Religious Education and Spirituality, at a level appropriate to their role in the school. The lists under each subject heading are a guide to the topics that could be covered.

### **Catholic Theology**

- Father:        - God's self-revelation  
                  - God's self-revelation in our life-situation, spirituality and prayer
- Son:            - God's self-revelation in Jesus Christ
- Spirit:         - God's self-revelation through the Holy Spirit
- Church:        - God's self-revelation through the Church  
                  - The Living Tradition of the Church  
                  - Sacraments and Liturgy  
                    (Sign, Symbol, Sacrament, Ritual, Liturgy)  
                  - Teaching authority of the Church  
                  - Christian Witness  
                  - Mary the First Disciple  
                  - Nature of the Church and its Mission and Ministry in the world and in New Zealand  
                  - Other Christian traditions and Ecumenism  
                  - Persons, events and movements of the Church in History  
                  - Basic understanding of and respect for Māori spirituality  
                  - Justice Issues

### **Sacred Scripture**

- Scripture as:
- The written Word of God
  - A collection of different types of literary forms
  - A result of oral and written traditions divinely inspired
  - Integral to the living Catholic Tradition
  - Used for personal study, reflection and prayer
  - Interpreted by the Catholic Church
  - Used by the Church in public worship
  - Used in the classroom and integrated into other curricula

## **Catholic Special Character**

- Catholic Special Character and its centrality in all aspects of School
- The elements of Catholic Special Character
- The 'charism' of the school
- The staff member's role in fostering Catholic Special Character
- Pastoral Care
- The Catholic School within the New Zealand Education system
- Special Character across the Catholic School curriculum
- Partnerships with the community

## **Religious Education**

- The nature and purpose of Religious Education
- Some major Religious Education theorists/theories
- Evangelisation, Catechesis and Religious Education
- The nature of teaching
- National Religious Education Curriculum as mandated by the New Zealand Catholic Bishops' Conference - content and methodology

## **Spirituality**

- What is spirituality?
- Personal growth in holiness and prayer
- Integration of life and work
- Growth in awareness and sense of Christian community within the Catholic tradition
- Developing spirituality in young people
- Leading a school / class in prayer

## **NCRS - Approved Elective**

This is a subject topic either:

- a) developed from the content of Catholic Theology, Scripture, Religious Education, Spirituality and Catholic Special Character components as outlined in content above.

*or*

- b) it may be a related topic of benefit to the teaching of Religious Education, or the staff member's role in relation to Catholic Special Character e.g. formation in the charism of a religious order associated with the school.

NCRS is required to approve such a topic as appropriate for Certification.

## APPRAISAL FOR CERTIFICATION

Appraisal is the responsibility of the school.

Appraisal for Certification must be carried out by a Principal / DRS / HOD who holds a currently endorsed Leadership or Graduate Level Certification, or someone from the Diocesan Religious Education Authority.

If requested by schools, Diocesan Religious Education Authorities are available to provide advice and support in the appraisal of Religious Education teachers.

The purpose of appraisal in relation to teachers of Religious Education and those in leadership positions in Catholic schools is to enhance teaching and school leadership through the annual performance management cycle within the context of each school's appraisal policy.

Appraisal for Certification is understood to be a process of:

- i) Evaluating staff performance and results objectively against previously agreed standards.
- ii) Discussing these results and their implications openly.
- iii) Agreeing to and committing to plans for the future work of the appraisee and the appraiser.
- iv) Providing regular feedback.

This Handbook does not set out procedures for Appraisal for Certification. It is expected that this will be done within a framework of each school's Appraisal Policy.

### NOTE:

1. A Catholic Special Character goal must be included in all staff appraisals including the Principal [see paragraphs 7.6 and 7.17, pages 28 and 29 in the *Catholic Special Character Review and Development* document (2007) and paragraph 6 (b) in the School's Integration Agreement].
2. A number of forms for Lesson Observations and Appraisal are available on the NCRS website [www.ncrs.org.nz](http://www.ncrs.org.nz)
3. The following indicators for Appraisal are intended to give guidance for consistency across schools. They should be applied as appropriate to the position of each staff member.
4. Current endorsement means that the appraiser's Leadership or Graduate certification has been endorsed by the diocesan authorities to recognise the 36 hours professional development within the three-year period.

### Professional Indicators

The Professional Standards for teachers should be applied when carrying out appraisal for certification. The appraisal should focus on the teachers' performance against each dimension in relation to Religious Education and/or the Catholic Special Character at the appropriate level of teaching.

The Professional Indicators for Catholic Schools should be read in conjunction the Professional Standards developed by the Ministry of Education and Professional Associations.

See: <http://www.minedu.govt.nz/educationSectors/Schools/SchoolOperations/EmploymentConditionsAndEvaluation/InterimProfessionalStandards.aspx>

**NB. The professional Standards here were created for the 2014 Certification Handbook which is yet to be fully revised. NZCEO have since produced Catholic elaborations to the 2018 revised standards <https://www.nzceo.org.nz/resource-items/standards-teaching-profession-catholic-elaborations/> which may be downloaded and considered with the original dimensions below.**

### Professional Standards – Primary School Teachers

| Dimension   | Standards   |
|---|---|
|   | Teachers in Catholic schools have met or are working towards (within a suitable time frame for the position held) the appropriate level of Certification.   |
| <b>Professional Knowledge</b>                       | <ul style="list-style-type: none"> <li>▪ have an understanding of Catholic Theology, Scripture and RE</li> <li>▪ have an understanding of spirituality and Catholic Special Character</li> <li>▪ take part in courses/retreats to improve RE teaching and/or understanding of Catholic Special Character</li> <li>▪ have an understanding of our bi-cultural heritage and its implications for the Church in Aotearoa – New Zealand.</li> </ul>                 |
| <b>Teaching Techniques</b>                          | <ul style="list-style-type: none"> <li>▪ teach the prescribed national RE Curriculum in line with the Professional Standards</li> <li>▪ aware of Catholic teaching and its implications for the delivery of all essential learning areas</li> <li>▪ provide opportunities in the total curriculum to bring the Gospel into dialogue with students' life and learning.</li> </ul>  |
| <b>Motivation of Students</b>                       | <ul style="list-style-type: none"> <li>▪ actively encourage students to develop a love for and sound knowledge of their faith</li> <li>▪ strive to impart to students the relevance of Catholic teaching for them as members of the Catholic Church.</li> </ul>   |
| <b>Classroom Management</b>                         | <ul style="list-style-type: none"> <li>▪ recognise and respect the sacred dignity of each person as made in the image of God</li> <li>▪ provide effective witness to Catholic values</li> <li>▪ demonstrate an awareness of the Catholic understanding of reconciliation.</li> </ul>  |
| <b>Communication</b>                                | <ul style="list-style-type: none"> <li>▪ demonstrate effective communication with home and Parish in line with Catholic social teaching</li> <li>▪ report on student performance in RE and Catholic Special Character.</li> </ul>   |
| <b>Support for and Co-operation with Colleagues</b> | <ul style="list-style-type: none"> <li>▪ work effectively with other teachers, support staff and school chaplains in matters related to Catholic Special Character.</li> </ul>  |
| <b>Contribution to wider School Activities</b>      | <ul style="list-style-type: none"> <li>▪ contribute to creating an environment that encourages Gospel values</li> <li>▪ contribute to school policy and organisation regarding Catholic Special Character</li> <li>▪ contribute to the promotion of Social Justice in line with Catholic teaching</li> <li>▪ provide effective role modelling in both professional activities and private life to uphold and support the Catholic Special Character.</li> </ul> |

## Professional Standards – Secondary School Teachers

| Dimension   | Standards   |
|---|---|
|   | Teachers in Catholic Schools have met or are working towards (within a suitable time frame for the position held) the appropriate level of Certification.   |
| <b>Professional Knowledge</b>                       | <ul style="list-style-type: none"> <li>▪ have an understanding of Catholic Theology, Scripture and RE</li> <li>▪ have an understanding of spirituality and Catholic Special Character</li> <li>▪ have an understanding of our bi-cultural heritage and its implications for the Church in Aotearoa – New Zealand.</li> </ul>  |
| <b>Professional Development</b>                     | <ul style="list-style-type: none"> <li>▪ take part in courses/retreats to improve RE teaching and/or understanding of Catholic Special Character.</li> </ul>  |
| <b>Teaching Techniques</b>                          | <ul style="list-style-type: none"> <li>▪ teach the prescribed national RE Curriculum in line with the Professional Standards</li> <li>▪ have an awareness of Catholic teaching and its implications for the delivery of all essential learning areas</li> <li>▪ provide opportunities in the total curriculum to bring the Gospel into dialogue with student's life and learning.</li> </ul>  |
| <b>Student Management</b>                           | <ul style="list-style-type: none"> <li>▪ recognise and respect the sacred dignity of each person as made in the image of God</li> <li>▪ provide effective witness to Catholic values</li> <li>▪ demonstrate an awareness of the Catholic understanding of reconciliation.</li> </ul>  |
| <b>Motivation of Students</b>                       | <ul style="list-style-type: none"> <li>▪ actively encourage students to develop a love for and sound knowledge of their faith</li> <li>▪ strive to impart to students the relevance of Catholic teaching for them as members of the Catholic Church.</li> </ul>   |
| <b>Te Reo me ōna Tikanga</b>                        | <ul style="list-style-type: none"> <li>▪ demonstrate commitment to the appropriate usage and accurate pronunciation of Christian/Catholic Māori vocabulary</li> <li>▪ demonstrate an understanding of concepts of Māori spirituality</li> <li>▪ are knowledgeable and competent in the use of common Māori karakia and hīmene.</li> </ul>   |
| <b>Effective Communication</b>                      | <ul style="list-style-type: none"> <li>▪ demonstrate effective communication with home and Parish in line with Catholic social teaching.</li> </ul>   |
| <b>Support for and Co-operation with Colleagues</b> | <ul style="list-style-type: none"> <li>▪ work effectively with other teachers, support staff and school chaplains in matters related to Catholic Special Character.</li> </ul>  |
| <b>Contribution to Wider School Activities</b>      | <ul style="list-style-type: none"> <li>▪ contribute to creating an environment that encourages Gospel values</li> <li>▪ contribute to school policy and organisation regarding Catholic Special Character</li> <li>▪ contribute to the promotion of Social Justice in line with Catholic teaching</li> <li>▪ provide effective role modelling in both professional activities and private life to uphold and support the Catholic Special Character.</li> </ul> |

## Professional Standards – Unit Holders

The following are *indicative* standards to apply to unit holders who have assumed specified leadership, pastoral, administrative or task-specific responsibilities as required by the job description attached to (or describing the responsibilities and tasks attached to) their unit(s). In respect of any classroom teaching duties, they will be assessed against the appropriate level of the *teacher* professional standards. In addition, they must meet the following standards, where they are applicable, in respect of their leadership responsibilities.

| Dimension                           | Standards  |
|-------------------------------------|--|
| <b>Resource Management</b>          | <ul style="list-style-type: none"> <li>▪ understand the principle of Catholic social teaching on fairness and equity in relation to all financial and asset management</li> <li>▪ provide adequate financial resources, within delegated management areas of authority, to support Catholic Special Character</li> <li>▪ provide adequate financial resources, within delegated management areas of authority, to support Religious Education.</li> </ul>  |
| <b>Staff and Student Management</b> | <ul style="list-style-type: none"> <li>▪ recognise and respect the sacred dignity of each person as made in the image of God</li> <li>▪ have an awareness of the Catholic understanding of reconciliation.</li> </ul>  |
| <b>Professional Leadership</b>      | <ul style="list-style-type: none"> <li>▪ demonstrate understanding of the Catholic Special Character and the school charism</li> <li>▪ support the Principal and DRS in nurturing the Catholic Special Character in the daily life of the school</li> <li>▪ act as a role model and provide leadership in, and articulate the Catholic Special Character to staff, children and parents</li> <li>▪ undertake Professional Development in Catholic Special Character and spiritual leadership</li> <li>▪ support the Principal and DRS in the effective planning and delivery of the Religious Education Curriculum.</li> </ul> |
| <b>Guidance Counsellors</b>         | <ul style="list-style-type: none"> <li>▪ demonstrate understanding of the Catholic Special Character and the school charism</li> <li>▪ support the principal and DRS in nurturing the Catholic Special Character in the daily life of the school</li> <li>▪ act as a role model and provide leadership in, and articulate the Catholic Special Character to staff, children and parents</li> <li>▪ undertake Professional Development in Catholic Special Character and spiritual leadership.</li> </ul>   |

## Professional Standards – Deputy/Assistant Principals

| Dimension                              | Standards  |
|--|--|
| <b>Professional Leadership</b>         | <ul style="list-style-type: none"> <li>▪ demonstrate understanding of the Catholic Special Character and the school charism</li> <li>▪ support the principal and DRS in nurturing the Catholic Special Character in the daily life of the school</li> <li>▪ act as a role model and provide leadership in, and articulate the Catholic Special Character to staff, children and parents</li> <li>▪ undertake Professional Development in Catholic Special Character and spiritual leadership</li> <li>▪ support the Principal and DRS in the effective planning and delivery of the Religious Education Curriculum.</li> </ul> |
| <b>Policy and Programme Management</b> | <ul style="list-style-type: none"> <li>▪ identify and act on opportunities to apply the Catholic Special Character in developing policies, procedures and programmes such as Behaviour Management and curriculum Plans</li> <li>▪ refer to the Catholic Special Character and ensure it is reflected in all programmes and activities</li> <li>▪ ensure Maori Spirituality and Tikanga are reflected in programmes and activities.</li> </ul>  |
| <b>Staff Management</b>                | <ul style="list-style-type: none"> <li>▪ ensure the Performance Management process include a Catholic Special Character dimension with appropriate standards</li> <li>▪ goals, objectives and performance indicators for each staff member include a Catholic Special Character dimension</li> <li>▪ ensure staff have the required Professional Development in Catholic Special Character and Religious Education.</li> </ul>   |
| <b>Relationship Management</b>         | <ul style="list-style-type: none"> <li>▪ recognise and respect the sacred dignity of each person as made in the image of God</li> <li>▪ demonstrate an awareness of the Catholic understanding of reconciliation.</li> </ul>   |
| <b>Financial and Asset Management</b>  | <ul style="list-style-type: none"> <li>▪ understand the principle of Catholic social teaching on fairness and equity in relation to all financial and asset management</li> <li>▪ provide adequate financial resources, within delegated management areas of authority, to support Catholic Special Character and Religious Education.</li> </ul>  |



## Professional Standards – Primary Principals

| Dimension                        | Standards   |
|----------------------------------|---|
| <b>Culture</b>                   | <ul style="list-style-type: none"> <li>provide professional direction and leadership in Catholic Special Character and Religious Education</li> <li>provide leadership in and articulate the Catholic Special Character to staff, students and parents.</li> </ul>  |
| <b>Pedagogy</b>                  | <ul style="list-style-type: none"> <li>demonstrate a thorough understanding of Catholic Special Character</li> <li>demonstrate a thorough understanding of Religious Education and the school charism.</li> </ul>   |
| <b>Systems</b>                   | <ul style="list-style-type: none"> <li>identify and act on opportunities to apply Catholic Special Character when developing and reviewing policies and procedures</li> <li>ensure the Performance Management process includes a Catholic Special Character dimension with appropriate standards</li> <li>ensure the Performance Management process includes a Religious Education dimension with appropriate standards</li> <li>Understand the principles of Catholic social teaching on fairness and equality in relation to all financial and asset management.</li> </ul> |
| <b>Partnerships and Networks</b> | <ul style="list-style-type: none"> <li>recognise and respect the sacred dignity of each person as made in the image of God</li> <li>foster a sense of Christian community</li> <li>maintain and enhance the relationship between the school, the parish(s) and diocese.</li> </ul>  |

**Note:** Principals with teaching responsibilities will also need to meet the requirements of current (of the time) standards and/or criteria for teachers.

## Professional Standards – Secondary Principals

| Dimension                                   | Standards  |
|---|--|
| <b>Professional leadership</b>              | <ul style="list-style-type: none"> <li>provide professional direction and leadership in Catholic Special Character and Religious Education</li> <li>demonstrate a thorough understanding of Catholic Special Character</li> <li>demonstrate a thorough understanding of Religious Education and the school charism</li> <li>act as a role model and provide leadership in and articulate the Catholic Special Character to staff, students and parents.</li> </ul> |
| <b>Strategic management</b>                 | <ul style="list-style-type: none"> <li>identify and act on opportunities to apply Catholic Special Character when developing and reviewing policies and procedures.</li> </ul>   |
| <b>Staff management</b>                     | <ul style="list-style-type: none"> <li>ensure the Performance Management process includes a Catholic Special Character dimension with appropriate standards</li> <li>ensure the Performance Management process includes a Religious Education dimension with appropriate standards</li> <li>Ensure that Religious Education teachers have appropriate qualifications.</li> </ul>   |
| <b>Relationship management</b>              | <ul style="list-style-type: none"> <li>recognise and respect the sacred dignity of each person as made in the image of God</li> <li>foster a sense of Christian community</li> <li>maintain and enhance the relationship between the school, parish(s) and diocese</li> <li>fosters relationships between the school and its community.</li> </ul>   |
| <b>Financial and asset management</b>       | <ul style="list-style-type: none"> <li>understand the principles of Catholic social teaching on fairness and equality in relation to all financial and asset management.</li> </ul>  |
| <b>Statutory and reporting requirements</b> | <ul style="list-style-type: none"> <li>work with the board to ensure compliance with all relevant statutes and regulations, and with monitoring and reporting requirements.</li> </ul>   |

**Note:** Principals with teaching responsibilities would also need to meet the requirements of the Professional Standards for Teachers.

## Information and Guidelines Regarding Certification for Boards of Trustees

### The Place of Certification in Appointments

The Private Schools Conditional Integration Act (1975) (PSCIA) requires special appointments procedures for tagged positions.

In the case of Primary schools the acceptability of a teacher for a position is determined by the Proprietor (usually through delegation to the Diocesan Education/Schools Office). In the case of Secondary schools the acceptability is determined by the Board of Trustees. In both Primary and Secondary schools the Certification of applicants or otherwise will assist those who have to determine acceptability.

The Certification Level (if any) of the various applicants will be an important consideration when the Board has to decide the suitability of the various applicants. Boards are reminded that:

- in the event of a Principal or Director of Religious Studies being appointed who has not already acquired the Leadership Level of Certification, he/she would be required to work towards it and be assisted by the Board of Trustees to do so. Progress towards this goal would then become part of the Annual Performance Review.
- any teacher appointed to a tagged Position and all teachers of Religious Education who have not yet gained the Classroom Level of Certification would then have it as a stated goal in the Annual Performance Review and the action to undertake an approved course of study.

All School Boards of Trustees are required (under Section 63(2) of the PSCI Act as amended by Section 5 of the State Sector Act 1989) to have at least one Proprietor's Appointee on any Appointments Committee when appointments are being made or when they are being recommended (see: *Handbook for Boards of Trustees of New Zealand Catholic Integrated Schools*. 2007. n. 4.1).

When applicants are being considered for Principal's positions in both Primary and Secondary Schools, the practical implications of accepting a tagged position should be clearly understood. The Principal must be willing and able to take a leadership role not only in the Religious Education Curriculum, but also in all school activities that reflect the School's Catholic Special Character, for example, assemblies which involve a prayer or worship dimension, liturgies, school retreats and communication with families-whānau.

It is to be noted that Boards of Trustees are required in law and natural justice to appoint the most suitable applicant to a position in a school. When deciding about suitability of applicants, especially for those in tagged positions, Boards need to give special consideration to applicants who have Certification and take proper account of its level. It can be seen by referring to this Handbook that Certification is recognised by the New Zealand Catholic Bishops' Conference and therefore has considerable weight.

## Application for Certification Flow Chart

The applicant obtains a copy of her/his official Certification Record from their Diocesan Education/Schools Office and verifies that it has a sufficient spread of credit-hours and experience.

The Appraisal for Certification including the observation of an RE lesson is arranged and carried out by a Principal/DRS/HOD who holds a currently endorsed Leadership or Graduate Level Certification, or by a member of the Diocesan Catholic Education/Schools Office.

The applicant completes a copy of the appropriate **Application Form** (See pp. 29-36) and forwards it to Diocesan Education/Schools Office along with a **Principal's Recommendation Form** (see p. 35 or 36)

The Diocesan Education/Schools Office forwards the completed documentation to NCRS.

NCRS checks the documentation and issues the appropriate Certificate to the applicant who informs her/his Principal and BOT. NCRS informs the Diocesan Education/Schools Office that the Certificate has been issued.

Diocesan Education/Schools Office records Certification Level and date of issue on Teacher Certification Record.

**APPLICATION FORM FOR CERTIFICATION IN  
CATHOLIC SPECIAL CHARACTER: FOUNDATION LEVEL**

I apply for Certification according to the criteria in the *Handbook for Certification* for:  
Foundation Level: Catholic Special Character ☐ Religious Education ☐

1. A. Title of course attended \_\_\_\_\_
- B. Date and location \_\_\_\_\_
- C. Total number of credit-hours \_\_\_\_\_
- 

2. I have been a staff member in the following Catholic Schools for

.....(e.g. 5 Years)

**Name and location of School:**

**Years of Service: (e.g.1990-1993)**

.....  
.....

**Name:**

.....  
(Please PRINT the name you want on your certificate)

I have attended the required course for 'Teachers New to Catholic Schools' as described in *Handbook for Certification* page 11.

Signature: .....

School: .....

School address: .....

.....

Date: .....

---

**3. Principal to complete**

I ..... Principal of ..... School  
verify that ..... is currently employed at this school.

Signed: .....

Date: .....

**APPLICATION FORM FOR CERTIFICATION IN  
CATHOLIC SPECIAL CHARACTER: CLASSROOM LEVEL**

I apply for Certification according to the criteria in the *Handbook for Certification* for Catholic Special Character: Classroom Level.

1. A. I enclose

- copies of my official Diocesan Certification Record which verifies courses and hours completed ☐
- a Principal's Recommendation Toward Certification form ☐

B. Total number of credit-hours \_\_\_\_\_

---

2. I have been a staff member in the following Catholic Schools for

.....(e.g. 5 Years)

**Name and location of School:**

**Years of Service: (e.g.1990-1993)**

.....  
.....

**Name:**

.....  
(Please PRINT the name you want on your certificate)

I have met the requirements of NCRS-approved formation in Catholic Theology, Scripture, Spirituality and Catholic Special Character as outlined in the *Handbook for Certification* page 11.

Signature: .....

School: .....

School address: .....

.....

Date: .....

---

**3. Principal to complete**

I ..... Principal of ..... School

verify that ..... has completed an appraisal process appropriate to the above application, in accordance with the criteria set out in the *Handbook for Certification* in Catholic Special Character.

Signed: .....

Date: .....

*Please find enclosed the certification fee of \$11.25 (including GST) payable to the Diocesan Education*

*Office.*

**APPLICATION FORM FOR CERTIFICATION  
RELIGIOUS EDUCATION: CLASSROOM LEVEL**

I apply for Certification according to the criteria in the *Handbook for Certification* for Religious Education: Classroom Level. Primary ☐ Secondary ☐

1. A. I enclose:

- copies of my official Diocesan Certification Record which verifies courses and hours completed ☐
- a Principal's Recommendation Toward Certification form ☐

B. Total number of credit-hours \_\_\_\_\_

---

2. I have taught the approved New Zealand National (Primary / Secondary) Religious Education Programme in the following Catholic Schools for

.....(e.g. 5 Years)

**Name and location of School:**

**Years of Service: (e.g. 1990-1993)**

.....  
.....

**Name:**

.....  
(Please PRINT the name you want on your certificate)

I have met the requirements in Catholic Theology, Scripture, Religious Education, Spirituality, Catholic Special Character and NCRS-approved Electives as outlined in the *Handbook for Certification* page 12.

Signature: .....

School: .....

School address: .....

.....

Date: .....

---

3. **Principal to complete**

I ..... Principal of ..... School

verify that ..... has completed an appraisal process appropriate to the above application, in accordance with the criteria set out in the *Handbook for Certification* in Religious Education.

Signed: .....

Date: .....

Please find enclosed the certification fee of \$11.25 (including GST) payable to the Diocesan Education Office.



## APPLICATION FORM FOR CERTIFICATION: LEADERSHIP LEVEL

I apply for Certification according to the criteria in the *Handbook for Certification* for the Leadership Level: Catholic Special Character ☐ Religious Education ☐

1. A. I enclose:

- copies of my official Diocesan Certification Record which verifies courses and hours completed ☐
- a Principal's Recommendation Towards Certification form. ☐

B. Total number of credit-hours \_\_\_\_\_

2. I have taught the approved New Zealand National (Primary / Secondary) Religious Education Programme OR I have provided support / leadership in the area of Catholic Special Character in the following Catholic Schools for

.....(e.g. 5 Years)

**Name and location of School:**

**Years of Service: (e.g.1990-1993)**

.....  
.....

**Name:**

.....  
(Please PRINT the name you want on your certificate)

I have met the requirements in Catholic Theology, Scripture, Spirituality, Catholic Special Character and/or Religious Education, and NCRS-approved Electives as outlined in the *Handbook for Certification* page 13.

Signature: .....

School: .....

School address: .....

.....

Date: .....

3. **Principal to complete**

I ..... Principal of ..... School

verify that ..... has completed an appraisal process appropriate to the above application, in accordance with the criteria set out in the *Handbook for Certification* in Catholic Character or Religious Education.

Signed: .....

Date: .....

Please find enclosed the certification fee of \$11.25 (including GST) payable to the Diocesan Education Office.

## APPLICATION FORM FOR CERTIFICATION: GRADUATE LEVEL

I apply for Certification according to the criteria in the *Handbook for Certification* for the Graduate Level: Catholic Special Character ☐ Religious Education ☐

1. A. I enclose:

- a copy of my official Diocesan Certification Record which verifies courses and hours completed ☐
- a copy of my graduate qualification / degree ☐
- a Principal's Recommendation Towards Certification form.

B. Total number of credit-hours \_\_\_\_\_

---

2. I have taught the approved New Zealand National (Primary / Secondary) Religious Education Programme OR I have provided support / leadership in the area of Catholic Special Character in the following Catholic Schools for

.....(e.g. 5 Years)

**Name and location of School:**

**Years of Service: (e.g.1990-1993)**

.....  
.....

**Name:**

.....  
(Please PRINT the name you want on your certificate)

I have met the requirements in Catholic Theology, Scripture, Spirituality, Religious Education and / or Catholic Special Character, and NCRS-approved Electives as outlined in the *Handbook for Certification* page 13.

Signature: .....

School: .....

School address: .....

.....

Date: .....

---

3. **Principal to complete**

I ..... Principal of ..... School

verify that ..... has completed an appraisal process appropriate to the above application, in accordance with the criteria set out in the *Handbook for Certification* in Catholic Special Character or Religious Education.

Signed: .....

Date: .....

Please find enclosed the certification fee of \$11.25 (including GST) payable to the Diocesan Education Office.

## APPLICATION FORM FOR ENDORSEMENT OF CERTIFICATION

Name: .....

(Please PRINT the name you want on your certificate)

Signature: .....

School: .....

School address: .....

Date: .....

I apply for Endorsement of my Leadership / Graduate (circle one) Level Certificate according to the criteria in the *Handbook for Certification*.

Year of Certification:

Year of Last Endorsement:

1. A. I enclose:

A copy of my official Diocesan Certification Record that verifies courses and hours completed

B. Total number of credit-hours gained in previous three years

2. In the last three years I have taught the National Religious Education programme / provided Catholic Character Leadership in the following school(s).

| Name of School | Location | Years of service |
|----------------|----------|------------------|
|                |          |                  |
|                |          |                  |
|                |          |                  |
|                |          |                  |

**PRINCIPAL'S RECOMMENDATION  
TOWARDS CERTIFICATION FOR SPECIAL CHARACTER**

Diocese of: .....

School: .....

Teacher: .....

Level of Certification being applied for: .....

- 1) Contribution to the Special Character of your school -
  
  
  
  
  
  
  
  
  
  
- 2) Leadership and organisation of school and class liturgies, assemblies -
  
  
  
  
  
  
  
  
  
  
- 3) Leadership and contribution to staff prayer -
  
  
  
  
  
  
  
  
  
  
- 4) In what ways does this teacher present herself / himself as a role model in line with your school's Mission Statement?
  
  
  
  
  
  
  
  
  
  
- 5) General comments -

Principal's Signature:.....

Date: .....

**PRINCIPAL'S RECOMMENDATION  
TOWARDS CERTIFICATION FOR RELIGIOUS EDUCATION**

Diocese of: .....

School: .....

Teacher: .....

Level of Certification being applied for: .....

RE lesson observation date: ..... Enclosed ☐

- 1) Contribution to the Special Character of your school -
  
  
  
  
  
  
  
  
  
  
- 2) Leadership and organisation of school and class liturgies, assemblies -
  
  
  
  
  
  
  
  
  
  
- 3) Leadership and contribution to staff prayer -
  
  
  
  
  
  
  
  
  
  
- 4) In what ways does this teacher present herself / himself as a role model in line with your school's Mission Statement?
  
  
  
  
  
  
  
  
  
  
- 5) General comments -

Principal's Signature: .....

Date: .....