A Catholic School in the Heart of Inglewood

A Christ Centred Education Uplifted Through our Relationship with God, Others and the Environment

St Patrick's School, 53 Standish St. PO Box 2, Inglewood 4347
756 7908
office@stpatsinglewood.school.nz

St Patrick's School Inglewood

Applying for the Acting Principal/Director of Religious Studies Maternity Leave Position

Tēnā koe,

Our community, whānau, staff and children wish to acknowledge your interest in the Acting Principal/DRS vacancy at our school – St.Patrick's School Inglewood.

In this applicant package, you will find the job description and person specifications, the process steps and timeline. You can readily find the

2023 ERO review online. The 2026- 2027 Strategic and Annual Plan has been included in this pack, though there is a new 2027-2030 draft strategic and annual plan. You will also find a small number of forms that must be completed and returned with your **curriculum vitae and supporting documents.** Written references will be accepted on the understanding that applicants will be asked for consent from referees to share their contact details for the panel to follow up at the appropriate time.

We reasonably expect to appoint a suitable candidate to the Acting Principal/DRS role.

Applicants can be assured the position has been advertised; the most suitable person will be appointed; obligations regarding equal employment opportunities are fulfilled; and the process will be completed in good faith with existing and potential employees honestly and openly.

School Profile: Background and Context

St Patrick's School, Inglewood, is a Year 1–8 state-integrated Catholic primary school set in the heart of Taranaki, proudly connected to the faith community of Sacred Heart Parish. Founded in 1906 by the Sisters of Our Lady of the Missions, our school combines a rich history of Catholic education with a welcoming, semi-rural learning environment.

With a current roll of 61 joy-filled, enthusiastic students, St Patrick's provides a supportive atmosphere where children enjoy outstanding educational and faith-based opportunities. We celebrate a vibrant and diverse school community that encompasses a wide range of cultural ethnicities. Our dedicated staff is committed to inclusive education, nurturing and catering to a broad spectrum of diverse learning needs so every child can thrive and reach their full potential.

Application Timeline

Position advertised	6/11/2026	Education Gazette.
Applications closed	27/11/2026	Applications close at 3.00 p.m. No exceptions.
Shortlisted candidates decided and interviews scheduled	2/12/2026	Selection Panel deliberates and decides the final list.
Shortlisted candidates notified	2/12/2026	Formal agreement promptly expected from shortlisted candidate to proceed.
Referees contacted	3 - 11th/12/2026	Referees for shortlisted candidates contacted
Interviews completed	7 - 18th/12/2026	Interview Panel pre- and post-briefings Interviews begin at agreed times with shortlisted candidates

The job description and person specifications are provided in this package.

The application form is included here. This must be completed in full and returned for

It is your responsibility to ensure your referees consent and provide contact details. You will find this section at the end of the application form. Please make sure this is sent via email to Jun Monforte at jun@stpatsinglewood.school.nz before the application closure date: 3 pm, 27/11/2026

While every effort will be made to keep to the timetable, circumstances may arise that require the timeline to be altered. The panel will endeavour to minimise the impact of any changes to the timeline. All application forms and documents in paper or e-copy will be destroyed within three months after the completion of the appointment process. An applicant may formally request the return of their documents when the application is submitted. This request would be completed at the end of the process.

Copies of **qualifications, awards, Education Council registration card and either your driver's licence or passport must be attached to your application**. If you are successful, then expect to be asked to present the originals.

If you have questions, please email your enquiries to Jun Monforte at jun@stpatsinglewood.school.nz & April Baylis principal@stpatsinglewood.school.nz

Remember to email your completed application form and documentation Jun Monforte at jun@stpatsinglewood.school.nz & April Baylis principal@stpatsinglewood.school.nz by 3pm 27/11/2026.

Education Gazette Advertisement

St Patrick's School, Inglewood

Acting Principal / Director of Religious Studies Full-time, fixed-term (Maternity Leave Position)

St Patrick's School, Inglewood is a welcoming Year 1–8 state-integrated Catholic school in the heart of Taranaki. With a roll of approximately 61 students, we are a close-knit, faith-filled community where relationships matter and every child is known and valued.

We seek an **enthusiastic, faith-filled and relational leader** to serve as our Acting Principal and Director of Religious Studies.

Our vision is for a Christ-centred education, uplifted through our relationships with God, others and the environment. Our Gospel values of **Forgiveness, Aroha, Integrity, Tiaki and Hauora** shape the life of our school.

The successful applicant will:

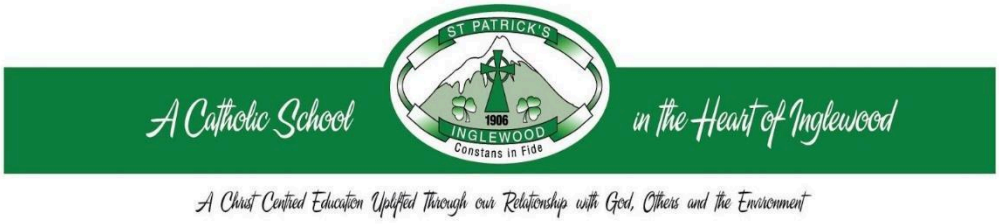
- actively lead, safeguard and strengthen the Catholic Special Character of our school
- provide warm, visible and collaborative leadership
- nurture and support our dedicated staff
- place the learning, faith, wellbeing and success of tamariki at the heart of decision-making
- build strong, trusting relationships with students, staff, whānau, the Board, parish and wider community
- demonstrate sound curriculum and organisational leadership
- be culturally responsive and committed to strengthening relationships with mana whenua and whānau.

This is an excellent opportunity for an experienced school leader, or someone ready to step into Catholic principal leadership, to serve a supportive Catholic school community.

A willingness and ability to participate in religious instruction appropriate to the special character of the school is a condition of appointment.

For an application pack and enquiries, contact Jun Monforte: jun@stpatsinglewood.school.nz or **April Baylis** principal@stpatsinglewood.school.nz

Applications close: by 3pm 27/11/2026.



St. Patrick School Inglewood
Acting Principal/Director of Religious Studies Job Description

Our Mission/vision: A Christ-centred education uplifted through our relationships with God, other and the environment (currently under revision consultation)

Our Gospel Values: 'FAITH' Forgiveness, Aroha, Integrity, Tiaki and Hauora

Purpose:

The acting principal will lead and manage a positive Catholic learning environment which delivers quality education. We expect tamariki to experience positive learning, achievement and success in ways that nurture and nourish their faith, identity, culture and language. We want our parents and caregivers, and their whānau to trust and have confidence in our teaching staff, support staff and auxiliary staff because they can readily see, hear, and feel their tamariki are being looked after and supported to learn, achieve, and succeed.

Accountable to:	**Limits of authority**
● The School Board through the Presiding Member	The Acting Principal must work within legal requirements: ● The Schools Integration Agreement ● Legislation, including Schedule 6 Education and Training Act 2020 State Integrated Schools ● Employment Agreements ● The School's Strategic Plan ● Delegations

Responsibilities:

The Acting Principal is responsible for ensuring that the Catholic Special Character of the school is safeguarded in the following areas:

- Enrolment, Property, Staffing and Appointments, Special Character including the Catholic Curriculum
- Faith development of students, with the support of the parish and the Religious Education Advisors, Palmerston North Catholic Education Office
- The day-to-day management of the school
- Administration of the School
- All professional decisions
- Classroom programmes
- Student progress and achievement
- Curriculum issues
- Teacher activity

Preservation of the Catholic Special Character of the School:

➢ The Acting Principal assumes the major leadership role in the school and because of this undertakes important religious, pastoral and professional responsibilities in the Catholic community (Schedule 6: Education and Training Act 2020) with the support of the Palmerston North Catholic Education Office.

The Acting Principal shall:

➢ abide by all relevant requirements of the school's Integration Agreement, Schedule 6: (State Integrated Schools): Education and Training Act 2020 and the School Charter and Strategic Plan

➢ accept and recognise the primary day to day responsibility of maintaining and preserving the Catholic Special Character of the school. e.g., staffing and appointments, enrolment, Catholic curriculum, and property

➢ be responsible to the Board for ensuring that the school continues to provide a structured and systematic course in Religious Education in accordance with the programmes 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 for continuing in the school a community of faith daily prayer, the sacraments and especially the celebration of the Mass.
- ➢ The Acting Principal with the support of the parish and the Religious Education Advisors Palmerston North Catholic Education Office, is expected to take an active leadership role in liturgies and prayer involving the whole school
- ➢ plan, in consultation with the Board. Parish and Religious Education Advisors Palmerston North Catholic Education Office
- ➢ ensure that the school staff, teaching and non-teaching, recognise that the school is a Catholic school and that each staff member exhibits in their behaviours whatever is necessary to enhance the ethos of the school.
- ➢ Take overall responsibility and maintain oversight for all classroom teaching including planning, evaluation, counselling and record keeping
- ➢ Take overall responsibility for school management and administration
- ➢ Advise the Board on policy development, budget planning, resource organisation, administration, and all staffing matters, including staff appraisal
- ➢ Keep up to date with curriculum issues and educational theory.
- ➢ Develop staff through guidance, selection of courses, professional growth cycle, and support.
- ➢ Provide professional leadership to teachers, relievers, and support staff
- ➢ Visit classrooms, check school grounds, playground duty to monitor school tone.
- ➢ Oversee student care and progress and achievement reporting
- ➢ Be a community liaison through effective communication and attendance at school-related meetings.

Key results expected:

- An educational programme which reflects the Catholic Special Character of the School in accordance with the requirements of the Board's Strategic plan and Schedule 6: Education and Training Act 2020 and the requirements of the New Zealand Catholic Bishops Conference
- Administration that achieves good physical and teaching resources
- A positive working relationship with the students, staff, board, parents/caregivers, the parish, the wider community and the Proprietor
- Close association and positive relationships with local early childhood centres and secondary schools
- Close, positive community liaison including the parish community

- Positive relationships fostered with organisations such as: Unions connected to the Collective Employment Agreements operating within the school (NZEI, Etu), NZSTA, local and Catholic principals' group and the team at the Diocese of Palmerston North

Important Relationships:

Students - Own class if applicable: teaching, advice, guidance, support, and discipline.

School - Advice, guidance.

Parents/Caregivers - Working through concerns, queries, information needs, guidance and support, pastoral care, reporting.

Staff - Supervision of all staff, professional and pastoral leadership of teaching and support staff.

Board - Personal contact with presiding member and treasurer between board meetings; monthly meetings with the whole board or as required to efficiently administer the school.

Parish Staff - Personal contact with parish staff that allows them every opportunity to fulfil their pastoral ministry

Community - Ongoing contact with the wider community through attendance at parish and community functions. Contribute school news to community newsletters and local newspapers. Respond to invitations from community groups e.g. marae.

Diocese of Palmerston North - Maintain close liaison with the Palmerston North Diocese Office staff:

- Teresa Edwards PNCEO Manager tedwards@pndiocese.org.nz
- Bridget King Religious Education Advisor rea@pndiocese.org.nz
- Susan Zentveld Property Manager szentveld@pndiocese.org.nz
- Mark Ferguson Attendance Dues mferguson@pndiocese.org.nz
- Liam Greer General Manager lgreer@pndiocese.org.nz

Attend Diocesan professional formation as required.

Education and Health agencies -Maintain close liaison with early childhood facilities and the local secondary school. Maintain close contact with the Ministry of Education, senior advisers to schools, public health nurse, dental technician.

Adjacent schools - Maintain links through sporting and cultural programmes and shared professional development opportunities.

Service staff- Work personally with the tradespeople, and sales representatives, referring to presiding member or sub-committee conveners as necessary.

Other principals -Meet with colleagues regularly through the local principals' association and the local Catholic Principals network.

Community agencies -Maintain contact on an 'as needs' basis with local police, Oranga Tamariki, Māori Wardens, and other relevant community agencies.

Person Specifications

St. Patrick's School Inglewood Board and community requires an enthusiastic, committed and forward-thinking professional leader with leadership, management and administration expertise to lead and manage our Catholic school. Some of the attributes and skills are as follows:

Attributes

- Be relationship driven with a strong sense of justice. Be genuine, respectful, approachable, and supportive, welcoming, kind, empathetic and willing to listen
- Inspire, guide, and nurture our staff to continue to grow and develop their future focused pedagogy

- Successfully promote student agency and whānau and caregiver agency.
- An innovative and experienced leader who can manage a team of people through effective and collaborative leadership practices.
- Drive and commitment to ensure the best quality education is delivered to students.
- Demonstrate and model inclusion, collaboration, compassion, excellence, and community
- Be mindful of the impact of decision making on wellbeing.
- A proven track record of outstanding curriculum leadership.
- Create and strengthen a learning environment in which there is an expectation that all learners will experience success.
- Excellent communication and interpersonal skills that inspire and build strong relationships with students, parents and caregivers, staff, the Board and the community.
- Innovative and forward thinking to provide input to board planning and considerations.

- Ability and flexibility to work co-operatively and effectively with all board members.
- Self-aware and reflective professional capable of learning, sharing and leading with staff, students, whānau and caregivers, the wider community, local hapū and iwi.
- Be culturally responsive and relational, strengthening partnerships with mana whenua and whānau.

Skills

- Sound knowledge and successful experience of education provision in schools.
- Sound and extensive knowledge of the NZ curriculum and relational pedagogies.
- Strong interpersonal skills which include communicating orally and in writing, listening, negotiating, consulting, leading, motivating, counselling and mediating.
- Competent trained teacher with experience in senior positions and/or experience as a principal.
- Highly organised professional with the knowledge and experience to prioritise tasks and work efficiently.
- Knowledge and experience in managing staff including personnel and performance management.
- Experience in administration including planning, budgeting, accounting, delegating, developing systems and computer literacy.
- Strong self-management skills including timely completion, decision making and self-control.

Signed: **Date:**

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St. Patrick's School Inglewood

APPLICATION FOR EMPLOYMENT

Important Notes for Applicants

Please ensure you are aware of the job description before completing the application.

1. Fully complete this form personally. Read carefully then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a curriculum vitae (CV) containing any additional information, if necessary.
3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide the originals as proof of qualifications.
4. If invited for an interview you may bring whanau/support people at your own expense. Please let us know.
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated, if any information is later found to be false.
6. All applicants will be required to give consent to a Police vet. Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in Schedule 2 of the Children Act 2014, unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results. The Clean Slate Act provides certain convictions do not have to be disclosed providing:
    - you have not committed any offence within 7 consecutive years of being sentenced for the offence.
    - you did not serve a custodial sentence at any time. **Custodial sentence** means a sentence of imprisonment and includes corrective training, preventative detention, a sentence of imprisonment served by home detention, borstal training, detention centre training and any other sentence that requires the full-time detention of an individual. **Non-custodial sentence** includes, but is not limited to, a

community-based sentence, a sentence of home detention, a sentence of a fine or reparation, a suspended sentence of imprisonment, and a specified order.

- The offence was neither a specified offence under the Clean Slate Act 2004 not a specified offence under the Children Act 2014.
- You have paid any fines or costs.

You are not obliged to disclose convictions if you meet these conditions but can do so if you wish. If you are uncertain about eligibility then contact the Ministry of Justice for clarification.

7. Shortlisted applicants must provide originals of both a primary identity document (e.g. passport) and a secondary identity document (e.g. New Zealand driver licence) when interviewed. A list of acceptable primary and secondary documents is available in the last sections of the Children Regulations 2015.

8. This application form and supporting documents will be held by the board. You may access these in accordance with the provisions of the Privacy Act 1993. If you have any queries, please contact the person cited in the advertisement.

A Catholic School in the Heart of Inglewood

A Christ Centred Education Uplifted Through our Relationship with God, Others and the Environment

Application for the Acting Principal/Director of Religious Studies Vacancy At St Patrick's Inglewood

Please return to: Jun Monforte: jun@stpatsinglewood.school.nz or **April Baylis** principal@stpatsinglewood.school.nz

Your last name or family name	
Your first name	
Any other names you are/have been known by	
Your address	
Your contact phone numbers	
Your contact email	

Please tick the appropriate boxes below:

Citizenship/residency status	**Yes**	**No**
Are you a New Zealand citizen?		
If not, do you have NZ permanent resident status?		
Do you have a current work permit?		

Criminal activity	**Yes**	**No**
Have you ever had a criminal conviction? (Convictions under the Clean Slate Act do not have to be disclosed – see above)		

Have you ever received police diversion for an offence?		
Have you ever been discharged without conviction for an offence?		
Have you been convicted of a driving offence which resulted in temporary or permanent loss of licence or imprisonment?		
Are you awaiting sentence/currently have charges pending?		
Have you been the subject of any concerns involving child safety?		
If you have answered yes to any of these questions, please attach details to this application.		

Health and general suitability	Yes	No
Have you had any injury or medical condition caused by a gradual process, disease or infection such as occupational overuse syndrome, stress or repetitive strain injuries which the tasks of this job may Aggravate or contribute to?		
Is there anything else we should know to assess your suitability for appointment to this position and ability to do the job?		
If you have answered yes to any of these questions, please attach details to this application.		

For teaching/principal positions	Yes	No
Do you hold a current Practising Certificate from the Education Council?		
Registration number:		
Please ensure you send a copy of this with your application		

Qualifications	
Please list your tertiary qualifications	
Please list any other qualifications relevant to this position.	

Employment history – please list your work experience for the past five years beginning with your most recent position. Please explain any gaps in employment. If you were self-employed, give details. Insert extra rows if required. Attach additional sheets if necessary.			
Period worked	Employer's Name	Position	Reason for leaving

Person Specifications – please provide up to three (3) evidential bullet points with a brief explanation, for each of the following:	
Person Specification	**As evidenced by**
Relationship driven with a strong sense of justice. Be genuine, respectful, approachable, and supportive, welcoming, kind, empathetic and willing to listen	
Inspire, guide, and nurture staff to continue to grow and develop their future focused pedagogy	
Successfully promote student agency and whānau and caregiver agency.	
Be culturally responsive and relational, strengthening partnerships with mana whenua and whānau.	
An innovative and experienced leader who can manage a team of people through effective and collaborative leadership practices.	
Be mindful of the impact of decision making on wellbeing.	

A proven track record of outstanding curriculum leadership	
Create and strengthen a learning environment in which there is an expectation that all learners will experience success.	
Innovative and forward thinking to provide input to board planning and considerations.	
Excellent *communication and interpersonal skills* that inspire and build strong relationships with students, staff, the Board, whānau, the wider community including local hapū and iwi	
Dedicated and *highly organised* with the skills and experience to *prioritise tasks and work efficiently* Knowledge and experience in *managing staff including industrial, personnel and*	

performance management	
Experience in administration including *planning, budgeting, accounting, delegating, developing systems and computer literacy*	
Self-aware and reflective with opportunities, risks, weaknesses and strengths	
Competent trained teacher with *experience in senior positions* and/or experience as a principal	

Applicant's Referees

Please provide the names of three people who are willing to act as referees for you. One of these should be your current or most recent employer. Please indicate which referee is your current/previous employer in the table below. If you have included written references from people other than those recorded below, please note that we may contact the writers of these references.

Three Referees		
Name	Relationship (e.g. Principal)	Contact details (including mobile phone and email)

Declaration

Authority to approach other referees	**Please sign**
I authorise the school board or nominated representative to approach my referees, the Teacher Council, any other educational organisations, or people other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the principal position at St Patrick's School Inglewood.	

I declare that the information I have supplied in this application is true and correct. I confirm in terms of the Privacy Act 2020 that I have authorised access to referees. I know of no reason why I would not be suitable to work with children/young people.

I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment or, if appointed, may be liable to be dismissed.

Signature:_____ Date: _____

Note: A hard copy (signed) of this application form must be provided if you are shortlisted for interview.

PRINCIPLES OF COMMITMENT

FOR STAFF IN AOTEAROA NEW ZEALAND CATHOLIC SCHOOLS

As members of staff in 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 & 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.

Statement of Expectations for Staff of a Catholic school

The Catholic Church has developed an international network of schools which with **all their diversity of culture and language are a Catholic faith community within the wider faith community of the Catholic Church, including parish, diocese, and universal Church. Therefore, the Catholic school's mission is aligned with that of the Church:**

- **To share the Gospel message of Jesus Christ[1] and so bring about the reign of God: sharing and living the love of God shown in the words and actions of Jesus Christ to create a world of tika, pono and aroha.**

Catholic schools have been established to promote the strong character formation of young people based on Gospel values and Christian virtues by providing a quality education within the context of the Catholic faith[2]. In doing so, they support young people's spiritual journey hīkoi wairua and pass on the faith to the next generation.

The Catholic school exists within Aotearoa New Zealand as a state integrated school with a special character. This special character 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.

Each Catholic school is unique in terms of history of place; whakapapa, including its founding Religious Congregation's or patron's charism[3]; and mana whenua, so the expression of its Catholic special character will vary.

A person applying for a position in a Catholic school needs to understand the commitment this involves as follows:

- All staff, whether Catholic or not, are part of the whole school community. Each staff member is therefore expected to use their specific strengths and skills to support the mission of the school.
- The Catholic school educates for the strong formation of young people based on Gospel values and Christian virtues by providing an education within the context of the Catholic faith.[4]
- The curriculum and specific subjects are taught for their own value and with their own objectives. In doing so, a Catholic school seamlessly weaves a religious dimension, particularly a Catholic worldview, across all it teaches, models and practices.
- The Religious Education programme is an integral part of the curriculum. It is specific education in a body of religious knowledge, skills and values which forms a major part of the wider school curriculum and provides a learning platform from which the living-out of faith in families and the parish community may be understood and embraced[5]. The students learn:
  - Te Atua God is Father, Son and Holy Spirit, in relationship with humanity and all of creation.
  - Te Rongopai Good News reveals this relationship through sacred scripture and the Tradition of the Church.
  - Ā Tātou Whakapapa Our Story connects the rich story of the Church with our own stories.
  - Kai Noho Hāhi Being Church involves developing understanding of discipleship, virtues, values, and morality.
  - **Mana Tapu Grace, Aroha Pūmau Holiness, Whakaaronui Wisdom, Tika Justice, Īnoi Prayer permeate Catholic teaching and play a significant part in each person's hīkoi wairua spiritual journey.**

The school subscribes to the Apostles' Creed, which is the oldest of the formulas used by Christians to express their faith. It accepts the two-fold commandment of Jesus Christ, to love God and neighbour and the other values expressed

[1] Jesus was given the title Christ or messiah, meaning anointed one, in the New Testament of the Bible, as he is chosen by the Holy Spirit to bring about God's kingdom.
[2] Congregation for Catholic Education, *The Catholic School*
[3] An extraordinary spiritual gift from God, to serve God and others
[4] Ibid
[5] National Centre for Religious Studies (2021) *Tā Tātou Whakapono Our Faith* (p. 8)

by Jesus Christ as norms for living. The focal point of the whole school is Jesus Christ.

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.

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 recognize and respect the school's Catholic special character and be actively involved in the total life of the school, in a manner which respects the religious instruction given and religious observances practiced within the school, irrespective of their personal beliefs.
- In schools with a defined charism staff are also expected to recognize and respect that charism.
- Staff are role models for students, colleagues, parents/caregivers in respecting and (subject to personal conscience and beliefs) living the mission and values of the school.
- Staff who do not profess Catholicism are expected to recognize and respect the Catholic special character of the school, and to refrain from doing or saying anything in connection with performing their role within the school that would undermine or inhibit the school's ability to provide education with a Catholic special character.
- Staff are expected to read and abide by the *Principles of Commitment for Staff in Aotearoa New Zealand Catholic Schools* (NZCEO,2023).

New staff will find others who are willing to assist them in gaining a fuller understanding of the school and its Catholic special character, and in solving any difficulties that may arise in the course of their work. In addition, the following resources will also be helpful:

- The school's strategic plan
- *The Philosophy of Catholic Schools in New Zealand* (NZCEO, 2014)
- *The Catholic Education of School-Age Children* (NZ Catholic Bishops Conference, 2014)
- *Sharing the Gospel Today: NZ Catechetical Directory* (NZ Catholic Bishops Conference, 2012)
- *Tō Tātou Whakapono Our Faith Religious Education Curriculum for Catholic Schools in Aotearoa New Zealand* (National Centre for Religious Studies, 2022)
- *The Declaration* (New Zealand Council of Proprietors of Catholic State-Integrated Schools, 1997, revised 2007)
- *The Catholic School* (Congregation for Catholic Education, 1977)
- *Lay Catholics in Schools: Witnesses to Faith* (Congregation for Catholic Education, 1982)
- *The Religious Dimension of Education in a Catholic School* (Congregation for Catholic Education, 1988).
- *The Catholic School on the Threshold of the Third Millennium* (Congregation for Catholic Education, July1998)

I agree to uphold the expectations outlined in this document.

Staff member:

.....

Principal:

.....

Date: .....

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.