

Information Package for Applicants Senior Leadership



Catholic Education
Diocese of Rockhampton

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GUIDELINES FOR APPLICATIONS FOR SENIOR LEADERSHIP POSITIONS

1.0 Letter of Application

A letter of application addressed to the Diocesan Director of Catholic Education, Miss Leesa Jeffcoat, must accompany your application form.

1.1 Application Form

It is important that you complete the form correctly. When completing the form please type or print clearly with a black pen. As your application will be photocopied for distribution to members of the selection panel, please do not use coloured paper and do not bind your application into a booklet.

1.2 Referees

You are asked to nominate three (3) referees who will be consulted confidentially as part of the selection process. It is desirable that a referee will be able to provide information about you that is relevant to your application and is current as far as is possible. Please note these three (3) referees are **COMPULSORY** and should include:

- Parish Priest / Religious Representative
- Current Principal
- Professional

You should consult all proposed referees before nominating them. A referee will be asked (among other things) if he/she can recommend you for appointment to the position. It is your responsibility to ascertain whether or not a proposed referee is in a position to make such a recommendation on your behalf.

Please do not nominate a member of the interview panel member as a referee. They will bring their knowledge of you to the interview process but their role as panel members is separate from the role of referee.

Each referee is required to complete a written report. It is your responsibility to forward this form to your referees, as soon as possible, and to ensure that the form is returned by the closing date for applications.

1.3 Qualifications

List details of completed qualifications only. Indicate the most recent information first and express dates as the year that study was completed e.g. 2003.

1.4 Accreditation

If you have Accreditation to Teach in a Catholic School or Accreditation to Teach Religion in a Catholic School, then you will need to enclose documentary evidence.

1.5 Employment History

Commence with the most recent employment details and work backwards.

1.6 Selection Criteria

Eligible applicants must address the following selection criteria and clearly demonstrate how they meet each of the criteria. More specific information about these criteria are available in the position descriptions.

1. **Enhancing Catholic ethos and identity**

Fostering the religious life of the school through Christian witness, active participation in a parish, promotion of Gospel values and the provision of quality Religious Education

2. **Leading teaching and learning**

Ability to develop and implement high quality learning and teaching programs

3. **Developing self and others**

Supporting others and building capacity with a focus on continuous improvement of teaching and learning

4. **Leading improvement, innovation and change**

Aligning strategic goals and initiatives with the vision and mission of the school and School Review and Improvement processes

5. **Leading the management of the school**

Ability to manage and develop human, physical and financial resources effectively

6. **Engaging and working with the community**

Ability to foster and develop appropriate relationships with school staff, students, parents, clergy, parishioners and the wider community

1.7 Documentation Checklist

If you are not currently employed by Catholic Education in the Diocese of Rockhampton, please provide certified copies of the following documentation. Do not include originals.

- Birth Certificate or Extract
- Marriage Certificate or Change of Name Certificate (to indicate a change of name)
- Current Registration with the Queensland College of Teachers
- Tertiary Qualifications – certificates, results
- Evidence of current Accreditation status
- Baptism Certificate (if available or applicable)

NOTES ON REFEREES

Applicants are asked to nominate three (3) referees who may be consulted confidentially as part of an appointment process. Please refer to Section 1.2 for clarification.

Although a written testimonial from a nominated referee is presented the referee will be contacted personally by a member of the interview panel.

2.1 Interview Panel Members as Referees

It is recommended that you do NOT nominate an interview panel member as a referee. These people will bring their knowledge of you to the selection process but it is best if their role as panel members is separated from the role of referee.

2.2 Choice of Referees

It is to be hoped that a referee will be able to provide information about you that is relevant to your application and is current as far as is possible. It is recommended that you seek the approval of the proposed referee before nominating him / her. The referee will be asked (among other things) if they can recommend you for appointment to the position. If you would like to know whether or not a proposed referee is in a position to make such a recommendation on your behalf, it is your responsibility to ascertain this.



POLICIES

3.1 Statement of Principles for Employment in Catholic Schools

STATEMENT OF PRINCIPLES FOR EMPLOYMENT IN CATHOLIC SCHOOLS

Rationale

This is a statement concerning the Catholic education employers' expectations about standards as they apply to the professional and witness responsibilities of any staff member.

Catholic education is called to provide a climate where the dignity of the human person is valued and affirmed and where community is developed with a profound relationship between the Gospel and culture.

The principles have been derived from a reflection on the documents of the Church namely:

- 1965 *Declaration on Christian Education*
- 1977 *The Catholic School*
- 1982 *Lay Catholics in Schools: Witnesses to Faith*
- 1988 *The Religious Dimension of Education in a Catholic School*
- 1998 *The Catholic School on the Threshold of the Third Millennium*

Inspiration and direction for all staff members is derived from the following points taken from an address by John Paul II given to Catholic Educators, September 12, 1984.

The Church looks upon you as co-workers with an important measure of shared responsibility.

To you it is given to create the future and give it direction by offering students a set of values with which to assess their newly discovered knowledge.

The changing times demand that educators be open to new cultural influences and interpret them for your pupils in the light of Christian faith.

You are called to bring professional competence and a high standard of excellence to your work.

Your responsibilities make demands on you that go far beyond the need for professional skills and competence.

Through you, as through a clear window on a sunny day, students must come to see and know the richness and the joy of a life lived in accordance with Christ's teaching, in response to His challenging demands.

To teach means not only to impart what we know, but also to reveal whom we are by living what we believe.



We are called to meet the challenge in paragraph 19 of *The Catholic School on the Threshold of the Third Millennium* –

We must remember that teachers and educators fulfil a specific Christian vocation and share an equally specific participation in the mission of the Church, to the extent that ‘it depends chiefly on them whether the Catholic school achieves its purpose’.

Contractual Principles

Each staff member has an indispensable role to play in contributing to Catholic education. It is required of all staff members employed in Catholic education that they:

- recognise and accept that the Catholic school is more than an educative institution as it is a key part of the Church, an integral element of the Church’s mission;
- be qualified for the position and meet all registration, accreditation and other requirements of the State and Church;
- be committed to participation in regular on-going professional development;
- accept and support the Catholic educational philosophy, policy and practices of the school;
- develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their areas of responsibility;
- strive by their service, performance of duties and personal example to inculcate in students an appreciation and acceptance of Christian teaching and values;
- avoid, whether by word, action or known lifestyle, any influence upon students that is contrary to the teaching and values of the Church community in whose name they act.

**BEFORE EMPLOYMENT THE APPLICANT MUST READ, UNDERSTAND AND ACCEPT,
AS AN EXPLICIT TERM OF CONTRACT, THE REQUIREMENTS OF
THE STATEMENT OF PRINCIPLES FOR EMPLOYMENT IN CATHOLIC SCHOOLS.**

SELECTION AND APPOINTMENT OF PRINCIPALS AND PERSONS IN SENIOR LEADERSHIP

Ref No: 2014/02	Original Date: 13 Aug 2004	Revision No: 02	Review Date: 2015	Page 1 of 3 page/s
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Scope: This policy applies to all staff employed in Catholic Schools and Colleges, Kindergarten/Pre-Prep, OSHC & Long Day Care centres conducted by Catholic Education, Diocese of Rockhampton (referred to as Catholic Education in the document).

1. Policy Statement

The Diocesan Director of Catholic Education is responsible for the selection and appointment of Principals and persons in Senior Leadership positions to Diocesan schools.

The persons appointed to Principalship and Senior Leadership positions in the Diocese of Rockhampton will have:

- Demonstrated commitment to the mission of Jesus Christ and the ministry of the Catholic Church;
- Demonstrated commitment to ongoing religious formation;
- Successful teaching experience;
- Relevant qualifications;

2. Description

As Catholic Schools take part in the evangelizing mission of the Catholic Church, effective Christian leadership is indispensable. Those in senior leadership positions require the support of Christian faith communities.

Catholic school communities are committed to the pursuit of excellence in leadership.

3. Implementation Issues

For all purposes:

- The Diocesan Director of Catholic Education acts for and on behalf of the Corporation of the Trustees of the Roman Catholic Diocese of Rockhampton (the employer).
- Where special circumstances prevail, the Diocesan Director may fill a vacant position temporarily, or for a longer term, depending on the circumstances.
- Guidelines detailing the selection process and procedures are made available to applicants and all persons participating in the selection process. The guidelines detail any requirements for studies in the religious dimension of leadership and prior successful teaching experience. Role descriptions are also made available to applicants.
- Consultation with Parish Priest (Primary schools) or Chaplain (Secondary colleges) will precede all appointments.
- Where a successful applicant does not have the required qualifications, the Diocesan Director will negotiate with the applicant the manner and time frame in which this matter will be addressed.
- The Diocesan Catholic Education Office will provide support for the ongoing religious formation of Principals and Persons in Senior Leadership positions.
- With respect to any disputes concerning aspects of the appointment, resolution shall follow due processes and the procedures established by the Diocesan appeals Tribunal.

Implementation Issues continued...

For Principals:

- The School/College Board (or parent body) is consulted prior to the appointment of a principal.
- Prior to the appointment of a Principal the Diocesan Director discusses the recommendation with the Bishop of the Catholic Diocese of Rockhampton for his determination.
- A letter of appointment will be negotiated by the Diocesan Director with each Principal. This outlines the terms of contract specifying role, responsibilities, term, remuneration and other conditions of appointment.

For Senior Leadership positions:

- The Principal of the school/college will be involved in the selection process for appointments to positions of Senior Leadership.
- Letters of appointment detailing the terms of the contract are signed by the Diocesan Director and the successful applicant.

4. Reflection Material

Catholic Education Office Policies and Documents

- [Accreditation to Teach in a Catholic School & Accreditation to Teach Religion in a Catholic School \(2013/02\)](#)
- [Faith Education and Formation of Catholics \(2011/04\)](#)
- [Staff in Catholic Schools \(2014/07\)](#)

Resources

- Congregation For Catholic Education (1988) *The Religious Dimension Of Education In A Catholic School*
- Congregation For Catholic Education (1998) *The Catholic School On the Threshold Of The Third Millennium*, Strathfield, St Paul's Pub
- Queensland Catholic Education Commission (2010) *The religious dimension of senior educational leadership in Catholic schools in Queensland*.



ACCREDITATION TO TEACH IN A CATHOLIC SCHOOL AND ACCREDITATION TO TEACH RELIGION IN A CATHOLIC SCHOOL

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Page 1 of 2 page/s

Scope: This policy applies to all staff employed in Catholic Schools and Colleges, Kindergarten/Pre-Prep, OSHC & Long Day Care centres conducted by Catholic Education, Diocese of Rockhampton (referred to as Catholic Education in the document).

1. Policy Statement

Every registered teacher, who is a continuing employee of Catholic Education, requires accreditation to teach in a Catholic school in the Diocese of Rockhampton.

To teach Religion in a Catholic school in the Diocese of Rockhampton, a teacher requires additional accreditation.

In addition, a teacher who is not a Catholic requires the approval of the Bishop (or his nominee) to teach Religion in a Catholic school in the Diocese of Rockhampton.

2. Description

This policy complements the Queensland Catholic Education Commission's 2009 Policy *Accreditation to teach in a Catholic school, Accreditation to teach Religion in a Catholic School*.

Accreditation assists all teachers in Catholic schools to develop a deeper understanding of the school as part of the Church's mission and their role as members of staff.

Teachers of Religion need to be competent, informed and articulate. Formal study, reflective teaching experience and ongoing professional development assist teachers to develop their expertise.

3. Implementation Issues

- All teachers have access to information about accreditation procedures in the Diocese of Rockhampton.
- Teachers who have completed four units of study in the areas of Religious Education, Theology or Spirituality are awarded Accreditation to Teach in a Catholic school (ATICS) and Accreditation to Teach Religion in a Catholic school (ATRICS).
- Teachers who complete the Certificate IV in Christian Ministry and Theology (also known as "Foundations") developed by the Institute of Faith Education gain Accreditation to Teach Religion in a Catholic school in the Diocese of Rockhampton.
- If a teacher has not completed the relevant study in the areas of Religious Education or Theology, they are granted provisional accreditation for five years. In that time period they have to complete the necessary study requirements.
- Certificates are issued to teachers with details of their accreditation status. These certificates are valid for five years.

Implementation Issues continued...

- Teachers must complete five hours of professional development each year for five years to gain or maintain their accreditation to teach in a Catholic school.
- The Bishop's Inservice Days are provided each year to assist teachers to gain or maintain their accreditation to teach in a Catholic school.
- Teachers must also complete five hours of professional development each year to maintain their accreditation to teach Religion in a Catholic school. This professional development must be approved by the Assistant Director: Mission.
- Teachers on leave are exempt from these professional development requirements for the period that they are on leave.
- Records are maintained at the Diocesan Catholic Education Office on the accreditation status of all teachers who are continuing employees. These records are updated annually.
- Sponsorship is available to assist teachers to complete the necessary study to gain full accreditation to teach Religion or to extend their knowledge. Such sponsorship is dependent on available funds.

4. Reflection Material

- Congregation for Catholic Education (1977) *The Catholic School* § 7, 8
- Congregation for Catholic Education (1988) *The Religious Dimension of Education in a Catholic School*
- Queensland Catholic Education Commission (2007) *Accreditation to Teach in a Catholic School, Accreditation to Teach Religion in a Catholic School*

3.3.1 Minimum Requirements for Accreditation

A. Accreditation to Teach in a Catholic School

Gaining Accreditation

- ☐ Teachers currently employed in Catholic schools will be granted accreditation, for four (4) years, from the date of implementation of the policy at diocesan/order level.
- ☐ Teachers who are seeking employment in Catholic schools after the implementation date of this policy can gain accreditation, for a period of four years, by meeting the criteria for employment in a Catholic school as described in diocesan/order documentation.

Renewing Accreditation

- ☐ Accreditation to teach in a Catholic school is renewable every four (4) years. Accreditation is renewed when the teacher provides evidence, acceptable to diocesan/order authorities, of annual participation in professional development activities that support and enhance the religious dimension of education in a Catholic school. Over a period of four years, these professional activities should total at least 20 hours.

B. Accreditation to Teach Religion in a Catholic School

Gaining Accreditation

- ☐ Teachers currently employed, and teaching religion in a Catholic school, will be granted accreditation, for four (4) years, from the date of implementation of this policy at diocesan/order level.
- ☐ Teachers who seek to teach religion in a Catholic school after the implementation date of this policy can gain accreditation, for a period of four (4) years, by demonstrating knowledge and skills for teaching religion in a Catholic school as detailed in Appendix 1.

Renewing Accreditation

- ☐ Accreditation to teach religion in a catholic school is renewable every four (4) years.
- ☐ Accreditation is renewed when the teacher provides evidence, acceptable to diocesan/order authorities, of having completed professional development activities that support and enhance the knowledge and skills outlined in Appendix 1.
- ☐ Over a period of four (4) years, the professional development activities completed should have totalled at least 40 hours. This may include the twenty hours undertaken as requirement for accreditation to teach in a Catholic school.



Appendix 1

Knowledge

- ☐ To be derived from formal qualifications which include units in Religion Studies or Christian Leadership, of which the following are examples:

Graduate Certificate of Religious Education; Graduate Diploma (Arts); Associate Diploma of Theological Studies; Graduate Diploma of Education (Australian Catholic University); Bachelor of Teaching (Australian Catholic University); Bachelor of Education (Preservice); Diploma of Teaching (Australian Catholic University); Associate Diploma of Theological Studies (Brisbane College of Theology); Certificate in Systematic Theology (Institute of Faith Education/VETEC); Diocesan Awards in Religion

OR

- ☐ The equivalent studies approved by diocesan/order authorities.

Skills

- ☐ Ability to plan, teach and assess student performance in religion and to evaluate the teaching program in religion.
- ☐ Ability to facilitate student involvement in the faith life of the school.



3.3.2 Background to the Accreditation Policy for Catholic Education in the Diocese of Rockhampton

Accreditation to Teach in a Catholic School AND Accreditation to Teach Religion in a Catholic School

1. CONTEXTS

1.1 Teachers in Catholic schools contribute in a vital way to the mission of the church

The Catholic school is one significant means by which the Church implements its mission & vision. Catholic schools offer a distinctive view of education based on the Gospel & Catholic tradition. In this context, a Catholic school strives to develop the religious understanding of students and to nurture their growth in faith.

“Christ is the foundation of the whole educational enterprise in a Catholic school. From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith, and having its own unique characteristics” (The Religious Dimension of Education in a Catholic School 25). “Intellectual development and growth as a Christian in faith go forward hand in hand. As students move up from one class into the next, it becomes increasingly imperative that a Catholic school helps them become aware that a relationship exists between faith and human culture”. (The Religious Dimension of Education in a Catholic School 51).

1.2 Teaching in a Catholic School

All teachers in a Catholic school require knowledge and understanding of the Gospel and the Catholic Tradition to enable them to implement an educational philosophy, which seeks to harmonise faith, culture and life.

Teachers in Catholic schools support, through their teaching and example, the efforts of the school to harmonise faith, culture and life. This requires of them particular knowledge and skills for the purposes of Accreditation.

Teacher of religion in Catholic schools requires additional professional competence in scripture, theology, and religious educational theory and practice.

2. POLICY

2.1 History of the Accreditation Policy

In 1986, the Bishops of Queensland Catholic Education Commission (QCEC) approved the policy for “Faith Education Criteria for Appointment to Positions of Senior Management in Catholic Schools”. That policy for senior management was implemented in each of the Queensland dioceses. This present accreditation policy sets down requirements for the accreditation of all teachers in Catholic schools. Further, the policy indicates the additional requirements needed to teach religion in a Catholic school. (See Attached).

2.2 Policy Rationale

Accreditation to teach in a Catholic school is one means of assisting all teachers to develop a deeper understanding of the nature of a Catholic school and its contribution to the mission of the Church. Accreditation is a means of helping all teachers in Catholic schools to understand their role in contributing to the mission of the Church through their teaching.

Accreditation affirms the positive efforts of teachers already teaching in Catholic schools and is also a means through which diocesan/order authorities officially recognise teacher qualification and competency in respect to the particular character and educational philosophy of Catholic schools. Accreditation helps promote confidence in the quality of the Catholic school on the part of the sponsoring Catholic community and the parents who send their children to Catholic schools.

2.3 Statement of Policy

Every registered teacher shall require **accreditation to teach in a Catholic School** in the Diocese of Rockhampton.

Every teacher of religion shall require **accreditation to teach religion in a Catholic School** in the Diocese of Rockhampton.

2.4 The Nature of Accreditation

Accreditation is the formal recognition, by the competent diocesan/order authority, that a teacher has fulfilled the requirements set out in this accreditation policy.

2.5 Employer Responsibilities

Each employing authority ensures that teachers have access to educational opportunities which enable them to fulfil the minimum requirements for accreditation as set out in the attachment to this policy. Each employing authority implements and monitors this accreditation policy.

2.6 Portability

It is acknowledged that individual dioceses and order schools may choose to implement the requirements of this document in a variety of ways.

Provided that all dioceses and order schools operate their accreditation procedures within the parameters of this document's requirements, accreditation will be portable among all Catholic schooling authorities in Queensland.

2.7 Exceptions

The diocesan director/order school authority may exercise discretionary powers where appropriate, which might include decisions to grant interim accreditation pending the gaining of qualifications or the achievement of certain skills.



Student Protection

A brochure for the information of Parents, Caregivers, Students and Staff

Our Convictions

Catholic schools aim to provide holistic care of our students. We believe that all persons are created in the image and likeness of God and have inherited dignity. Catholic schools aim to be communities of care where the safety and wellbeing of all students is promoted and protected. Many parents seek enrolment in Catholic School because the care and protection of students is embedded in our ethos and values. Parents are encouraged to work in partnership with the schools to assist in the development of policies which assist the school to implement Child Safety policies and practices which are transparent and accountable.

All students have a right to expect that the school will always act to protect them from any kind of harm. Student protection and wellbeing is paramount in all Catholic School.

“The Catholic school will aim to care for all its members, always seeing pastoral care as a mutual relationship characterised by profound respect.”

“It sees all human experience – personal, social and ecological – as sacramental. This reflects a belief that through human experience God touches people with the transcendent and so promotes justice, love and peace for the whole of creation.”

(From “Defining Features of the Catholic School” Diocese of Rockhampton)

Protective Strategies

The Diocesan Catholic Education Office, Diocese of Rockhampton is responsible for the Ministry of Catholic Education in this Diocese. Catholic Education sees the need for strategies to prevent harm to students and to ensure an appropriate and supportive response where harm is caused or suspected. Among these are:

- Developing Policy and Procedures in relationship to Student Protection which are published and made known throughout our schools.
- Implementing employment procedures to ensure that our staff and volunteers are screened and otherwise suitable to work with the young people in our care.

Protective Strategies continued...

- Appointing and training Student Protection Contacts and Officers to ensure there is a capacity to act appropriately in all situations relating to Student Protection.
- Delivering professional development for our staff in child protection issues and assisting them with appropriate responses to child protection concerns and an understanding of their obligations.
Ensuring that all staff and parents have access to the Catholic Education, Diocese of Rockhampton Manual – Student Protection if required.
- Delivering professional development for our staff in the use of this manual and providing support for Principals in using the procedures it outlines
- Issuing a Code of Conduct for our staff which commits all in Catholic Education to dealing respectfully in all relationships and providing training in this area as required.
- Advising students and parents on how to access information and support in relation to these matters.
- Making our staff aware that allegations of harm to students will be investigated by the appropriate statutory authority.

A Message from the Diocesan Director of Catholic Education, Diocese of Rockhampton.

Catholic Education is committed to a comprehensive educational ministry that embraces and promotes lifelong learning.

We aim to live and share the Gospel message and to provide education that supports the holistic development of all students. We recognise that in order to offer opportunities for students to develop to their full potential we need to provide a safe and secure learning environment where students are confident they are protected from harm or threat of harm.

This brochure intends to ensure that all those involved in Catholic Education are aware that strategies, procedures and processes are in place in our Catholic schools so that a safe and nurturing learning environment is provided for all students at all times.

To obtain further information or to discuss any concerns you may have about matters of Student Protection, please contact the Student Protection Officer at the Diocesan Catholic Education Office, Rockhampton phone 07 4931 3600.

This brochure is authorised by the Diocesan Director of Catholic Education in the Diocese of Rockhampton, July 2009.

Integrity in Relationships – Principles and Standards for Staff in Catholic Schools

Introduction

As people working in the name of the Church, members of staff are not only in a legal relationship but are also in a pastoral relationship with students of the school. They are also in a pastoral relationship with other people where their roles as staff members require them to assist with supervision, education, counselling, medical care etc.

All members of staff in Catholic School have a duty of care towards the students in that school. Students, whose trust is seriously betrayed, can thereafter find it difficult to trust those in positions of authority or pastoral care or to believe in or trust in God. Hence relating sensitively to students is central to the ministry of the Catholic School. In the case of teachers and other professional staff there are additional obligations that arise out of their professional roles. It is intended that this statement of Principles and Standards forms part of a code of practice relating to professional conduct issued by the Queensland College of Teachers.

The document is based on *Integrity in Ministry* which provides much useful guidance to all those who work in the name of the Church.

This document is intended for use by all staff in Catholic schools in the Diocese of Rockhampton. It incorporates principles that staff are expected to uphold in their interactions with each other, students, their families and the wider school community. The behavioural standards given in the document provide examples of the type of conduct that flows from the principles and are not to be considered an exhaustive list. Some specific behavioural requirements are also documented. The emphasis in this document is clearly on right relationships. There are other professional and employee responsibilities that are dealt with in other documents.

Principles

- 1.1 Staff in Catholic School witness to the students and community God's nurturing and all-inclusive love for every human person by sensitivity, reverence and respect.
- 1.2 Staff are in a special position of trust and authority in relation to students and have a special responsibility to care for students, to promote their welfare and to protect them from any form of harm
- 1.3 Students and others in Catholic school communities have a right to expect that staff members will exhibit a strong respect for the emotional and physical boundaries which are appropriate and fundamental to their pastoral relationships.

Behavioural Standards that follow from these principles are:

- Treating everyone with dignity and respect
- Respecting the physical and personal space of others, especially with regard to physical contact
- Respecting the reputation and integrity of others and treating personal information with sensitivity and appropriate confidentiality
- Taking action where it is seen that inappropriate behaviour impinges on the rights or dignity of others

Behavioural Standards that follow from these principles continued...

- Ensuring that all people are treated fairly
- Applying the principles of justice, fairness and compassion in dealing with behaviour management issues
- Honouring the difference among people (e.g. in ethnicity, religion, age, ability, gender, sexual orientation and economic circumstances)
- Seeking to resolve conflicts peacefully rather than by the unjust use of power
- Exercising caution in the use of status or power and not using them for self-advantage or self gratification
- Encouraging the growth of personal freedom and responsibility, in particular avoiding the possible exploitation of others
- Being aware of the possible inequalities and risks that might accompany a personal relationship where a pastoral/professional relationship is involved
- Accepting responsibility for the establishment and maintenance of appropriate professional and pastoral boundaries
- Being familiar with the causes and signs of child harm, abuse or neglect, the steps to be taken for the protection of students, and the procedures to follow if harm, abuse or neglect is suspected or observed.
- Reflecting on the quality of the pastoral and professional relationships established by the individual and by others.

Essential Behaviours

Staff must accept responsibility for the establishment and maintenance of appropriate pastoral relationships including their use of technology in relation to these relationships.

To safeguard integrity and to preserve clarity of sexual and professional boundaries it is essential that members of staff

- Report any perceived breaches of professional conduct to the Principal or the Diocesan Director of Catholic Education.
- Avoid any behaviour that could be reasonably interpreted as harassment, inappropriate or harmful.
- Ensure, whenever reasonably possible, that another adult is present or close by when working in a one-to-one situation with a student, and avoid providing pastoral care or individual tuition in situations where students are or may feel isolated.
- Avoid, whenever reasonably possible, being alone with a student or students in sleeping, dressing or bathing areas.
- Take particular care to respect personal space e.g. when supervising the sleeping quarters of students.
- Never supply or serve alcohol or any prohibited substance to a student.
- Never supply or serve any controlled substance to a student without the express permission of a parent or guardian.
- Never administer corporal punishment to students.
- Ensure language or actions (including that utilizing technology) cannot be reasonably interpreted as sexualising a pastoral relationship.



Essential Behaviours continued...

- Seek professional advice and review of pastoral relationships when there is any sense the relationship is uncomfortable, dysfunctional or unproductive.
- Never ridicule, demean or intimidate a student or threaten their sense of personal safety.

These essential behaviours must be observed in all relationships between staff and students (even if students are 18 years of age or older) enrolled in Rockhampton Diocesan Catholic schools.

If any of these behaviours are breached staff may be liable to criminal, employment and professional penalties.

This brochure is authorised by the Diocesan Director of Catholic Education in the Diocese of Rockhampton, December 2008.

GUIDELINES FOR RELOCATION EXPENSES FOR TEACHERS AND SCHOOL LEADERSHIP PERSONNEL (OTHER THAN PRINCIPALS) EMPLOYED BY THE DIOCESE OF ROCKHAMPTON

These guidelines detail the assistance provided for teachers relocating in accordance with Clause 5.5.1(b) and (d) relating to staff mobility in Rockhampton Catholic Education Diocese Enterprise Bargaining Agreement Certified Agreement 1997.

They also outline additional relocation assistance provided for teachers and persons appointed to leadership positions (other than principal positions).

6.1 Who is Eligible for Assistance

1. Beginning Primary Teachers (graduates) appointed to the Diocese for the first time and appointed to a school located in a region in which they were not resident at the time of appointment.

Example

- Resident in Mackay appointed to Rockhampton – Eligible
 - Resident in Mackay appointed to Sarina – Not Eligible
2. Experienced Primary and Secondary (Marist College only) Teachers, appointed for the first time to a school in a remote area within the Diocese in which they were not resident at the time of appointment.
 3. Teachers relocating in accordance with the Staff Mobility clause of Rockhampton Catholic Education Diocese Enterprise Bargaining Agreement Certified Agreement 1997. This includes –
 - teachers relocating to a remote school after their initial 2 year appointment in a coastal centre
 - teachers relocating to a coastal centre following a minimum of 2 years service in a remote school
 4. Teachers/current AP's relocating to take up a senior leadership position, other than Principal, in a region in which they were not resident at the time of appointment.

6.2 What Assistance is Available

Reasonable expenses for Personal Travel

- a) The cost of petrol will be reimbursed upon presentation of receipts.
 - The journey should be by the shortest reasonable route from the current address. Normally, the cost of one journey only will be reimbursed.
 - The vehicle will need to have a full tank of petrol at the start of the journey and be filled again on arrival. The filling of the tank on **departure** will not be reimbursed.
 - The refund of costs will be as shown by receipts for petrol purchased during the journey and the filling of the tank on **arrival** at your destination.
- b) Where the journey is of such length as to necessitate overnight accommodation, reasonable costs will be met subject to prior approval from DCEO and the presentation of receipts.

6.3 Transport of Furniture and Personal Effects

Prior approval from the Diocesan Catholic Education Office is required. Receipts (for cost of removal when done by the teacher) are also required for the reimbursement of costs incurred.

6.3.1 Transport of Furniture and Effects by Self or Family

- a) The cost of petrol will be reimbursed upon presentation of receipts.
 - The journey should be by the shortest reasonable route from the current address. Normally, the cost of one journey only will be reimbursed.
 - The vehicle will need to have a full tank of petrol at the start of the journey and be filled again on arrival. The filling of the tank on **departure** will not be reimbursed.
 - The refund of costs will be as shown by receipts for petrol purchased during the journey and the filling of the tank on **arrival** at your destination.
- b) The cost of hiring a trailer or truck will be reimbursed upon presentation of receipts.
- c) Where the journey is of such a length as to necessitate overnight accommodation, reasonable costs will be met upon presentation of receipts. Prior approval from DCEO is required.

6.3.2 Transport of Furniture and Effects by a Removalist

- a) Three (3) quotations from licensed removalists should be obtained and forwarded to Ross Jones Assistant to the Director – Schools at the Diocesan Catholic Education Office for consideration and approval.

Post: PO Box 524 Rockhampton 4700

Fax: 49 313 700

Email: donna.blaker@rok.catholic.edu.au (Donna Blaker)

- b) Storage and cleaning costs will **not** be covered.
- c) All Risk Insurance will be provided by the Diocesan Catholic Education Office and **must not** be included in the quotation. Any excess relating to a claim against the insurance will be paid for by the claimant **not** the DCEO
- d) The estimated dollar value of furniture and effects to be moved must be clearly advised to the Diocesan Catholic Education Office.
- e) Teachers who are eligible for financial assistance as outlined in Section 1 will be funded up to a maximum of \$1500 for removal costs of furniture and effects.

6.3.2 Transport of Furniture and Effects by a Removalist continued..

- f) Teachers who are eligible for financial assistance as outlined in Section 1 and are appointed to and from Blackall, Longreach or Barcaldine will be funded for the total amount relating to removal costs of furniture and effects.
- g) Assistance will be provided to a person relocating to take up a leadership position other than a Principal. The maximum amounts are as follows –
 - Coastal Centre - \$2200
 - Emerald, Clermont, Springsure, Monto, Biloela - \$2500
 - Longreach, Blackall, Barcaldine - \$3000

6.4 Application Forms

The appropriate forms relating to Relocation Expenses must be completed and submitted to Ross Jones, Assistant to the Director: Schools prior to undertaking relocation.

- Beginning teachers (graduates) use Form 1.
- Teachers transferred under the mobility provisions use Form 2.
- Experienced primary and secondary (Marist College only) teachers appointed to a DCEO remote school for the first time use Form 3.
- Persons appointed to leadership positions use Form 4.

6.5 Teachers who have Previously Taught in the Diocese

Experienced Primary and Secondary (Marist College only) Teachers who have previously been appointed within the Rockhampton Diocese, have resigned and are successful in gaining reappointment are **not** eligible for relocation assistance.

Schools in remote areas in the Diocese of Rockhampton are:

- St Joseph's Catholic Primary School, Barcaldine
- St Joseph's Catholic Primary School, Biloela
- St Joseph's Catholic Primary School, Blackall
- St Joseph's Catholic Primary School, Clermont
- St Brigid's Catholic Primary School, Emerald
- St Patrick's Catholic Primary School, Emerald
- Marist College, Emerald
- Our Lady's Catholic Primary School, Longreach
- St Therese's Catholic Primary School, Monto
- Our Lady of the Sacred Heart Catholic Primary School, Springsure



GENERAL INFORMATION

Diocesan Catholic Education Charter

A Letter from the Bishop



The original Charter for Catholic Education in the Diocese of Rockhampton was first published in 2000 as a result of an extensive consultation process and reviewed in 2006.

I hope the Charter will continue to develop a common sense of purpose for Catholic Education throughout the Diocese.

Catholic Education in the Rockhampton Diocese has three key areas of responsibility:

- Adult Education and Faith Formation
- Religious Education in State Schools
- Catholic Schools and Colleges

My vision for Catholic Education and its associated ministries is to provide in partnership with families, parishes and other diocesan agencies education and faith formation from birth to death.

I look to Catholic Education to provide:

- A living experience of Jesus Christ;
- A simple gospel message;
- The formation of Christian communities;
- Prayer as central to each person's life;
- The proclamation of God's presence in word and action.

This is a tremendous responsibility for all who share the mission of the Church. Everyone needs to be involved in a variety of ways. The achievement of this vision will only be possible through dialogue and collaboration with local communities.

I want Diocesan Catholic Education to continue to work in partnership with priests, the local church community, with families and schools, Adult Faith Education and Formation groups, Youth groups and other diocesan entities such as Centacare to provide Catholic education and faith formation for all.

I offer you my prayers and whole-hearted support and I am confident that with God's grace this mission will truly be Good News in our world and will assist everyone to discover that "where there is love there is God".

Yours sincerely

A handwritten signature in black ink, reading "Michael McCarthy". The signature is written in a cursive style with a long, sweeping underline.

Michael McCarthy
Bishop of Rockhampton
2015



Catholic Education Diocese of Rockhampton

CHARTER

The Diocesan Vision Statement is as follows:

***As a community of believers,
we live out the call to Baptism
through personal faith in Jesus,
witnessing together
to the Good News of the Kingdom***

It is important to note that the Diocese of Rockhampton covers an area of approximately 415,000 square kilometres. The Diocese stretches from Bundaberg in the south to Mackay in the north and then out to the Northern Territory border. Long distances and isolation are the hallmarks of many of our communities.

Given the unique and diverse nature of our Diocese, the challenge to be a faith-filled people who service the educational and faith formation needs of our communities is addressed by:

- utilising resources well in partnership with coastal and rural communities;
- forming, training and educating people, personally and spiritually to confidently take on leadership roles;
- offering adult education and faith formation through a network of regional and parish adult faith coordinators;
- drawing on technology to enable easier and faster access to resources and services;
- consciously supporting isolated communities and being aware of the unique social problems and economic difficulties facing rural communities dependent on commodity-based industries;
- providing children from state primary and secondary schools with religious education and catechesis.

The Diocese of Rockhampton, as a community of faith, is committed to a comprehensive educational ministry that embraces and promotes lifelong faith learning. Parishes play a fundamental role in education. The first educators in faith however will always be parents.

All involved in Catholic Education in the diocese will work in partnership with families, the local church community, state schools, and Religious communities, Adult Faith Education and Formation Communities, Centacare, Youth Ministry and other diocesan entities, to promote faith education for all. The responsibility is enormous as we share the mission of all who work for, and within, the Church. All need to be involved in varied and appropriate ways. The achievement of our educational goals will only be as a result of dialogue with local communities.

In accord with Canon Law,

"Catholic education is an expression of Christ's mission entrusted to the Church to proclaim the Good News of Jesus Christ. Catholic education in the Diocese is united around the Bishop as leader and teacher. The Bishop has responsibility for developing policies regarding Catholic education in the Diocese, regulating it and watching over it." [Canon 804.1]

The Bishop appoints a Diocesan Education Council to provide advice in establishing the broad direction for Catholic education and faith formation. This Council assists the Bishop in his responsibility for approving policies regarding Catholic religious formation and education in the Diocese. All agencies providing educational services in the Diocese are represented on the Council as well as parents, parish representatives from all regions of the diocese and other individuals.

The Diocesan Director of Catholic Education has overall responsibility for three key areas of Educational Ministry:

- Adult Education and Faith Formation
- Religious Education in State Schools
- Catholic Schools and Colleges

Authority for leadership, administration and management of Catholic Education in the Diocese has been given to the Diocesan Director of Catholic Education. The Director has the authority to determine priorities and to appoint personnel. The Director is obliged to keep the Bishop fully informed on all aspects of the operations of Catholic Education.

The Diocesan Director of Catholic Education is vested with the responsibility to organise and coordinate the operations of Diocesan Catholic Education in such a way as to ensure:

- Optimal use is made of all resources;
- Services are delivered efficiently and in the most effective way possible;
- Services are grouped together logically to ensure synergy and cost-effectiveness.

The role of the Diocesan Catholic Education Office (DCEO) is to serve and support the ministry of Catholic education across the Diocese. To assist in this the DCEO provides Religious Education and curriculum services and support; financial and administration support and school and educational services to schools and colleges; as well as support to Adult Faith Education and Formation and the outreach Ministry of Religious Education in State Schools.

As chief teacher of faith and shepherd of the Diocese of Rockhampton, the Bishop expects Catholic Education and faith formation to:

- give witness to the Good News of Jesus Christ through the way we relate and act with others;
- participate in the mission of the Catholic Church;
- nurture communities where an individual's giftedness and dignity are visibly respected;
- promote quality education and learning that is lifelong and life-giving;
- provide education that supports the holistic development of persons;
- serve all who seek our values and give special attention to those who are weakest;
- work together in a spirit of collegiality and partnership.

In enacting this mission across the Diocese, the following principles will guide our actions and endeavours.

The principle of witness:

- recognises that Christian witness is the first act of evangelisation;
- affirms and supports all who witness to the Gospel through their life and work;
- builds vibrant and life giving communities both within our Churches and beyond them;
- acknowledges that when we give witness to total dependence on a loving God through our presence, actions and words, this enables the Spirit to work through our efforts;
- brings the Gospel into personal and family relationships, communities, workplaces and schools;
- values people.

The principle of spirituality:

- acknowledges the role of the Holy Spirit as guide;
- helps each person see key moments in life as times of personal and spiritual growth;
- respects and nurtures each person's faith journey;
- allows people the freedom to explore all experience that speaks to them of their God;
- gives expression through signs, rituals and activities, to God's Spirit which inspires and invigorates.

The principle of reflection:

- allows space for all to be;
- allows for critical reflection in the identification, allocation and prioritising of agreed tasks;
- acknowledges where we have been and where we might go;
- engages in critical examination of our values, intentions and performance;
- exercises prudence in choosing the right course of action.

The principle of Christian leadership:

- is life giving;
- is creative and reconciling;
- makes for a group of vibrant people with a mission;
- unleashes the possibilities of each person;
- is characterised by service;
- devolves decisions to groups best able to make them;
- relies on mutual support.

The principle of partnership and co-responsibility:

- recognises mutual dependence;
- encourages and recognises the gifts and talents within each person;
- gathers the wisdom of the group while drawing from the individual;
- seeks to involve others in decision-making;
- considers relationships to be "sacred ground" on which we stand with others;
- takes a humble and gentle approach to differences and seeks to discern rather than dominate;
- stands with those who are without influence and status;
- invites interaction between people which can be vulnerable yet life giving;
- calls people to levels of deep understanding and prophetic action.

The principle of transparent decision-making:

- is characterised by trust, honesty and openness;
- opens relevant information to all;
- plans processes which include those affected by decisions;
- gives adequate time for reflection;
- embraces diversity of opinion and vigorous debate;
- creates an environment which celebrates the right to speak out with honesty and integrity.