



EMPLOYMENT FACT SHEET

INFORMATION AND NOTES RELATED TO SPECIAL CHARACTER POSITION FORMS

The following pages contain information about the forms relating to Special Character (tagged) positions. These forms are referred to as Special Character position forms and relate to the legislation set out in the Education and Training Act 2020, Schedule 6, Clause 47 (CI 47) and Clause 50 (CI 50). Copies of the special character [forms](#) are available on the NZCEO website.

These forms have been approved by Proprietors for use when a special character (tagged) position is being filled. It is essential that teachers fill in the form when applying for special character (tagged) positions in Catholic primary schools. The Diocesan Catholic Education Office needs this information to determine the teacher's acceptability.

Secondary school Boards also use the form so that they can decide which applicants fulfil the requirements of the tag.

CI 47 positions include the principal, the DRS and all those other tagged positions that require the successful applicant to have the willingness and ability to take part in religious instruction appropriate to the special character of the school.

CI 50 makes provision for special positions whose tag wording differs from the tag wording for CI 47 positions. In Catholic schools CI 50 is applied to the position of deputy principal only. The wording, which is standardised in all Catholic school Integration Agreements, differs for primary schools and secondary schools.

Schedule 6, CI 47 FORM - Application for a position related to special character in a Catholic school

What is a special character (tagged) position?

A special character (tagged) position is one for which "a willingness and ability to take part in religious instruction appropriate to [the] school shall be a condition of appointment" (Schedule 6, CI 47, Education and Training Act).

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

The Catholic Church describes these positions as a ministry within the Church. A ministry is an office in the Church to which a person is called by the Church community to serve that community – in this case, the ministry of religious instruction. Therefore such a person needs to be baptised and be part of the Catholic faith community. “Religious instruction” is rather more than Religious Education teaching. It implies the ability to support the Catholic religious life of the school by many specific actions, and by providing a personal example of what it means to be a Catholic. It does not necessarily mean teaching Religious Education, although in a primary school it would normally do so.

By law, the Board of Trustees of a primary school is legally bound to appoint only from a list of applicants who are acceptable to the Proprietor of the school. For secondary school positions, acceptability is established by the appointments committee of the school. Once acceptability has been established, the Board of Trustees considers the information on this form, together with the application, in order to assess an applicant’s suitability for the position.

What is acceptability for the position being applied for?

Assessing acceptability

When assessing the acceptability of a teacher who is being considered for a Sch 6, Cl 47 appointment with responsibility for religious instruction in a Catholic school, the following qualities are sought.

Response to a call

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

Witness to the Gospel

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

Commitment to the Church

They represent the Church and so they need to be in communion with the Church and the Bishop of their diocese. They test and validate their faith understanding and insights in the light of the gospel message as presented by the teaching authority of the Church.

Involvement in the community

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

Servant of the community

They are committed to serving the Christian community, particularly in their parish and in the community at large. Such service means not only responding to people’s needs when asked to do so, but also taking the initiative in seeking to identify the needs of individuals and groups in the community, and then encouraging students to do the same.

Knowledge, skills and abilities

They seek to acquire the knowledge, skills and abilities to communicate the gospel message effectively. They are required to have a solid grasp of Catholic doctrine and worship, familiarity with Scripture, to have good teaching skills and a general appreciation of the curriculum requirements appropriate to the position. They also demonstrate an appreciation of the most suitable ways of communicating the teaching of Jesus Christ to others at their level of understanding and according to their life situations and their social and religious backgrounds.

Suitability for the particular position

They show a level of commitment and knowledge appropriate to the particular position.

Important information about the form you will fill in

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

Section D: Qualifications in Religious Education

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

Section F: Other qualifications and experience

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

Section G: Referees

Schedule 6, CI 47 referees may be asked to attest to the qualities and/or qualifications recorded in this form. At least one such referee must be your parish priest (or parish pastoral leader) or a priest recently known to you who can judge whether you fit the criteria for a teacher in a tagged position. It is prudent to obtain agreement from your referees before nominating them.

Schedule 6, CI 50 FORM (Secondary) Deputy Principal

What is a Schedule 6, CI 50 special character (tagged) position?

Applicants for this position must be able to assist in planning and organising courses and programmes to ensure that they reflect the special character of the School.

Completing this form

The information contained in this form may be the only written information available to the Proprietor of the school for its statutory role of determining the acceptability of the applicant. Therefore, it is important that all sections of the form are completed.

Acceptability

The Board of Trustees of a primary school is legally bound to appoint a candidate only from the list of applicants acceptable to the Proprietor. When appointing a candidate, the Board of Trustees will also consider the information on this form. In a secondary school, acceptability is determined by the Board of Trustees, or its appointments committee.

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