

Guidelines for Completing Your APPLICATION FOR TEACHER EMPLOYMENT

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How to Apply

Step 1: Complete the Application for Teacher Employment Form

The *Application for Teacher Employment* form must be completed in full. Information provided in this guide and on the form itself will assist you to work through and complete your application. You may choose to complete the application electronically then print it out or print it first and complete by hand. Please use a **black pen** when writing on the application form. The application must be signed.

Step 2: Attach documentary evidence

Your application will only proceed if it is accompanied by CERTIFIED copies of the necessary documents. DO NOT SEND ORIGINALS.

All documents *must* be certified by an authorised person, such as a public notary, a Justice of the Peace, a Commissioner for Declarations, a solicitor, a barrister or a person authorised to administer an oath. (Additional 3 copies supplied do not need to be certified)

Step 3: Write an application letter and prepare a written statement addressing the selection criteria

Applicants for employment are required to include a brief letter of application addressed to the Diocesan Director of Catholic Education, Miss Leesa Jeffcoat. Applicants are required to write a statement (of less than 1000 words) addressing the selection criteria listed in Appendix 1.

The statement will be used as another data source by the selection panel. In preparing the written statement, applicants should note the following points.

- The number of words you use in addressing each of the criteria may vary.
- Address each selection criterion separately.
- Draw on all your experiences when addressing the criteria. This includes your academic studies, classroom teaching experiences or other relevant special-interest activities.
- Support any reference to theory with examples of your experience of putting theory into practice.
- Give examples of successful projects you have initiated or participated in.

Step 4: Submit your Application

Kindergartens and Primary Schools

Applicants seeking employment in a Catholic Kindergarten or Primary School in the Rockhampton Diocese are required to submit an *Application for Teacher Employment* form together with necessary documentation to the Catholic Education Office in Rockhampton. Applications should be sent to:

**The Diocesan Director
ATTENTION: Employee Support Services Manager
Catholic Education Office
P O Box 524
ROCKHAMPTON Q 4700**

Applicants need to submit one application (graduate applicants need to provide an additional three copies of this application for the selection panel). Do not bind applications into booklets.

Secondary Colleges

Applicants seeking employment in a Catholic secondary college in the Rockhampton Diocese, submit an *Application for Teacher Employment* form together with necessary documentation to the principal of the college that has advertised vacancies.

Acknowledgment of application

An acknowledgement of receipt of your application will be made to the email address listed on your application. This acknowledgement does not imply any assurance of appointment.

If no acknowledgment has been received ten days after posting the application, you should contact the Employee Support Services of the Diocesan Catholic Education Office (Ph: 07 4931 3600) or the relevant secondary college to confirm that your application has been received.

Notification of changes

It is an applicant's responsibility to keep Catholic Education informed of any change to their application information. Advice of the relevant changes should be sent in writing to the Employee Support Services of the Diocesan Catholic Education Office (or the relevant Secondary College).

Completing your application for Teacher Employment

Section 1: Personal Details

- Surname:** This should be your legal name for all official records. Any change from the birth name should be accompanied by the relevant documentary evidence (such as marriage certificate, deed poll, court order, change of name certificate etc).
- Given Name/s:** State all given names in full.
- Street Address:** It is important that you give an address that is a reliable place where information can be sent to you.
- Postal Address:** It is only necessary to complete this if it differs from the street address.
- Religious Denomination:** Catholic Education welcomes people from a variety of faith backgrounds. Within Christianity, there are many different denominations or groups such as Anglicans, Roman Catholics, Lutherans etc. It is not necessary to provide a Baptism certificate as proof of religious affiliation.
- Phone numbers:** Where possible, one of these phone numbers should enable staff to contact you during working hours. You may need to be contacted at short notice, for example, to arrange an interview and difficulties in contacting you could prove disadvantageous.

It is important that all your details are kept up to date. Should you change your address or telephone number, please advise the Personnel Section of the Diocesan Catholic Education Office or the relevant Secondary College in writing.

Section 2: Applicant Details

- Applicant Type:** Determine your type from the description below and mark the appropriate box.
- Graduate Applicants:** Graduate applicants are applicants who have no prior teaching service or whose prior teaching service is less than one year so it does not qualify them for general applicant status.
- General Applicants:** General applicants are applicants who can substantiate, through the provision of documentary or other evidence that they have successfully completed a minimum of one year of teaching service with a recognised education authority and are eligible for teacher registration with the Queensland College of Teachers.
- Type of employment sought:** Applicants may elect to apply for one or more of these employment types:
- Full-time:** Teachers work for 10 days per fortnight. The entitlements and conditions of employment are outlined in the Enterprise Collective Agreement.
- Part-time:** Teachers are employed for a particular number of hours per fortnight. Salary and entitlements apply on a pro-rata basis.

Relief: 'Relief' teachers can be engaged on an hourly basis, usually during the absence of a teacher on short-term leave.

Number your preferences in order. DO NOT REPEAT ANY NUMBERS. If you do not wish to be considered for a specific employment category, leave the box blank.

Sector Preferences: If you wish to be considered for employment in more than one sector for which you are qualified to teach, mark both boxes.

Section 3: Additional personal and identification information

Education History: You are invited to list the schools and secondary colleges you have attended beginning with the last one attended. If you need additional space, please attach a separate page.

Teacher Registration: To be eligible to teach in Queensland, you must have registration with the Queensland College of Teachers. You should indicate if you are currently registered and include your registration number. Applicants should also state the date when their registration expires.

Applicants in their **final year of a preservice teacher education course** should apply for registration before their teacher education course is completed. Registration applications will be processed once universities have advised the Queensland College of Teachers that course requirements have been attained. Evidence of registration (e.g. receipt of payment, or certificate of registration) should be forwarded to the Personnel Section of the Diocesan Catholic Education Office as soon as it is obtained.

Graduates and teachers from states other than Queensland are required to obtain Provisional registration from the Queensland College of Teachers to teach in a Queensland school.

To enquire about teacher registration, contact:

Queensland College of Teachers
Telephone (07) 3377 4777 or Toll Free (outside Brisbane) 1300 720 944
Email – enquiries@gct.edu.au Website – <http://www.gct.edu.au>

Previous employment: Information provided is for the purpose of maintaining administrative records and determining entitlements for eligible employees.

Criminal History: All applicants for school based positions are required under Section 9A of the *Criminal Law (Rehabilitation of Offenders) Act 1986*, to disclose information regarding criminal convictions for certain offences. Disclosure is necessary even though it may be possible to legally deny the existence of these offences under the rehabilitation period. This includes, but is not limited to, offences related to drug misuse, offences of a sexual nature, abductions and offences against liberty and morality. Disclosure is required whether the offences were committed in or outside of Queensland. Details of criminal convictions should be submitted in an envelope marked "Confidential" with the application. Checks on criminal convictions of appointees may be conducted to verify the information provided.

Medical History: This information is required for the purposes of assisting Catholic Education to assess whether the applicant is able to satisfy the inherent requirements of the position and any workplace adjustments which may be required to support the applicant in their employment. Catholic Education is committed to supporting their employees.

Australian Immigration Status:

Under the *Migration Act 1958* (the Act) it is now a criminal offence for a person to knowingly or recklessly:

- Allow an illegal worker to work
- Refer an illegal worker for work with another business.

Illegal workers are non-Australian citizens who are working in Australia without a visa or who are in Australia lawfully but working in breach of their visa conditions.

An individual is eligible to work in Australia if they are:

- Australian citizens
- Australian permanent residents
- New Zealand citizens who entered Australia on a current New Zealand passport
- Non-Australian citizens holding a valid visa with work entitlements.

It is important to note that not all visas allow people to work in Australia.

Catholic Education must sight one of the following documents:

- An Australian birth certificate
- An Australian citizenship certificate
- A certificate of evidence of citizenship
- An Australian passport
- A valid visa with permission to work

In accordance with the *Privacy Act 1988* (Cth), this information is gathered, and will be retained, for the purpose of complying with an enforceable law (which imposes a penalty or a sanction).

Section 4: Recognition of Diversity

Catholic Education is committed to attracting, recruiting and retaining a diverse workforce that is reflective of the community it serves. This information is required for EEO (Equal Employment Opportunity) data collection purposes only. Completion of this section is voluntary.

A description of each of the terms is provided below:

Aboriginal Person: Someone of Aboriginal descent who identifies as an Aboriginal person and is recognised by the Aboriginal community as such

Torres Strait Islander Person: Someone of Torres Strait Islander descent who identifies as a Torres Strait Islander and is recognised by the Torres Strait Islander community as such

Person with a disability: Someone with a physical, neurological, sensory, intellectual or psychiatric disability or other condition which has lasted or is likely to last for two years or more

Section 5: Secondary Teacher Preferences

Only indicate those areas for which you wish to be considered for appointment.

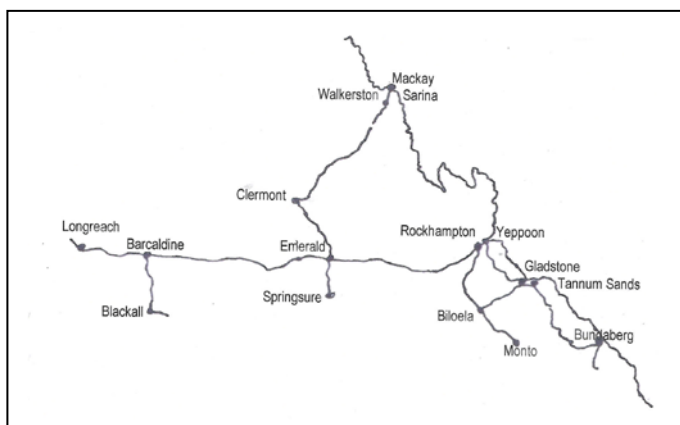
Secondary: List the secondary subjects/key learning areas you are formally qualified to teach or in which you have significant and verifiable teaching experience. Applicants for secondary positions *must* be qualified to teach in more than one subject area.

Section 6: Location Preferences- Primary teachers only

Please NOTE: Your employment opportunities are restricted if you are not available for initial diocesan-wide appointment.

If you advise that you are willing to accept an appointment to any school in the diocese, you DO NOT need to number any of the towns in order of preference. If you answer 'No', you may nominate five towns (from 1 to 5) for which you wish to be considered for initial appointment. 1 indicates your first preference.

It is normally a condition of fulltime, continuing employment that teachers work for two years in one of the inland or more remote centres of the diocese at some time during their first four years of employment. The following map and list indicates locations of Catholic primary schools in the diocese. For further details on these schools go to www.rok.catholic.edu.au.



CATHOLIC KINDERGARTENS AND PRIMARY SCHOOLS IN THE DIOCESE OF ROCKHAMPTON

Northern Region Kindergartens

Emmanuel, North Mackay
St Brendan's, Mackay

Rockhampton Region Kindergartens

St Joseph's, Park Avenue

Northern Region Primary Schools

Emmanuel, North Mackay
Mackillop, North Mackay
St Anne's, Sarina
St Francis Xavier's, West Mackay
St John's, Walkerston
St Joseph's, North Mackay
St Mary's, South Mackay
St Brendan's, Mackay

Rockhampton Region Primary Schools

Sacred Heart, Yeppoon
St Benedict's, Yeppoon
St Anthony's, North Rockhampton
St Joseph's, Park Avenue
St Joseph's, Wandal
St Mary's, North Rockhampton
St Paul's, Gracemere
St Peter's, Rockhampton

Southern Region Kindergartens

St Joseph's, Biloela

Western Region Kindergartens

Sacred Heart, Springsure
St Brigid's, Emerald
St Joseph's, Barcardine
St Joseph's, Blackall

Southern Region Primary Schools

St Francis, Tannum Sands
St John the Baptist, Gladstone
St Joseph's, Biloela
St Joseph's, Bundaberg
St Mary's, South Bundaberg
St Patrick's, West Bundaberg
St Therese's, Monto
Star of the Sea, Gladstone

Western Region Primary Schools

Our Lady's, Longreach
Sacred Heart, Springsure
St Joseph's, Barcardine
St Joseph's, Blackall
St Joseph's, Clermont
St Patrick's, Emerald
St Brigid's Emerald

CATHOLIC SECONDARY COLLEGES IN THE DIOCESE OF ROCKHAMPTON

Northern Region

Holy Spirit College, North Mackay
Mercy College, South Mackay
St Patrick's College, Mackay

Southern Region

Chanel College, Gladstone
Shalom College, Bundaberg

Rockhampton Region

Emmaus College, North R'ton
The Cathedral College, R'ton

Western Region

Marist College, Emerald

Comments on preferences:

This information is used when considering offers of employment. Please keep your comments brief, abbreviating if necessary. You may note special factors that you would like to have taken into account when considering placements, such as:

- Preference for a remote, country or coastal region;
- Preference for a small or a large school;
- Interest in indigenous education;
- Accommodation needs if required to move residence and family (if applicable);
- Whether your spouse is an employee of Catholic Education;
- Any other relevant circumstances

Family Members: Diocesan Catholic Education provides subsidised accommodation in inland and remote centres for eligible teachers, their spouses and their children.

Section 7: Teaching and other relevant employment history

Statements of Service:

This section of the form is important for applicants with prior teaching service as award classification and salary levels are determined by these details. Timelines apply in relation to the submission and assessment of appropriate statement/s of service. It is an applicant's responsibility to provide the necessary information.

Applicants have six (6) months from your initial teaching appointment to ensure that satisfactory statements of service are submitted for classification assessment. Failure to meet this timeline will result in your classification level being increased only from the date of receipt of the final documentation, rather than from the initial appointment date.

As per the Enterprise Collective Agreement the Statement of Service should:

- a) be an original or certified copy of an original document;
- b) be provided on the official letterhead of the Authority responsible for the school or institution and it must be signed and dated by the employer or an authorised person;
- c) specify the position held;
- d) specify the period of employment;
- e) specify the exact nature of the employment e.g. full-time, part-time, casual, etc and provide a detailed description of the teaching or other relevant duties performed;

- f) detail whether the employment was part-time - and if so the number of hours worked per week or their full-time equivalent, or the total number of hours paid for the total period of employment;
- g) detail whether the employment was casual – and if so the total number of hours paid for the total period of employment;
- h) indicate any periods of unpaid leave that were taken; and
- i) specify whether any leave without pay was taken and the period when this leave without pay occurred. If no periods of leave without pay were taken, the statement must show that 'no leave' without pay was taken.

Recognition of Prior Non-Teaching Service and Experience

An applicant for the position of teacher, Bands 1, 2 and 3, may apply to have prior non-teaching service and experience recognised for the purposes of salary classification. Full-time and part-time service and/or experience can be recognised.

An applicant for the position may seek recognition for multiple categories of prior non-teaching employment in one application. Applications for recognition of previous non-teaching service and experience should relate to employment in an area/s relevant to their current teaching role. Recognition will be given only to employment that ceased in the five year period prior to the date of appointment. The relevance of the prior non-teaching experience must be demonstrated by the employee and accepted by the employer as being applicable to the current teaching role.

Any prior non-teaching service as an apprentice or trainee will not be recognised as relevant prior service. Should prior non-teaching service and experience be recognised for salary classification purposes, any such recognised service will count on the basis of thirty-three percent (33%).

Section 8: Skills and Competencies

Instrumental Music: List only these instruments in which you have significant training and experience. Competency level is described as ability to perform or teach to an elementary, intermediate or advanced level.

Other

Competencies: These include TAFE accredited subjects, sign language, workplace health and safety, foreign languages, first aid, coaching and sports. List only those competencies in which you have had some training or significant experience.

Section 9: Educational Qualifications

Teacher preparation

course: Provide the details of the course which qualified you to become a teacher. Attach your most recent practicum teaching reports if you are a graduate applicant.

Other tertiary qualifications:

Only details of completed qualifications are required unless you are due to complete your course this year. Applicants, who have completed more tertiary qualifications, can add extra lines on the form.

Majors: Abbreviate as necessary.

Religious Education Qualifications:

If you have completed any units of study as part of your teacher training, then name that course and highlight the units on your transcript of results. If you completed other study such as Certificate IV in Theology (or "Foundations") from the Institute of Faith Education then list it.

Only details of completed qualifications are required unless you are due to complete your course this year. If you have more completed qualifications, please add extra lines on the form.

Accreditation:

Registered teachers who are seeking employment in Catholic schools in the Diocese of Rockhampton are given Accreditation to Teach in a Catholic School for a period of five (5) years, if they meet any of the following criteria:

- They have been given accreditation by another diocese in Australia and produce documentation to support this.
- They have completed twenty-five (25) hours of approved professional development over the previous five (5) years in areas which support and enhance the special nature of education in a Catholic school. Documentation is required to support this.

Teachers who want to teach Religion in a Catholic school can gain accreditation, for a period of five (5) years, by demonstrating:

- They have been given accreditation by another diocese in Australia and produce documentation to support this.
- They have studied the equivalent of five (5) semester units of tertiary studies in the areas of Theology, Spirituality, Catholic Education or Religious Education. Documentation is required to support this.

Registered teachers who are employed but do not fulfil these requirements will usually be granted "Provisional" accreditation for a maximum period of five (5) years until they fulfil the requirements above. This type of accreditation is also known as "Interim" accreditation.

Section 10: Referees

You are required to nominate three referees to support your application for employment. The people you nominate should be able to provide detailed comments on your ability in relation to the selection criteria detailed in Appendix 1 of this guide.

For a “religious” referee, you may nominate your parish priest, minister or representative of your faith community, chaplain, campus minister or staff member of a Catholic School to offer comments on your personal faith, Christian witness and understanding of Catholicism. A “professional” referee should be able to offer comments on your teaching, so you can nominate your teacher associate if you are a graduate applicant, or a member of staff at the school, or the principal. You are also invited to nominate someone to provide comments on your “personal” qualities.

It should be noted that the Diocesan Catholic Education Office reserves the right to consult previous employers, and any other known past professional associates of applicants as part of its selection process. If you believe that this is likely to cause any difficulty, you are encouraged to bring this concern to the attention of the Director when submitting your application.

Please ensure that you have approached the people you nominate and that they are willing to act as your referees and that they are readily contactable on the phone numbers given. If any of the referees are a member of the interview panel, applicants will be asked to nominate another referee.

Section 11: Selection Criteria

Please refer to Appendix 1 in the *Guidelines for Teacher Employment Applications*.

Section 12: Employment Collection Notice

Please read this section carefully prior to signing the declaration that follows.

Section 13: Applicant’s Declaration

Please read and understand the declaration. Then, if agreeable, sign and date the application form.

Section 14: Document Checklist

Attach certified copies of the following documentary evidence to your application. **DO NOT SEND ORIGINALS.** (When you photocopy your application, you do not need to have these additional copies certified.)

1. The applicant’s **marriage certificate** or other documentation (e.g. court order, change of name certificate) to explain changes of name appearing on any of these documents;
2. The applicant’s **birth certificate** or a short extract;
3. A copy of the applicant’s **passport or visa** if applicable;
4. A copy of the applicant’s **baptism certificate** if available;

5. The applicant's **current certificate of Queensland College of Teacher Registration**. NB: If you are a student applicant you will need to provide your receipt of payment.
6. A statement of **criminal history** enclosed in an envelope marked CONFIDENTIAL if applicable;
7. **Medical statements** that can assist an employer to understand any special needs of an applicant;
8. A statement about **Worker's Compensation Claims** that can assist an employer to cater for any special needs of an applicant;
9. Official **statements of service** from previous employers other than Diocesan Catholic Education for whom the applicant has worked;
10. **Award certificates and official academic transcripts of results;**
11. Graduate applicants must provide copies of their last two professional experience (teaching practicum) reports to date;
12. Documentation referring to **Accreditation to teach in a Catholic School and Accreditation to teach Religion in a Catholic School**.

DO NOT submit copies of certificates completed during your Secondary Education.

Section 15: Application Checklist

DO NOT bind your application into a booklet.

- E1 Application Form
- Relevant documentation listed in Section 14 above
- Letter of Application addressed to The Diocesan Director (Miss Leesa Jeffcoat)
- Selection Criteria Response
- Three (3) COPIES of all documentation

The Selection Process

Applicants for permanent full-time, or temporary teacher employment, must undergo a process to assess their teaching skills, knowledge and abilities.

The process varies slightly depending on the type of applicant.

Graduate applicants

After the selection panel has considered the available information, a member of the panel will contact nominated referees.

The applicant may be asked to participate in an interview.

This interview is comprised of:

- Questions from the panel to verify and/or clarify any aspect of the data collected by the panel or claims made by you. You may bring a sample of your work to this interview. It may be a unit of work or series of lessons prepared by you.

General applicants

The selection panel will consider all materials submitted with the application, including previous professional experience reports and/or work history, academic record and other supporting documentation. The panel will contact nominated referees to verify claims made. After the panel has considered the available information, the applicant may be asked to participate in an interview with the panel.

This interview is usually comprised of:

- Questions from the panel to verify and/or clarify any claim made by you or any aspect of the data collected by the panel.

Note: Interviews are normally for 30-40 minutes but these times are approximate only.

Offers of Employment for Primary Schools Only

Offers of employment are dependent upon the number and nature of vacancies. Offers are made on the basis of merit and availability, considering employment rating, teaching capabilities and location preferences.

Applicants with restricted location preferences may significantly limit their employment opportunities.

There are two types of offer made:

- To a teaching position in a specified school (when vacancies are immediately available)
- To a teaching position in a school to be advised (when vacancies are anticipated but not yet confirmed). Once the particular school is determined, the appointee is informed as soon as possible.

Offers of permanent or temporary employment are usually made by telephone. It is therefore essential that telephone number/s and contact address/es are kept up to date. If a telephone offer is accepted, that acceptance will be confirmed in writing.

Offers made by phone are followed by a formal letter of appointment requiring **a written acceptance to be sent within forty-eight (48) hours of receipt**. Upon acceptance, this constitutes a **legally binding contract** between the appointee and the Director of Catholic Education.

If you accept another position before being offered one by this office, it would be appreciated if you would inform us so that we can remove your application from our active file.

If an offer of employment is declined, it will be recorded on the applicant's file and all other applicants of the same rating with similar teaching areas and location preferences will be considered for vacancies before a subsequent offer is made to the applicant who declined the offer.

Appendix 1: Selection Criteria

Listed below are the selection criteria against which you will be assessed, with sample indicators that could be used to demonstrate the required competencies.

The indicators are intended as a guide rather than an exhaustive checklist.

1: Christian witness

Teachers in Catholic Schools are called to teach about the person of Jesus Christ through their words and their actions.

Indicators

- Demonstrated and/or observable commitment to Jesus including responses about faith journey, spirituality, prayer life, core values and beliefs
- Personal involvement and participation in the life of a Church or faith community
- Referee reports and written testimonials
- Awareness of and understanding of *The Statement of Principles for Employment in Catholic Schools in the Diocese of Rockhampton* (see Appendix 2)

2: Understanding of Catholicism

Catholic Schools are distinctive educational institutions established and managed by the Catholic Church to help students and their families learn more about themselves, their community and their God.

Indicators

- Knowledge and understanding of the purpose of Catholic schools as demonstrated during practicums and articulated at interview
- Commitment to a world view compatible to and supportive of Christian beliefs and practice
- Catholic family background
- Catholic schooling
- Satisfactory participation in school-level studies in Religion
- Practicums / internship in a Catholic School
- Volunteer work in State School RE, Youth Work or Social Justice activities

3: Quality Teaching and Learning

Catholic Schools provide a holistic curriculum that is shaped by Christian beliefs and relevant to the needs of its students.

Indicators

- Written application
- University practicum reports
- Demonstrated capacity in curriculum planning, lesson preparation, pedagogy, student and class management (including skills in the use, application and integration of ICTs)
- Understanding of the role of assessment in the learning/teaching process
- Familiarity with relevant syllabi, curriculum policies, work programs and educational trends
- Specialist knowledge in area/s of expertise
- Understanding of the individual needs of learners — physical, social, emotional, intellectual, moral, spiritual
- Willingness to reflect on own teaching practices and seek advice to enhance learning
- Academic results from school and tertiary studies
- Satisfactory participation in appropriate tertiary level study in Theology / Religious Education
- Satisfactory engagement in Religious Education on practicums / internship

4: Interpersonal Relationships

Teachers in Catholic schools are called to imitate Jesus through their respect, care, compassion and forgiveness of others. This extends beyond the students to their families.

Indicators:

- Awareness of and understanding of professional relationship issues including Student Protection
- Application of classroom strategies which motivate students and promote enjoyment, achievement and satisfaction in learning
- Ability to develop and maintain routines and procedures that incorporate positive and effective behaviour management strategies
- Evidence of the effective use of a wide range of communication strategies
- Knowledge of and application of inclusive practices
- Ability to work collaboratively with other staff
- Ability to communicate effectively with parents
- Willingness to participate in school activities, committees and planning
- Referee reports and written testimonials, including from previous employment
- Practicum reports

5: Prospects of mobility to teach in an inland centre

Catholic Education is committed to providing staff for all its schools in the diocese including the eight schools in inland and more remote centres. Catholic Education in the Diocese of Rockhampton has an Industrial Agreement which requires its teachers to accept a transfer to an inland and more remote centre and provide two years of teaching there.

Indicators:

- Spoken and written commitment to teaching in an inland and more remote centre
- Personal and family background favouring location in an inland and more remote centre
- Preparedness and likely availability to undertake service in an inland and more remote centre

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**

Appendix 3: Teaching in Inland Centres - Incentives

Graduate primary school teachers are normally first appointed to the coastal areas, or to larger schools such as Emerald. Following the first two years of successful employment it is usually the case that primary school teachers accept appointment to another school as a part of their professional growth and development. Subject to family circumstances, such appointments for teachers who have begun their careers in coastal areas are to our western schools. After two years service in an inland centre, every effort is made to satisfy requests for an appointment to the area of choice within the diocese.

When you are preparing to work in an inland centre, the following information may be of interest to you:

Isolated Teachers Assistance Scheme (ITAS)

This Scheme is designed to recognise the additional costs to teachers serving in centres distant from the coast. It caters for full-time teachers living throughout Queensland in centres, which meet the above definition. The Diocesan Director is very appreciative of the commitment these teachers have to Catholic schools in these areas.

CRITERIA: To be eligible for the Isolated Teachers' Assistance Scheme teachers must be from schools nominated as being in a remote area. The benefits paid to teachers vary according to the category of school or whether there is a spouse or child dependent. The following are considered isolated towns:

Barcaldine, Blackall, Biloela, Clermont, Emerald, Gladstone, Longreach, Monto, Springsure, Tannum Sands.

Incentive Payments – Remote Area Staff Scheme (IPRASS)

This is a scheme of incentive payments for teachers working in the remote areas of our diocese. It is additional to the Isolated Teachers' Assistance Scheme. The allowance is not an all-purpose allowance, but is paid as a "bonus" type arrangement and will normally be paid in one instalment in the last pay for the year.

A teacher is paid \$1500 for the first and second year of service. Years three, four, five and six incentive payments vary as per the location of the employee. The areas indicated in the IPRASS are:

Barcaldine, Blackall, Clermont, Emerald, Longreach and Springsure

Teacher Accommodation

As part of the Diocesan Catholic Education Office's ongoing commitment to meeting teacher needs in country areas, subsidised teacher accommodation is provided. This service is offered at a considerable financial expense to the diocese. Teachers appointed to schools in Barcaldine, Biloela, Blackall, Clermont, Emerald, Longreach, Monto and Springsure are eligible for subsidised rentals subject to the terms and conditions published in the Teacher Accommodation Sub-Committee's policy statement and procedural booklet. This booklet is provided to all teachers appointed to schools in the towns previously mentioned.

Relocation Costs

The Catholic Education Office, in the Diocese of Rockhampton will assist with reasonable expenses for personal travel and transportation of furniture and personal effects to a new town for graduate teachers. Other teachers are assisted with costs when moving to and from inland and remote centres. A ceiling amount applies to this assistance.