



The DRS Handbook

For Catholic Primary Schools in Aotearoa New Zealand

CONTENTS

Contents	1
Purpose.....	2
Introduction - Welcome	2
Diocesan Education/Schools Office - Contact details.....	3
Four Areas of leadership.....	3
Encounter with Christ - Spirituality	4
Growth in Knowledge – Religious Education.....	5
Christian Witness – Partnerships, Service and Outreach, Pastoral Care	6
Safeguarding and Strengthening Catholic Character	7
Important Working Relationships.....	8
Principal.....	8
Staff	8
Parish	8
Diocese	9
Board of Trustees	9
Family-Whānau.....	9
The Religious Education Programme.....	10
The Liturgical Year	12
Prayer.....	13
Liturgy Preparation	14
Mass Planning Form	15
The NZCBC National Certification System	16
Appendix 1.....	18
Advice and Support for taking up your Role as DRS.....	18
Some personal reminders and reflections	18
Some points to clarify as you begin your role as DRS	18
Getting Started	18
Advice from experienced DRSs.....	20
DRS Tasks for each Term	21
Appendix 2.....	22
The DRS position in primary schools	22
Director of Religious Studies (Section 464 position)	22
Requirements of the DRS position	22
Appendix 3.....	23
Time allocation for RE in primary schools	23
Appendix 4.....	24
Professional development and spiritual formation for teachers	24
Appendix 5 - A List of Useful and Important Books, Documents and Websites for Reference and Reading	26
Books	26
Major Ecclesial (Church) documents relating to Catholic Education	34
Websites	35
Appendix 6 – Certification Forms	37
Acknowledgements	45

PURPOSE

The purpose of this handbook is to give guidance around the ministry, role and responsibilities of the position of Director of Religious Studies. It is important to note that the expectations of a DRS will vary from school to school and from diocese to diocese. This document is designed to help give an overview and practical support for this critical role in our Catholic primary schools.

INTRODUCTION - WELCOME

Thank you for accepting the key leadership position of Director of Religious Studies (DRS) in your school. Congratulations! It is a privileged, challenging and rewarding role. While there is a lot of work involved it is also a brilliant opportunity to share your creativity, faith and talents with staff and young people. In terms of the reason for Catholic schools existing at all, your position as DRS is second only to that of the principal. The DRS is critical to the life of the Catholic school.

The responsibility for Catholic Character rests, in the first instance, on the Principal. Indeed, the effectiveness of the school in its role of integration of faith and life will depend, in large measure, on his/her leadership and vision. The DRS shares in that responsibility and should therefore work in partnership with the Principal.

However, it should be noted that while the Principal and Director of Religious Studies provide LEADERSHIP in this area, the responsibility for Catholic Character is widely spread; it is the responsibility of all staff and other members of the school community.

As a DRS you are the curriculum leader for Religious Education, and you are a model to the staff of the Gospel values that are the foundation of the life of the school.

The DRS duties are usually in addition to classroom teaching duties. It is important that you recognise the load you carry and that you are aware of the need to care for yourself to avoid work overload. Be prepared to ask for help, especially from the 'tagged' teachers on your staff (see [appendix 1](#)).

Your own spirituality will be drawn on deeply as a DRS so take time to nourish yourself spiritually and plan for your ongoing formation. Regular spiritual direction is an excellent way to do this.

The role of DRS is not only what is written on your job description. You will be called upon to do some things that may challenge you personally and professionally. These experiences will be opportunities which will grow you as a leader.

Catholic school is first and foremost "a place to encounter the living God who in Jesus Christ reveals his transforming love and truth." Its primary goal is "above all a question of communicating Christ, of helping to form Christ in the lives of others". That is the goal against which the effectiveness of Catholic schools must be assessed, because it is the reason for their existence.

The Catholic Education of School-Age Children, #28

DIOCESAN EDUCATION/SCHOOLS OFFICE - CONTACT DETAILS

Add Diocesan Education / Schools Office contact details here

FOUR AREAS OF LEADERSHIP

The Director of Religious Studies provides leadership and support in areas of:

- **Encounter with Christ - Spirituality** (including spiritual formation, prayer, liturgy and Sacraments) - Dimension 1
- **Growth in Knowledge - Religious Education** (including professional development and teaching and learning) - Dimension 2
- **Christian Witness – Partnerships, Service and Outreach, Pastoral Care** (including staff, students, whānau and community) - Dimension 3
- **Safeguarding and Strengthening Catholic Character** (including internal evaluation and external review) - Dimension 4



The Four areas that the Director of Religious Studies provides leadership and support in, align with the four dimensions of the Catholic Special Character Review for Development. Detailed on the following pages are elaborations of the four areas – for further information, see *Ahuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua Catholic Special Character Review for Development (2018)*.

When you first read the responsibilities listed on the following pages please don't feel overwhelmed. Everyone associated with the school has a part to play and your leadership, in association with the principal, is one significant aspect of the whole.

Key responsibilities of the DRS related to the leadership and support of

Encounter with Christ - Spirituality

1. Encourage personal prayer with all members of the school community as a way of expressing and nurturing their relationship with God.
2. Promote prayer and liturgy in the school and community.
3. Ensure that staff gather for prayer regularly.
4. Support kaiako to use a variety of prayer styles in the classroom.
5. Consult with staff to select and purchase prayer and liturgy resources, based on children's and teachers' needs, within the designated budget.
6. Oversee retreats (staff and students).
7. Work collaboratively with staff to plan and prepare school liturgical celebrations and delegate tasks so that all can participate.
8. Work collaboratively with the parish priest in the planning and preparation of liturgy involving the school.
9. Assist with the promotion of prayer and liturgical celebrations in the community e.g. school parish masses, First Communion celebrations.
10. Ensure that there are liturgical focus areas in the school to reflect Catholic character e.g. prayer tables in the classrooms.
11. Contribute to the parish Sacramental preparation programmes.
12. For deeper understanding and support for future direction refer to Dimension 1: Encounter with Christ in *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua - Catholic Special Character Review for Development*.



NCRS Archives

Key responsibilities of the DRS related to the leadership and support of

Growth in Knowledge – Religious Education

All teaching and learning in Religious Education should align with the *Religious Education Bridging Document (2018)*.

1. Develop and maintain systems to ensure that all teachers of Religious Education have a common understanding of how the Religious Education Curriculum is delivered at your school.
2. Present a long term plan of the Religious Education Curriculum delivery for each year, representing the needs of your community. This should include the Liturgical Year and Prayer modules.
3. Ensure that the Bishop’s time allocation requirements for Religious Education are met.
4. Ensure coverage of all of the Religious Education achievement objectives, especially if there is a two-year planning framework or an integrated curriculum.
5. Ensure there is a robust schoolwide planning cycle (planning, teaching, evaluation) in Religious Education.
6. Organise and maintain Religious Education resources. Ensure all kaiako have access to the NCRS Religious Education Curriculum resources. (Especially www.faithalive.co.nz)
7. Consult with staff and select and purchase Religious Education resources based on children’s and teachers’ needs within the designated budget.
8. Support kaiako to apply current pedagogy in teaching, learning and assessment (cognitive and affective) to the Religious Education Curriculum, including induction of new staff.
9. Visit classrooms to observe Religious Education lessons and give feedback to teachers. Through regular communication with staff, monitor how the long term plan is being covered.
10. Seek student voice on Religious Education Curriculum engagement.
11. At a staff meeting, introduce each new learning topic, strand or module before it is taught, ensuring that key theological concepts are understood by kaiako.
12. Report to the Board of Trustees on achievement in Religious Education including coverage of the programme, and trends in Religious Education achievement derived from analysis of assessments and teacher evaluations.
13. Arrange an effective way of communication to keep whānau informed about what is happening in Religious Education in the school and how they may support their tamariki.
14. Support staff to set a Religious Education goal. This could be aligned to the school’s special character goal.
15. For deeper understanding and support for future direction refer to Dimension 2: Growth in Knowledge in *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua - Catholic Special Character Review for Development*.

Key responsibilities of the DRS related to the leadership and support of

Christian Witness – Partnerships, Service and Outreach, Pastoral Care

1. Promote and support active Christian witness and practice in the school and parish community.
2. Actively promote the charism of the school, making the school's Catholic identity and commitment to Jesus Christ visible.
3. Promote, support and develop understanding of, and respect for, the cultural diversity of New Zealand.
4. With the Principal, work collaboratively alongside whānau, as first educators of their tamariki, the parish and diocese.
5. As a school, demonstrate a strong commitment to the principles of Te Tiriti o Waitangi/The Treaty of Waitangi, incorporating tikanga Māori and te reo Māori into professional development, lesson planning, prayer and liturgy, as well as consultation with the Māori community
6. Have a clear understanding of what pastoral care means in relation to the school and the community.
7. In collaboration with the Principal, staff and community develop and review pastoral care procedures.
8. Ensure documentation is clear about how pastoral care is provided and for whom.
9. Be part of a process that monitors the effectiveness of pastoral care practices within the school.
10. Promote, support and develop service and outreach activities.
11. For deeper understanding and support for future direction refer to Dimension 3: Christian Witness in *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua - Catholic Special Character Review for Development*.

Key responsibilities of the DRS related to the leadership and support of

Safeguarding and Strengthening Catholic Character

1. Assist the Principal to promote and develop the Catholic Character of the school.
2. Be aware of the need for the Catholic perspective to be included in all aspects of school life.
3. Develop understanding of the charism of the school.
4. In conjunction with the Principal and BOT, develop and review school policies related to Catholic Character.
5. Ensure that all school policies and practices include and reflect the Gospel values that the school promotes.
6. Support a strong commitment to the principles of Te Tiriti O Waitangi, particularly in relation to Māori Catholic spirituality.
7. Ensure that any teaching in the Health curriculum regarding sexuality is grounded in the teachings of the Catholic Church.
8. Be familiar with the Framing Document Human Sexuality Education: A guide for Catholic communities in Aotearoa New Zealand (2019) and encourage kaiako who will be teaching sexuality education to attend the Having Life to the Full course for personal formation and professional development.
9. Be active in the internal self-review process of the Catholic Character of the school identified in *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua - Catholic Special Character Review for Development*.
10. Be part of the Special Character committee on the Board of Trustees (if applicable).
11. Support the Principal with the creation of an annual Special Character goal.
12. Manage and purchase resources that will help staff, ākonga and whānau deepen their expressions of the school's Catholic Character.
13. Support staff in their own faith formation.
14. In conjunction with the Principal and with the support of the diocesan education office, support teachers as they progress through the NZCBC's national Certification system.
15. Encourage kaiako to actively work towards a qualification in Religious Education which reflects professional development in keeping with the categories in the Certification Handbook.
16. Ensure there is a plan to support kaiako to have "12 hours of professional development in Religious Education and spiritual formation each year" (2020 Handbook for BOTs, pg 22).
17. Support the induction of new kaiako into the Special Catholic Character of the school.
18. Set up a line of communication with the Proprietor's Appointees to pass on information related to the DRS role and responsibilities.
19. Work to strengthen school / parish relationships.
20. For deeper understanding and support for future direction refer to Dimension 4: Safeguarding and Strengthening Catholic Character in *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua - Catholic Special Character Review for Development*.
N.B. Much of this dimension relates to governance by the Board of Trustees

IMPORTANT WORKING RELATIONSHIPS

Principal

The responsibility for Education-in-Faith (see Curriculum Statement p6) in a Catholic School rests, in the first instance, on the Principal. Indeed, the effectiveness of the school in its role of integration of faith and life will depend, in large measure, on his/her leadership and vision. The DRS shares in that responsibility and should therefore work in partnership with the Principal. It is important to have regular conversations to develop a shared understanding of the roles in this relationship so each can support the other in fulfilling the many associated demands.

Staff

“The extent to which the Christian message is transmitted through education depends to a very great extent on the teachers . . . in imitation of Christ, the only teacher, they reveal the Christian message not only by word but also by every gesture of their behaviour.”

The Catholic School, #43

The teachers in our schools are deeply valued and critical to success. The DRS is responsible for taking an interest in them and in their work by encouraging their initiatives and resourcefulness, and by assisting them in the key areas of Encounter with Christ - Spirituality; Growth in Knowledge - Religious Education; Christian Witness - Service and Outreach, Pastoral Care; and Safeguarding and Strengthening Catholic Character. The DRS's role as leader in a school is largely a ministry of service involving sensitivity to the needs and difficulties of teachers - especially beginning teachers and teachers new to Catholic schools.

The DRS plays a vital role in supporting teachers on their journey of personal formation and professional development.

“The education and formation of teachers in Catholic schools are critical in ensuring that the formation offered to students is authentically Christian and Catholic.”

The Catholic Education of School-Age Children, #48

Parish

“The Parish witnesses to, celebrates, teaches faith in God, supports and offers opportunities to live out and continue the mission of Christ.”

Religious Education Curriculum Statement, p7

The priest/parish team has an important role to play in the pastoral care and Sacramental life of the school. It is important that the DRS develops a close liaison with the parish priest, including keeping him informed of developments within the Religious Education programme.

The Catholic School must strive to be a worshipping community in which students and staff have opportunities to pray and celebrate the Sacraments of Reconciliation and Eucharist and other liturgies. The DRS should work with the priest/parish team in the planning of school liturgies.

Diocese

Parishes are linked to form a diocese. The Bishop of the Diocese provides links to other dioceses and the wider Church.

The Bishop is usually the Proprietor of the school and is an important member of the school community (schools should remember to include the Bishop whenever consulting with their community). The diocesan offices, on behalf of the Bishop, offer advisory and other services useful to the DRS, and encourage you to contact them for support.

Board of Trustees

It is important that the DRS keep the BOT informed on matters relating to Religious Education and Catholic Character. This could take the form of:

- regular RE reports (including student achievement in RE), information about topics, Strands and Modules;
- Professional Development opportunities for teachers;
- Liturgical Celebrations.

This should assist the BOT in their policy making and budgeting in regard to in-service and funding of RE.

The Proprietor's Appointees on the Board of Trustees should work closely and collaboratively with the DRS.

Family-Whānau

"The Home nurtures, witnesses to, celebrates and develops faith in God."

Religious Education Curriculum Statement, p7

The DRS recognises that family-whānau are the first educators in faith of their children (Declaration on Christian Education Art. 3 - The Documents of Vatican II). It's important to see the role of the school as assisting parents to carry out their task, even if parents themselves may seem not to prioritise it. (Often, teaching opportunities with the children are opportunities to educate and evangelise whānau too.)

The DRS can assist family-whānau by keeping them informed of what is happening in the Religious Education programme and in the spiritual life of the school, and by looking to provide opportunities for adult faith formation. This could be done through School Newsletters, the Family-Whānau book or programme, home/school links in the Religious Education programme.

THE RELIGIOUS EDUCATION PROGRAMME

The National Centre for Religious Studies (NCRS) is the agency of the New Zealand Catholic Bishops Conference (NZCBC) responsible for Religious Education in Catholic schools in Aotearoa New Zealand. NCRS published the *Religious Education Curriculum Statement for Catholic Primary Schools in Aotearoa New Zealand* and its accompanying Religious Education programme in 1997. The Curriculum Statement outlines the general aims, philosophy and principles from which the primary RE programme is developed. The statement includes the Achievement Aims for each of the six learning Strands and the four learning Modules.

Learning Strands	Learning Modules
<p style="text-align: center;"> God - Te Atua Io Matua Kore Jesus Christ - Hēhu Karaiti The Holy Spirit - Te Wairua Tapu Church the Community of Disciples - Te Whanau a Te Karaiti Sacrament - Hakarameta Communion of Saints - Te Kotahitanga o Te Hunga Tapu </p>	<p style="text-align: center;"> Prayer - Karakia The Liturgical Year - Te Tau Me Ona Ritenga Tapu Myself and Others - Ko Au, Ko Rātou Sacramental Celebrations - Nga Ritenga Hakarameta. </p>

The Achievement Objectives of the Learning Strands and both the Prayer and The Liturgical Year Learning Modules form the basis of the long term plan for Religious Education. Achievement Objectives in these Strands and Modules are expected to be covered over two years.

The Sacramental Celebrations Learning Module provides ideas that the school can use when a particular group is celebrating any one of the seven Sacraments i.e. at the time of First Communion, First Reconciliation, Confirmation, Baptism and Anointing of the Sick. The ideas in this Module enable the children to revise their own learning about Sacraments and celebrate them with other children, their families and the parish. This Module does not need to be included in the long term plan as coverage is not required.

The Myself and Others learning Module provides the Catholic Christian perspective on topics presented in the Health and Physical Education learning area of the New Zealand Curriculum. It gives ideas and references to material that will be of assistance. This Module does not need to be included in the long term plan as it does not have its own set of Achievement Objectives.

Faith Alive (www.faithalive.co.nz) (Year 1-8) and Faith Central (www.faithcentral.co.nz) (Years 9-13) are the online RE resources provided by NCRS to support teachers with the delivery of the RE Curriculum from years 1-13.

In 2018, NCRS released the *Religious Education Bridging Document* (REBD) intending to provide “some useful background information and practical guidance for teaching Religious Education in Catholic schools in Aotearoa New Zealand in the 21st century.” (REBD, p20)

The purpose of this Religious Education Bridging Document is to help you look anew at our national primary RE curriculum. It reminds us of the 'why' and the 'who' (Jesus) which give meaning to RE in our schools. It provides guidance and encouragement to teachers to be dynamic and authentic in your teaching and reminds all of us, again, of the vital necessity of "encounter with Jesus at the centre of Catholic education."

Religious Education Bridging Document, p1

The REBD provides a revised set of Achievement Objectives (marking a change from AOs by Year level to AOs by Curriculum level) for the six Learning Strands and two of the four Learning Modules (Prayer and The Liturgical Year).

All schools are expected to have read the Religious Education Bridging Document (available from www.faithalive.org.nz), and are encouraged to show implementation in planning and classroom practice.

Refer to [appendix 3](#) for the Time allocation for Religious Education.

Sharing the Gospel Today

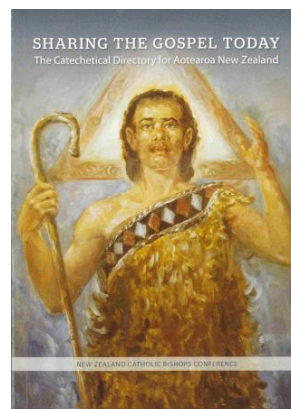
The Catechetical Directory for Aotearoa New Zealand

"This Catechetical Directory provides principles and guidelines for catechesis and religious education at all levels in the Catholic Church in Aotearoa New Zealand."

"The Bishops commend *Sharing the Gospel Today* to all involved in catechesis, but in particular to those in positions of leadership in dioceses, parishes, chaplaincies and educational institutions."

(Sharing the Gospel Today: The Catechetical Directory for Aotearoa New Zealand, page 1)

It is useful for DRSs to have a reasonable knowledge of *Sharing the Gospel Today*, particularly sections 2.4.6 titled *The Role of the Religious Education Teacher in a Catholic School*; 3.1.3 titled *Religious Education in Catholic Schools*; and 5.3 titled *Teachers of Religious Education in Catholic Schools*.



THE LITURGICAL YEAR

Each year the Catholic Church celebrates the entire life of Jesus Christ, from his Incarnation to his Resurrection, Ascension and the sending of his Holy Spirit at Pentecost with a cycle called the Liturgical Year (starting each year with the season of *Advent* and finishing with the feast of *Christ the King*). In the Liturgical Year we also celebrate the lives of Mary and the Saints, remembering that, like them, we too are called to share in the wonder of God's love in our lives today.

In long-term planning it is necessary to check and bring to the attention of the staff the following key dates:

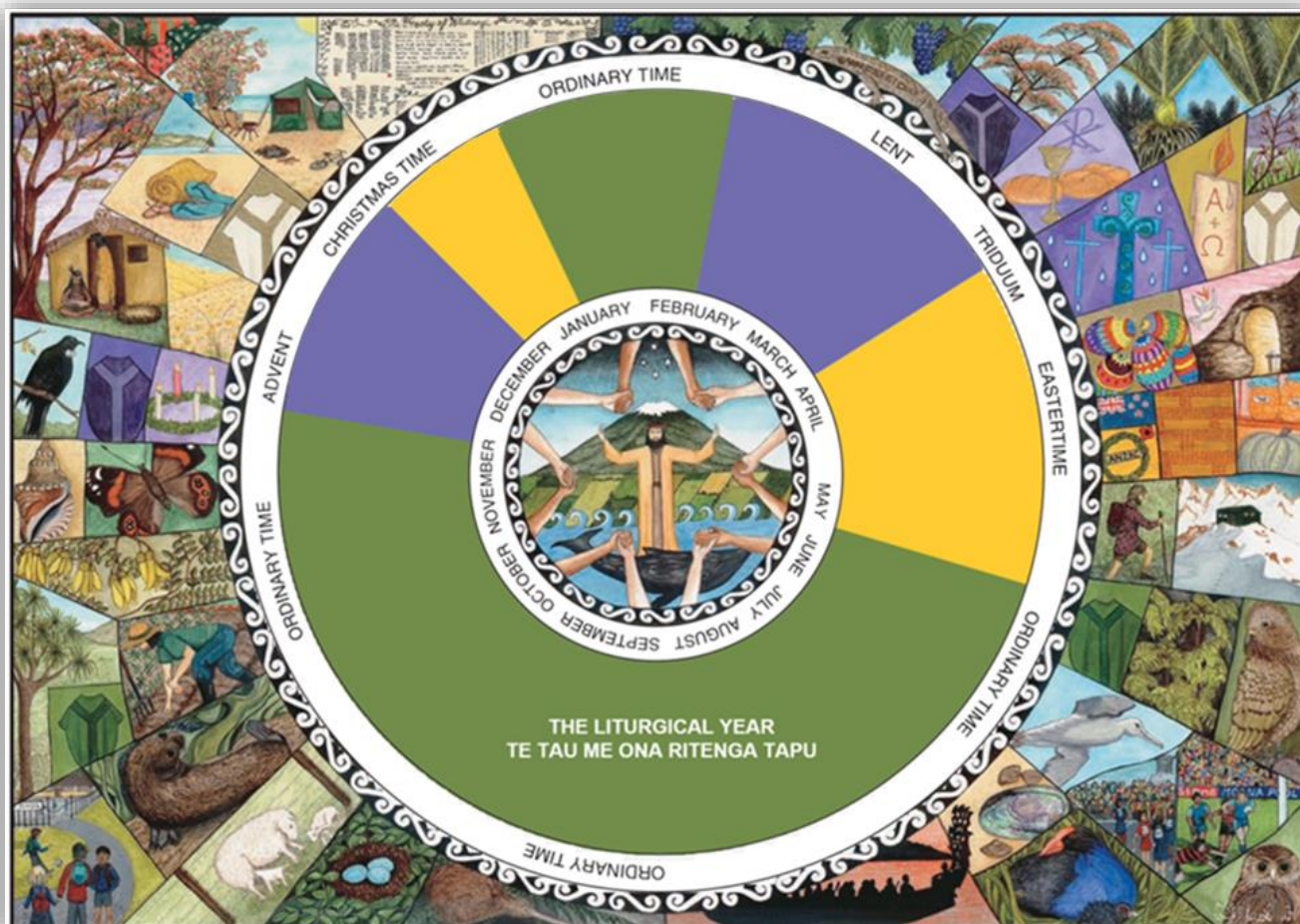
Liturgical Feasts such as Ash Wednesday, The Assumption of Mary, All Saints Day

Liturgical Seasons: Advent, Christmas, Lent, Holy Week, Easter and Ordinary Time

Eucharistic, liturgical and prayer celebrations should reflect the spirit of the feast or season and so be in tune with the wider Church community as it recalls, in its annual cycle, the saving work of Jesus. Seasons might be reflected through such things as:

- Liturgical colour used (e.g. prayer cloths)
- Choice of music and hymns (e.g. turning to God in Lent, rejoicing in Easter)
- Displays in classrooms / staffroom / foyer (images and colours)
- Key words and themes

It is useful to display a large liturgical year calendar in the staffroom and in every classroom. (Staff, whānau and older students can also install and use the NZpray2day App created by NCRS.)



PRAYER

Prayer is an important way people express their relationship with God. The Prayer life of the school which includes individual, class, school and community prayer, is a useful indicator of the vibrancy of the relationship the members of the community have with God. Personal and communal prayer is an essential element of the life of every Catholic School Community.

During the eight years of primary school, teachers build on young people's experiences of family whanau prayer and they extend these in the class and school context to include learning experiences and practice of traditional, contemplative, devotional, imaginative, meditative and spontaneous prayer styles.

The DRS plays a leading role in fostering young people's spiritual growth, particularly in prayer which is shared with the active support of the principal and the staff.

The practical tasks that are the responsibility of the DRS role related to Prayer Karakia include:

- Being culturally aware of prayer styles, symbols and music that nurture the spirituality of young people in the school. Take the opportunity to consult with Māori, in addition to other cultural groups represented in the school community, to access appropriate ways that can enrich all prayer experiences for all young people.
- Organising Visual, Digital, Liturgical and Music Resources for teachers to access for use in class and school prayer.
- Creating rosters for Staff and School Shared Prayer, School masses and other Liturgical Celebrations.
- Co-ordinating masses, community prayer and devotions.
- Assisting teachers with selection of liturgically appropriate themes, readings, writing Prayers of the Faithful, providing suitable symbols and music.
- Establishing and maintaining a Sacred Space for prayer and meditation for staff and young people's use.
- Encouraging the development of suitable attitudes to prayer such as reverence, listening, stillness, silence, participation, respect.
- Ensuring teachers and children have access to Bibles, religious artwork and digital prayer resources.
- Evaluating school practices related to prayer regularly and revising them to encapsulate current practice and recording these in a School Prayer Policy.
- Providing children with a variety of opportunities to prepare and lead prayer in classroom, school and parish settings.
- Demonstrating and supporting new teachers to increase their skills at leading their classroom prayer while providing guidance and encouragement to empower them to grow in confidence as they scaffold the children to lead their class in prayer.
- Checking on classroom resources for prayer and renewing them when necessary.
- Sharing the Prayer Resource budget with teachers to encourage them to try new prayer strategies and experiences for the children.
- Evaluating constantly prayer experiences and identifying how they could be more beneficial to the staff and the young people.
- Spending time in personal prayer and being a prayer model and witness for young people.

All of these tasks are initiated and organized by the DRS and shared among the staff and principal. They are to be carried out in collaborative and empowering ways to provide a rich and reverent prayer life in their school that will deepen the responses of the personal call to holiness of everyone involved.

LITURGY PREPARATION

It is important that students (and the whole school community) experience well-planned and meaningful liturgies in accordance with Church guidelines. As with other areas mentioned in this handbook, the role of the DRS in organising school liturgies and Masses should be one of co-ordination rather than sole responsibility. Other members of staff should be encouraged to use their talents and those of their students.

Every advantage should be taken of the opportunities provided in the *Directory for Masses with Children* published by the Congregation for Divine Worship on 1 November 1973.

The contents of the directory are intended to help children readily and joyfully to encounter Christ together in the Eucharistic celebration and to stand with Him in the presence of the Father. If they are formed by conscious and active participation in the Eucharistic sacrifice and meal, they should learn day by day, at home and away from home, to proclaim Christ to others among their family and among their peers by living the "faith, which expresses itself through love" (Galatians 5:6)

· Directory for Masses with Children, #55

The *Directory* identifies ways in which the Mass may be adapted to support children to participate more fully in the celebration of Eucharist. The DRS should use this resource when consulting with the priest to plan/prepare Masses within the school. It is very important that such consultation is engaged early and fully with the priest who will preside at the Mass.

Participation is one of the keys to good liturgy, particularly with children and young people. Encourage the children to be leaders in the liturgy by accepting special/specific tasks, including reading, singing, playing instruments, dancing, etc.

A Mass planning form could be used to see that all necessary contacts are made and tasks performed before the actual celebration.

The Theological Focus material for the Liturgical Year Module (page 4) has useful background information for preparing liturgies and Masses.

Diocesan education/schools' offices have a variety of planning resources and material available to support DRSs in this area.

Mass Planning Form

General Organisation

Music/Song

People

Date:	Time:	Place:
Occasion:	Theme:	
Celebrant:		
Extraordinary Ministers of Holy Communion: (No. & Names)		
Servers:		
Commentator:		
Introduction:		

Liturgy of the Word

Entrance Procedure:
Song:
Procession:
Penitential Rite:
Opening Prayer:
First Readings:
Reader:
Psalm Response: (sung/said?)
Second Reading:
Reader:
Gospel Acclamation:
Gospel:
Creed: (sung/said/not said?)
Prayers of the Faithful:

Liturgy of the Eucharist

Offertory Procedure:
Song:
Gifts:
Holy, Holy: (sung/said?)
Memorial Acclamation: (sung/said/which?)
'Our Father': (sung/said?)
Sign of Peace:
Lamb of God: (sung/said?)
Communion Procedure:
Song/s:
Reflection:
Closing Procedure:
Song:
Special needs:

THE NZCBC NATIONAL CERTIFICATION SYSTEM

Under the terms of Section 33 of the Education (Update) Amendment Act 2017 (and previously the Private Schools Conditional Integration Act 1975), the Bishops have a particular responsibility for determining the Special Character of Catholic Schools. Bishops and other Proprietors also have a responsibility to ensure that this Catholic Special Character is maintained and enhanced. Certification, as outlined in *The Handbook for Certification in Catholic Special Character and Religious Education For Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand* (NCRS, December 2014), is a key element in ensuring the maintenance and development of this Catholic Special Character in our schools.

WHAT IS THE PURPOSE OF CERTIFICATION?

The purpose of Certification is:

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

THE CERTIFICATION SYSTEM

The New Zealand Catholic Bishops Conference has set up a national certification system for teachers in Catholic Character and Religious Education. The handbook for certification is available from NCRS or the diocesan office.

Each diocese runs its own professional development programme, but the certificate is awarded by NCRS. A full record of each teacher's certification is kept at the diocesan offices. Each school and diocesan office also holds a copy of the Certification Schedule.

Certification in Religious Education

Classroom Level

This is the minimum level for those teaching Religious Education in a primary school.

Leadership Level in Religious Education

This is the minimum level required of those holding or aspiring to the positions of Principal or Director of Religious Studies, and those in other significant leadership positions in Catholic schools.

Graduate Level in Religious Education

This level is for teachers, principals and DRS who have completed appropriate graduate studies.

Certification in Catholic Special Character

Foundation Level

This is the basic level required of all teaching staff in a Catholic school. It is achieved by attending courses for teachers new to Catholic schools that have been organised by the diocese.

Classroom Level

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

(2020 Handbook for Boards of Trustees of New Zealand Catholic State-Integrated Schools, page 23)
<https://www.nzceo.org.nz/resource-items/board-of-trustees-handbook>

The DRS and Principal are responsible for keeping a record of staff professional development in Religious Education and Catholic Character, and for providing that information to the Diocesan Education / Schools Office who are responsible for maintaining records for all teachers in the diocese. The DRS and Principal should encourage and support teachers to apply for the appropriate level of Certification once the criteria has been met.

The Handbook for Certification in Catholic Special Character and Religious Education For Staff and Boards of Trustees in Catholic Schools in Aotearoa New Zealand (NCRS, December 2014) clearly outlines the components required at each level, provides a guide to the topics that could be covered in each subject of study required, and details the process for application for Certification (including application forms/templates).

See [Appendix 6](#) for application forms.



TCI Graduation 2019

APPENDIX 1

Advice and Support for taking up your Role as DRS

Some personal reminders and reflections

- Enjoy it! It's a wonderful opportunity and a significant leadership role.
- The ministry and role of the DRS is central to a Catholic school and the responsibility it carries is significant. The DRS duties are usually in addition to classroom teaching duties. It is important that you recognise the load you carry can be shared with others, especially tagged teachers. You need to care for yourself to avoid work overload.
- You as DRS are an important model to the staff of the gospel values that are the foundation of the life of the school. The challenge your role offers is to be a leader and to call forth in others, creative ways to live and teach the person of Jesus Christ.
- The demands of balancing your DRS responsibilities and classroom teaching responsibilities are great. Be prepared to ask for help and plan special events early so there is sufficient time to do things well.
- DRSs are important people who make a deep commitment to Catholic schools in taking on this leadership role. The support of colleagues in the same demanding position is essential. DRS gatherings provide invaluable support and understanding of the role – and often a few laughs and 'reality checks'. Don't be afraid to seek the support of other DRSs. The staff of the Diocesan Education / Schools Office are always available and keen to support.

Some points to clarify as you begin your role as DRS

- Is the role of DRS part of the leadership/management team?
- Is there a management unit attached to the DRS position?
- Is there some release time available for the DRS?
- To whom is the DRS responsible?
- How is the DRS role appraised in your school?
- What are the functional relationships you have as DRS in your school?
- How can information related to the role and responsibilities of the DRS be communicated effectively to the Principal, the teachers, the children, the Parish Priest and the Board of Trustees.

Getting Started

- ◆ To get a feel for the DRS role in your school take time to familiarise yourself with
 - The key tasks on your job description
 - The RE and Liturgy resources in the school
 - The times RE is taught in each class
 - What has been done in the past by the DRS
 - The communication systems with the Principal, the staff, the BOT and the Parish Priest
 - The latest Catholic Character Review report

- Make yourself familiar with the School Charter, in particular the links to Catholic Character
 - The policies that relate to any aspects of Catholic Character
 - The arrangements for the Sacramental Programmes in the parish
 - Information about 'tagged' positions and preference and non-preference students
- ◆ Spend time with the Principal and other members of the school leadership team looking at the role of the DRS and invite suggestions about how you can develop it. Talk about how the team takes responsibility for the Catholic Character of the school.
 - ◆ Talk to staff about any concerns they have and ask them to identify any areas of need related to RE and Catholic Character.
 - ◆ Talk to the Principal about having time at staff meetings to address RE and Special Character matters with the staff.
 - ◆ Check on the budget allocation for RE and the spending policy.
 - ◆ After reviewing the situation select two areas you could work on and set a time frame for yourself. Set yourself a goal and think about how you are going to work.
 - ◆ Connect with another DRS and the Diocesan Education / Schools Office for advice.
 - ◆ Locate and read the school policies or guidelines related to the role of the DRS.
 - ◆ Imagine you were a stranger coming to the school for the first time -
How would you know the school is Catholic?
How do you see children and staff expressing gospel values?

Keep these impressions in your mind as you take up your role as DRS.

Skills for Managing Classroom and DRS Responsibilities

- Forward planning - work a term ahead
- Communicating information clearly - written is best
- Promoting and motivating people to try new things
- Managing time - allocate a set time for a particular task
- Inviting and accepting assistance
- Managing resources
- Making critical choices when buying new resources
- Delegating tasks especially for school wide activities
- Affirming and thanking people for their efforts
- Modelling professional behaviour based on Gospel values

Advice from experienced DRSs

- Delegate tasks to staff - share the role and involve and empower others
 - The role of DRS does NOT mean you should do everything yourself.
- Don't assume people know things - check on their understanding
- It's useful to have a Catholic Character team with a representative from each syndicate
- Set up a Special Character Activities notice space on the staffroom noticeboard
- Set up a communication system e.g. put notices in teachers' trays
- Have a box for each topic / strand / focus with resources for teachers to use
- Put original copies of resources in a clearfile – filed under Terms or Topics
 - And/or set up a shared drive to capture these and new resources or good ideas.
- Plan and discuss Masses and liturgies with children and use ideas they suggest remembering they must always help people to be prayerful
- Give children leadership roles in aspects of the school's Special Character
 - Invest time in teaching them how to plan liturgies, so they can do it independently.
- Encourage experienced staff to assist new staff with planning, prayer and liturgies
- Recognise the gifts of each staff member and empower them to use them to contribute and build up the school's Special Character



www.st-joseph.school.nz/2017/09/22/liturgy-mother-

DRS Tasks for each Term

Term 1

1. Confirm RE Levels for each teacher.
2. Distribute RE Long Term Plan and check timetabling is in keeping with Bishops' letter.
3. Distribute and introduce Lenten Packs.
4. Prepare and lead staff retreat/prayer/liturgy to begin the school year.
5. Prepare for Commissioning Mass and School Opening Mass - liaise with parish priest.
6. Organise a roster for staff prayer.
7. Check on schedule for Sacramental Preparation programme.
8. Note the date of Ash Wednesday and plan for this, liaising with the Parish Priest or Chaplain.
9. Meet with new teachers and explain the RE programme with them. Set up a buddy system to provide support for them.
10. Prepare, distribute resources and lead staff in understanding the school Charism.

Every Term

1. Note dates of liturgical seasons, feasts and events - plan how these will be celebrated.
2. Check teachers have materials for seasonal classroom prayer focus and for RE.
3. Set up foyer and staffroom displays.
4. Prepare inserts for School Newsletters to communicate RE news and Special Character events.
5. Bring dates of professional development to teachers' attention.
6. Prepare schedule for school, class and parish family masses for the term.
7. Ensure that professional development records towards Certification are forwarded to the Diocesan Education / Schools Office (check if this is a termly requirement or annual).
8. Make staff aware of upcoming courses (Te Kupenga – Catholic Leadership Institute).
9. Organise dates with the Principal for RE and formation staff meetings. Take time to prepare these based on staff needs.
10. Collect strand data and staff evaluations – this makes writing the end of year report for the Board of Trustees easier.

Term 4

1. Start forward planning for next year; check on class numbers and levels to be taught in RE, with staff review areas which need attention (including resources), prepare draft RE Long Term Plan, prepare draft copy of RE and Catholic Character goals to include in the Strategic Plan, evaluate how well you have achieved your DRS goals for the year and draft next steps/goals.
2. Meet with the Principal and Parish Priest to prepare next year calendar for Liturgical celebrations.
3. Speak to staff and distribute information about study and formation for the following year.
4. Write and present the DRS report to the Board of Trustees (check with your Principal, as this may happen more than once a year)
5. Liaise with the Principal about resources required for the following year, so these can be budgeted for.

Once a year (or more often depending on your school and circumstances)

1. Undertake staff observations in the area of Religious Education, providing feedback and feedforward (check with your principal if this is part of your role, as this may depend on school size or other circumstances eg. Length of time in the role of DRS, certification, etc).

(Adapted from the work of Natalie Murphy)

APPENDIX 2

The DRS position in primary schools

The following is taken from the Handbook for Boards of Trustees of New Zealand Catholic State-Integrated Schools (2020):

Director of Religious Studies (Section 464 position)

In each primary school that has five or more teachers, there must be a position designated as Director of Religious Studies. In primary schools with fewer than five teachers, the Board may designate a position as DRS.

The staffing schedules of integration agreements for primary schools (usually the fourth schedule) include the following provisions:

- If the staffing entitlement of the school is fewer than five teachers, the Board may appoint a DRS and may allocate one or more management units to the position.
- If the staffing entitlement is five or more teachers but fewer than eight, the Board must appoint a DRS and may allocate one or more management units to the position.
- If the staffing entitlement is eight or more teachers, the Board must appoint a DRS and must allocate one or more management units to the position.

Requirements of the DRS position

The school's integration agreement requires that the appointee:

- be willing to take part in religious instruction appropriate to the special character of the school
- be able to do so
- accept these requirements as conditions of appointment
- give guidance and provide effective leadership in religious instruction and observances throughout the school
- undertake such teaching duties as may be required by the Principal.

The Board cannot appoint any applicant who in the Board's view fails to meet any of these requirements or is unwilling to fulfil them. The Board should have evidence of the applicant's formation and level of RE qualification and certification.

The DRS is responsible to the Principal for the Religious Education curriculum. The DRS is obliged to abide by the policies set out by the Board in accordance with the goals of the religious curriculum and the objectives of the school plan.

Only a committed and active Catholic in good standing who has a sound knowledge of the curriculum prescribed by the Bishop of the diocese, and who has demonstrated teaching skills in Religious Education and the ability to lead a teaching team, should be appointed to this position.

The advertisement for the position must include (in addition to the Section 464 wording) that the appointee has to "give guidance and provide effective leadership in Religious Education and observances throughout the school", as stated in the school's Integration agreement.

(2020 Handbook for Boards of Trustees of New Zealand Catholic State-Integrated Schools, page 83)
<https://www.nzceo.org.nz/resource-items/board-of-trustees-handbook/>

APPENDIX 3

Time allocation for RE in primary schools

This time allocation was approved by the New Zealand Catholic Bishops Conference on 11 May 2011.

Primary schools

The following is the **minimum** requirement for the teaching of Religious Education in a Catholic primary school in New Zealand per five teaching days per week:

Total time	Spread of lessons
Years 1 and 2: 100 minutes	5 x 20
Years 3 and 4: 100 minutes	5 x 20 or 4 x 25
Years 5 and 6: 120 minutes	4 x 30
Years 7 and 8: 150 minutes	5 x 30

The Bishops specified that minimum teaching time refers to the number of minutes per five school days per week. It excludes prayer, retreats, liturgies etc. They also requested that Religious Education be allotted prime time, the first period of the day, for instance.

If Religious Education is integrated across the curriculum schools must be careful to ensure that enough time is devoted to Religious Education and that the specific Religious Education curriculum is covered.

Secondary schools

The table below gives the **minimum** requirement for the teaching of Religious Education in a Catholic secondary school in New Zealand per five teaching days per week, as approved by the New Zealand Catholic Bishops Conference in May 2011.

Minimum teaching time refers to the number of minutes per five school days per week. It excludes prayer, retreats, liturgies, etc.

Minimum requirements for the teaching of Religious Education in a Catholic secondary school

Minimum teaching time as from 1 January 2012	
Years 7–8	150 minutes
Years 9–10	150 minutes
Years 11–13	180 minutes

Schools assessing against achievement standards must have 10 hours of total teaching and learning time per credit.

Minimum teaching time does not include time given to prayer, retreats or liturgies.

(2020 Handbook for Boards of Trustees of New Zealand Catholic State-Integrated Schools, page 21)
<https://www.nzceohandbook.org.nz/wp-content/uploads/2019/12/Fact-Sheet-Special-Character-Time-allocation.pdf>

APPENDIX 4

The following is taken from the Handbook for Boards of Trustees of New Zealand Catholic State-Integrated Schools (2020):

Professional development and spiritual formation for teachers

MEMORANDUM

TO: Boards of Trustees of Catholic Primary Schools

FROM: New Zealand Catholic Bishops Conference

DATE: 29 April 2005

RE: Professional Development and Spiritual Formation for Teachers

The Bishops are aware that one of the biggest challenges facing Catholic schools today is the Professional Development and Spiritual Formation of their teachers.

The Catholic Character of all schools is strongly influenced by the level of faith formation and commitment as well as the professional competence of staff, particularly the Principal. The responsibility of providing opportunities for Professional Development and Spiritual Formation for staff rests with the school Principal and the Board of Trustees. It is vital, therefore, that those holding leadership positions ensure that all staff are encouraged to take part in Professional Development and Spiritual Formation appropriate to their position in a Catholic school. The importance of this was spoken about by Pope John Paul II in September 2004 during the Ad Limina visit of the New Zealand Bishops. The Pope emphasised the need for teachers to have “a solid theological and spiritual preparation”.

We have drawn up the following Guidelines to assist Principals and Boards of Trustees to ensure that all staff participate in both Professional Development and Spiritual Formation to enable them to teach Religious Education effectively and to enhance the Catholic Character of their schools.

The school’s Strategic Plan includes a goal, stating that all staff who teach Religious Education will be required to have Level 1 Certification or be **actively** working towards this.

The Professional Development Policy of the school places emphasis on regular and ongoing Professional Development and Spiritual Formation of all staff in areas related to the Catholic Character.

A Catholic Character Professional Development and Spiritual Formation Plan is developed and reviewed annually to address the needs of the staff. It includes:

- Information about reporting to parents and Boards of Trustees.
- A plan for each teacher’s Professional Development and Spiritual Formation related to the Catholic Character which is part of the annual appraisal cycle.

Job descriptions for all staff include Professional Standards, and have clearly identified responsibilities for Professional Development and Spiritual Formation related to the Catholic Character.

Attendance at Professional Development and Spiritual Formation is reviewed as part of the appraisal system of all teachers.

A minimum of 12 hours Professional Development and Spiritual Formation related to the Catholic Character is expected for all teachers every year.

We ask Principals and Boards of Trustees to adopt these Guidelines and to amend their policies and practices if necessary, to enable them to be met.

As Bishops we are conscious of the good work being done by teachers and all those involved in Catholic education. Be assured of our support as you strive to carry out your ministry in our schools and proclaim the Gospel to the children you teach.

(2020 Handbook for Boards of Trustees of New Zealand Catholic Integrated Schools, page 22)
<https://www.nzceohandbook.org.nz/wp-content/uploads/2019/12/Fact-Sheet-Special-Character-Teacher-PD.pdf>

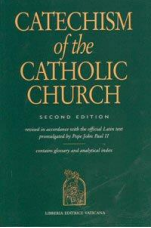
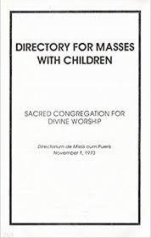
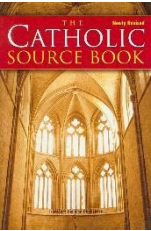

“A minimum of 12 hours Professional Development and Spiritual Formation related to the Catholic Character is expected for all teachers every year.”

How the 12 hours could be achieved:

- Spiritual formation opportunities: retreats, speakers
- Staff meetings (from approved presenter)
- Completing papers towards a Religious Education qualification through Te Kupenga - Catholic Leadership Institute (formerly TCI)
- Completing the *Having Life to the Full* course (human sexuality education)
- Support for new teachers; in Catholic Character, the RE programme and resources; teaching RE
- Online study of Scripture or Theology (from approved provider)
- Twilight meetings, Cluster meetings, Leadership Course, Teachers' Gatherings/Conventions/Conferences, Curriculum Workshops...

APPENDIX 5 - A LIST OF USEFUL AND IMPORTANT BOOKS, DOCUMENTS AND WEBSITES FOR REFERENCE AND READING

Books

Covers	Title and Source	Description and Brief Insight
	<p>The Catechism of the Catholic Church Vatican (1992) Available online at: http://www.vatican.va/archive/ENG0015/INDEX.HTM</p>	<p>This is a really tough read! It is however the source for Church teaching and it is extensively referenced in the RE Curriculum. Don't read it cover to cover, but know what it looks like and how to access it should the need arise!</p>
	<p>Directory for Masses with Children Congregation for Divine Worship (1973) Download: http://jesuitinstitute.org/Resources/Directory%20for%20Masses%20With%20Children.pdf</p>	<p>“The contents of the directory are intended to help children readily and joyfully to encounter Christ together in the Eucharistic celebration and to stand with Him in the presence of the Father. If they are formed by conscious and active participation in the Eucharistic sacrifice and meal, they should learn day by day, at home and away from home, to proclaim Christ to others among their family and among their peers by living the “faith, which expresses itself through love” (Galatians 5:6).”</p>
	<p>The Catholic Source Book Harcourt Religion Publishers (2006) Available from Book Depository: https://www.bookdepository.com/Catholic-Source-Book-Harcourt-Religion-Publishers/9780159018835</p>	<p>“Completely revised and given a fresh new look, the Catholic Source Book contains the essential teachings and basic texts of Catholic beliefs, prayers, practices and traditions. Better than any almanac and more useful than an encyclopaedia or dictionary, this is the one Catholic reference book that every home, parish and classroom needs. Catechumens and lifelong Catholics, teachers and students, adults and children will all find this book interesting, informative and essential both for reading and reference.” This is a great resource, particularly helpful for answering those curly or abstract questions!</p>
	<p>Sharing the Gospel Today: The Catechetical Directory for Aotearoa New Zealand New Zealand Catholic Bishops Conference (NZCBC) (2012) Download: https://www.faithcentral.org.nz/wp-content/uploads/2020/03/NZ-Catechetical-Directory.pdf</p>	<p>A catechetical directory is a guide for faith formation - focused on principles and methods for catechesis rather than on the content of Church teaching. “This Catechetical Directory provides principles and guidelines for catechesis and religious education at all levels in the Catholic Church in Aotearoa New Zealand.” “This directory is intended principally for those who have a particular responsibility for organising and overseeing catechesis in parishes and religious education in Catholic schools.”</p>



The Catholic Education of School-Age Children

New Zealand Catholic Bishops Conference (NZCBC) (2014)

Download: <https://www.nzceo.org.nz/resource-items/2523/>

“A document of the NZCBC to guide those involved in the work of Catholic education in Aotearoa New Zealand.”

“... an indispensable reference point...”

“This resource puts the encounter with Jesus at the centre of Catholic education.”

This document sets the platform for all conversations about teaching in a Catholic School in Aotearoa New Zealand.



The Religious Education Curriculum Statement for Catholic Primary Schools in Aotearoa New Zealand

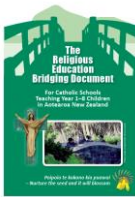
National Centre for Religious Studies (NCRS) (1996)

Download from Google Drive:

https://drive.google.com/open?id=16Hgb3XvQsv3mUh2RE4TdV7EKt_4Ik5lY

“This Curriculum Statement sets the framework from which a comprehensive programme for the religious education of children in Catholic primary schools [has been] developed.”

This statement is the starting point for our RE Curriculum. The teacher handbooks and all subsequent resource material (including content available on *Faith Alive*) comes from here.



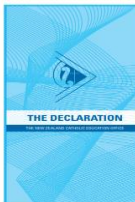
The Religious Education Bridging Document (REBD) For Catholic Schools Teaching Year 1-8 Children in Aotearoa New Zealand

National Centre for Religious Studies (NCRS) (2018)

Download: <http://www.faithalive.org.nz/assets/REBD/The-REBD-2018-V2.pdf>

“The purpose of this Religious Education Bridging Document is to help you look anew at our national primary RE curriculum. It reminds us of the ‘why’ and the ‘who’ (Jesus) which give meaning to RE in our schools. It provides guidance and encouragement to teachers to be dynamic and authentic in your teaching...”

This document revisits the CONTEXT and gives GUIDANCE for teaching RE today.



The Declaration

New Zealand Council of Proprietors of Catholic State-Integrated Schools (1997, revised 2007)

Download: <https://www.nzceo.org.nz/resource-items/the-declaration/>

“The Declaration of the Proprietors of Catholic Schools in New Zealand on the Essential Characteristics of Authentic Catholic School Education.”



Virtues and values in New Zealand Catholic Schools

New Zealand Catholic Education Office (NZCEO) (2014)

Download: <https://www.nzceo.org.nz/resource-items/virtues-and-values-in-new-zealand-catholic-schools/>

“Catholic Schools see the development of Gospel-based values and virtues as central to their work in education. Catholic Schools need to be obviously Catholic, knowing what they stand for and living what they stand for. NZCEO’s original paper on virtues and values, Taking the High Ground, Virtues and Values in Catholic Schools, is re-presented here, in an updated edition, to support what the Bishops have said in their document Catholic Education of School-Age Children – “for a Catholic school, the values it promotes must be sourced from the gospels, particularly the parables of Jesus” (para 66, p15).”

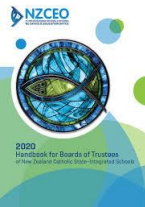


Catholic Special Character Review for Development

New Zealand Catholic Education Office (NZCEO) (2018)

Download: <https://www.nzceo.org.nz/resource-items/catholic-special-character-review-for-development/>

This document provides the framework for Catholic Character review - BOTH internal evaluation and external review. In *The Catholic Education of School-Age Children* (2014) the NZCBC stated “The Catholic Character review process examines what a school does to maintain its Catholic Character”. This document presents a process for an internal evaluation cycle and the steps for external review. It also has a comprehensive section on the four dimensions for review including focus area and items to be considered.



Handbook for Boards of Trustees of New Zealand Catholic State-Integrated Schools 2020

New Zealand Catholic Education Office (NZCEO) (2020)

Download: <https://www.nzceo.org.nz/resource-items/board-of-trustees-handbook/>

“This handbook is intended to help Boards of Trustees focus on those aspects of a state-integrated school that differ from a standard (non-integrated) state school.”
“This handbook provides current guidelines and sets out current policies. It is not a legal document and should not be read as such.”

In this updated version, there are no longer appendixes, but reference to where to find the information online as you read the booklet – <https://www.nzceohandbook.org.nz/nzceo-handbook/>



Standards for the Teaching Profession: Catholic School Elaborations

New Zealand Catholic Education Office (NZCEO) (2018)

Download: <https://www.nzceo.org.nz/resource-items/standards-teaching-profession-catholic-elaborations/>

“The Catholic elaborations on the Education Council’s Standards for the Teaching Profession provide a framework for personal and professional reflection and support the growth of the encounter with Christ. These elaborations will be a helpful addition to the discussions that take place during discussions around job descriptions and appraisals.”



‘Why teach in a Catholic School?’ – Video Resources

New Zealand Catholic Education Office (NZCEO) (2020)

<https://www.nzceo.org.nz/resource-items/video-resources/>

The following videos, and accompanying powerpoints, feature teachers from Catholic schools throughout New Zealand talking about why they chose to become a teacher and their experience of teaching in a Catholic school. They have been created:

1. **For students:** to encourage young Catholic school students, from as early at Year 7, to consider teaching as a career and working in a Catholic school a professional goal,
2. **For staff reflection:** to help teachers in Catholic schools consider how they think and talk about their profession with one another and in front of or with their students, and
3. **For parish communities:** to recognise the immensely important work that happens in our schools, to the credit of teachers, staff, senior leadership teams, Principals, Boards and the wider community.



Handbook for Certification in Catholic Special Character and Religious Education

National Centre for Religious Studies (NCRS) (2014)

Download: <http://www.tci.ac.nz/ncrs/31-abouttci/ncrs/216-certification>

“This Handbook sets the standard requirements for all staff appropriate to their position or role.”

“We expect those involved in our schools to use this Handbook, and to ensure that all staff achieve appropriate standards of knowledge and understanding. It is essential that Boards of Trustees and Principals give HIGHEST PRIORITY to continuing professional development relating to Catholic Special Character.”

Pages 10-14 work through the various levels of Certification and the content on pages 18-19 is very helpful, showing examples of topics that could be covered under each of the 6 subject headings.

YOUCAT is a new official resource aimed at high-schoolers and young adults. You'll find a highly readable commentary; questions and answers; definitions of key terms; pictures and illustrations; Bible citations; and quotes from saints and other great teachers. It explains:

- What Catholics believe and why (doctrine)
- How Catholics celebrate the mysteries of the faith (sacraments)
- How Catholics are to live (moral life)
- How they should pray (prayer and spirituality)

The questions are direct and honest, even at times tough; the answers straightforward, relevant, and compelling. After the Bible, YOUCAT will likely become the “go-to” place for young people to learn the truth about the Catholic faith.

This is the Australia & New Zealand Edition



Youcat: Youth Catechism of the Catholic Church - Australia & New Zealand

Freedom Publishing (2019)

Available from Pleroma Christian Supplies:

<https://www.christiansupplies.co.nz/product/9780648360162/youcat/>

Docat: What to do

Ignatius Press (2016)

Available from Pleroma Christian Supplies:

<https://www.christiansupplies.co.nz/product/9781621640493/docat-what-to-do/>

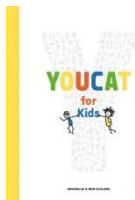
DOCAT is the toolbox that shows how to “do” social justice the Catholic way.

Popular Q & A, YOUCAT style, tackles tough questions about social justice and related issues. Inspirational and insightful quotes, including comments from St John Paul II, Mother Teresa, Pope Francis, Pope Benedict. Excerpts from the current pope's magisterial teaching, and important statements by his immediate predecessors. Questions cross-referenced with the Compendium of Social Doctrine, the Catechism, and YOUCAT.

DOCAT is a popular adaptation of the social doctrine of the Catholic Church.

Also available in an Australian/New Zealand edition





Youcat for Kids

Freedom Publishing (2019)

Available from Pleroma Christian Supplies:

<https://www.christiansupplies.co.nz/product/9780648323303/youcat-for-kids/>

An exciting new Catechism to help children (ages 8-13) and parents to discover their Catholic faith together.

In engaging, child-friendly language, accompanied by talking points for parents and teachers, YOUCAT for Kids explores:

- Creation
- The Creed
- The Sacraments
- The Ten Commandments
- Prayer
- The Life of Jesus

All the much-loved characteristics of the bestselling YOUCAT series including

- fun graphics
- quotes from Saints
- thought-provoking images have been adapted to suit a younger audience.

Designed in consultation with parents and families, YOUCAT for Kids is an essential addition to every family bookshelf.

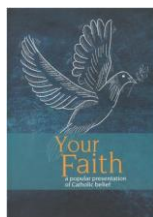
Australasian Edition

“Your Faith’ presents the fundamental truths of the Catholic faith in a simple and popular way. The enthusiastic reception of this book throughout the English-speaking world when it first appeared has been maintained. Now completely revised and updated, it remains the only book of its kind to fulfil a real need in the Church at the present time. Ideal for schools, for RCIA programmes and for individuals who wish to deepen their knowledge and understanding of Catholic teaching.”

Looks like a good resource for answers and understanding around some fundamental beliefs.

Any Bible’s a good resource idea anyway, but this particular Bible “has more than 3,500 highlighted verses that show God’s love for the poor and his heart for justice.”

“Using the Catholic NRSV translation, the New Zealand edition of the Poverty and Justice Bible includes a unique study section: At the core – developed with The Catholic Institute and derived from the New Zealand Year 12 Religious Education curriculum and from Caritas resources. These unique studies will help you better understand Church teaching on social justice issues.”

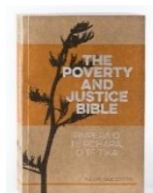


Your Faith: A Popular Presentation of Catholic Belief

Redemptorist Publications (2014)

Available from Pleroma Christian Supplies:

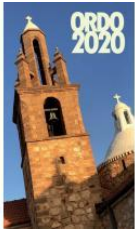
<https://www.christiansupplies.co.nz/product/9780852314098/your-faith-a-popular-catholic-catechism/>



The Poverty and Justice Bible: NZ Catholic Edition

Bible Society Australia (2015)

Available online at: <https://biblesociety.org.nz/our-bible-projects/new-zealand-projects/the-poverty-and-justice-bible/>



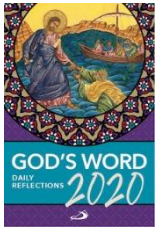
Ordo 2020 for New Zealand & Australia

Liturgy Brisbane (2019)

Download: <https://www.christiansupplies.co.nz/product/ORDO20/ordo-2020-for-new-zealand-and-australia/>

The ORDO is an indispensable aid in the preparation of good liturgy. Spiral bound to enable it to open flat and with clear text this publication is invaluable.

The Ordo gives complete details of the celebration of the Eucharist and the Liturgy of the Hours, beginning with the first Sunday of Advent.



God's Word 2020: Daily Reflections

St Paul Publications (Aus) (2019)

Available from Pleroma Christian Supplies:

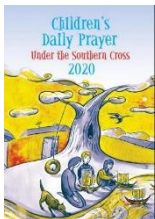
<https://www.christiansupplies.co.nz/products/search/?s=God%27s+word+2020%3A+Daily+reflections>

Designed to help you to keep the Word of God close to your heart in your daily life.

A companion on the journey to pray, to share, to grow in God's love and be nourished by the Word of God. Includes the Bible readings set down for each day, with a reflection.

God's Word 2020: Daily Reflections brings you:

- Liturgical readings of the day from the New Jerusalem Bible
- Inspiring reflection of the Gospel of the day by eminent Australian spiritual writers
- Liturgical information for the day
- Space to note down important events and reflections of the day
- Australian Feasts and Solemnities



Children's Daily Prayer Under the Southern Cross 2020

Spectrum Publications (2019)

Available from Pleroma Christian Supplies:

<https://www.christiansupplies.co.nz/product/9780867860283/childrens-daily-prayer-under-the-southern-cross-2020/>

"This is a book of daily prayer for students in Years 3-8. It combines the rhythms of the church's year with school terms and other calendars. It takes inspiration from the church's rich liturgical traditions. It contains: Daily classroom prayer for each school day of the year and Reference to days of significance for Australia and NZ and to international observances. Students will meet: Saints, old and new as well as Prophets and peacemakers of our time.

This publication has been revised and after feedback from teachers is now published at a lower price and without the weekend information."



Framing Document

Human Sexuality Education: A guide for Catholic communities in Aotearoa New Zealand

National Centre for Religious Studies (NCRS) (2019)

Download: <https://www.faithcentral.org.nz/wp-content/uploads/2019/11/Framing-Document-Human-Sexuality-final.pdf>

"Then God said, 'Let us make humankind in our image, according to our likeness...'" (Gen 1:26) Our understanding of human sexuality is a vital aspect of understanding ourselves and other people. Education and formation in this area is a privileged responsibility: the preciousness of a human person needs fostering, especially given the many social pressures and misconceptions encountered by young people today.

This guideline has been written to provide a context for whānau, Catholic schools and parishes to appreciate their roles in supporting children and young people to understand what it means to be made in the image and likeness of God (Gen 1:26-27) and how this affects the way we live.



The Philosophy of Catholic Schools in New Zealand
 New Zealand Catholic Education Office Ltd (2002 Re-issued 2014)
 Download: <https://www.nzceo.org.nz/resource-items/the-philosophy-of-catholic-schools-in-new-zealand/>

“This document outlines the philosophy of Catholic schools in New Zealand and provides some of the guiding characteristics that are fundamental to Catholic schools”.



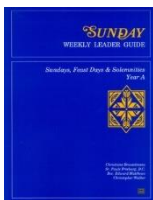
Code of Ethics for Staff and Boards of New Zealand Catholic Schools
 New Zealand Catholic Education Office (NZCEO) (2014)
 Download: <https://www.nzceo.org.nz/resource-items/code-of-ethics/>

As members of staff and as the Board of our Catholic school we are committed to students, parents and caregivers, the community and education itself. In order to serve effectively we are also committed to our own growth and well being. We commit ourselves to professional standards of conduct in all we do.



Gender Complexity in Schools
 National Centre for Religious (2018)
 Download: <https://www.nzceo.org.nz/resource-items/guidance-for-catholic-schools-on-gender-complexity/>

“Some guidance for Principals, BOTs, Staff, Students and Whanau of Catholic Primary and Secondary Schools in Aotearoa New Zealand.”
 Catholic schools are committed to providing a kind, nurturing, faith-filled environment that respects everyone’s dignity and personhood. Great care and reflective discernment is needed when principals, boards of trustees, or any person in a professional capacity, are discerning pastoral care for students in regards to matters as sensitive as gender identity.

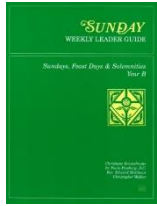


Sunday Weekly Leader Guide: Sundays, Feast Days & Solemnities, Year A
 Treehaus Communications Inc (1992)
 Available from Pleroma Christian Supplies:
<https://www.christiansupplies.co.nz/product/SWLGA/sunday-weekly-leader-guide-year-a/>

Year A
 Features:

- Homily notes include Focus of Readings and Ideas for Reflections With Children.
- Scripture readings adapted for children in keeping with Directory for Masses With Children.
- Music for Psalm Responses and Gospel Acclamations by Christopher Walker.
- Prayer of the Day for each Sunday.
- Each volume includes 52 Sundays plus Feasts of the Lord and Solemnities.

Large Print



Sunday Weekly Leader Guide: Sundays, Feast Days & Solemnities, Year B

Treehaus Communications Inc (1990)

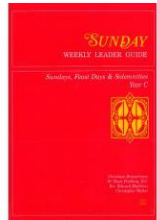
Available from Pleroma Christian Supplies:

<https://www.christiansupplies.co.nz/product/SWLGB/sunday-weekly-leader-guide-year-b/>

Year B:

Features:

- Homily notes include Focus of Readings and Ideas for Reflections With Children.
- Scripture readings adapted for children in keeping with Directory for Masses With Children.
- Music for Psalm Responses and Gospel Acclamations by Christopher Walker.
- Prayer of the Day for each Sunday.
- Each volume includes 52 Sundays plus Feasts of the Lord and Solemnities.



Sunday Weekly Leader Guide: Sundays, Feast Days & Solemnities, Year C

Treehaus Communications Inc (1992)

Available from Pleroma Christian Supplies:

<https://www.christiansupplies.co.nz/product/SWLGC/sunday-weekly-leader-guide-year-c/>

Year C:

This publication follows the lectionary cycle for each Sunday and includes Prayer of the Day, Focus of the readings, "First Reading, Response, Gospel Acclamation and Gospel" (all adapted for children), and a section "Reflecting on" and "Ideas for Discussion" with the children.

Features:

- Homily notes include Focus of Readings and Ideas for Reflections - Scripture readings adapted for children in keeping with Directory for Masses With Children (Same as SUNDAY Lectionary Adapted for Children, approved by Canadian Bishops).
- Music for Psalm Responses and Gospel Acclamations by Christopher Walker.
- Prayer of the Day for each Sunday.
- Each volume includes 52 Sundays plus Feasts of the Lord and Solemnities.

Major Ecclesial (Church) documents relating to Catholic Education

Christ is Alive: Christus Vivit - Pope Francis (2018)

Available online at: http://www.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20190325_christus-vivit.html

The Call to Holiness in Today's World: Gaudete et Exsultate - Pope Francis (2016)

Available online at: http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20180319_gaudete-et-exsultate.html

The Joy of Love: Amoris Laetitia - Pope Francis (2016)

Available online at: http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20160319_amoris-laetitia.html

“Praise Be To You”: “Laudato Si” On Care for our Common Home - Pope Francis (2015)

Available online at: http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

Educating Today and Tomorrow: A Renewing Passion - Congregation for Catholic Education (2014)

Available online at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html

The Joy of the Gospel: Evangelii Gaudium - Pope Francis (2013)

Available online at: http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium.html

The Church in Oceania: Ecclesia in Oceania - Pope John Paul II (2001)

Available online at: http://w2.vatican.va/content/john-paul-ii/en/apost_exhortations/documents/hf_jp-ii_exh_20011122_ecclesia-in-oceania.html

The Catholic School on the Threshold of the Third Millennium - Congregation for Catholic Education (1997)

Available online at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_27041998_school2000_en.html

The Gospel of Life: Evangelium Vitae - Pope John Paul II (1995)

Available online at: http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_25031995_evangelium-vitae.html

The Religious Dimension of Education in a Catholic School - Congregation for Catholic Education (1988)

Available online at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

The Catholic School - The Sacred Congregation for Catholic Education (1977)

Available online at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19770319_catholic-school_en.html

On Evangelisation in the Modern World: Evangelii Nuntiandi - Pope Paul VI (1975)

Available online at: http://w2.vatican.va/content/paul-vi/en/apost_exhortations/documents/hf_p-vi_exh_19751208_evangelii-nuntiandi.html

Websites

New Zealand Catholic Bishops Conference (NZCBC): The Catholic Church in New Zealand

www.catholic.org.nz

An excellent landing place for 'all things Catholic' in Aotearoa New Zealand.

New Zealand Catholic Education Office (NZCEO)

www.nzceo.org.nz

An important reference point for various documents/resources from the Proprietors of our Catholic schools.

The New Zealand Catholic Education Office (NZCEO) is the office of the New Zealand Council of Proprietors of Catholic Integrated Schools. We also serve the educational requirements of the New Zealand Catholic Bishops Conference. We assist the Conference and the Proprietors of Catholic integrated schools in their mission of providing Catholic education.

National Liturgy Office: The Catholic Church in New Zealand

www.nlo.org.nz

A resource centre for liturgy in the Catholic Church in Aotearoa New Zealand.

The National Liturgy Office assists the Bishops of New Zealand in their pastoral, liturgical and teaching ministry. The NLO promotes sound liturgical practice, and ensures the distinctive identity of the Catholic Church in Aotearoa-New Zealand with its Māori dimension is present in the liturgy.

National Centre for Religious Studies (NCRS)

www.tci.ac.nz/ncrs

NCRS is responsible for the production of religious education and catechetical programmes at early childhood, primary and secondary levels for schools and parishes. NCRS is our RE Curriculum resource centre. (In 2020 NCRS became part of Te Kupenga along with The Catholic Theological College and The Nathaniel Centre – the NZCBC agency for bioethics.)

Faith Alive (from the National Centre for Religious Studies)

www.faithalive.org.nz

The home of Catholic Primary School Religious Education in Aotearoa New Zealand.

Faith Central (from the National Centre for Religious Studies)

www.faithcentral.org.nz

The home of Catholic Secondary School Religious Education in Aotearoa New Zealand.

Faith Journey (from the National Centre for Religious Studies)

www.faithjourney.co.nz

A new initiative by the National Centre of Religious Studies (NCRS) to support families in their journey of faith. Worth recommending to your school parents, caregivers and whānau.

Aotearoa Catholic – YouTube Channel

https://www.youtube.com/channel/UCy0_KcJSuFTDoACKcCfrvSQ

This is NCRS's YouTube Channel. It has a range of content mostly from New Zealand. It covers areas such as Liturgy, The Mass, Prayer, Catholic Education, Social Justice etc. NCRS is also always looking for more content to add. So if you have anything you think would be suitable – please e-mail NCRS and let them know.

Also – check out **NZpray2day** – An App created by NCRS for staff and students to reflect on their journey through the liturgical year.

Catholic Diocese of Auckland

<https://www.aucklandcatholic.org.nz/>

The website of the Catholic Diocese of Auckland with information in relation to schools, parishes, pastoral information, events and much more.

Catholic Diocese of Hamilton

<https://www.cdh.org.nz/>

The website of the Catholic Diocese of Hamilton with information in relation to schools, parishes, pastoral information, events and much more.

Catholic Diocese of Palmerston North

<https://pndiocese.org.nz/>

The website of the Catholic Diocese of Palmerston North with information in relation to schools, parishes, pastoral information, events and much more.

The Archdiocese of Wellington

www.wn.catholic.org.nz

The website of the Catholic Church in Wellington with information in relation to schools, parishes, pastoral information, events and much more.

Catholic Diocese of Christchurch

<https://chchcatholic.nz/>

The website of the Catholic Diocese of Christchurch with information in relation to schools, parishes, pastoral information, events and much more.

Catholic Diocese of Dunedin

<https://www.cdd.org.nz/>

The website of the Catholic Diocese of Dunedin with information in relation to schools, parishes, pastoral information, events and much more.

APPENDIX 6 – CERTIFICATION FORMS

APPLICATION FORM FOR CERTIFICATION IN CATHOLIC SPECIAL CHARACTER: FOUNDATION LEVEL

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

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

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

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

Name and location of School:
Years of Service: (e.g.1990-1993)

.....
.....

Name:

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

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

Signature:

School:

School address:

..... Date:

.....

3. **Principal to complete**

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

Signed:

Date:

APPLICATION FORM FOR CERTIFICATION IN CATHOLIC SPECIAL CHARACTER: CLASSROOM LEVEL

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

- 1. A. I enclose
 - B. copies of my official Diocesan Certification Record which verifies courses and hours completed
 - C. a Principal's Recommendation Toward Certification form

- B. Total number of credit-hours _____

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

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

Name and location of School:
Years of Service: (e.g.1990-1993)

.....
.....

Name:

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

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

Signature:

School:

School address:

..... Date:

.....

3. Principal to complete

I Principal of School

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

Signed:

Date:

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

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

1. A. I enclose:
B. copies of my official Diocesan Certification Record which verifies courses and hours completed
C. a Principal's Recommendation Toward Certification form

B. Total number of credit-hours _____

-
2. I have taught the approved New Zealand National (Primary / Secondary) Religious Education Programme in the following Catholic Schools for
.....(e.g. 5 Years)

Name and location of School:
Years of Service: (e.g. 1990-1993)

.....
.....

Name:

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

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

Signature:

School:

School address:

.....

Date:

3. Principal to complete

I Principal of School

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

Signed:

Date:

APPLICATION FORM FOR CERTIFICATION: LEADERSHIP LEVEL

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

1. A. I enclose:
B. copies of my official Diocesan Certification Record which verifies courses and hours completed
C. a Principal's Recommendation Towards Certification form.

B. Total number of credit-hours _____

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

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

Name and location of School:

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

.....
.....

Name:

.....

(Please PRINT the name you want on your certificate)

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

Signature:

School:

School address:

..... Date:

.....

3. Principal to complete

I Principal of School

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

Signed:

Date:

APPLICATION FORM FOR CERTIFICATION: GRADUATE LEVEL

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

1. A. I enclose:
- B. a copy of my official Diocesan Certification Record which verifies courses and hours completed
 - C. a copy of my graduate qualification / degree
 - D. a Principal's Recommendation Towards Certification form.
- B. Total number of credit-hours _____
-

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

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

Name and location of School:
Years of Service: (e.g.1990-1993)

.....
.....

Name:

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

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

Signature:

School:

School address:

..... Date:

.....

3. **Principal to complete**

I Principal of School

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

Signed:

Date:

APPLICATION FORM FOR ENDORSEMENT OF CERTIFICATION

Name:

(Please PRINT the name you want on your certificate)

Signature:

School:

School address:

Date:

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

Year of Certification:

Year of Last Endorsement:

1. A. I enclose:
A copy of my official Diocesan Certification Record that verifies courses and hours completed

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

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

Name of School	Location	Years of service

ACKNOWLEDGEMENTS

Special thanks for inspiration, contributions and major re-drafting to:

Candice Adams – REA Palmerston North

Jane Dravitzki – REA Palmerston North

Alan Grant – REA Wellington

National Centre for Religious Studies

Julie Barnett

Anne Kennedy

Colin MacLeod

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