



Catholic Education  
Board Management

# Catholic Education Board of Management

34B Belmont Circular Road, Belmont

Email: [cebm@cebm.org.tt](mailto:cebm@cebm.org.tt)

Tel: 1-868-607-CEBM: Fax: 1-868-624-8940

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# Process for Promotion of Teachers in Catholic Schools

# CEBM Approved Process for Promotion of Teachers:

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The Catholic Education Board of Management (CEBM) at its June 14, 2012 Board Meeting approved the under mentioned process for promotion in secondary schools.

## Introduction

The process outlined below is expected to support the active recruitment of competent Catholic teachers. Non-Catholics who are recruited are to be made aware of the provisions of article 4 of the Concordat before assuming duty. They will thus be advised in advance of their ineligibility for promotion to posts of Vice Principal and Principal in Catholic schools and so avoid developing expectations that cannot be fulfilled.

## The Procedure

1. CEBM shall receive a completed copy of the *Ministry of Education (MOE) Application for Promotion form* as made by applicants to any of the six (6) secondary schools under the purview of the CEBM.
2. CEBM shall invite the applicant to complete *CEBM's Application Form for Promotion*. The applicant shall be given the *Confidential Form for Promotion in Secondary Schools* to take to his/her Parish Priest for completion. The Confidential Form for Promotion will be returned directly to the CEBM by the Parish Priest.
3. On completion of the *CEBM's Application Form for Promotion*, the applicant will be issued a letter advising of article 4 of the Concordat.
4. CEBM shall interview candidates. The Interview Panel will include a principal, (for VP, principal of the receiving school) and a member of the CEBM.
  - a. There should be an interview instrument (*Interview Guidelines and an interview Report Form*) for conducting the interview.
  - b. The Interview Panel will be required to meet prior to the interview to be briefed on and agree to guidelines.
  - c. Previous performance reports of the applicant shall be used in the final assessment of the applicant.
  - d. Applicants are also to be invited to bring along Portfolios to the interview.
5. The results of the interviews shall be communicated to the MOE in the usual manner.

## Supporting Documents:

1. Application Form for Promotion of Teachers in Secondary Schools.
2. Confidential Form for Promotion in Secondary Schools – to be taken to the Parish Priest.
3. Letter to be given to applicants advising of article 4 of the Concordat.
4. Interview Guidelines and interview Report Form.

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### **The Goal of Catholic Education**

*(From: Pastoral Letter on Catholic Education in the Territories of the Antilles Episcopal Conference)*

The goal that the Catholic school sets for itself is to lead children and youth to encounter the living Jesus Christ, Son of the Father, brother and friend, Master and merciful Shepherd, Hope, Way, Truth and Life, and thus to experience covenant with God and with human beings. It does so by aiding in building the personality of the students, having Christ as their reference point for mindset and life. As that reference point gradually becomes explicit and internalized, it will help them to see history as Christ sees it, to judge life as He does, to choose and live as He does, to cultivate hope as He teaches us, and to live in communion with the Father and the Holy Spirit in Him.

By the mysterious fruitfulness of this reference point, persons are built up in their existential unity, that is, they assume their responsibilities and seek the ultimate meaning of their life. Situated within the Church, the communities of believers, with freedom, are able to live the faith intensely, proclaim it, and celebrate it joyfully in the reality of each day. As a consequence, the human attitudes that lead to sincerely being open to the truth, to respecting and loving people, to expressing their own freedom in self-giving and in service to others to transform society, mature and become second nature.<sup>1</sup>

The core elements of the Catholic faith thus provide a framework for Catholic Education:

#### ***Teaching the whole person***

The Church “establishes her own schools because she considers them a privileged means of promoting the formation of the whole man, since the school is the center in

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<sup>1</sup> Aparecida § 336.

which a specific concept of the world, of [humanity], and of history is developed and conveyed.”<sup>2</sup>

Catholic education goes beyond the purely technical and practical aspects of schooling and aims at an integration of all knowledge within a vision of the world and of the human person. It focuses on the physical, emotional, moral and spiritual dimensions of human development, leading to a personal synthesis of faith and life of each student. Growth in all areas prepares students for a meaningful life of service as committed Christians, building the Kingdom of God in a pluralistic society.

### ***Education for all, especially the Poor***

In its schools the Church is called to promote an education centered on the human person who is capable of living in community, and making his or her contribution to its well-being. Given the fact that many are excluded, the Church must press for quality formal and informal education for all, especially for the poorest. This means an education that brings children, youth, and adults into an encounter with the cultural values of their own country, discovering or integrating religious and transcendent dimensions into those values.

To that end, we need a dynamic pastoral ministry of education to accompany education processes, to be a voice legitimizing and safeguarding freedom of education vis-à-vis the state and the right to a quality education for the most dispossessed.<sup>3</sup>

### ***Staff as Living Witness***

Catholic educators are called to do much more than share religious knowledge. “Professionalism is marked by, and raised to, a supernatural Christian vocation.”<sup>4</sup> It is the personal witness and holiness of the teacher that will have the greatest impact on the students. Catholic educators should model collaboration, love of the faith, communion with the Church and concern for the poor and marginalized. They must be committed to leading their students to encounter Jesus and develop a relationship with Him that expresses itself in witness and service.

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<sup>2</sup> Congregation for Catholic Education, *The Catholic Schools*, 1977, n. 8).

<sup>3</sup> Aparecida § 334.

<sup>4</sup> Congregation for Catholic Education, *Lay Catholics in School: Witness to the Faith*, 1982, n. 37.