

Leader of Learning – Secondary Religious Education (Coordinator)

ROLE DESCRIPTION

REPORTS TO

Principal

CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

Whilst the Principal also has final responsibility for the development and implementation of the Religious Education program Kindergarten to Year 12, this responsibility is shared with the Leader of Learning – Secondary Religious Education, who also assists to support parents and carers in their role as religious educators of their children.

The Leader of Learning – Secondary Religious Education is an exemplary teacher who provides an excellent role model for other teachers, especially in the area of Religious Education and in their understanding of quality teaching and learning that is holistic and informed by a distinctive Catholic world-view.

The Leader of Learning – Secondary Religious Education works in collaboration with the school leadership team and colleagues to promote the school as a place which has a strong focus on enhancing religious learning for all students.

Within the RE faculty they will:

- Promote the development and maintenance of academic rigour in relation to Religious Education
- Supervise the implementation and teaching of the diocesan Religious Education curriculum
- Ensure the highest standards of teaching practice
- Lead and support the ongoing development, implementation and oversight of quality teaching programs and learning outcomes
- Have deep understanding and expertise in KLA curriculum requirements
- Establish a culture of collaborative and reflective practice
- Support individuals in identifying new experiences for their continual professional development
- Know their students and strive to provide engaging learning that supports student faith development

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Practising Catholic active in the life of a Eucharistic community, with an understanding of their baptismal call to share and witness the good news of Jesus Christ
2. Outstanding in correct doctrine, the witness of a Christian life and teaching skill
3. Familiarity with current Religious Education documents and a demonstrated ability to reflect the spirit of these documents in classroom practice
4. Demonstrated success in ensuring a culture of continuous improvement, creating and leading effective professional learning and building the capacity of teachers as leaders in learning
5. Demonstrated management and administrative skills to ensure assessment, and teaching and learning programs operate effectively and efficiently
6. Demonstrated capacity to effectively utilise data to optimise organisational and educational outcomes, to think and act strategically, and to support the Leadership Team in leading the mission of the school
7. High level communication and interpersonal skills with the capacity to develop and sustain constructive and respectful relationships within and beyond the school community

Desirable

- ▶ Prior leadership experience
- ▶ Working towards Highly Accomplished or Lead Teaching Standards.

QUALIFICATIONS/ACCREDITATIONS

- ▶ Four-year trained teacher classification with at least four years successful teaching experience consistent with the Australian Professional Standards for Teachers
- ▶ Postgraduate study in Religious Education or Theology
- ▶ NESA Teacher Accreditation
- ▶ Diocesan Accreditation to Teach Religion
- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of anaphylaxis training

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • School staff
INTERNAL	<ul style="list-style-type: none"> • Principal • Assistant Principal (s) • School staff – RE teachers • CSO staff – RE & Spirituality Services
EXTERNAL	<ul style="list-style-type: none"> • School and CSO networks • Family and community partners • Relevant agencies e.g. Office of Safeguarding, Department of Communities and Justice, NESA, ACARA, etc.

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel Values, the **Leader of Learning – Secondary Religious Education** is responsible for the following:

LIVE YOUR FAITH <i>By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action</i>	
RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Developing and articulating own faith and actively participating in formation programs. Promoting the mission of the Catholic Church Supporting the School Leadership Team to promote Catholic faith and mission in all facets of school life, including school improvement Ensuring that Catholic principles are embedded and made explicit in Religious Education programs and in faculty policies. Ensuring that the classroom teaching of Religion is aligned to the teachings of the Church Willingness to comply or compliance with the CSO Accreditation to Work, Teach and Lead Policy. Category D – Accreditation to Teach Religion 	<ul style="list-style-type: none"> Modelling and promoting Catholic teaching and values through own professional conduct and ethical behaviour Active engagement in the Catholic life of the school and the ministry of the Catholic Church All learning in RE engages explicitly and comprehensively with the elements of the Catholic tradition in ways that do not reduce the tradition to values not clearly anchored within it Developing RE faculty policies which reflect and support Catholic principles and the Vision and Mission statements of the Diocese Has Accreditation to Teach Religion at Category D

LEAD TEACHING AND LEARNING*By promoting a shared understanding and clarity around how and what to teach*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Ensuring that the principles and practices that inform learning and teaching in other learning areas are expected and evident in the Religious Education classroom Planning delivery of the RE curriculum informed by the multiple entry points for learners e.g., those who are Catholic, other Christian, other religion or no religion, or those transferring to Catholic schooling Coaching, mentoring and supervising teachers in best practices for the teaching of religion through use of deep syllabus and curriculum knowledge, high impact teaching strategies and skills in assessment for, as and of learning as part of an ongoing improvement cycle Promoting and modelling the use of effective pedagogy that engages and empowers the learner and opens up a sense of mystery, wonder and meaning for students. And which provides freedom to investigate, inquire and use religious imagination to engage in critical reflection and empathetic dialogue with the Catholic tradition, culture and their experience 	<ul style="list-style-type: none"> Teachers are discussing and effectively using data to inform their practice Teaching programs include impactful evidence based pedagogical strategies (including digital learning) that develop knowledge, skills and attributes for learning Compliance with CSO and NESA curriculum requirements Modelling high quality teaching within their Faculty Evidence of Quality Assessment which includes: <ul style="list-style-type: none"> ▪ <i>Learning Intentions</i> ▪ <i>Success Criteria</i> ▪ <i>Descriptive Feedback</i> ▪ <i>Peer and Self-Assessment</i> Pedagogical approaches are culturally and developmentally appropriate for all learners and allow differentiated and personalised learning to maximise the learning of each student The teaching and learning give a powerful witness and offer a respectful and inherent invitation to encounter, spiritual awareness and faith

LEAD IMPROVEMENT INNOVATION AND CHANGE*By working purposefully to support a shared system and school vision and the delivery of improvement initiatives*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Contributing to the school and system schools as a contemporary learning organisation through documenting and evaluating change efforts and sharing with colleagues. Promoting high levels of Catholic Religious Literacy and a culture of high expectations in achieving the diocesan minimum standard. Critically reviewing current research on best practice in teaching and learning in Religious Education to assist colleagues to further develop their teaching expertise. 	<ul style="list-style-type: none"> Contemporary pedagogical practice is evident in RE classrooms and learning is shared at a school and system level, e.g. Directors Bulletin article, school newsletter items, presentation to colleagues. Religious Literacy outcomes are improved across the faculty. Data demonstrating the effect that a culture of continual improvement and professional learning is having on student learning and engagement outcomes.

<ul style="list-style-type: none"> Modeling and supporting current and leading religious education curriculum theories and practices. 	<ul style="list-style-type: none"> The Pedagogy of Encounter is embedded and evident in all learning in RE. RE classrooms are places where teachers and students engage in religiously motivated dialogue by exploring religious content or issues through a process of inquiry. There are clear targets and goals set by the school for the development and ongoing improvement of Catholic Religious Literacy. Data and feedback indicates that students have positive experiences of learning in the RE classroom.
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MAINTAIN FOCUS ON EVIDENCE AND IMPACT

By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Supporting the school Leadership Team in providing high quality Religious Education through leading faculty colleagues and PLT meetings in collation, oversight, maintenance and critical analysis of a wide range of data sources to ensure strategic alignment and facilitate effective long-term change in the school Liaising with the school Executive to ensure that priority is given annually to the staffing and timetabling of RE 	<ul style="list-style-type: none"> The school has a strong focus on enhancing religious learning for all students Support for RE faculty members in the analysis, recording and use of internal and external data to identify, learn from and improve student learning outcomes Best practice in teaching and learning in RE are evaluated, monitored and regularly shared at PLT meetings There is a dedicated RE faculty with a significant number of specialist RE teachers who meet regularly and have access to professional learning opportunities as part of their PP&D which on a par with teachers in other faculties RE classes are given priority in the timetable and disruption to RE classes is generally avoided There is coherent, sequenced plan for the development of high-quality Religious Education as part of the annual school Strategic improvement Plan

DEVELOP SELF AND OTHERS

By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Building own capacity as a learner who engages in ongoing professional learning and development of his or her knowledge and understanding, immersion in Catholic life and collaborative pedagogical practices that enhance student learning • Facilitating the development and maintenance of a high quality RE faculty staffed by Catholic teachers who are both knowledgeable and qualified • Ensuring that the RE staff has a sound knowledge and understanding of Catholic theology and doctrine that are an essential part of all RE units of work • Inducting and building the teaching, wellbeing and faith capacities of RE team members through a strong professional learning community that gives a powerful witness and offer a respectful and inherent invitation to spiritual awareness and faith • Establishing and monitoring PLT norms, goals and practices and providing feedback to members as required • Supporting team members to develop leadership capacity through the provision of ongoing formal and informal feedback and through facilitating effective management of the PP&D process 	<ul style="list-style-type: none"> • There are regular opportunities for the development of the pedagogical capabilities of RE teachers that model an inquiry disposition and build dialogue between the students' experiences and cultural contexts and what the Catholic Church believes, celebrates, and lives • All teachers of RE have an awareness of their professional responsibilities in teaching Religion in a Catholic school • Evidence of RE teacher participation in formation programs • Leading effective and collaborative RE Faculty based professional learning communities both within the school and with system colleagues • The PP&D process and professional learning is having an impact on teaching practice and the learning outcomes of all students in RE • Staff receive regular affirmation of positive feedback and performance issues are addressed in a timely manner

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Promoting Catholic Religious Education as a priority area within the school community. • Developing strong professional networks and partnerships in order to share best practice and deliver improved student outcomes. • Planning and leading collaborative processes that enable the engagement of parents and families with their child's learning in RE and that assist parents in understanding the nature and purpose of 	<ul style="list-style-type: none"> • Engagement with the CSO system of schools and external providers to deliver continuous improvement, share learnings and build school professional expertise • Effective communication, problem solving and decision-making processes with students, colleagues, families and community members. • Participation rates in Stage 6 RE courses are reflective of student needs and capabilities

<p>RE in a Catholic school context</p> <ul style="list-style-type: none"> • Participation and attendance at network meetings and relevant professional learning activities. • Ensuring that student learning interacts appropriately and regularly with complementary aspects of the religious life of the school and parish • Provides communication and advice to students and their families around the choice of RE course in Stage 6 that ensures suitable pathways of study for students through accurate and relevant information about each RE course in line with student needs, capabilities and future goals 	<ul style="list-style-type: none"> • The school timetable supports flexibility in student choices of Stage 6 RE courses • Parent feedback indicates that they are well informed about RE and their child's learning • There is a positive culture around the importance and value of Religious Education in the school
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MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EVIDENCE OF IMPACT
<ul style="list-style-type: none"> • Effectively managing resources to contribute to improved learning outcomes. • Complying with government, legal, school and system policies and procedures to minimise risk; ensure compliance; and a strong safety culture. • Maintaining effective systems for review and compliance processes. • Contributing effectively to school and System Improvement priorities and key priorities relevant to own area of responsibility. 	<ul style="list-style-type: none"> • Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture. • Working collaboratively with colleagues across the school to support and contribute to the school's strategic focus for learning, and school improvement plan. • Adequate provision and effective stewardship of learning resources for the successful delivery of the diocesan RE curriculum. • Procedures in place for the regular monitoring, evaluating and updating of resources for RE.

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issuing desk
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements may be required
- Occasional stretching, climbing and twisting may be required
- Voice: used extensively while communicating, instructing and supervising students