

CSO Education Officer – Formation for Mission

ROLE DESCRIPTION

REPORTS TO

Assistant Head of Religious Education & Spirituality

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, two K–12 schools, and one flexible learning centre 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 persons and preventing those in our care from suffering abuse or neglect. It is committed to implementing and maintaining compliance with the NSW Child Safe Standards and the National Catholic Safeguarding Standards and takes a zero-tolerance approach to abuse of children or vulnerable persons. All who work in the name of the Diocese must comply with the Diocesan Safeguarding Framework Policy and act in accordance with the Diocese's Code of Conduct which includes the Diocese's Safeguarding Commitment Statement. Employees are required to undergo a National Police Check and retain a valid NSW Working with Children Check where necessary, in accordance with legislation.

PURPOSE

The CSO Education Officer – Formation for Mission will provide leadership and support in the writing and facilitation of a suite of Diocesan formation opportunities for schools, as well as strategically working with schools to enhance their Catholic identity and mission. This position will be part of a formation team who will work in consultation with the Assistant Head of Religious Education & Spirituality Services.

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.

KEY RESPONSIBILITIES

- Research, write and facilitate systematic Faith Formation programs and resources across our schools (K – 12) in supporting the formation and evangelisation of teachers and leaders.
- Develop the willingness, confidence and self-efficacy of staff to support the evangelising mission of Catholic school education.
- Work within the Religious Education and Spirituality (RE&S) team, supporting team members in a collaborative way.
- Assist schools in maintaining and enhancing their Catholic identity, mission and culture.
- Support schools in the realisation of their Catholic Identity goals within their Strategic Improvement Plans (SIPs).
- Assist all school staff in achieving their required levels of Accreditation to Work, Teach and Lead.

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. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools.
3. The capacity to deliver spiritual/faith formation programs that speak to the spiritual, personal and professional aspects of all people.
4. Post-Tertiary qualification (or currently enrolled) in a related field, including Religious Education or Theological Studies.
5. At least three years relevant experience in a comparable role (for example in education or ministry).
6. Have relevant school, system or Church leadership experience demonstrating a capacity to provide leadership and advice at a school and system level.
7. Have demonstrated initiative and the ability to work in a team setting or unsupervised, as required.
8. Strong interpersonal, communication and organisational skills.
9. Competency in facilitation, professional learning, interpersonal and communication skills.
10. A willingness to undertake travel as required.

QUALIFICATIONS/ACCREDITATIONS

- ▶ Qualifications as a four-year trainer teacher or equivalent
- ▶ Active NESAC Accreditation
- ▶ Active AWTL Accreditation
- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of anaphylaxis training

KEY WORKING RELATIONSHIPS

STAFF DIRECTLY REPORTING TO ROLE

- Nil

<p>INTERNAL</p>	<ul style="list-style-type: none"> • Assistant Head – Religious Education and Spirituality Services • Members of the Religious Education and Spirituality Services Team • Other CSO departments
<p>EXTERNAL</p>	<ul style="list-style-type: none"> • School and CSO networks • Religious Education Coordinators (RECs) and Ministry Coordinators (MCs), Leader of Learning Religious Education (LOLREs) • Colleagues from other dioceses

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 **Education Officer - Formation for Mission** is responsible for the following:

<p>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 actions</i></p>	
<p>RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Embrace the vision and mission of the Catholic Schools Office (CSO), modeling the beliefs and values of our Catholic faith. • Lead initiatives to assist colleagues with opportunities for leaders and teachers to develop an understanding and respect for the Catholic worldview. 	<p>EXAMPLES OF IMPACT</p> <ul style="list-style-type: none"> • Consistent understanding and application of CSO policy and Catholic theology regarding Catholic principles across all Faith Formation programs and resources. • The prioritisation of Catholic Identity and Faith Formation in school Strategic Improvement Planning (SIP). • The availability of quality documentation and procedures for the validation of Catholic

<ul style="list-style-type: none"> • Provide advice to the RE&S team and to schools in the development of the Catholic Identity and Faith Formation. • Apply a deep theological knowledge and an understanding of the Catholic faith tradition to provide advice and guidance to others on matters related to Catholic Identity and Faith Formation. • Lead with a faith lens to bring high levels of integrity and moral purpose that is deeply relational and creates strong and visionary learning/formation cultures which result in transformational outcomes for both staff and students. 	<p>Identity and Faith Formation compliance areas.</p> <ul style="list-style-type: none"> • Inclusion of Faith Formation as part of the MC, REC and LOLRE Assembly Days/RE PLT Meetings. • Increased commitment of all school staff in building strong and authentic Catholic cultures which demonstrate their Catholic Identity.
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SUPPORT TEACHING AND LEARNING [if school leadership or classroom teaching]

By promoting a shared understanding and clarity around how and what to teach

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Work as an integral member of the RE & S Team supporting curriculum and evangelisation through Faith Formation. • Delivery and facilitation of a suite of relevant spiritual/faith formation programs for school staff and CSO staff. • Research and write new Faith Formation programs and resources to support emerging needs. • Monitor and assist schools in the development of school-based frameworks relating to the support of the unique Catholic character of our Catholic schools. • Be able to attend single and extended overnight retreats and pilgrimages. • Provide a conduit between CSO and Diocesan Faith Formation and spirituality initiatives and programs. 	<ul style="list-style-type: none"> • Successful and effective delivery of the current suite of Faith Formation programs across the CSO and schools. • Assist schools in the research and delivery of their Formation Frameworks and formation days. • Development of school Faith Formation, Prayer and Liturgy and Mission and Justice frameworks. • Development, implementation and maintenance of high-quality Faith Formation programs/resources that respond to the emerging needs of our schools and Church. • An increase in school staff who are not baptised enrolling in the RCIA program.

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"> • Guide and support colleagues in the validation of the Catholic identity of schools and developing and evaluating compliance aspects associated with the Catholic Identity Improvement Tool (CIIT). • Support, promote and where required, lead the REC, MC, LOLRE and/or PCW Assembly Meetings and Retreats. • Promote and support creative and authentic liturgy and prayer in schools. • Support and collaborate with school Principals, RECs, MCs, LOLREs, and other school leaders in specific RE&S initiatives. • Participate in panel interviews as required by the Assistant Head of RE&S. • Supporting processes to ensure formation programs are measured against COSI processes and the National Catholic Education Commission (NCEC) Framework for Faith Formation. • Provide recommendations to promote the vision and strategic direction of the RE&S Team and the CSO. 	<ul style="list-style-type: none"> • Implementation of strategies arising from the RE&S Strategic Improvement Plan. • High quality CIIT and Guidelines documents used by schools to inform strategic directions for change and improvement in Catholic Identity and Faith Formation. • Data relating to changing student demographics with regards to religious affiliation used to develop and refine Faith Formation and liturgical experiences. • The availability and use of high-quality Faith Formation programs, processes and instruments.

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"> • Provision of a variety of evaluation instruments (e.g., surveys and tools) that assess the impact of Faith Formation programs and resources. • Apply research-based strategies to plan, implement and review the effectiveness of Faith Formation programs. • Apply Diocesan improvement initiatives such as the Leading Learning Collaborative (LLC) project as part of the ongoing work of the RE&S Team. • Support and guide the implementation, evaluation and on-going revision of the Catholic Identity Improvement Tool (CIIT). • Facilitate processes on the use of data, including evaluation, to initiate change in improving teacher practice and student learning outcomes in Religious Education. 	<ul style="list-style-type: none"> • Evidence in staff data of the use of evaluation to make adjustments to practice and programs. • Using data sets to assist schools in making data-informed choices that lead to them to focus on a specific dimension of the CIIT. • Processes established for regular reflection and evaluation of Faith Formation programs, teacher formation capabilities and formation engagement. • Teachers are regularly achieving their required Accreditation to Work, Teach & Lead category.

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"> • Work with and mentoring of MCs, RECs and LOLREs to build their self-efficacy and capacity, leading to a deeper understanding of their roles and responsibilities as a faith leader. • Assist, promote and support graduate study opportunities for potential faith leaders and RE teachers. • Maintain professional and collaborative relationships with Principals, RECs and MCs to prioritise Faith Formation in the school. • Assist the fostering of formation cultures within school communities. • Engage in annual professional learning and retreat and/or formation opportunities. • Engage in regular reflective practices such as Professional Practice and Development (PP&D) and self-evaluation within the role. 	<ul style="list-style-type: none"> • Higher enrolment rates for RE teachers and faith leaders in post-graduate study. • Greater number of applications to permanent REC and MC positions. • Regular feedback via evaluations that shapes the ongoing structures and content of Faith Formation and associated resources. • Engagement in relevant ongoing professional learning and formation opportunities. • PP&D processes engaged in effectively as a team member of Religious Education & Spirituality Services team.

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"> • Initiating collaborative relationships and engaging professionally with RE&S Education Officers, MCs, RECs and Leaders of Learning Religious Education (LOLREs) to depth understanding of the nature and purpose of Faith Formation and Religious Education in the Catholic School context. • Identify, develop and initiate opportunities that engage external stakeholders and agencies in the formational and missional priorities of the RE&S Team. • Engage in regular professional dialogue with the RE&S Team to ensure awareness of emerging priorities. • Engage with external providers to deliver continuous improvement, share learnings and build school professional expertise around Catholic distinctiveness and faith formation. 	<ul style="list-style-type: none"> • Effective writing and delivery of programs and resources in a timely fashion which meets the identified needs as a result of collaboration. • Participation in CSO level professional learning (PL) ensuring that current innovative practices and agreed practices are evident in Faith Formation programs and resources. • Participation in conversations with other Dioceses regarding the emergence of trends and challenges in Faith Formation. • Participation in open and effective communication with the RE&S team through participation in meetings as required, engagement with open critical reflection which is rigorous, safe and focused on ideas not personnel through active evaluation and editing of writing.

<ul style="list-style-type: none"> Participate in effective communication, problem solving and decision-making processes. 	
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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"> Assisting and supporting schools in the resourcing of Catholic Identity and Faith Formation. Monitoring annual budgeting priorities, as well as the use of funds. Promoting the allocation of annual funding for resourcing for formation opportunities within schools. Adherence to timelines. 	<ul style="list-style-type: none"> High-quality and timely delivery of projects. Effective stewardship of budgets and other resources. Annual budget documentation demonstrates allocation and usage of adequate funds related to formation. Increased number of specialist RECs and MCs in Diocesan schools.

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work.
- Frequently sits or stands at an issued desk.
- 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.
- 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.

EXPECTED EMPLOYEE BEHAVIOUR

- Treat all people with respect, sensitivity, courtesy, understanding and compassion.
- Embrace diversity and difference in those they serve or with whom they work.
- Promote personal growth, ongoing professional development and develop both in themselves and others.
- Commit themselves to effective professional working relationships with colleagues and clients.
- Through the exhibition of justice and fairness in relationships and service, promote proper working conditions and recognise when injustice, unfairness and abuse occur in the workplace and respond appropriately.
- Exhibit transparency, accountability, and act responsibly in the use of Church resources
- Provide professional and competent service.
- Comply with relevant legislation and directives.
- Be mindful of privacy principles and manage information accordingly.
- Commitment to adhere and embed a culture of sustainability in accordance with the diocesan strategy.