

CSO Education Officer – Secondary Religious Education & Spirituality

ROLE DESCRIPTION

REPORTS TO	Assistant Head Religious Education & Spirituality
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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 – Secondary Religious Education and Spirituality* will provide leadership and support in the understanding and implementation of the Religious Education curriculum K-12.

The primary purpose of this role is to:

- build capacity of Leaders of Learning Religious Education (LOLRE) and secondary Religious Education (RE) teachers to provide high quality support that leads to the effective implementation of the RE Curriculum K-12;
- support schools in the development of quality assessment and resources to support the RE Curriculum K-12;
- develop, implement and monitor RE professional learning experiences for LOLREs and RE teachers;
- collaborate within and across the Religious Education and Spirituality Services (RE&S) team to provide expert advice in the RE curriculum and Pedagogy of Encounter (POE).

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. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools.
3. A sound understanding of the nature and purpose of Religious Education in a Secondary school context.
4. A background in secondary Catholic school education with a sound understanding of the new diocesan K-10 RE curriculum and the Pedagogy of Encounter (POE).
5. Sound knowledge of inquiry-based learning in Religious Education.
6. Experience in the teaching of Secondary RE (7-12).
7. A demonstrated capacity to lead and mentor staff in the teaching of RE.
8. A sound knowledge and understanding of Religious Education curriculum and assessment in Stage 6.
9. Competency in facilitation, professional learning, interpersonal and communication skills.
10. Proven ability to work collaboratively as part of an innovative and dynamic team.
11. A willingness to undertake travel as required.

QUALIFICATIONS/ACCREDITATIONS

- ▶ Qualifications as a four-year trained teacher.
- ▶ Active NESA Accreditation.
- ▶ Active AWTL Accreditation Category E.
- ▶ Postgraduate qualification in Religious Education or Theological Studies.
- ▶ 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"> • Nil
INTERNAL	<ul style="list-style-type: none"> • Assistant Head – Religious Education and Spirituality Services • Members of the Religious Education and Spirituality Services • Other CSO departments
EXTERNAL	<ul style="list-style-type: none"> • School and CSO networks • Leaders of Learning Religious Education (LOLREs) • RE Class Teachers • 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.



LIVE YOUR FAITH

By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and actions

RESPONSIBILITIES

- Supporting the Religious Education curriculum K-12 that offers ongoing religious development of students and staff.

EXAMPLES OF IMPACT

- The delivery of high-quality Religious Education Curriculum frameworks, lessons and resources as identified in the 'PURPOSE' above in this document across the pertinent and identified area of work and writing.
- The achievement of high levels of religious literacy for all students through the above.

SUPPORT TEACHING AND LEARNING [if school leadership or classroom teaching]

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

RESPONSIBILITIES

- Supporting LoL (RE)s and RE teachers in implementing high quality learning and teaching modules of work.
- Provides advice to schools about the Maitland-Newcastle Religious Education curriculum, NESAs SoR courses, effective learning strategies, assessment and reporting.
- Preparing and supporting LoL(RE) Secondary Key Learning Area Networking meetings, in actively engaging with Professional Practice, goal setting and keeping up to date with

EXAMPLES OF IMPACT

- In-depth familiarity with the Maitland-Newcastle Religious Education curriculum.
- Development of quality agendas for professional learning which support the specific pedagogical approach for the teaching of Religious Education.
- The successful delivery of learning activities, assessment and resources in the Religious Education classroom that are theologically sound and faithful to the Catholic Tradition.

<p>contemporary learning and teaching in Religious Education.</p> <ul style="list-style-type: none"> Supporting LoL(RE)s and RE teachers in incorporating key understandings and appropriate methodologies in the teaching of Religious Education (RE) which will support to students knowing and understanding the core teachings of the Catholic faith, Holy Scripture, history and tradition and how these elements are lived in the world today. Supporting LoL(RE)s and teachers of RE in promoting and improving the Religious Literacy of students. This includes the development of RL improvement plans and the development and implementation of RL testing. Advocating, participating in and supporting high-quality professional learning opportunities for schools that focus on improved student learning in Religious Education. Supporting and assisting with the implementation of Catholic Principles in the teaching of all Secondary Key Learning Areas. 	<ul style="list-style-type: none"> The practice of appropriate and current pedagogical practices that invite meaningful and full participation in Religious Education. Sound assessment practices related to religious knowledge and understanding.
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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"> Assisting in building a professional learning community in Religious Education that includes the development of LoL (RE)s as knowledgeable others and builds their capacity to lead their learning communities. Initiating and supporting, in consultation with the Assistant Head of Religious Education and Spirituality, the review of policies and procedures relating to Religious Education. Applying research-based strategies to plan, implement and review the effectiveness of their learning and teaching programs. Supporting processes to evaluate the effectiveness of the Religious Education program against COSI processes and the National Catholic Education Commission (NCEC) Framework for quality Religious Education. Supporting, embedding, and implementing Diocesan improvement initiatives such as the 	<ul style="list-style-type: none"> Evidence of effective use of teacher evaluation data that informs adjustment or improvement of curriculum module writing. Processes established for regular reflection and evaluation of teacher practice and learning in Religious Education to inform changes to editing and writing. Evidence of the curriculum initiatives such as the LLC program in Religious Education Curriculum (e.g.) use of Assessment Waterfall, anchor charts etc. Various forms of feedback from different school groups indicating processes for improvement and change in Religious Education for editing and writing purposes. Survey data relating to staff, student, and parent feedback on the effectiveness of Religious Education.

<p>'Leading Learning Collaborative' (LLC) project within the new RE Curriculum.</p> <ul style="list-style-type: none"> • Initiating contextually relevant processes to facilitate and support the implementation of new initiatives in the teaching of RE. • Conducting and participating in regular review of the Religious Education Curriculum. 	
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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"> • Applying research-based strategies to support and assist teachers of RE to plan, implement and review the effectiveness of their learning and teaching programs. • Ongoing collaborative planning and monitoring of the effectiveness of professional learning plans in relation to Religious Education through collaboration with Religious Education & Spirituality Education Officers Curriculum and Formation. • Provision of a variety of evaluation instruments e.g., surveys, to assess the impact in Religious Education curriculum, teacher practice and student learning outcomes. 	<ul style="list-style-type: none"> • Teachers are regularly achieving Accreditation to Work, Teach & Lead policy in the accreditation to Teach Religion and Senior Leadership (Category D and E). • Demonstration of attendance to recommendations from processes such as Surveys and feedback from teachers and Education Officers. • Adherence to timelines for delivery of projects. • High levels of completion of evaluation instruments by different stakeholders.

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"> • Initiating collaborative relationships and engaging professionally with Principals and LoL (RE)s to prioritise Religious Education in the school. • Assisting in building a professional learning community in Religious Education that includes the development of LoL (RE)s as knowledgeable others and build their capacity to lead their learning communities. • Advocating, participating in and supporting high-quality professional learning opportunities for colleagues that focus on improved student learning in Religious Education. • Engaging in annual professional practice and development processes. 	<ul style="list-style-type: none"> • Regular feedback via professional learning evaluations that shapes the ongoing structures and content of professional learning and the units of work of the new Religious Education Curriculum. • Engagement in relevant ongoing professional learning. • PP&D processes engaged in effectively as a team member of Religious Education & Spirituality Services team.

- Engaging in regular reflective practices such as Professional Practice and Development (PP&D) and self-evaluation within the role.

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 Religious Education & Spirituality Education Officers and LOLREs to depth understanding of the nature and purpose of religious education in the Catholic School context. • Engaging in regular professional dialogue with the Religious Education & Spirituality Team, Learning and Wellbeing Team, to ensure awareness of emerging priorities. • Engaging with external providers to deliver continuous improvement, share learnings and build school professional expertise in religious education. • Participation in effective communication, problem solving and decision-making processes. 	<ul style="list-style-type: none"> • Effective writing, production of 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 Religious Education Curriculum documentation. • Participation in conversations with other Dioceses regarding the emergence of the curriculum as requested. • Participation in open and effective communication with the Religious Education & Spirituality team through participation in Team 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.

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 the Religious Education Curriculum. • Involvement in annual compliance audits and follow up for Secondary RE (7-12). 	<ul style="list-style-type: none"> • Curriculum is compliant with Diocesan and external requirements. • High-quality, timely delivery of projects. • Effective stewardship of budgets and other resources.

FUNCTIONAL REQUIREMENTS

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

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, and 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, and 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.