



Religious Education Learning Leader (POL 2)

POSITION DESCRIPTION

Vision Statement: *To inspire members of our community to be learners impelled to thrive and serve.*

Mission Statement: Catherine McAuley College Bendigo (CMCB) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. Our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN College committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

POSITION SUMMARY

The Religious Education (RE) Learning Leader is to support the Assistant Principal Faith, Mission and Community to assist subject teachers to create a contemporary learning environment within their specific Learning Area. Through a well-organised approach, the RE Learning Leader provides pedagogy for teaching and learning.

The RE Learning Leader has specific expertise in the Learning Area and supports teachers to provide learning that is rigorous and relevant; rich in assessment for, of and as learning; explicit and scaffolded and is equitable. The position encompasses leadership of the RE curriculum Years 7 to 12. The RE Learning Leader will also play an integral part in embedding school wide approaches such as SELs (Social Emotional Learning) and School Wide Positive Behaviour Scheme (SWPBS) into the formal curriculum and how they express our Catholic Identity in the co-curricular and in the daily life of the school.

The RE Learning Leader, supports the promotion and measure of the integration of RE programs and its applications across the College, ensuring that these programs are relevant, differentiated and develop students' skills for future pathways.

The RE Learning Leader will be invited to Learning and Teaching meetings upon request, particularly where the Assistant Principal Faith, Mission and Community is unavailable

The RE Learning Leader works with the Assistant Principal Faith, Mission and Community to ensure there is collective ownership of learning goals and outcomes across the colleges RE programs.

ESSENTIAL DUTIES & RESPONSIBILITIES

Lead Religious Education	<ul style="list-style-type: none">Support Religious Education Teachers to develop and review core knowledge, skills and understanding through reflecting and planning; thinking and working creatively; communicating and collaborating; exploring, experimenting and creating new knowledge.Support RE Teachers to develop and regularly review courses so that students explore multiple perspectives, consider religious, social, cultural, historical, political and ethical
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	<p>influences; experience, analyse, conceptualise and apply deep understandings about self, others and the world.</p> <ul style="list-style-type: none"> ● Liaise with relevant groups both within and external to the College to ensure that the learning environments are connected to local and global networks; collaborative; secure and safe; flexible; supportive of innovation; and inquiry focused. ● Use contemporary literacies that involve the development of culturally relevant and valued practices; create and interact with print, non-print and multimodal texts; engage critically in a multimodal world; and communicate appropriately in a range of social contexts. ● Facilitate a variety of prayer experiences for the RE Team at meetings and for use in RE classrooms. ● With the Assistant Principal Faith, Mission and Community, develop a team of Religious Educators who model for other staff and students the College's Vision & Mission Statement. ● With the Assistant Principal Faith, Mission and Community, facilitate professional learning within the Learning Area for powerful teaching and learning. ● Collate course documentation (course outlines, subject selection information and examinations) annually for Religious Education at each year level and ensure that it is stored in the College's curriculum drive and given to the relevant teachers at each level. ● Oversee the content and check the appropriateness of report templates for each subject. ● Co-ordinate effective communication within the Learning Area, including the dissemination of information from ACARA, CECV, VCAA and relevant subject associations and facilitate meetings for planning and professional learning opportunities. ● Support the Learning Area in public forums such as Subject Selection, Information sessions, parent evenings and other events (subject association, CES Ltd, VCAA meetings, seminars etc). ● Work in partnership with the Assistant Principal Faith, Mission and Community in promoting the Catholic identity of the College. ● Work in partnership with the Assistant Principal Faith, Mission and Community in maintaining accurate Accreditation records of staff. ● Educate the staff in the nature of the Religious Education program. ● Plan and co-ordinate communication with parents on Religious Education matters.
<p>Develop self and others</p>	<ul style="list-style-type: none"> ● Promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. Work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. Model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate. ● Seek leadership potential in others and provide opportunities for their development. Identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. Provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning. ● Build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community ● Evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.
<p>Leading improvement, innovation and change</p>	<ul style="list-style-type: none"> ● Identify the need for innovation and improvement that is consistent with the College vision and values and is informed by student learning outcomes and communicate this effectively with staff, students, and families. ● Take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the College community. Distribute leadership and encourage staff to build consensus across the College community and to take individual responsibility for implementing change.

	<ul style="list-style-type: none"> • Maintain own values whilst working to secure the ongoing improvement of the College. Lead and implement the appropriate use of new technologies in all aspects of the College's development. Embed collaborative and creative practices in the College, allowing everyone to contribute to improvement and innovation. • Embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the College.
Leading the management of the College	<ul style="list-style-type: none"> • Align management procedures and processes to the educational goals and the vision and values of the College. Clarify for staff the relationship between the College's vision and values and the operational tasks that support them. • Model exemplary professional behaviour and promote ethical standards throughout the College community. • Use a consultative approach with students, staff and the wider College community to develop formal strategic plans. • Identify trends and influences that will have an impact upon the College and plan for them. Review the effectiveness of processes and use of data to improve College performance. • Embed a culture of review, responsibility and shared accountability to achieve high standards for all.
Engaging and working within the community	<ul style="list-style-type: none"> • Promote parental and carer engagement as a key aspect of raising the achievement of all students. • Lead an inclusive curriculum and College culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities. • Build partnerships with the local community and external stakeholders so they are aware of the vision and values of the College and can contribute to its success. • Identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. Understand the strengths and needs of their communities, promoting high expectations and achievement for all. • Work with other agencies to support the health, wellbeing and safety of students and their families. Establish innovative processes to gather regular feedback from families and the local community that is systematically used to review College practices and inform decision-making. • Lead the College as an inclusive outward facing organisation. Draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning.
Resource and plan for engaging learning	<ul style="list-style-type: none"> • Manage, review and maintain relevant curriculum budgets, including resource requests for consumables. • Investigate and propose capital purchases for contemporary learning across relevant learning areas. • With the Learning and Teaching Team, develop, review and implement the booklist so that students have necessary resources for optimal learning while balancing the financial burden on families.
Teaching duties	<ul style="list-style-type: none"> • Uphold the professional standards expected of a teacher, as outlined in the Lead Teacher Position Description.

KEY SELECTION CRITERIA

Qualifications and Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Teaching qualifications • Current Victorian Institute of Teaching (VIT) registration • Accreditation to teach in a Catholic school (or be working towards such accreditation).
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	<ul style="list-style-type: none"> • Commitment to the AITSL standards and willingness to work within the standards framework. • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum and Assessment Authority (VCAA). • Demonstrated understanding that VCAA is a registered Senior Secondary Awarding Body with the Victorian Registration and Qualifications Authority (VRQA).
	<p>Desirable Other:</p> <ul style="list-style-type: none"> • Accreditation to Teach Religious Education. • Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes. • Relevant postgraduate studies (or working towards such qualifications). • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum. • Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite.
Skills and Attributes	<ul style="list-style-type: none"> • Evidence of capacity to meet the required essential duties and responsibilities as detailed in this position description. • Demonstrated professional and collegiate relationships with colleagues. • Personal sense of initiative, innovation, and enthusiasm. • Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the College community. • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes. • Ability to demonstrate an understanding of appropriate behaviours when engaging with children. • Demonstrated capacity to participate in a range of College activities, e.g. College sports, sacramental programs, liturgies, College camps/excursions. • Commitment to professional learning and continuous improvement.
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of and commitment to lead the ethos of a Catholic College and its mission. • A demonstrated understanding of and commitment to lead the Church's teachings and the Catholic teacher's role in the mission of the Church. • A demonstrated capacity to lead and instil in students and staff a respect for each other in accordance with the teachings of Jesus Christ. • A capacity to integrate the Church's teachings into all aspects of curriculum.
Commitment to Child Safety	<ul style="list-style-type: none"> • A demonstrated understanding of child safety and in particular the 11 Child Safe Standards under the Commission for Children and Young People (CCYP). • A demonstrated understanding of appropriate behaviours when engaging with children. • Demonstrated capacity to provide students with a child-safe environment and proactively monitor and support student wellbeing. • Familiarity with legal obligations relating to child safety such as the critical PROTECT actions (e.g. mandatory reporting, reportable conduct scheme) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety. • Be a suitable person to engage in child-connected work.

EMPLOYMENT CONDITIONS

Appointment	<p>This position is appointed by Catherine McAuley College Bendigo and the incumbent is an employee of Mercy Education Limited.</p> <p>Mercy Education Limited is an incorporated ministry of Mercy Ministry Companions (MMC). MMC is responsible for ensuring, as faithfully as Catherine McAuley and her sisters, that the</p>
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	<p>Catholic identity, charism and spirituality of schools previously under the stewardship of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), thrive into the future.</p> <p>Mercy Education Ltd is a school proprietor and is one of the 19 members of Catholic Religious Institute and ministerial Public Juridic Person Victorian Schools Ltd (CRMV Ltd) which represents the interests of Catholic Schools in Victoria which historically were owned and governed by Congregations or Religious Institutes.</p> <p>The peak body for Catholic school education in Victoria is the Victorian Catholic Education Authority (VCEA).</p> <p>Catherine McAuley College Bendigo is situated in the Diocese of Sandhurst (CESL).</p>
Reports to	<p>Year Level Learning Leaders</p> <p>Assistant Principal Learning and Teaching and Assistant Principal Faith, Mission & Community</p> <p>Executive Deputy Principal – Staff and Administration</p>
Conditions	<p>Conditions are in accordance with the Catholic Education Multi Enterprise Agreement (CEMEA) 2022.</p> <p>This is a full-time, leadership position. The current College position of leadership tenure cycle is for three years, 28 January 2025 – 26 January 2028.</p> <p>The role is subject to the Policies and Procedures as provided as part of the induction program of the College including those encompassed by VIT, CESL, MEL, and VCEA.</p>
Review and Appraisal	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy which is established from the Australian Professional Standards for Teachers (AITSL)</p>
Professional Development	<p>Undertake professional development in line with the College Professional Learning policy.</p>

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours. (CEMEA 2022 Clause 59.3 applies)