

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

In the Diocese of Maitland-Newcastle, Religious Education Co-ordinators (RECs) are recognised and acknowledged as significant religious leaders for our primary school communities. They are members of the school executive team and are tasked with the role of supporting the Principal and Parish Priest in promoting and affirming the Catholic culture, identity and mission of the school.

RECs represent the school and the teaching profession in the community, especially the parish. They are professional, ethical and respected individuals within and outside the school.

RECs develop and shape a shared vision focused on providing quality and educational experiences and learning outcomes for all students.

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. An implicit and relevant understanding of the philosophy and theology of Catholic Education and be able to articulate this clearly to others
3. Capacity to ensure staff incorporate key understandings and appropriate methodologies in the teaching of Religious Education (RE) which will lead to students knowing the core teachings of the Catholic faith and how these are lived in the world today

4. Proven capacity to build links between the school and its broader parish community in ways that foster the Mission of the Church and have a capacity to promote faith formation within the community
5. Proven ability to work collaboratively as a member of the school's leadership team with a proven capacity to facilitate improvement in student learning
6. Compliance or preparedness to work towards and comply with the CSO Accreditation to Work, Teach and Lead Policy – Accreditation at Category E – Accreditation for Senior Leadership (within a time frame specified at time of appointment)

Desirable

- ▶ An ability to demonstrate high-level knowledge and understanding of the relevant Religious Education Frameworks and the Diocesan (K–6) RE Syllabus
- ▶ Proven capacity to lead curriculum innovation
- ▶ Proven capacity to mentor colleagues through the PP&D process
- ▶ Proven capacity to manage COSI compliance matters in both curriculum and non-curriculum areas
- ▶ Proven capacity to foster in students those skills that are required in a contemporary educational setting
- ▶ Proven capacity to implement the school's Behaviour Policy
- ▶ Proven capacity to be pastorally present to staff, students and their families and to continue to work with the school's Pastoral Team in implementing pastoral care initiatives within the school
- ▶ Have well developed communication and interpersonal skills
- ▶ Proven capacity to lead professional learning across K–6 classes in the area of Religious Education
- ▶ Capacity to positively communicate with the Parish and work collaboratively to support their initiatives

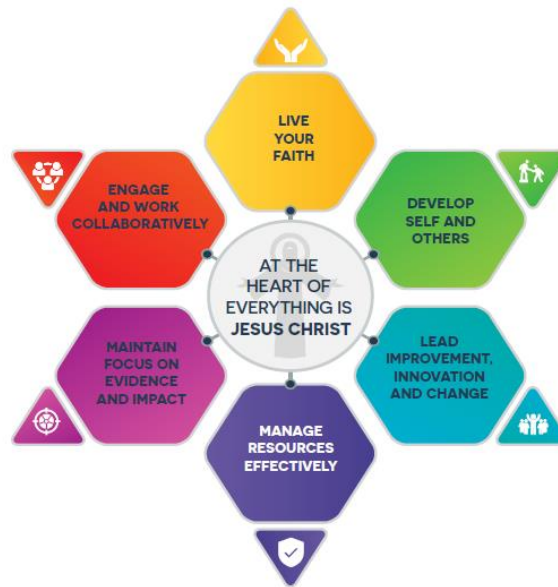
QUALIFICATIONS/ACCREDITATIONS

- ▶ Four-year trained teacher classification with at least four years successful teaching experience consistent with the Australian Professional Standards for Teachers
- ▶ NESA Teacher Accreditation
- ▶ Working with Children Clearance number
- ▶ Completion of anaphylaxis training
- ▶ AWTL appropriate to your current position

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • School Staff • Assistant Principal(s)
INTERNAL	<ul style="list-style-type: none"> • Principal • CSO staff and designated Assistant Director • Shared Services • Other agencies of the Diocese (e.g. Bishops Office, CatholicCare, St Nicholas Early Education and OOSH) • Volunteers
EXTERNAL	<ul style="list-style-type: none"> • Parish Priest • Parishes • School and CSO networks • Family and community partners • Contractors

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 **Religious Education Coordinator** 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
<p>The REC is committed to the Catholic identity and mission of the Church by:</p> <ul style="list-style-type: none"> • Being a practising Catholic who is an active member of a Eucharistic community who supports the mission of the Church through witness and action • Promoting with the Principal and the parish leadership team the important link between the school and wider parish community • Leading with staff the sacramental, liturgical, ritual and prayer life of the school • Developing policies and procedures that support the ongoing faith development of students and staff • Assisting and supporting parents as the first educators of their children in faith • Integrating Catholic principles and values in the teaching of all Key Learning Areas • Promoting Catholic social justice agencies and action for justice in the school • Leading the development and implementation of the Spirituality and Faith Formation plan for the school • Monitoring, in consultation with the Principal, compliance of Religious Education and Catholic life of the school through the 	<ul style="list-style-type: none"> • The Catholic Identity of the school is distinctively Catholic and actively promoted • Increased spiritual and religious capacity of all members of the school community evidenced by commitment to Formation, Liturgy and Justice & Mission frameworks • Evangelisation as evidenced in Formation Conversations and formation pathways • The explicit expression of faith leadership anchored in MN Faith Leadership Framework: <i>One Heart One Soul</i>, resulting in God centred decision making, policy development and the confident articulation and application of Catholic Social teaching • New ways of being on mission with the Parish are explored through the REC's practical presence and Catholic Imagination • Effective relationships established to link families to appropriate formative experiences, Sacramental programs and RCIA programs • Acknowledgement of the Churches teachings on families to be found in key policies and procedures • Catholic Principles are included in all key learning areas and staff formed and able to embed these effectively and authentically

development and implementation of the Catholic Identity and Mission Domain of the School Improvement Plan

- Knowledge of and involvement in the development of the Strategic School Improvement Plan, co-construction of COSI documentation and maintenance of CART

LEAD TEACHING AND LEARNING

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

RESPONSIBILITIES

RECs must have a thorough understanding of the content of Religious Education and knowledge of how students learn about faith. They demonstrate this by:

- Ensuring staff incorporates key understanding and appropriate methodologies in the teaching of Religious Education (RE) which will lead to students knowing the core teachings of the Catholic faith, Holy Scripture, history and tradition and how these elements are lived in the world today
- Leading colleagues to develop quality learning and teaching programs which are based on a comprehensive knowledge of the Maitland Newcastle Religious Education curriculum, effective teaching strategies, assessment and reporting
- Initiating and leading, in consultation with the Principal the review of policies and procedures relating to Religious Education in light of the Continuum of School Improvement (COSI)
- Participating in REC Assembly Days, actively engaging with Professional Practice and Development (PP&D) and keeping up to date with contemporary learning and teaching in Religious Education

EXAMPLES OF IMPACT

- Increased understanding and implementation of a Pedagogy of Encounter by teachers resulting in the delivery of an authentic Religious Education
- Teaching programs include impactful evidence based pedagogical strategies (including digital learning) that develop knowledge, skills and attributes for learning
- Setting challenging learning goals and clear success criteria for all students
- Compliance with CSO and NESA curriculum requirements

LEAD IMPROVEMENT INNOVATION AND CHANGE

By working purposefully to support a shared system and school vision and the delivery of improvement initiatives

RESPONSIBILITIES

RECs are committed to ensuring there is contemporary and effective pedagogy in Religious Education by:

- Exhibiting exemplary practice and leading colleagues to plan, implement and review the

EXAMPLES OF IMPACT

- Engagement in and application of the 14 parameters from Sharratt to Religious Education.

<p>effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills in Religious Education</p> <ul style="list-style-type: none"> • Conducting regular reviews of learning and teaching programs in Religious Education using multiple sources of evidence including: student assessment data, diocesan curriculum documents, teaching practices and feedback from clergy, parents/ carers, students and colleagues. This will also include leading processes to evaluate the effectiveness of the Religious Education teaching programs against Diocesan policies and the learning framework • Initiating contextually relevant processes to establish programs that involve parents/carers in the faith education of their children • Supporting, with the school executive and staff, wellbeing policies that are firmly based on current school and/or system, church, curriculum and legislative requirements • Modelling exemplary practice to support colleagues in applying a range of timely, effective and appropriate feedback strategies on student learning in Religious Education • Leading colleagues to evaluate student achievement using internal and external student assessment data to improve teaching practice in Religious Education • Evaluating and revising reporting and accountability mechanisms in Religious Education 	<ul style="list-style-type: none"> • Allocation of regular formation and professional development in formation for related theology and the Pedagogy of Encounter. • All teachers apply the Pedagogy of Encounter to the teaching and learning cycle. • Evidence of the Pedagogy of Encounter in teaching programs. • Clear understanding of the definition of Religious Literacy by all staff • Development and commitment by all staff to a Religious Literacy improvement framework. • Learning walks and talks undertaken in Religious Education lessons. • Case management where appropriate • Differentiation of learning and inquiry models • Improvement in Religious Literacy • Use of Tell then From Me data to inform decision making • Establishment of relationships with the Parish and Family Ministry Coordinators for the delivery of parent formation. • Inclusion of Religious Education in the production and implementation of clear, evidence based improvement plans and policies for the development of the school • Recognition and sharing of student and staff achievements • Evaluation evidence of quality teaching and learning programs, varied teaching and learning strategies to meet the needs of students
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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
<p>Supporting the School Leadership Team 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</p>	<ul style="list-style-type: none"> • Supporting 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 are evaluated, monitored and regularly shared at PLT meetings • Development of Data walls which include Religious Literacy, Accreditation and Formation pathways.

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"> • Working with and through others to build a culture of shared learning and ownership for continuous improvement in teacher formation and student learning outcomes • Supporting all staff to develop leadership capacity through facilitating effective continuing professional learning and performance feedback • Commitment to formation of all staff as Catholic Educators and as spiritual beings 	<ul style="list-style-type: none"> • Supporting effective and collaborative Faculty based professional learning communities both within the school and with system colleagues • The PP&D process professional learning is having an impact on teaching practice, the learning outcomes and formation of all students • PP&D process includes goals which are formative • Implementation of Formation Conversations. • Teachers actively engage with and effectively utilise the Australian Professional Standards for Teachers • Teachers actively engage with utilise the Catholic Identity Improvement Tool and the Formation opportunities provided by the Diocese and Catholic Schools. • Leaders actively engage with and utilise One Heart One Soul in policy formation and decision making practices

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
<p>RECs are committed to ensuring there are processes and strategies to support professional engagement in Religious Education by:</p> <ul style="list-style-type: none"> • Initiating collaborative relationships and engaging professionally with the parish priest and parish community to expand Catholic life and culture of the school • Engaging in professional dialogue with staff, the RE Team and the Diocesan REC network • Advocating, participating in and leading high-quality professional learning opportunities for colleagues that focus on improved student learning in Religious Education • Modelling exemplary ethical behaviour and exercise informed judgements in all professional 	<ul style="list-style-type: none"> • Engagement with the parish, School system network 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 • Attendance at Religious Education Coordinator Days, provision of feedback and information to all stakeholders as appropriate. • Leading professional development in Religious Education • Survey data showing levels of awareness of students, families and staff regarding formation and learning

<p>dealings with students, colleagues and the community</p> <ul style="list-style-type: none"> • Taking a leadership role in professional and community networks, organisations and support the involvement of colleagues in external learning opportunities in Religious Education 	
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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 • Development of a budget for Religious Education and the Catholic Identity of the School • 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 formation; and school improvement plan • Promotion of ecologically sound practices in the use of 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