

MacKillop College

Learning Leader: Religious Education



Position Description

Classification (CEMEA 2022)	Teacher
Position of Leadership Allowance	POL 3
Time Release	300 minutes
Position reports to	Director: Learning

About MacKillop College

MacKillop is a Catholic College in the Josephite tradition. Inspired by the spirit of St Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society;
- foster leadership by empowering and developing all members of the school community;
- enhance positive relationships in a supportive community by promoting justice and a sustainable future;
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship;
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community.

Overview of the Role

The Learning Leader plays a pivotal role in shaping and improving a consistent educational experience and curriculum, in consultation with the relevant Director: Learning and Deputy Principal. The incumbent acts as a curriculum expert to foster collaboration amongst Teachers and ensure they are supported to innovate and continuously improve their practice and pedagogy.

Beyond curriculum the Learning Leader is responsible for promoting a culture of academic inclusion using data to ensure that the College is responsive to a diverse range of learning needs and ensuring learning programs are rigorous and provide the appropriate challenge for a diverse range of students.

Please note: This role description must be read in conjunction with the role description for a Teacher at MacKillop College.

Commitment to Catholic Education

- demonstrated understanding of the ethos of a Catholic school and its mission
- demonstrated understanding of the Catholic Church's teachings and the teacher's role in Catholic Schools
- demonstrated capacity to instil in students a respect for each
- demonstrate a willingness to integrate the Church's teachings into all aspects of curriculum
- demonstrated pastoral approach towards student and staff relationships

Commitment to Child Safety

- understanding of the obligations of a teacher in relation to applying the Victorian Child Safe Standards
- understanding and commitment to complying with the MacKillop College child safe policy, code of conduct and all other policies or procedures relating to child safety
- commitment to understanding and applying trauma informed practices
- demonstrate a duty of care in protecting students spiritual, cultural, physical and emotional wellbeing
- implement appropriate strategies which promote a positive and child-safe learning environment
- report any concerns relating to child safety immediately to a MacKillop College Child Safe Officer and Leadership



Accountabilities

Working collaboratively under the direction of the Director: Learning and Deputy Principal: Learning and Teaching, this role will:

- coordinate curriculum documentation to ensure units are appropriately scoped, sequenced and designed to provide engaging, relevant and appropriately challenging learning experiences
- ensure unit outlines are clear, accessible and communicated effectively to students and families
- oversee the organisation and accessibility of curriculum documentation, assessment tasks and learning resources through College learning platforms
- monitor the effectiveness of curriculum, teaching and assessment practices using student achievement data
- promote the use of student voice and feedback in the review and enhancement of curriculum and learning experiences
- analyse Learning Area achievement data to identify trends, celebrate success and coordinate appropriate intervention strategies for students requiring additional support or extension
- contribute to the analysis of assessment data to inform Learning Area planning and continuous improvement
- coordinate the annual review of Learning Area curriculum, assessment practices and pedagogy to ensure ongoing relevance and improvement
- facilitate moderation processes across classes and year levels to ensure consistency and fairness in assessment
- support teachers in implementing differentiated curriculum, assessment and learning adjustments that meet the needs of diverse learners
- promote consistent assessment, feedback and reporting practices across the learning area
- ensure specialist facilities, equipment and learning resources are maintained, contemporary and used safely
- lead purposeful Learning Area meetings focused on curriculum improvement, student learning and agreed actions
- identify and recommend future resource and capital requirements that enhance learning within the Learning Area
- coordinate Learning Area participation in excursions, camps and authentic learning experiences that enrich student learning

Religious Education

- provide leadership for a rich, relevant, and faith-filled Religious Education curriculum grounded in Catholic Social Teaching, Gospel values, sacred scripture, and the Josephite charism
 - be an active member of the Catholic Identity team to aligning curriculum with liturgical life, prayer, formation, and social justice initiatives
 - prepare and ensure teaching units are aligned with RE curriculum, scripture studies, and Catholic traditions
 - curate and make available RE resources
 - ensure assessment tasks include theological reflection, scripture exegesis, and ethical inquiry
 - conduct curriculum audits to ensure RE learning is being embedded and developed consistently across all year levels
 - provide RE pedagogical support to teachers as required
 - support teachers in deepening their theological understanding of faith formation practices
 - mentor teachers to guide their pedagogical approaches which encourage student inquiry, reflection, ethical reasoning, and respectful dialogue about faith
 - ensure assessment tasks capture knowledge, understanding, reflection, and engagement with religious education
 - oversee the selection of resources, theological texts, digital materials, and liturgical materials
 - mentor staff, model faith leadership, and foster a positive and open learning culture for religious education
 - advocate for teachers and Year Level Leaders to participate in professional learning, and faith in action experiences
 - mentor and support staff as required on their personal faith journey
 - provide advice and pedagogical guidance to teachers on the teaching of Religious Education
 - assist teachers and leaders to develop their professional knowledge and understanding of Catholic Identity
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Build teacher capacity

- model exemplary classroom practice and a commitment to evidence-informed teaching
- support teachers to improve instructional practice and student outcomes
- build teacher capability in the effective interpretation and use of student learning data
- facilitate collaborative curriculum planning, assessment design and resource development
- support the induction and professional growth of graduate/early career teachers and new staff
- encourage reflective practice and professional dialogue that strengthens teaching effectiveness
- work collaboratively with the Learning Diversity Team to ensure curriculum is accessible, inclusive and responsive to individual learning needs
- support teachers in designing rigorous formative and summative assessment practices
- promote timely, constructive and meaningful feedback that enhances student learning
- ensure assessment records, reporting and student learning documentation are maintained accurately through College systems
- promote the effective integration of contemporary learning technologies that enhance student engagement and achievement
- encourage innovation through the trialling, evaluation and sharing of effective teaching practices
- support the development of high-quality learning resources, including assessment and examination preparation materials

Leadership Support

- build positive, respectful and collaborative relationships with students, families and colleagues
- provide timely advice, updates and recommendations to the Director of Learning regarding Learning Area priorities, achievements and emerging concerns
- prepare Learning Area reports, curriculum updates and data summaries as required
- work collaboratively with Student Wellbeing Leaders to support teachers in implementing restorative approaches that promote student engagement and belonging
- contribute to the review and implementation of College policies relating to curriculum, assessment and reporting
- assist in responding to parent and family enquiries relating to curriculum, assessment and student learning
- participate in recruitment, induction and selection processes for staff as required
- support the Annual Review and Professional Growth process for teachers through coaching, feedback and professional conversations
- represent the Learning Area on College committees, working parties and strategic initiatives as required

Collaboration

- lead Learning Area meetings focused on improving curriculum, pedagogy, assessment and student outcomes
- foster collaborative planning, moderation and professional learning within the Learning Area
- encourage collaboration across Learning Areas where interdisciplinary opportunities enhance student learning
- build a professional culture where teachers openly share expertise and resources
- coordinate equitable contributions from all members of the Learning Area
- work collaboratively with College leaders, Learning Diversity, Student Wellbeing and other specialist teams to improve educational outcomes for all students

General Expectations

- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education
 - act as a role model for students
 - abide by the MACS Code of Conduct
 - actively contribute to the achievement of the School Improvement Plan
 - stay informed by reading Principal Memo, all College emails and other correspondence on at least a weekly basis and respond appropriately
 - abide by all College policies and procedures
 - work collaboratively and build effective working relationships
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- ensure MacKillop Colleges' public image, professional reputation and best interest is represented through all interactions and activities
- model a professional approach for all staff and students, including conduct, language, and professional dress
- attend all relevant school meetings, functions, events, liturgies, open days, staff faith, professional development as required by the Principal
- observe the strictest confidentiality for all sensitive and private information
- participate in duty supervision as rostered and other supervision duties as required
- actively contribute to the care of all College facilities, grounds, equipment and resources

Work Health and Safety

- take reasonable care of your own health and safety
- take reasonable care for the health and safety of others who may be affected by their acts or omissions
- cooperate with any actions MacKillop College implements to comply with WHS requirements
- comply with all Safe Working Procedures
- use appropriate Personal Protective Equipment (PPE) as required
- periodically update MacKillop College about any medical condition that:
 - is life threatening or may require Emergency Services to be called
 - could impact on their ability to perform their duties
- complete safety training courses as required and participate in compliance briefings or inductions as required
- do not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace to support health, safety and welfare
- report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses etc.)
- work co-operatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues
- undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity
- contribute to a healthy and safe work environment and comply with all safe work policies and procedures

Other Duties

It is not the intention of this role description to limit the scope or accountability of the position but to highlight the most important aspects. All employees are required to undertake reasonable duties commensurate with their skills and training from time to time in accordance with the needs of the College or as directed by the Principal.

Required Capabilities

Professional Standards for Teachers	• fulfil and adhere to the professional standards for Teachers as outlined by the Australian Institute for Teaching and School Leadership (AITSL) • adhere to the AITSL Codes of Conduct and Ethics
Catholic Identity	• accreditation to teach Religious Education in a Catholic School • possess a broad knowledge of current teaching practices, trends, theory and pedagogy • can use multiple teaching techniques to engage students in learning • can use a broad range of learning systems and technologies • contemporary knowledge of the subject matters being taught
Duty of Care	• complete annual Child Protection and Mandatory reporting training • Must maintain currency qualifications in: – First Aid and CPR – Mandatory reporting – Anaphylaxis management – Asthma management • an ability to identify and assess risks for students and implement appropriate mitigation responses/actions • provide appropriate direction, supervision and support to staff and students
Emotional intelligence	• demonstrate deep understanding of the social and emotional challenges faced by students • build strong, positive, and meaningful relationships with staff, students, and families

	• model self-motivation, resilience, and professional integrity • establish clear and consistent behavioural expectations and boundaries • apply trauma-informed practices and restorative approaches to support student wellbeing • employ strategies for emotional regulation to support self, students, and colleagues
Communication	• provide timely, accurate, and professional responses to students, staff, and families • demonstrated ability to producing clear and professional correspondence and documentation • deliver confident and engaging verbal communication, including presentations to students, families, and the wider community • collaborate effectively with stakeholders to achieve shared goals • demonstrate excellent interpersonal skills and professional relationships
Organisation	• ability to manage tasks independently • demonstrates strong organisational skills with attention to detail and efficiency • prioritises and meets timelines effectively, even when managing competing demands • ability to lead and facilitate change as required
Team Leadership	• provide clear direction and sets clear performance expectations • ensure alignment of faculty goals with College improvement plan and strategic priorities • foster a welcoming and calm environment that promotes positive behaviour • provide constructive feedback that supports growth and improvement • deliver constructive feedback to support professional growth and continuous improvement • develop and maintains excellent working relationships with key stakeholders • demonstrate flexibility, collaboration, and willingness to support others while maintaining a leadership presence

Qualifications, Education and Experience

Essential

- A commitment to teaching in Catholic School environment
- Current Victorian Institute of Teaching (VIT) registration with an Accreditation to teach Religious Education in a Catholic school
- Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum
- Tertiary qualifications in Theology, Religious Education, or a related field (preferably at postgraduate level)
- Demonstrated personal commitment to the Catholic faith
- A sound understanding of Catholic theology, tradition, and contemporary Church issues
- Ability to plan and lead engaging, meaningful liturgical celebrations appropriate to the school context
- Experience in supporting retreat programs, prayer services, and other spiritual formation experiences

Desirable

- Experience in leading student and staff social justice initiatives and community service programs

Declaration

I accept the above duties for the position at MacKillop College.

Name: _____

Signature: _____

Date: _____