

POSITION DESCRIPTION

POSITION TITLE:	Religious Education Adviser
SECTION:	Catholic Identity and Indigenous Education Services
REPORTS TO:	Director Catholic Identity and Indigenous Education Services
CLASSIFICATION:	Professional Officer – Level 5
AWARD:	Professional Officers Certified Agreement
LOCATION:	Townsville Catholic Education Office, Kirwan

OUR ORGANISATION

Townsville Catholic Education (TCE) supports 29 schools within the Diocese, located throughout a diverse region including urban and rural environments extending to Mount Isa to the west, Proserpine to the south and north to Ingham. TCE provides a diverse range of education choices including primary, secondary and Prep-to-Year 12. Each setting provides a high educational standard in a caring and a stimulating environment. The Diocese has a growing Indigenous education program and some of our schools offering both boarding and day-student facilities.

TCE employs in excess of 2,500 teaching, professional and ancillary/support employees to fulfil our mission of providing quality educational services through our Catholic school communities. A Catholic education involves much more than simply teaching the educational basics. It encourages students to embrace Catholic values and faith while providing them with an excellent education and diverse life experiences that will prepare them to be a contributing member of the community in their adult lives.

The proud reputation Catholic schools enjoy within the Diocese today is based on the strong tradition built by religious orders who found Catholic Education in the Townsville Diocese in 1872.

Please visit our website for additional information <https://www.tsv.catholic.edu.au/>

OUR SYSTEM VISION

“The promotion of the human person is the goal of the Catholic school”

THE CATHOLIC SCHOOL ON THE THRESHOLD OF THE THIRD MILLENNIUM, 1998

OUR VALUES		JESUS TEACHES US:	
COMMUNITY (John 13)	The greatest commandment Jesus teaches us is to Love God, Love others.	LOVE (John 4:7-26)	Love is the core value of the Gospels.
PROMOTING LIFE IN ABUNDANCE (John 10:10)	God wants us to live life to the full.	RECONCILIATION (Luke 15:11-32)	Jesus' supreme act of love in dying on the cross reconciled humankind to God.
INCLUSION (Luke 15:1-10)	God invites all to live in God's love, including those that might be excluded by society.	HOPE (Luke 24:45-49)	We can all hope for the fullness of glory with God because God is faithful to His promises.
JUSTICE (Matthew 23:39-46)	Jesus lives the virtue of justice rendering to all of us a message of living for others even unto death.	LIBERATION (Luke 4:18-21)	God frees us from all evil if we trust in God and live our life in God.
		COMPASSION (Luke 10:30-37)	In Jesus' life of love we witness the compassion of God - his acts of mercy towards others.

ABOUT THE ROLE

The major responsibility of this role is the support of Catholic education and school leadership in the development and maintenance of quality religious educational outcomes in schools in the Diocese of Townsville.

The Religious Education Adviser is accountable for effectively contributing to the capacity and capability building of educators to improve Catholic Identity, Religious Education, religious literacy and faith formation for students and staff of Townsville Catholic Education. A key focus for this role is coaching and support to build capacity at service and school level.

The Religious Education Adviser reports to the Director - Catholic Identity and Indigenous Education Services and works closely with teachers and senior staff in schools, particularly Assistant to the Principal – Religious Education (APRE), to ensure the provision of quality Catholic education.

The role is one of partnership with the leadership of TCE and the community of Principals in the integration and alignment of systemic and school community perspectives and priorities.

Key Accountabilities

- Through the provision of specialist curriculum advice in accordance with the System Learning Framework, support Principals, school leaders and teachers in creating and managing positive learning environments with the intention of improving student learning outcomes.
- Through the provision of specialist Catholic Identity and Religious Education advice in accordance with the System Learning Framework, support Principals, APREs, other school leaders and teachers in creating and managing positive learning environments which hold the Catholic tradition at the core of teaching practice.
- Working as part of a School Service Team, proactively liaise with schools to ensure the enhancement of the school's Catholic Identity, the early identification of Religious Education support needs and the timely sharing of important information.
- Collaborate directly with Principals and APREs to help schools prepare their annual curriculum review through the development of a School Development Plan which best meets the individual needs of the school considering its learning environment and unique context.
- Drawing on specialist advice from the System Learning and Teaching Adviser – Religious Education, manage planning for the support of professional development and renewal of teachers in teaching and learning practices. This includes the delivery and/or coordination of quality Catholic formation and professional development opportunities for teachers of Religious Education.
- Proactively support school communities in the improvement of spiritual formation for staff and students through motivation, consultation and delivery of appropriate services.
- Foster an environment of mutual support for growth and professional development by coordinating networking and cluster support for school RE leaders and teachers, and by collaborating directly with school service team peers to ensure a coordinated approach to the provision of advice and to support to a cluster of schools.
- Provide specialist advice to both the Director – Catholic Identity and Indigenous Education Services and the Education Consultant and monitor the development and implementation of government educational policy and procedures as it impacts on Catholic schools in the Townsville system.

STATEMENT OF RESPONSIBILITY

The carriage of the role will always presume the role-holder's responsibility to act cognisant of, and in harmony with, the Mission and Purpose of Catholic Education and Catholic Education policies.

The employee will be expected to abide by the *Statement of Principles for Employment in Catholic schools*, the *Staff Code of Conduct* and other Diocesan guidelines.

Employees will maintain appropriate confidentiality, sensitivity and empathy in the execution and management of all matters.

Employees will demonstrate a willingness and acceptance to initiate and participate in relevant training and professional development opportunities.

Each employee is responsible for ensuring his/her health, safety and wellbeing and is expected to not willingly place at risk the health and safety of one's self or others.

Employees will:

- Adhere to Work Health and Safety instructions
- Promote a commitment to safe work practices
- Be familiar with workplace incident, hazard and accident reporting and emergency procedures
- Take reasonable action to avoid, eliminate or minimise risk and hazards
- Utilise personal protective equipment
- Participate in the development of a safe and healthy workplace
- Seek information and advice as necessary and comply with instructions.

ABOUT YOU

Experience

- Recent experience teaching Religion in a Catholic School within the K-12 range
- Demonstrated successful experience coaching and supporting school staff to implement Religious Education programs, and competency in preparing and presenting professional development for teachers in an adult learning environment
- Experience in teaching and assessment of Religious Education and Theology courses at Certificate IV level would be highly advantageous.

Knowledge

- Demonstrated commitment to the Mission and Purpose of Catholic Education
- Demonstrated contemporary knowledge of theology (assessment and reporting), Catholic formation and Religious Education curriculum and teaching practice
- Knowledge of liturgical practice according to the Liturgical documents of Vatican II
- Knowledge of pastoral care practices and principles as applicable to Catholic Schools
- Understanding of curriculum directions at State and National levels
- Knowledge of the Queensland Board of Teacher Registration requirements
- Knowledge of Diocesan policy and procedures.

Skills

- Ability to successfully plan, implement and evaluate projects and professional learning strategies supporting education for students in the K-12 range
- Competency in preparing and presenting professional development in an adult learning environment
- An ability to work with key stakeholders in relation to leading Catholic Identity and Mission in Schools and in the delivery of quality Religious Education in the classroom
- Strong communication skills to enable successful team membership in a matrix structure which involves broad collaboration across Office Directorates and schools, while maintaining a focus on supporting the understanding of the learner and the learning process.

Mandatory Criteria/Professional Registration/Other

- Current Working with Children Suitability Card - The successful candidate will require a paid Blue Card before commencement as per the No Card, No Start policy developed by Queensland Government (if no registration with Queensland College of Teachers)
- Ability to perform the physical requirements of the role in a safe manner
- Appropriate Tertiary qualifications
- Registration or eligibility for registration with Queensland College of Teachers
- A minimum of 8 semester units of post graduate study in Religious Education, Scripture, Theology, Catholic Ethos
- Full accreditation to teach/teach Religious Education in a Catholic school
- Current Driver's Licence
- Ability to travel from time to time within the Catholic Diocese of Townsville

Desirable Criteria

- Certificate IV Assessment and Workplace Training.

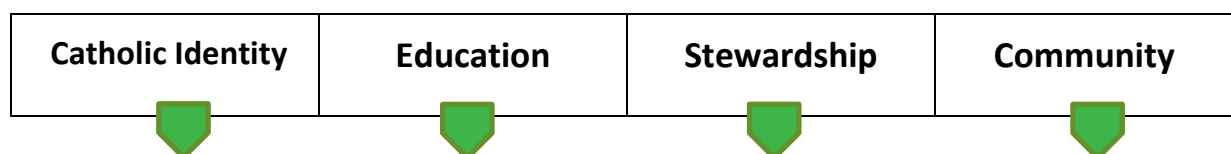
Some employees may be subject to pre-employment medical assessments during the selection process. Depending on the nature of the role, it may be necessary for successful applicants to be immunised against certain preventable diseases in order to minimise the risk of transmission.

HOW YOU WILL BE ASSESSED

How we do things is as important as what we do, therefore you will be assessed on your ability to use your experience, knowledge, skills and competencies confidentially with good judgement and wisdom. You will be assessed on your ability to demonstrate the following four capabilities: Personal, Professional, Relational and Organisational within context to the key accountabilities identified above. You will be expected to integrate knowledge, skills and attitudes within scope of the TCE Leadership Domains of: Catholic Identity, Education, Stewardship and Community in line with the Strategic Direction, Vision and Values.

Identity and Ethos

Strategic Organisational Leadership Success

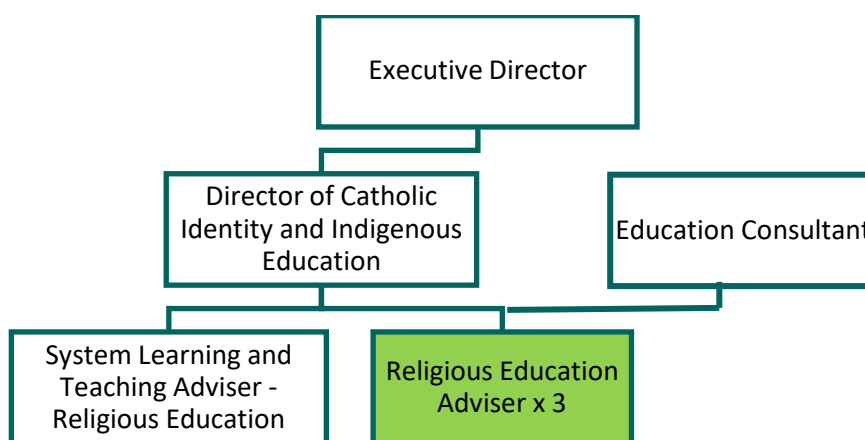


Capabilities	
Personal	Professional – Knowledge and Understanding
Engages in self-reflection	Is contextually aware and responsive
Gives witness to personal faith and commitment	Integrates a Catholic stance in area of responsibility
Demonstrates intellectual acuity	Shapes and implements change processes
Displays a sense of self-efficacy and personal identity	Demonstrates appropriate styles of decision making
Uses intuition as well as logic and reason	Inspires a collegial purpose and vision
Projects confidence, optimism and resilience	Develops efficient and robust structures and systems
Exemplifies honesty and integrity	Focuses on core outcomes and accountabilities
Demonstrates ethically responsible behaviours	Engages in workplace learning and relevant professional development
Is morally courageous	Operates with a sound educational focus
Demonstrates a commitment to personal spiritual growth	Operates with a spirit of service and professionalism
Displays imagination and vision	Develops moral purpose
Integrates work and personal life	Demonstrates capacity to provide professional support
Engages with the Catholic culture	
Is culturally sensitive	
Social and Interpersonal	Organisational
Is relationally adept	Gives priority to the Church's mission in education
Is emotionally mature	Engages in strategic and future thinking, aware of the big picture
Is guided by the spirit and teachings of the Gospel	Develops organisational capacity to respond to contemporary and future needs
Communicates with influence	Avoids imposing old paradigms on new realities
Is authentically present	Fosters a growth promoting workplace
Displays a trusting disposition	Exercises principled and ethical stewardship
Cultivates collaborative and productive working environments	Contributes to organisational sustainability
Engages in positive politics	Builds a sharing organisational culture that focuses energies and talents
Nurtures leadership capability in others	Operates in fidelity to Catholic social teaching and environmental responsibilities

REPORTING & OTHER RELATIONSHIPS

The Religious Education Adviser reports to the Director – Catholic Identity and Indigenous Education Services who in turn is responsible to the Executive Director. In its capacity as a member of a School Service Team, the Religious Education Adviser also reports to the Education Consultant. Significant relationships exist with all Principals within the designated cluster area. Significant relationships also exist within the School Service Team (with the Indigenous Education Adviser and Curriculum Adviser) and with roles which advise and support the Team (e.g. System Learning and teaching Advisers).

There are a number of other significant relationships within the Catholic Education Office. These include those with members of the Strategic Leadership Team, TCEO Executive Leadership Team, the In Office Group, TCEO Curriculum Team, other members of the TCEO Religious Education Team, Indigenous Education Services Team, Finance and Employee Services Team, ICT, Student Protection, Inclusive Education, Capital and Workplace Health and Safety.



ACKNOWLEDGEMENT

I have read, understood and acknowledge the scope and responsibility of the position outlined in this position description.

Employee Name: _____

Signature: _____ Date: _____

Appendix A

EXAMPLES OF ACTIVITIES UNDERTAKEN

The following is a list of activities in which the role holder may engage. This list is not inclusive of all activities that may be undertaken by the role holder in the carriage of the role.

Catholic Identity

- Support APREs to embrace the Townsville Education Office's (TCEO) Strategic Directions and assist Principals to lead in the area of Catholic Identity
- Support principals to develop school policies and programs which publicly articulate the religious life of the school and the commitment to mission
- Support a consistent approach to spiritual formation opportunities as offered by TCEO
- Support effective links between schools, parents, pastors and parishes
- Contribute to the development of practices and procedures in schools and the TCEO which facilitate the experience of the Christian message
- Support APREs in working with staff to develop competence in prayer/liturgical experiences and processes, and in developing school policies and programs which publicly articulate the religious life of the school and the commitment to mission
- Support a consistent approach to spiritual formation opportunities as offered by TCEO
- Foster effective links between schools, parents, pastors and parishes.

Education

- Proactively support school communities in the improvement of learning outcomes for students through motivation, consultation and delivery of appropriate services. Identify, support and promote quality teaching in and across Townsville Diocesan Schools
- Visit schools to determine the Religious Education needs of school communities, and remain in regular contact to monitor and respond to these needs
- For each school in the cluster, work with the APRE and relevant leaders and teachers to conduct annual reviews (as part of the School Development Plan) and create the most suitable Religious Education framework, programs and learning initiatives for the unique needs of the school, in line with the Diocesan Learning Framework
- Source advice and guidance from System Learning & Teaching Adviser – Religious Education to ensure consistency with the TCE system-wide approach
- Collaborate with the System Learning & Teaching Adviser – Religious Education to develop, broker and deliver professional and spiritual development programs, in service and resources in accordance with expressed local needs and determined systemic needs for schools in the Diocese
- Disseminate information regarding Catholic Identity priorities, initiatives, issues, resources and programs to personnel providing services to school communities
- Communicate regularly with APREs regarding developments in the theory and practice of effective teaching and learning and relevance to Religious literacy in the classroom, and the Church's formal position and guidance on the classroom teaching of Religious Education.

Stewardship

- Attend and contribute to regular Catholic Identity & Indigenous Education Services team meetings, as well as School Service Team meetings
- Support a culture of Reflection, Self-review and Continuous Improvement across TCEO and its schools

- Maintain contemporary skills and knowledge regarding Religious Education curriculum, teacher development, effective pedagogy; appropriate assessment and outcomes focused education, Catholic education policy and curriculum priorities through reading, professional networks and workshops; maintain Full Accreditation to teach/teach Religion
- Monitor operational aspects of the budget
- Assist in the planning and co-ordination of Curriculum Policy development, implementation and review in collaboration with the Diocesan Curriculum Committee; the Diocesan Education Council and the leadership team of the TCEO
- Under the guidance of the Director – Catholic Identity & Indigenous Education Services and the System Learning & Teaching Adviser – Religious Education, help manage specific Diocesan initiatives, policy and priorities in the area of Catholic Identity
- Support APREs in day-to-day operational and educational matters (as needed).

Community

- Coordinate networking and cluster support for school APREs and teachers; plan and facilitate APRE Cluster Meetings
- Establish a pastoral/mentoring role with APREs and act as a “sounding board” to provide regular support
- Encourage a network of professional learning among APREs across the schools in the diocese; utilise the TCEO Leadership Framework to assist the professional growth of APREs and to align professional learning at school, cluster and diocesan level
- Work collaboratively with other members of the Catholic schools, RE, Curriculum, ICT and school consultant groups to ensure that support offered has a focus on the understanding of the learner and the learning process
- Work collaboratively as a member of the TCEO service teams and relevant committees
- Liaise with and maintain professional working relationships with relevant stakeholders in Townsville and other Catholic Dioceses, QCEC and other education providers
- Represent TCEO in internal or external forums as directed or requested.

Future Focus

- Act as a critical friend in the appraisal processes for APREs and assist with (through Education Consultant) the development of and monitoring of the goals and annual reviews
- Participate in the appointment process for APRE when this is delegated.