



LEARNING AREA LEADER RELIGIOUS EDUCATION AND FORMATION

Title	Learning Area Leader
Classification	Full-time
Position of Leadership	Level 2
Time Allowance	10 periods 10-day cycle
Length of Appointment	3 years
Report	Learning & Teaching Leaders Deputy Principal Learning & Teaching Head of Mission and Faith
Conditions	Victorian Catholic Education Multi Enterprise Agreement 2018
Membership	Curriculum Team Mission and Faith Team

Purpose of the Position

The Learning Area Leader Religious Education and Formation is responsible to the Deputy Principal Learning & Teaching, Mission and Faith Leader and Learning & Teaching Leader for the duties outlined below in accordance with the College policies and procedures. The purpose of the role is to be an expert reference for teaching staff in the curriculum and pedagogy in Religious Education. The Learning Area Leader Religious Education and Formation will be required to have an intimate knowledge of the Victorian Curriculum requirements for curriculum-based learning; Horizons of Hope framework across the year levels and expertise in contemporary pedagogy to support curriculum delivery. The Learning Area Leader Religious Education and Formation will meet regularly with a Learning & Teaching Leader to discuss specific and cross-curricular learning area priorities and ensure their implementation.

Responsibilities

The Learning Area Leader Religious Education and Formation will be required to work with a Learning & Teaching Leader to:

1. Support the Learning Area Team in designing units of work that meet the Victorian Curriculum requirements, are of suitable academic rigour, respond to student needs and are in keeping with contemporary learning approaches.
2. Oversee curriculum mapping related to the relevant Learning Area and all processes related to course development and course auditing by subject teachers, incorporating Victorian Curriculum, Horizons of Hope framework and VCAL requirements, sector requirements and current educational research.
3. Working with Learning Area Leaders to incorporate Horizons of Hope framework
4. Oversee Learning Area-based co-curricular activities.
5. Advise faith professional learning priorities for Learning Areas.
6. Convey contemporary learning and assessment strategies to teachers in the learning area for implementation.



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7. Liaise with teachers from other learning areas to assist in implementing cross-curricular skills, the Victorian Curriculum capabilities as required and Horizons of Hope.
8. Chair learning area meetings.
9. To work in collaboration with the Head of Mission and Faith and be a member of the College Faith & Mission Team to support the faith life of the College.
10. Disseminate information on learning area priorities.
11. Oversee the learning area budget
12. Manage, organise and monitor learning area supplies, subscriptions and information.
13. Policy and Program Development.
14. Other duties as required by the Principal and/or Deputy Principal Learning & Teaching.

Child Safety

1. Have a clear understanding of Ministerial Order 870 on Child Safety as it relates to the College's Code of Conduct, policies, procedures and practice.
2. Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety.
3. Provide students with a child-safe environment.
4. Uphold a zero-tolerance attitude towards child abuse.
5. Ensure cultural safety for Aboriginal children and children from culturally and/or linguistically diverse backgrounds.
6. Provide a safe and accessible environment for children with a disability.
7. Implement strategies that promote a healthy and positive learning environment.

Criteria

Applicants to the position should be able to demonstrate:

1. An understanding and full support of the Catholic Regional College Caroline Springs Vision and Mission Statement and the values that underpin it.
2. The capacity to provide leadership that is characterised by a commitment to the Catholic Faith and our College motto *Live Fully Act Justly*.
3. A proven ability to initiate ideas, facilitate change and implement programs.
4. An excellent understanding of the Victorian Curriculum and of contemporary assessment processes and practices.
5. An excellent understanding of the Horizons of Hope framework.
6. A commitment to promoting and developing differentiation in the curriculum.
7. A clear vision and creative ideas for curriculum innovation, strategies and practices.
8. A clear vision for the professional development of teachers and a commitment to ongoing professional development in the area of learning and teaching.
9. Competence in the use of ICT in an educational setting and a commitment to the use of ICT to enhance student learning.
10. Excellent leadership, organisational and administrative skills.
11. Highly developed interpersonal and communication skills.
12. An ability to work collaboratively and facilitate dynamic teamwork.
13. Proven success as an exemplary teacher.
14. Appropriate qualifications and educational experience.