

## MINISTRY COORDINATOR

### ROLE DESCRIPTION

REPORTS TO	Principal
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### 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

Ministry Coordinators (MCs) are members of the school executive team and are significant religious leaders for the school community. MC's support the Principal in promoting and affirming the Catholic culture, identity and mission of the school. They work in partnership with the Principal and Parish Priest to provide religious leadership for the school and wider community, and representing the school in the community.

### 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. A demonstrated commitment to assisting and supporting parents as the first educators of their children in faith
3. An outstanding Religious Education classroom practitioner who utilises and leads contemporary, relevant and appropriate pedagogies, is able to imbue other Key Learning Areas with Catholic Principles and Gospel values, with a proven capacity for student improvement and learning
4. Demonstrated understanding of the importance of formation and ability to lead the development and implementation of a Formation Framework which reflects key elements as outlined by the [NCEC Formation for Mission Framework](#)

5. A demonstrated ability to participate, monitor, think strategically, imagine, develop, utilise data and implement, in shared guardianship with the Principal, the Catholic life of the school through the Catholic Identity and Mission Domain of the School Improvement Plan and relevant frameworks, not only in response to compliance
6. High level communication and interpersonal skills with the capacity to imagine, develop and sustain constructive and respectful relationships with the Parish Priest and parish community and to nourish the Catholic life and culture of the school in its Ecclesial context
7. Participation in MC Assembly Days and engaging with Professional Practice and Development (PP&D) whilst keeping up to date with the Faith, Mission and Theology required for leading a Catholic community

**Desirable**

- ▶ Proven capacity to work as a team member and lead.
- ▶ Proven capacity to lead the provision of formative pathways, ritual, prayer and Catholic liturgy.
- ▶ Proven capacity to assist the Principal in achieving and maintaining compliance of staff members with the Accreditation to Work, Teach and Lead Policy.
- ▶ Proven capacity to mentor colleagues through the PP&D process.
- ▶ Proven capacity to manage Continuum Of School Improvement in both curriculum and non-curriculum areas.
- ▶ Capacity to review liturgy, prayer and social justice practices using multiple sources including feedback and data from the whole community.
- ▶ Understanding of the Curia.
- ▶ 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 and Wellbeing Policy.

**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

<b>KEY WORKING RELATIONSHIPS</b>	
<b>STAFF DIRECTLY REPORTING TO ROLE</b>	<ul style="list-style-type: none"> <li>• School Staff</li> <li>• Assistant Principal(s)</li> </ul>
<b>INTERNAL</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Director RE &amp;S and designated RE&amp;S Education Officer</li> <li>• Shared Services</li> <li>• Other agencies of the Diocese (e.g. Bishops Office, CatholicCare,)</li> <li>• Volunteers</li> </ul>
<b>EXTERNAL</b>	<ul style="list-style-type: none"> <li>• Parish Priest</li> <li>• Parishes</li> <li>• School and CSO networks</li> <li>• Family and community partners</li> </ul>

## 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

*By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action*

#### RESPONSIBILITIES

**The MC is committed to the Catholic identity and mission of the Church by:**

- Being a practising Catholic who is an active member of a Eucharistic community who supports the mission of the Church through witness and action
- Leading collaboration as a member of the Executive team to promote Catholic faith and mission in all facets of school life, including school improvement
- 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
- Leading the development of policies and procedures that support the ongoing faith development of students and staff

#### EXAMPLES OF IMPACT

- The MC is an active member of the school executive, not just the broader leadership team as evidenced in meeting minutes and inclusion in decision making processes
- The quality of the witness to practice by the MC as evidenced in the immersion of the school confidently in the rhythm of the Catholic liturgical life, the ability to articulate which makes the school Catholic and an ability to promote the power of the intersection between the educational and ecclesial purpose of the school
- Formation of the MC is prioritised as evidenced by the allocation of a formation budget as well as professional development budget
- The Catholic Identity of the school is distinctively and authentically Catholic and actively promoted as evidenced through the familiarity and application of the Catholic

<ul style="list-style-type: none"> <li>• assisting and supporting parents as the first educators of their children in faith</li> <li>• leading the integration of Catholic principles and values in the teaching of all Key Learning Areas</li> <li>• promoting Catholic social justice agencies and action for justice in the school</li> <li>• leading the development and implementation of the Spirituality and Faith Formation plan for the school</li> <li>• monitoring, in consultation with the Principal, compliance of Religious Education and Catholic life of the school through the development and implementation of the Catholic Identity and Mission Domain of the School Improvement Plan</li> </ul>	<p>Identity Improvement Tool by executive and staff to policies, procedures and COSI</p> <ul style="list-style-type: none"> <li>• Increased spiritual and missional capacity of all members of the school community evidenced by commitment to Formation, Liturgy and Justice &amp; Mission frameworks</li> <li>• Evangelization as evidenced in Formation Conversations and formation pathways</li> <li>• 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</li> <li>• New ways of being on mission with the Parish are explored through the MC's practical presence &amp; Catholic Imagination</li> <li>• Effective relationships established to link staff and families to appropriate formative experiences, Sacramental programs and RCIA programs</li> <li>• Acknowledgement of Church teachings on families to be found in key policies and procedures</li> <li>• Catholic Principles are included in all Key learning areas and staff formed and able to embed these effectively and authentically</li> <li>• MC actively participates in the development of the Strategic School Improvement Plan, co-construction of COSI documentation and maintenance of CART</li> </ul>
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**LEAD TEACHING AND LEARNING**

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

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p><b>MCs are committed to ensuring there is contemporary and effective pedagogy in Religious Education by:</b></p> <ul style="list-style-type: none"> <li>• Teaching load includes a majority of Religious Education classes</li> <li>• Having a thorough understanding of the Religious Studies Curriculum and pedagogy of Encounter for the support of student's faith development</li> <li>• Leading formation in collaboration with Leader of Learning – Religion to ensure teachers of religion understand the core teachings of the</li> </ul>	<ul style="list-style-type: none"> <li>• Staff consider the MC as a knowledgeable formator and also a knowledgeable pedagog for appropriate and recommended pedagogies in the RE classroom as evidenced by staff seeking support not only for ministry and formation but in the MC's ability to also model appropriate classroom pedagogy for the teaching of religion</li> <li>• Prioritisation of Formation for RE faculty meetings as evidenced in meeting agendas or faculty handbooks</li> </ul>

<p>Catholic faith, Holy Scripture, history and tradition and how these elements are lived in the world today</p> <ul style="list-style-type: none"> <li>• Leading formation for colleagues to ensure teachers have deep knowledge of the theology required to teach essential religious literacy found in the Maitland-Newcastle Religious Education curriculum</li> <li>• Participating in MC Assembly Days, actively engaging with Professional Practice and Development (PP&amp;D) and keeping up to date with contemporary learning and teaching in Religious Education</li> <li>• Comply with the <a href="#">CSO Accreditation to Work, Teach and Lead Policy</a> and will need to achieve Accreditation at Category E – Accreditation for Senior Leadership. (within a time frame specified at time of appointment)</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Studies staff know the core teachings of the Catholic Faith, Holy Scripture, history and tradition as evidenced in increased teacher confidence and student engagement</li> <li>• Increased engagement of students in asking questions about the Catholic faith and its relevance, as evidenced by improved religious literacy results</li> <li>• Setting challenging learning goals and clear success criteria for all students</li> <li>• Compliance with CSO and NESA curriculum requirements</li> <li>• Feedback to executive regarding RE and formation prioritises takes places as evidenced in meeting minutes, raised priority of Catholic Identity, increased confidence of executive and staff in the use of the Catholic Identity Improvement Tool</li> </ul>
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## LEAD IMPROVEMENT INNOVATION AND CHANGE

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

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p><b>MCs are committed to ensuring there is contemporary and effective pedagogy in Religious Education by:</b></p> <ul style="list-style-type: none"> <li>• Exhibiting exemplary practice as outstanding Religious Education teachers.</li> <li>• Exhibiting exemplary practice and leading the school community to plan and review formation experiences which develop knowledge, understanding of the Catholic faith.</li> <li>• Initiating and implementing relevant processes to establish and develop faith formation of the community.</li> <li>• Conducting regular reviews of liturgical, prayer, spirituality and social justice practices using multiple sources including feedback and data from all key stakeholders (whole community). This will also include leading processes to evaluate the Catholic faith life of the community.</li> <li>• Supporting, with the school executive, staff, students and parents wellbeing procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in and application of the 14 Parameters from Sharratt to Religious Education as teachers but also with a Catholic Clarity to the overall Catholic Identity of the school. (eg) Understanding that Parameter 1 Shared beliefs is to be expressed within the context of the CSO and schools Vision and Mission statement/s.</li> <li>• The Formation Framework contributes to the theological and faith formation of Religious Education staff, as a complement to the RE faculty Professional Learning Plan. The MC is available as a resource for the LOL –Religion to assist in developing RE teacher capacity.</li> <li>• Use of a variety of data sets, inclusive of Tell then From Me data, and PP&amp;D goals, to inform decision making for the development of relevant, sequential, intentional and Christ centred formation frameworks for staff, students and parents as evidenced in evaluation and review of the framework (and its programs), inclusive of Diocesan and CSO</li> </ul>

<p>that are firmly based on current school and/or system, Church, curriculum and legislative requirements.</p>	<p>offerings and responsive to the individual needs within the community</p> <ul style="list-style-type: none"> <li>• Establishment of relationships with the Diocese, the Parish Leadership Team and Family Ministry Coordinators, for the delivery of parent/carer formation</li> <li>• Changes in the liturgical, prayer and mission life of the school from year in evidenced response to evaluations, which whilst responsive, aim always to ensure the schools is a centre of evangelisation and honours its eucharistic character</li> <li>• The wellbeing of students is supported through the implementation of the Wellbeing Policy distinctly grounded in the fundamentally pastoral impulse emerging from the Incarnation – God with us</li> </ul>
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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*

<b>RESPONSIBILITIES</b>	<b>EXAMPLES OF IMPACT</b>
<ul style="list-style-type: none"> <li>• 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 relating to its Catholic Identity and overarching Religious Education</li> <li>• Monitoring, in consultation with the principal, ongoing improvement of the Catholic life of the school through the development and implementation of the Catholic Formation and Mission Domain of the Strategic Improvement Plan, CART and COSI review process</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting staff members in the analysis, recording and use of internal and external data to identify, learn from and improve student learning and formation outcomes</li> <li>• Formation pathway development as evidenced in the use of Formation Conversations, One Heart One Soul and CSO Events and Program Booklet to assist in the development of formation goals which are budgeted for and actively monitored</li> <li>• Active involvement of MC in the co-construction, implementation and evaluation of the Strategic Improvement Plan and COSI review process leading to ongoing strategic improvement in the Catholic Formation and Mission of the school through the Five Catholic Identity Tool dimensions.</li> <li>• Best practice in associated frameworks (Formation and Justice and Mission) are evaluated, monitored and regularly shared at staff meetings</li> <li>• Development of Data walls which include Accreditation and Formation pathways</li> </ul>



**DEVELOP SELF AND OTHERS**

*By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others*

<b>RESPONSIBILITIES</b>	<b>EXAMPLES OF IMPACT</b>
<ul style="list-style-type: none"> <li>• Active commitment to an ongoing prayer life, self-reflection and formation of the heart and mind as a model for the Christian life and for personal and professional effectiveness</li> <li>• Working with and through others to build a culture of shared learning and ownership for continuous improvement in teacher formation and student learning outcomes</li> <li>• Supporting all staff to develop leadership capacity through facilitating effective continuing professional learning and performance feedback</li> <li>• Commitment to formation of all staff as Catholic Educators and as spiritual beings</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in the mission leadership capacity of the MC as evidenced through Professional review, Evaluation data and Tell Them From Me</li> <li>• Supporting effective and collaborative Faculty based professional learning communities both within the school and with system colleagues</li> <li>• The PP&amp;D process professional learning is having an impact on teaching practice, the learning outcomes and formation of all students</li> <li>• PP&amp;D process includes goals which are formative</li> <li>• Implementation of Formation Conversations.</li> <li>• Teachers actively engage with and effectively utilise the Australian Professional Standards for Teachers</li> <li>• Teachers actively utilise the Catholic Identity Improvement Tool and access the Formation opportunities provided by the Diocese and Catholic Schools Office.</li> <li>• Leaders actively engage with and utilise One Heart One Soul in policy formation and decision making practices</li> </ul>

**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*

<b>RESPONSIBILITIES</b>	<b>EXAMPLES OF IMPACT</b>
<p><b>MCs are committed to ensuring there are processes and strategies to support professional engagement in Religious Education by:</b></p> <ul style="list-style-type: none"> <li>• Initiating collaborative relationships and engaging professionally with the parish priest and parish community to expand Catholic life and culture of the school</li> <li>• Engaging in professional dialogue with staff, the Catholic Schools Office RE Team and the Diocesan MC network</li> <li>• Modelling exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with the CSO, Diocese, Parish, School system network and external providers to deliver continuous improvement, share learnings and build school professional expertise</li> <li>• Effective communication, problem solving and decision-making processes with students, colleagues, families and community members</li> <li>• Attendance at Ministry Coordinator Days, provision of feedback and information to all stakeholders as appropriate</li> <li>• Survey data showing levels of awareness of students, families and staff regarding formation and learning</li> </ul>

- Taking a leadership role in professional and community networks, organisations and support the involvement of colleagues in external formation opportunities

## 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"> <li>• Effectively managing resources to contribute to improved formative outcomes</li> <li>• Development of a budget for Formation and the Catholic Identity of the school</li> <li>• Complying with government, legal, school and system policies and procedures to minimise risk; ensure compliance; and a strong safety culture</li> <li>• Maintaining effective systems for review and compliance processes</li> <li>• Contributing effectively to school and System Improvement priorities and key priorities relevant to own area of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture</li> <li>• 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</li> <li>• Promotion of ecologically sound practices in the use of resources</li> </ul>

## FUNCTIONAL REQUIREMENTS

- Frequently sits or stands at an issued desk
- Stands and walks frequently around the teaching and playground spaces to teach the class, supervise, 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
- 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