



Position Description

Position Title	Senior Education Officer – Leader of Pedagogy
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
Function	Catholic Mission, Learning, and Teaching
Location	<i>Bendigo, Wangaratta or Tatura</i>
Enterprise Agreement and or Award	Victorian Catholic Education Multi-Enterprise Agreement 2018
Classification	Education Officer – EO1 – EO5 plus allowances dependent upon experience
Remuneration	\$115,000 – 142,000 p.a (excluding superannuation)
FTE	1.0 FTE
Motor Vehicle	Provision of motor vehicle in line with CES Ltd Policy
Status	Ongoing
Reports to	Chief Catholic Mission, Learning and Teaching Officer

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Chief Executive Officer of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Chief Executive Officer and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for

its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act.
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.
- That a strong sense of community is dependent on the quality of our collegial relationships.
- That each person's potential is fostered through the dedicated ministry of Catholic Education.
- In leadership encompassing vision, innovation, and empowerment.

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

Office Summary

The Catholic Education Office Sandhurst (CEOS) Team comprises approximately 100 employees working across 7 key divisional areas, supporting over 50 schools within the Sandhurst Diocese based across Bendigo, Tatura, and Wangaratta.

The Chief position within each division reports directly to the Chief Executive Officer of Catholic Education Sandhurst Limited (CES Ltd) and the 7 divisional areas comprise of:

- Catholic Mission/Learning and Teaching
- School Development and Support
- Early Childhood Education and Care
- Student Wellbeing
- People and Culture
- Operations; and,
- Strategy, Risk and Governance

Function Summary

The Catholic Mission, Learning, and Teaching function provides innovative and insightful leadership in Catholic Mission and Identity, with an integrated focus on Learning and Teaching for Catholic Education Sandhurst Limited (CES Ltd). The function works closely with school leaders to facilitate and support learning and teaching within the context of Catholic education principles and values across CES Ltd.

Enacting the vision of CES Ltd, the function builds, nurtures, challenges, advocates, educates and engages in the Catholic Story; whilst animating the Catholic learning community vision. The function is a large and diverse group with staff in specialty areas of:

- Religious Education
- Spirituality and Faith Formation
- Curriculum and Pedagogy design and delivery
- Aboriginal and Torres Strait Islander education
- The Arts
- Professional resources
- Student data and innovation; and,

- Adult Faith Formation and Education

The function works collaboratively with School Leadership to ensure schools meet all statutory and legislative requirements with regard to curriculum delivery whilst documenting and regularly reviewing the function's impact on teachers and students. A large focus of the function is to build teacher capacity in curriculum and pedagogical design.

Position Summary

The **Senior Education Officer – Leader of Pedagogy** is responsible for supporting Sandhurst School staff to optimise student achievement and student outcomes. This role can operate at system, school and classroom level to provide pedagogical and curriculum support.

The role provides support by interpreting and understand data and trends, sharing best practices and current research, along with strategies and interventions to enhance effective learning and teaching.

Detailed work includes assessment (analysis and discussion of school data), planning, pedagogy, school improvement, leadership and intervention.

Key Responsibilities

<p>Provide support to Schools</p>	<ul style="list-style-type: none"> • Provide expert advice to, support for, and coaching of leaders in pedagogy. • Liaise with CES Ltd office and school leaders to actively provide service and leadership to Sandhurst Schools in the ongoing improvement of school practices in order to optimise student achievement and outcomes. • Assist schools with curriculum planning, strategies, learning objectives, enquiry questions, assessments, supporting teaching and providing feedback. • Provide support to schools in delivering data informed and evidence informed best practice. • Assist schools with understanding requirements outlined in the Australian Curriculum (ACARA, 2022), The Victorian Curriculum (VCAA) and Source of Life Curriculum (CES 2020). • Develop learning activities and resources around contemporary pedagogy practice for Sandhurst schools and classrooms. • Support assessment practices. • Support interventions and strategies in pedagogy. • Adjusting learning and teaching practices to support primary, secondary and flexible settings. • Respond to areas of improvement resulting from NSIT reviews.
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	<ul style="list-style-type: none"> ● Develop annual action plans. ● Develop system wide curriculum resources in response to reform agendas. ● Assist with school review processes. ● Review NSIT outcomes to provide targeted support to schools.
Provide Pedagogy and Curriculum support	<ul style="list-style-type: none"> ● Build leadership capacity to lead and sustain improvement in learning and teaching. ● Assist with developing pedagogical content knowledge. ● Work closely with other Education Officers to build resources and support for schools. ● Work closely with other Education Officers to respond and communicate curriculum changes to schools. ● Provide support and advice in understanding international and national reforms, contemporary best practice and research informed best practice. ● Support planning for NCCD assessments – ensure every student is looked after and teachers have the scaffolding they need. ● Continually seek for better curriculum design/ pedagogy driven by the Curriculum.
Professional Learning	<ul style="list-style-type: none"> ● Ensure that schools have access to professional learning to build and develop understandings around Learning and Teaching – consider different ways of delivering this learning to school staff (face to face, instructional leadership, mentoring, professional development recordings, assessment interviews, learning walks, network days, coaching, modelling best practice, 1:1 support, etc.). ● Provide face to face professional learning opportunities to leaders in literacy and languages at professional learning communities (PLC), pupil free days, network meetings, training events or school staff meetings. ● Provide virtual professional learning opportunities to leaders in literacy and languages such as videos, webinars, etc. ● Develop and register events on staff learning system (OPL) for teaching staff to register.
Research, Data and Reporting	<ul style="list-style-type: none"> ● Assist schools in the analysis and interpretation of data pertaining to Learning and Teaching in schools. ● Collaborate in the collection, curation, analysis and reporting of relevant evidence and research for the effective system and school evaluation and response to the needs of students. ● Discuss and analyse data that will be informative at the local level including student achievement data as well as observable and anecdotal data. ● Develop data inquiry circles with the goal of developing data plans and changing practice to make improvement and measure improvement.

	<ul style="list-style-type: none"> ● Develop action research projects to share learnings with others. ● Evaluate systems, programs, tests, etc schools are using to improve learning and teaching in schools and make recommendations if required. ● Review NAPLAN data and analyse opportunities we may have at a system level to share learnings with each other. ● Review NAPLAN data and develop strategies to tackle downward trends within schools. ● Report to the Chief Catholic Mission Learning and Teaching Officer regarding NAPLAN achievement information.
Networks	<ul style="list-style-type: none"> ● Facilitate Networks to support school leaders in communication, collegial sharing and engagement with a wide range of relevant evidence, research and expertise. ● Develop inter-diocesan networks to regularly share and collaborate. ● Participate in other networks as required. ● Share effective practices and engage in professional dialogue. ● Strengthen system capacity through learning and learning in partnership with schools and their communities.
Facilitating improvement and change	<ul style="list-style-type: none"> ● Accommodate and respond with initiative to changing priorities and operating environments e.g., school, classrooms, parish and office. ● Analyse, interpret and evaluate school data pertaining to literacy and languages. ● Maintain up to date knowledge in learning and teaching best practice and pedagogy. ● Maintain up to date knowledge of any changes endorsed by Catholic Education Commission of Victoria (CECV), Victorian Curriculum and Assessment Authority (VCAA), Victorian Registration and Qualifications Authority (VRQA), Australian Curriculum, Assessment and Reporting Authority (ACARA) and Victorian Institute of Teaching (VIT) .

Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd.'s OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.

Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Requirement for onsite work

- CES Ltd values flexibility and supports remote work where able. This position does require the majority of tasks to be conducted at a CES Ltd workplace and as such, the incumbent must be available to work onsite.

Key Selection Criteria

Essential	Qualifications and Registrations	<ul style="list-style-type: none">• A qualification in Education or a related field of study.• Post graduate or Masters qualification in Education.• Registration with Victorian Institute of Teaching (VIT).• Current Australian Drivers Licence.
	Knowledge and Experience	<ul style="list-style-type: none">• Understanding of contemporary research and evidence related to learning and teaching pedagogy.

		<ul style="list-style-type: none"> • Strong understanding and application of Australian Curriculum (ACARA), Victorian Curriculum (VCAA) and Source of Life Curriculum (CES 2020). • Experience in participating/leading networks. • Experience in curriculum planning and assessment.
	Commitment to Catholic Education	<ul style="list-style-type: none"> • Demonstrated commitment to the Catholic Faith with an ability to articulate the Church's mission in Catholic Education. • Support the Sandhurst Catholic Ethos and Framework to serve the students enrolled within the system.
	Commitment to Child Safety	<ul style="list-style-type: none"> • Ability to demonstrate an understanding of appropriate behaviours when engaging with children. • Knowledge and understanding of the requirements of the Child Safety Standards with a relevance to creating cultural safety for Aboriginal and Torres Strait Islander students and families.
	Skills and Attributes	<ul style="list-style-type: none"> • Effective oral and written communication skills with the ability to work collaboratively and liaise with various stakeholders. • Proven organisational skills, ability to prioritise own workload and to use sound judgement when managing competing demands. • Excellent facilitation and presentation skills. • Proven ability to analyse and interpret data and information to monitor and improve outcomes. • Highly developed word processing and computer skills including a high degree of proficiency within the Microsoft Suite including Microsoft Word, Excel, PowerPoint, and Google applications.
Desirable	Qualifications and Registrations	<ul style="list-style-type: none"> • Relevant Professional membership