Villa Maria College
Te Whare O Meri
Learn to Prize what is of Value

JOB DESCRIPTION

TEACHER OF RELIGIOUS EDUCATION WITH SUPPORTING SUBJECTS PERMANENT FULLTIME/PART TIME

REPORTING TO: HEAD OF FACULTY, RELIGIOUS EDUCATION

ABOUT THE COLLEGE

We are a Catholic College; the foundation for everything we do is our Catholic faith, which we express through our Mercy charism.

Villa Maria College aims to offer spiritual formation, pastoral care and education in the tradition of Catherine McAuley, and the Sisters of Mercy who founded the College in 1918.

Mission Statement: Empowering each young woman to determine her potential, live Gospel values, confidently embrace life-long learning and as a Mercy woman be inspired to make a difference.

Motto: That you may learn to Prize what is of Value – Ut Probetis Potiora

Mercy Attributes: At the heart of our College are the attributes of Mercy:

- Education that is grounded in the Gospel
- Respect for the dignity, worth and potential of every human being
- Concern for the poor and the disadvantaged
- Concern for justice

PURPOSE OF THE POSITION

- Promote the Special Character of Villa Maria College
- Teach Religious Education to all levels as required
- Manage assessment for learning at all levels
- Maintain effective relationships with staff, students, and parents/caregivers
- Contribute to the wider life of the College.

RESPONSIBILITIES AND DUTIES

PROMOTE THE SPECIAL CHARACTER OF VILLA MARIA COLLEGE

KEY TASKS	PERFORMANCE INDICATORS
Classroom practice reflects special character	• Students and Staff are treated with respect • Students meet staff expectations of respectful interactions in class • Every endeavour is made to deal positively with students and seek solutions that are fair and just for all. • Correct pronunciation of Te Reo is fostered and acknowledged.
Special Character fostered and promoted in AKO Group	• The Catholic character of the College is positively supported through prayer at AKO Group Time. • Gospel values are fostered and lived in Group and House activities through encouraging Whakaute – Respect, Tika – Justice and Manaakitanga – Hospitality. • A spirit of community is fostered through commitment to and participation in Group and House activities. • Ensure that Report comments are positive and reflect encouragement to strive for higher ideals.
Commitment to special character	• Teachers are present for staff, AKO Group and assembly prayers • Use initiative to lead prayers or other special character activities for staff and students. • Participate fully in special character professional development events. • A spirit of community is fostered with staff, class groups and the total College community. • Commitment to Te Tiriti o Waitangi is evident.

TEACH RELIGIOUS STUDIES TO ALL LEVELS AS REQUIRED

KEY TASKS	PERFORMANCE INDICATORS
Demonstrate Professional Knowledge	• Teach Religious Education classes as required by HOF and Principal. • Practical application of current learning and teaching theory. • Clearly demonstrate understanding of the Religious Education curriculum at all year levels. • Ensure that curriculum goals and objectives are met as set out in Faculty Scheme of Work. • Appropriate teaching plans are prepared so that each girl has suitable learning opportunities • Religious Education knowledge and skills are succinctly delivered so that students can demonstrate understanding. • Planning and delivery of lessons clearly emphasise student engagement through active participation. • An appropriate learning environment is established and maintained

	• Incorporate tikanga Maori in lessons as appropriate.
Subject-Related Professional Development	• Attend all Faculty Meetings. • Welcomes opportunities to visit other teachers' lessons. • Welcomes other teachers into lessons. • Identify own specific PD needs through Professional Growth Process and ongoing. • Participates in appropriate internal and external in-service. • Up to date in all aspects of Religious Education. • Belongs to and participates in subject-related Associations. • Develop reflective practices to improve learning and teaching.

MANAGE ASSESSMENT FOR LEARNING AT ALL LEVELS

KEY TASKS	**PERFORMANCE INDICATORS**
Assessment for Learning at all year levels	• Each student is given appropriate learning opportunities. • Assessment may be formal or informal, written or oral, individual or group activities. • Feed forward recognises what has been demonstrated in current work and identifies areas for improvement in the next assessment opportunity. • Tasks are assessed, marked and returned promptly so that maximum benefit is gained from the assessment event and feed back/forward. • Teacher administration responsibilities are adhered to in recording assessment results. • Formative assessment opportunities are provided for all classes. • Student grades are recorded in the KAMAR mark book.
Senior Assessment and NCEA	• Faculty procedures are implemented. • Assessment Tasks are specifically approved by HOF to ensure that the correct version is used. • Marking schedules are followed precisely. • Cross-level moderation is implemented as required. • Student work is marked and returned promptly. • Students have opportunities to check grades. • Student grades are recorded in the KAMAR mark book.
Reporting on student achievement	• Reporting deadlines are met or anticipated. • Report comments are positive reflections on the precise learning of knowledge and skills. • Each teacher is responsible for the grammatical accuracy of comments written in reports. • Be prepared to participate in peer review of reporting with other staff. • AKO Teachers provide a comment identifying the specific contributions the student has made to the Group and recognising achievements outside the classroom e.g. co-curricular activities, sporting or cultural success beyond school and service activities. • Attend all Report Interview Evenings relevant to all the classes taught.

	• Prepare succinct discussion points for each parent/student/teacher interview so that important issues are dealt with.

MAINTAIN EFFECTIVE RELATIONSHIPS WITH STAFF, STUDENTS AND PARENTS/CAREGIVERS

KEY TASKS	PERFORMANCE INDICATORS
Classroom Responsibilities	• Carefully prepared lessons minimises problems with student behavior. • Utilise the Behaviour Management Programme as required. • Always treat students with respect. • Expect students to treat you and each other with respect. • Motivate students to achieve to or beyond their potential. • The classroom is an attractive and welcoming place.
Pastoral Care	• As AKO Group Teacher (If applicable) take personal interest in each individual member of your Group. • Monitor attendance and contact parents as required. • Welcome new students into Group. • Keep the Head of House informed of pastoral care issues concerning the students in your AKO Group e.g. family bereavement/sickness, work or other family stresses that come to your attention, etc. • Support students involved in discipline issues so that the student can learn from mistakes, grow in strength and maturity, and move on. • Ensure that the AKO Group meets its obligations to the Mission Effort. • Manage at least one AKO Group activity each year.
General Contributions to College Life	• Lead by example in maintaining the standards expected of students. • Conscientiously carry out assigned duties e.g. lunchtime duty. • Positively interact with students while on duty and report any problems to the Head of House or Senior Leadership Team Member.
Promote collegiality	• Seek to work positively with all members of staff including support staff. • Share resources and work co-operatively with others in marking, preparing resources and implementing programmes across the school. • Attend all Staff Meetings and Teacher Only Days.

CONTRIBUTE TO THE WIDER LIFE OF THE COLLEGE

KEY TASKS	PERFORMANCE INDICATORS
Support Special Character events	• Attend College Masses and Liturgies participating to extent that the individual teacher feels comfortable. • Where appropriate accompany students on Camps and Marae visits. Fully participate in Mihimihi at beginning of the year. • Accompany Religious Studies classes on Retreat.

Contributes to co-curricular life of the College	• Assist with sports teams or cultural groups as coach, manager, supervising teacher, etc. • Assist with biennial College Musical in any capacity. • Contribute/encourage students to contribute to College Magazine and/or VMail.
Uses initiative to support constant improvement	• Volunteers/contributes to committees and projects operating from time to time. • Seeks opportunities to be involved in College life.

RELATIONSHIPS

- Functional relationships with all teaching and support staff.

HEALTH AND SAFETY

All employees including full-time, part-time, casual and contractors have a role in health and safety at Villa Maria College.

Responsibilities of employees include but are not restricted to:

- Taking care for their own health and safety and that of other people who may be affected including avoiding practical jokes that could harm people and not taking short-cuts which could reduce safety.
- Following workplace safety policies and procedures including reporting incidents, near miss incidents and potential hazards.
- Using protective equipment supplied by the employer.
- Not recklessly interfering or misusing safety devices or controls.