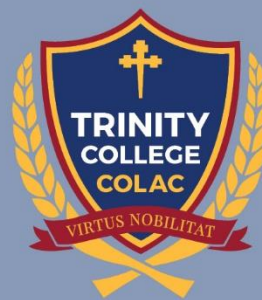


# TRINITY COLLEGE COLAC POSITION DESCRIPTION

- VCE English
- VCE Chemistry
- VCE Physics
- VCE Psychology
- General Science



**WE MAKE A  
DIFFERENCE.**



## TRINITY COLLEGE COLAC

WE MAKE A DIFFERENCE.

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**We are currently advertising for the following teaching positions, for the 2025 school year, in the following subject areas:**

- VCE English
- VCE Chemistry
- VCE Physics
- VCE Psychology
- General Science

**Full-time, part-time, fixed term and ongoing positions are available.**

Trinity College Colac is a co-educational Catholic Secondary College with a current enrolment of 770 students. The College vision is 'Inspired by Jesus, we make a difference'. Situated at the gateway to the Otway Ranges and in close proximity to the Great Ocean Road, Surf Coast, Geelong and less than two hours from Melbourne, Colac is a wonderful rural community with much to offer.

Applications are invited from suitably qualified, experienced and graduate educators in all subject areas. These are teaching positions under the *Catholic Education Multi Enterprise Agreement 2022*.

### **Successful applicants must**

- have a demonstrated commitment to Catholic education and to the safety and wellbeing of children.
- hold or be willing to acquire a Working With Children Check card and must be willing to undergo a National Police Record Check.
- comply with the [DOBCEL Trinity College Colac Safeguarding Children and Young People: Code of Conduct](#) and the [DOBCEL Trinity College Colac Child Safety & Wellbeing Policy](#) as amended or varied from time to time.
- be aware of child safety mandatory reporting requirements and be willing to complete the Mandatory Reporting eLearning module. *This is a cost free, online module that will take approximately 20-30 minutes.*

### **Commitment to child safety**

- Attached is the *CECV Commitment Statement to Child Safety*. This document outlines the system-wide commitment to providing a safe and nurturing culture for all children and young people in Victorian Catholic schools.
- This school community promotes the safety, wellbeing and inclusion of all children.

### **Submitting your expression of interest**

Please email the following completed documents to: [principal@tcc.vic.edu.au](mailto:principal@tcc.vic.edu.au)

- Letter of application addressing Selection Criteria
- CV/Resume

**Application close: Monday 25 November at 9:00am**

VIRTUS NOBILITAT



## Trinity College Colac

### Position Description (Teacher)

#### Statement of Duties

<p><b>Pastoral Care and Child Safety</b></p>	<ul style="list-style-type: none"> <li>• Provide students with a child-safe environment</li> <li>• Be familiar with and comply with the school's Child-Safety and Wellbeing Policy and Safeguarding Children and Young People Code of Conduct, and any other policies or procedures relating to child safety</li> <li>• be aware of mandatory reporting requirements and willing to complete the Mandatory Reporting eLearning module annually</li> <li>• Proactively monitor and support student wellbeing</li> <li>• Exercise pastoral care in a manner which reflects school values and which are supportive of the Catholic ethos</li> <li>• Implement strategies which promote a healthy and positive learning environment</li> </ul>
<p><b>Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• Establish high expectations for behaviour and academic performance, and maintain a positive and respectful classroom environment conducive to learning</li> <li>• Embrace and implement innovative and contemporary teaching practices to create engaging and inclusive learning environments for diverse student needs</li> <li>• Develop and implement comprehensive lesson plans that align with curriculum standards, educational objectives, and students' learning needs</li> <li>• Continuously assess and revise lesson plans to accommodate student progress, interests, and feedback</li> <li>• Deliver comprehensive and timely feedback to students, using varied assessment methods, to support student growth, understanding, and academic progress</li> <li>• Analyse assessment data to identify student strengths, areas for improvement, and learning gaps, and adjust instruction accordingly</li> <li>• Establish and maintain communication with parents/carers to provide updates on student progress, academic performance, and behaviour</li> </ul>
<p><b>Professional Learning</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with colleagues and support staff to plan for effective instruction, share best practices, and address student needs</li> <li>• Participate in ongoing professional learning activities, workshops, and training sessions to enhance teaching effectiveness, subject knowledge, and pedagogical skills</li> <li>• Engage in reflective practice and self-assessment to continually improve teaching practices and student outcomes</li> </ul>
<p><b>General and Administrative Duties</b></p>	<ul style="list-style-type: none"> <li>• Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures</li> <li>• Maintain currency of first aid, mandatory reporting and anaphylaxis training</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate duty of care to students in relation to their physical and mental wellbeing</li> <li>• Attend meetings and College Events as outlined in the CEMEA 2022</li> <li>• Participate in duty supervision as rostered and other supervision duties as required</li> <li>• Demonstrate professional and collegiate relationships with colleagues</li> <li>• Uphold the professional standards expected of a teacher</li> <li>• Other duties as directed by the Principal</li> </ul>
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## Key Selection Criteria

<b>Essential</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of the ethos of a Catholic school and its mission</li> <li>• A demonstrated understanding of child safety and Mandatory Reporting obligations</li> <li>• Demonstrated understanding and experience of effective learning and teaching practice aligned to the Victorian Curriculum</li> <li>• Ability to work as part of a team</li> <li>• Ability and preparedness to assume pastoral responsibility within the College</li> </ul>

**This school community promotes the safety, wellbeing and inclusion of all children in accordance with Ministerial Order 1359**

## Statement of Principles Regarding Catholic Education

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### **The task of the Catholic school**

*Its task is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all different aspects of human knowledge through the subject taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian.*

(Congregation for Catholic Education, *The Catholic School*, 1977)

This same goal is expressed by the Victorian Catholic community which desires its schools to be communities of faith.

This broad philosophical stance reveals a concern for an education that combines sound knowledge and skills with an overall personal development rooted in Christian values. Such an education involves a high level of interpersonal transaction between staff and pupils.

Pope John Paul II spelt out key implications of this for staff who work in Catholic schools:

*The Church looks upon you as co-workers with an important measure of shared responsibility ... To you it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge ... [The changing times] demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching ... But your responsibilities make demands on you that go far beyond the need for professional skills and competence ... Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest.*

(Pope John Paul II, Address to Catholic Educators, September 12, 1984)

Pope John Paul II clarified this further when he spoke on Catholic Education in Melbourne:

*I welcome you into that chosen group called by the Church to educating young Catholics in the faith. In a very special way, you share in the Church's mission of proclaiming the good news of salvation. Not all of you may be teaching catechetics, but if you are on the staff of a Catholic school, it is expected, and it is of the utmost importance, that you should support the whole of the Church's teaching and bear witness to it in your daily lives ... Certainly your work demands professionalism, but it also demands something more. Your professionalism as teachers involves tasks that are linked to your Baptism and to your own commitment in faith ... No matter what subject you teach, it is part of your responsibility to lead your pupils more fully into the mystery of Christ and the living tradition of the Church ... The parish primary school, where younger children receive their early lessons in the faith, remains a cornerstone of the pastoral care of Australian Catholic people. Here the community of faith hands on the timely message of Jesus Christ to its youngest members ... More difficult challenges face the Catholic secondary school. Here students must be helped to achieve that integration of faith and authentic culture which is necessary for believers in today's world. But they must also be helped to recognise and reject false cultural values which are contrary to the Gospel.*

(Pope John Paul II, Address to Catholic Education, November 28, 1986)

Pope Benedict stated when addressing Catholic educators in the United States of America in 2008:

*Education is integral to the mission of the Church to proclaim the Good News. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth (cf. Spe Salvi, 4). This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterised by all that is beautiful, good,*

*and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church.*

(Pope Benedict XVI, Address to Catholic Educators, April 17, 2008)

And in an address to Catholic teachers during his visit to England in 2010, His Holiness stated:

*As you know, the task of a teacher is not simply to impart information or to provide training in skills intended to deliver some economic benefit to society; education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom.*

...

*It means that the life of faith needs to be the driving force behind every activity in the school, so that the Church's mission may be served effectively, and the young people may discover the joy of entering into Christ's "being for others".*

(Pope Benedict XVI, Address to Catholic Teachers, September 17, 2010)

This philosophy of Catholic education, expressed in a growing number of documents and policy statements, guides the Catholic school in its functioning. Whilst it is accountable to the general community for the provision of quality education to young people, it is also accountable to the Church community for providing this within the context of the Gospel and its values as expressed in Catholic doctrine. The Catholic school is more than an educative institution: it is a key part of the Church, and an essential element in the Church's mission. So too staff in the Catholic school are more than employees – they minister in the name of the Church and of the Gospel.

All staff in the Catholic school have an indispensable role to play. It is expected of all staff employed in a Catholic school that they:

- (a) accept the Catholic educational philosophy of the school;
- (b) develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work;
- (c) by their teaching and other work, and by personal example, strive to help students to understand, accept and appreciate Catholic teaching and values;
- (d) avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community in whose name they act;
- (e) in relation to teachers, comply with the Accreditation Policy of the Catholic Education Commission of Victoria (CECV) to teach in a Catholic school, and other CECV policies, and uphold the professional standards expected of a teacher;
- (f) be committed to regular ongoing professional development;
- (g) be qualified as required by state authorities;
- (h) be a person suitable to work with children.



## Victorian Catholic School Statement of Commitment to Child Safety

Providing a safe, nurturing and empowering learning environment for all children and young people in Catholic schools.

*This statement has been updated in light of the revised Child Safe Standards that came into effect on 1 July 2022 and the supporting Ministerial Order No. 1359.*

*Every person, created in the image and likeness of God, is unique and has an intrinsic and inalienable dignity  
(Pontifical Council for Promoting New Evangelization 2020, n. 379).*

The Victorian Catholic school education sector holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

This statement is intended to reaffirm the central focus on child safety across Catholic education in Victoria, built around a unified understanding of the moral imperative and overarching commitments that underpin our drive for continual improvement, and embedding a culture of 'no tolerance' for child abuse in our schools and organisations.

*The characteristic element of the Catholic school, in addition to pursuing 'cultural goals and the human formation of youth', consists in creating 'for the school community a special atmosphere animated by the Gospel spirit of freedom and charity'. To this end, the Catholic school aims 'to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and [humanity] is illumined by faith'. In this way, the Catholic school prepares pupils to exercise their freedom responsibly, forming an attitude of openness and solidarity (Congregation for Catholic Education 2022, n. 16).*

The Victorian Catholic school education sector has a universal expectation for the protection of children and is resolutely committed to ensuring that all those engaged in Catholic education in Victoria promote the inherent dignity of children and young people, and their fundamental right to be respected and nurtured in a safe school environment.

Catholic schools and their governing bodies have a moral, legal and mission-driven responsibility to create nurturing school environments, where all children and young people are respected and have agency, their voices are heard, and they are safe and feel safe. The Victorian Catholic school education sector recognises that some children and young people are more vulnerable than others,

including Aboriginal students, students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home and international students. The Victorian Catholic school education sector commits to providing the care and services required to support them and their families, and to ensure their safety within all Catholic schools.

Catholic schools and their governing bodies will take prompt action to have any allegations of abuse concerning children and young people appropriately referred and investigated when raised. While the context and reality at each Catholic school will differ, the fundamental issues of understanding effective practices in child safety, and identifying and responding to child harm remain the same. All schools must strive for continual improvement that is responsive to emerging thinking, evidence and practice, so as to eliminate the potential for abuse to occur.

Creating child-safe school environments is a dynamic process that involves active participation and responsibility by school governing authorities, schools, families and their communities. It requires collaboration, vigilance and proactive approaches across policies, procedures, curriculum and practices.

Every person involved in Catholic education has a responsibility to understand the important and specific role they play individually and collectively to ensure that the safety and wellbeing of children and young people is at the forefront of all they do and every decision they make.

The Victorian Catholic school education sector commits to providing a safe, nurturing and empowering culture for all children and young people in Victorian Catholic schools through:

#### **Upholding the primacy of the safety and wellbeing of children and young people**

At all times, the ongoing safety and wellbeing of children and young people will be the primary focus of care and decision-making. In addition to the universal focus on safety and wellbeing, schools need to pay attention and attend to the needs of their students who are most vulnerable.

To create and maintain a safe and nurturing culture, schools will actively and continually develop and review all policies, processes and practices, informed by their governing body, emerging thinking and evidence, including following child safety incidents.

#### **Empowering families, children, young people and staff to have a voice and raise concerns**

Schools and their governing bodies, in partnership with families, will ensure children and young people are informed of their rights, and are engaged and active participants in decision-making processes, particularly those that have an impact on their safety. Complaints processes will be child focused, culturally safe, accessible and easy to understand.

This means that the views of children, young people and families are taken seriously, and their concerns are addressed in a just and timely manner. Children and young people are also taught to raise concerns, gaining the necessary skills and knowledge to understand and maintain their personal safety and wellbeing, and the safety and wellbeing of their peers, through educational approaches and programs.





### **Implementing rigorous risk management and employment practices**

Schools and their governing bodies will systematically and continually identify and assess risks to child safety, and will eliminate (where possible) or reduce all potential sources of harm in both physical and online environments. Effective risk management is embedded in school life through effective, transparent and well-understood policies, procedures and practices that maintain students' rights to privacy, access to information and learning opportunities.

Schools will employ highly competent and professional staff who are formed and challenged to maintain the safety of all students. The high quality of staff appointments will be upheld through rigorous employment and review processes and practices, which include a demonstrated knowledge of child safety.

Schools and their governing bodies will stay abreast of legislation, and will meet the legislative duties to protect the safety and wellbeing of children and young people in its care, including meeting the minimum requirements for compliance with the Child Safe Standards for schools and school boarding premises as set out in Ministerial Order No. 1359.

Catholic schools and their governing bodies will engage in ongoing work to support child safety, including: embedding knowledge, skills and awareness of mandatory reporting obligations; reporting and investigating concerns, suspicions and allegations of child abuse or risk of harm; sharing information with authorised entities to promote the safety or wellbeing of children; and managing complaints.

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#### **References**

- Congregation for Catholic Education 2022, *The Identity of the Catholic School for a Culture of Dialogue*, The Holy See, accessed 30 May 2022  
[https://www.vatican.va/roman\\_curia/congregations/ccatheduc/documents/rc\\_con\\_ccatheduc\\_doc\\_20220125\\_istruzione-identita-scuola-cattolica\\_en.html](https://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20220125_istruzione-identita-scuola-cattolica_en.html).  
Pontifical Council for Promoting New Evangelization 2020, *Directory for Catechesis*, St Pauls Publications, New South Wales