

Catholic Special Schools

Position Information Document: APRIM

ARCHDIOCESE OF ADELAIDE AND DIOCESE OF PORT PIRIE

ASSISTANT PRINCIPAL: RELIGIOUS IDENTITY & MISSION (APRIM)

Name:	
Position Title:	Assistant Principal - Religious Identity and Mission (Fixed Term)
Employment:	Permanent Teacher 1.0 FTE
Salary:	Teacher Salary + APRIM Allowance
Commencement date:	20 th January 2025
Tenure:	4 Years. Further periods of tenure are subject to conditions in the SACCS APRIM Procedures (2020).

Diocesan Catholic schools in South Australia are established by the Archbishop of Adelaide and the Bishop of Port Pirie to provide quality Catholic education for students in their pre-school, primary and secondary years.

The religious leadership of a Catholic school is a collaborative and core endeavour led by the Principal in response to God's desire and mission that all people know themselves as loved by God and as called into relationship with God, one another and all of creation.¹ It is a leadership which "discerns, strengthens and actively promotes the Catholic identity and mission of Catholic schools" as they participate in the mission of the Church, and is exercised in partnership with the local parish and the wider Church community.² It is prioritised in the CESA *Leadership Standard* (2020). This leadership supports the central intention of the CESA *Living Learning Leading Framework* that each member of a school community is a thriving person, capable learner and leader for the world God desires. Shared religious leadership invites all members of the school community into a deepening relationship with Jesus and the life of the Church, and through these a more just and loving engagement with the world.³

¹ SACCS, 2015, *Religious Leadership in Catholic Schools*

² SACCS, 2015, *Religious Leadership and the Catholic Identity of Schools Statement*, p.3

³ *ibid*

The APRIM engages with mission in their religious leadership. Leaders, animated by the Catholic faith and in partnership with families, create a sustainable educational environment which resonates culturally and deeply within the community. In this way, leaders create opportunities for all to experience the love of God through “encountering life to the full – in all its personal, religious, political and cultural riches”.⁴

The APRIM draws on social contexts and life experiences in their religious leadership. Catholic schools today exist in social contexts characterised by diversity, including changing religious practice and a plurality of religious faiths existing in a secular space. Religious leadership in these school communities discerns and implements meaningful, respectful and effective ways to engage students, staff and families with Christian faith. This leadership promotes the Catholic identity of a school in a way that honours the Catholic Tradition and respects and learns from the faiths of all students.

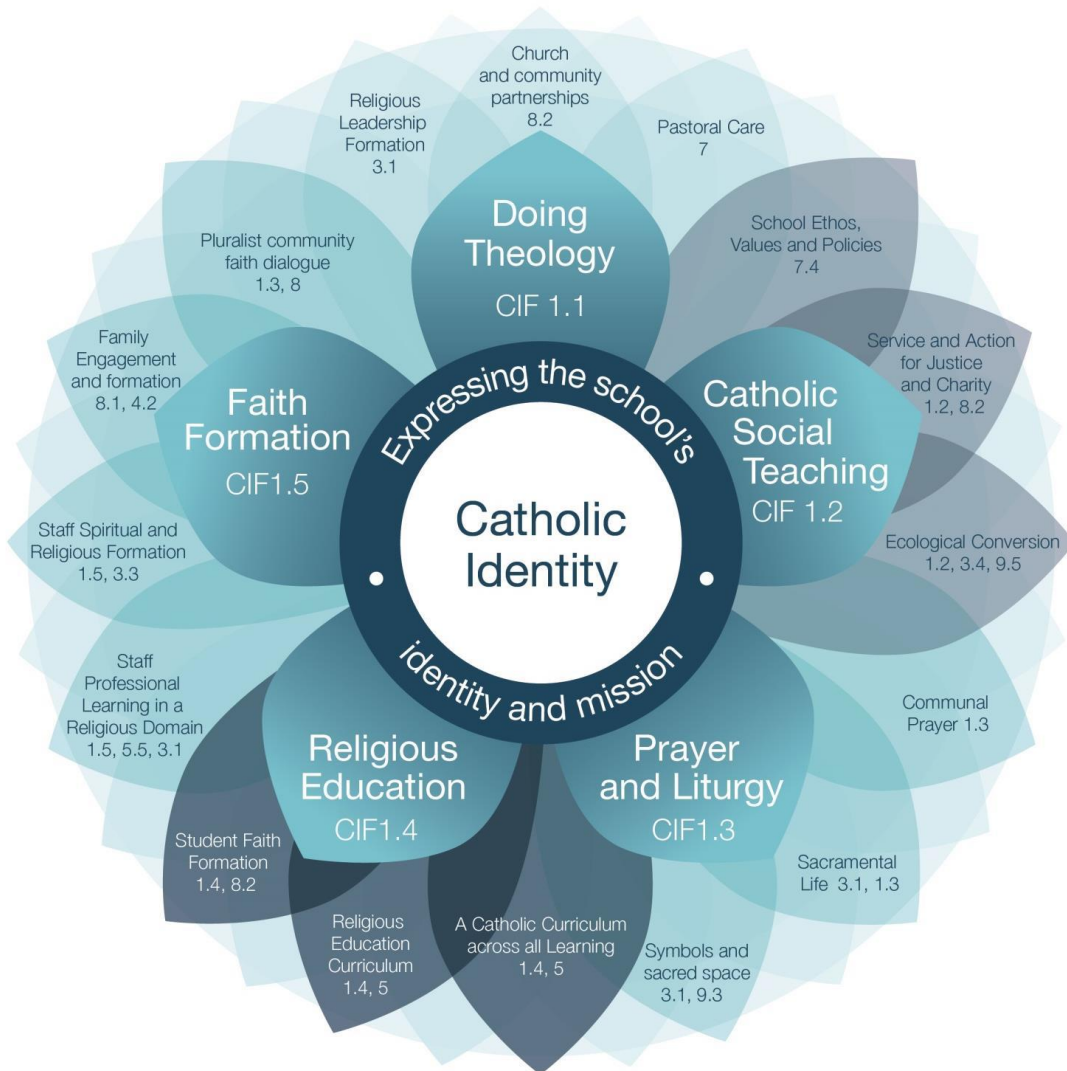
The APRIM enhances the Catholic identity of the school. The APRIM’s leadership is animated by a deep and reflective faith in Jesus Christ that is expressed in, and nourished by, the Catholic Eucharistic community to which the APRIM belongs. As the key designated religious leader in the school, the APRIM is publicly committed to the ministry of evangelisation in “bringing the Good News to all strata of humanity”. Catholic school communities and their leaders are called to open up and share Catholic faith effectively and joyfully so that the Good News proclaimed by Jesus can be broken open for all students, staff and families in meaningful and effective ways. To this end, the Catholic identity of a school community is enhanced as the school community:

- engages in a faith that seeks understanding, and which is interpretive;
- embraces respectful dialogue between the many voices in the pluralist culture and Catholic faith;
- seeks and re-imagines new expressions of being Catholic as a consequence of this dialogue and the contemporary contexts and realities of the community.

The APRIM exercises leadership in the areas of Faith and Religious Education, Learning, Community and Culture building, and Resource Operations as appropriate to their role. The APRIM is a skilled educator and leader who works with staff, students and the broader school and church communities. The APRIM’s role is multifaceted and many elements are named in Area 1 (Catholic Identity) of the CESA *Living Learning Leading Standard* (2020) and outlined in the *Continuous Improvement Framework* domains of ‘Catholic Identity’ (Domain 1) and ‘Strong Leadership’ (Domain 3). The APRIM works in collaboration with others to develop theological reflective practice (‘Doing Theology’) in the school, incorporate Catholic Social Teaching into the life of the school, lead for quality teaching and learning in the Religious Education curriculum, develop the prayer and liturgical life of the school, and foster the faith formation of students, staff and the school community.

The APRIM also has influence over the many other tangible facets of school life that reflect its Catholic identity and mission:

⁴ *ibid*, p.4



Expressions of the Catholic identity of the school⁵

KEY WORKING RELATIONSHIPS

In diocesan schools, the APRIM is responsible to the Principal for the leadership of the school as an authentic Catholic educational community. The APRIM is also accountable, through the Principal, to the school community, Catholic Education SA, and the local and wider Church community.

The APRIM works closely with:

- Principal
- Executive Leadership Team⁶
- School Staff across all Catholic Special School Campuses

⁵ SACCS, 2015, *Religious Leadership and the Catholic Identity of Schools*, p.7.

⁶ As defined in *Religious Leadership in Catholic Schools* (SACCS, 2015)

- Parish Priest and parish leadership team
- School Board and other parent organisations
- Parents
- Students
- CEO staff, particularly the Religious Education and Faith Formation Team
- Local Church community organisations, as appropriate
- Allied Health Professionals
- Professional APRIM association and networks

KEY RESPONSIBILITIES

LEADERSHIP IN FAITH AND CATHOLIC IDENTITY

Together with the Principal who is responsible in a unique way for the school's religious identity, the APRIM:

- Promotes the mission of the Catholic Church and actively engages in its ministry.
- Promotes the identity and mission of the school as a Catholic Dialogue School with collegial strategic discernment and planning .
- Assists the school to express its Catholic faith in contemporary and accessible ways.
- Witnesses to a deep appreciation of Catholic beliefs and values.
- Provides collegial leadership in the development and implementation of the Religious Education (RE) curriculum.
- Promotes a vibrant sacramental life.
- Provides leadership in prayer/liturgy/retreat programs and other religious celebrations.
- Provides leadership in the spiritual formation of staff.
- Provides leadership in the faith formation of students.
- Promotes awareness of, and commitment to, issues of social justice and ecological conversion.
- Promotes parish/school partnerships.
- Builds on and nurtures the religious culture of the school including, where relevant, the charism of the school's founding community.

LEADERSHIP IN LEARNING AND RELIGIOUS EDUCATION

The APRIM:

- Contributes to a contemporary and inclusive educational vision for the school.
- Demonstrate an understanding of contemporary learning theory, disability education and developmental learning needs.
- Contributes to the development of all learning areas and the whole curriculum with a contemporary Catholic understanding of the human person, education, and mission.
- Fosters and demonstrates quality practice in teaching and learning particularly in the religious domain through a range of strategies, including the APRIM's formal and informal teaching involvement.
- Ensures a quality curriculum based on Crossways RE Curriculum and that takes account of student needs and the requirements of Church, State and Federal bodies.
- Leads the development of the RE curriculum of the school in dialogue with students' worldviews and faith traditions.

- Ensures that the RE curriculum, and the structures that support it, address the needs of all students.
- Ensures appropriate assessment and reporting processes in RE
- Leads the use of data and evidence together with reflective practice to inform improvement in current pedagogy and learning.

LEADERSHIP IN COMMUNITY AND CULTURE

The APRIM:

- Supports parents and caregivers in their role as first and continuing educators in faith and plan for appropriate and contextually relevant opportunities for parents/caregivers to be involved in their child's learning.
- Collaborates with others in the school and wider community to enhance the Catholic identity and mission of the school.
- Contributes to the creation of a safe, healthy and interdependent school community.
- Fosters an open, harmonious and spiritually enriched staff culture.
- Works effectively with School Board, Parish and parent organisations.
- Fosters quality relationships between the school, the Parish and the wider community.
- Promotes the school in the Parish worshipping community and ensures the school participates in the Parish as appropriate.
- Contributes as appropriate to the work of Catholic Education SA

LEADERSHIP IN RESOURCE OPERATIONS

The APRIM:

(1) Human Resources

- Promotes and facilitates staff access to professional development in the religious domain.
- Identifies and mentors emerging religious leaders in the school community.
- Collaborates with other staff, including appropriate delegation of tasks and support.
- Contributes to the School Strategic Plan in collaboration with the Principal, school leadership team and school community, particularly as it pertains to the religious domain.
- Assists in the implementation of Work Health and Safety practices by complying with the policies and procedures outlined in the Catholic Church Safety Manual and the priorities of the exempt licence to ensure that the school is a safe place for all.

(2) Physical Resources

- Ensures the provision of contemporary resources for learning and teaching in RE
- Provides leadership with the application of principles of integral ecology to the use of resources in the school.
- Provides for appropriate risk management.
- Contributes to the implementation of Work Health and Safety practices in relation to the school site by complying with the policies and procedures outlined in the Catholic Church Safety manual and the priorities of the exempt licence.
- Perform other duties as required, as directed by the Principal (or delegate)

PERSON SPECIFICATION

The APRIM will:

- be a Catholic who is an active member of a Catholic Sunday Eucharistic community.
- be able to demonstrate exemplary commitment to the Catholic Church and its teaching.
- be a skilled educator and committed learner.
- be strongly committed to the development of the religious dimension of Catholic Special Schools.
- have excellent skills in the design and delivery of Religious Education curriculum with demonstrated ability with employing contemporary pedagogies in a special school setting.
- be committed to and capable of working collaboratively in a partnership model within each school and across the campuses.

QUALIFICATIONS AND EXPERIENCE

The APRIM will have:

- registration as a teacher in South Australia.
- completed, or embarked upon prior to appointment* (with a minimum of acceptance into the degree and enrolment in a unit), a relevant Masters Degree in Catholic Studies (e.g. Religious Education, Theological Studies or Catholic Educational Leadership) which has a substantial component of theology, or comparable qualification (e.g. a Bachelors Degree of Theology). There needs to be a minimum of 4 tertiary units in theology (inclusive of scripture) across all qualifications.
(*This requirement is to be completed by the second period of tenure).
- at least 5 years teaching experience as a successful teacher of Religious Education.
- endorsement from school leadership of demonstrated Accreditation to Teach in a Catholic School (CESA) .
- leadership capabilities.

It is recommended that the APRIM will have completed a recognised leadership preparation program such as the Aspiring Leaders Program or possess equivalent experience.

OTHER CONDITIONS

The APRIM is required to:

- participate in good character screening processes and hold a current acceptable Police clearance.
- act at all times in accordance with the CESA Code of Conduct.
- comply with the Work Health & Safety management system and, as a worker, while at work:
 - take reasonable care for their own health and safety.
 - take reasonable care that their actions or omissions do not adversely affect the health and safety of other persons.

- comply, in so far as they are reasonably able, with any reasonable instruction given by the employer.
- co-operate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.
(Ref: Division 4, Section 27 & 28 – SA Work Health and Safety (WHS) Act 2012)
- hold current certification in *Responding to Abuse and Neglect in Education and Care Settings*.
- WHS for Officers training and First Aid Training prior to, or as soon as possible after appointment.
- participate in regular professional review processes (see below)
- have a current driver's licence and be willing to work across the campuses of Catholic Special Schools.
- be able to travel intrastate for professional learning.
- CESA Staff do not need to be vaccinated against COVID-19 as a condition of employment, with the exception of CESA Staff working in High-Risk Settings. CESA Staff are however strongly encouraged to have and maintain an Up-To-Date Vaccination Status in accordance with the ATAGI statement. The vaccination requirement for CESA Staff working in High-Risk Settings is a condition of employment or engagement unless an exemption is approved in accordance with the CESA COVID-19 Vaccination Policy.

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.