



JOIN OUR COLLEGE

OPPORTUNITIES FOR GRADUATES

Introduction

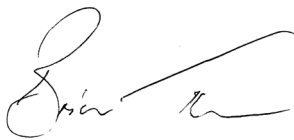
WELCOME

We are delighted to introduce Catherine McAuley College (CMC) to you. We are seeking vibrant, energetic and innovative teachers who are committed to the foundations of Catholic school identity to join our team in 2023. We have ongoing and contract, full-time and part-time positions available.

We encourage graduates to apply for teaching positions at our College. This booklet is designed to provide information about our College and 2023 teaching positions.

It will also introduce you to our community, with links to enable you to discover more. For further information, our College website is a key source of information, so I encourage you to visit, take a virtual tour of our campuses and find out more about the many facets of College life. We hope you find it a useful introduction to the College and that it inspires you to share in the Catherine McAuley College vision.

We wish you well for the remainder of your studies and encourage you to get in touch to find out more about teaching at CMC.



Mr Brian Turner, Principal

[CMC Website](#)



ABOUT CATHERINE McAULEY COLLEGE

Catherine McAuley College (CMC) is a co-educational Years 7 to 12 Catholic secondary school located in the beautiful central Victorian city of Bendigo. The College is situated across two campuses, St Mary's Campus in the city centre and Coolock Campus on 70 acres in Junortoun, 6.5 kilometres from the city centre. The current enrolment is approximately 1500 students, with significant growth forecast in the future. The College is a member of [Mercy Education Limited](#), with schools located across Australia. The Mercy values of compassion, courage, respect, justice, service and hospitality guide our way.

Virtual Tours
Coolock & St Mary's



Mercy
Education Ltd



TOWARDS CATHERINE

Catherine McAuley founded the Sisters of Mercy and was committed to education and serving the poor. Her teaching reflected her faith in God and belief in the Gospel. Our staff are inspired by the teachings of Catherine, who said **"We should be shining lamps, giving light to all around us"**.

Catherine McAuley College has been woven into the fabric of Bendigo since 1876 when Sister Aloysius Martyn and the Sisters of Mercy first arrived in Sandhurst, from Ireland.

Our College Direction 2020-2024 commits to continuing their legacy of service, offering an outstanding Catholic education to the families of central Victoria and working towards a sustainable future and our touchstone statement supports these values, **"Inspiring members of our community to be learners impelled to thrive and serve."**

Learning Settings
& Programs



OUR STUDENTS

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young men and women of Mercy.

Innovative programs and building developments at Catherine McAuley College create learning opportunities designed to support the many different educational pathways for students.

Discover Learning
@ CMC



Faith and Mission
@ CMC



Co-Curricular
@ CMC



Wellbeing
@ CMC



Student
Voice



CHILD SAFETY

The Catherine McAuley College school community promotes the safety, wellbeing and inclusion of all children. All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our highest priority.



FUTURE DIRECTION

Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. We are a child-safe school where our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success. The College's strategic direction is underpinned by six strategic pillars and these are detailed below.

2020-2024 DIRECTIONS Strategic Pillars

"Inspiring members of our community to be learners impelled to thrive and serve"

Student Learning and Achievement	Student Wellbeing	Excellence in Staff	Innovation and Resources	CMC Community	Secure Future
CMC provides a broad and challenging academic curriculum which fosters a passion for learning, develops independent, critical thinkers and focuses on excellence.	As an integral element of an inspiring and rewarding education, CMC offers a mature and responsive student wellbeing program.	CMC recognises that quality educational outcomes are driven by excellence in teaching and learning provided by the highest quality, motivated teaching and educational support staff.	CMC will continue to lead and innovate in developing resources, sites and facilities that support students' learning in a dynamic 21st century environment.	The diverse and extensive CMC community provides a rich source of opportunity, personal growth and sense of belonging for all members.	CMC has a commitment to secure a sustainable future that supports investment in facilities and resources, which deliver a visionary education for CMC students.



reGEN – CARING FOR OUR COMMON HOME

Catherine McAuley College is a reGEN school, committed to promoting and adopting an integrated curriculum approach to sustainable living, including respecting, conserving and renewing our global environment.

Walking together in hope is the College theme for 2022, which reminds us that as a hope-filled community, we will journey together to live out the Gospel values and work together to contribute to the school's goal of creating a sustainable future. The encyclical *Laudato Si'* underpins the reGEN program, which encourages students to care for our environment and reduce our carbon footprint, minimise waste, save energy and water, promote biodiversity and reduce our impact on climate change.

Many challenges and activities to support the reGEN project will be implemented by the student leaders and we will work in partnership with Danihers, Carter & Co. Creative and community organisations towards achieving our goals.



PARTNERSHIPS

Partnerships at Catherine McAuley College support outstanding learning opportunities and facilities for our students and the community.

Specifically, the value of these evolving partnerships is illustrated by iGEN, an intergenerational learning program in partnership with Mercy Health and the Australian Catholic University. Year 10 students undertake pre-education modules including infection control, ageing, dementia and the Mercy Model of Care. Attending Bethlehem twice a week, students engage with residents in a wide range of activities.

The College is also working with the City of Greater Bendigo, Cricket Australia and AFL in the development of a multi-million-dollar community sports hub at Coolock, currently under construction and due for completion in 2023. The development includes fresh green spaces with the upgrade of sporting fields, a new gymnasium, indoor cricket nets and netball courts.

OUR MERCY VALUES



PRIVACY

Catherine McAuley College is governed by Mercy Education Ltd and, Therefore, operates under Mercy Education Policy 1.07A – PRIVACY.



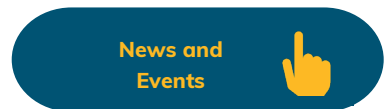
CODES OF CONDUCT

The Codes of Conduct for students, parents and staff promote respectful relationships in our Mercy school community.



FIND OUT MORE

Visit our virtual Open House, a resource for future students and their families, and follow us on Facebook and Instagram.



Application Process

OPPORTUNITIES AT CATHERINE McAULEY COLLEGE

We are experiencing a period of growth, with increasing enrolments and planning well underway for exciting future developments, which include the Mercy Junortoun Sporting Precinct.

We welcome the opportunity to meet with educators who align with our Mercy values and are seeking ongoing or contract employment in all learning areas. Graduate teachers are encouraged to apply.

Our educators will possess:

- A commitment to the foundations of Catholic school identity
- A commitment to fostering the dignity, self-esteem and integrity of young people
- A commitment to providing young people with a culturally safe, inclusive and enriching learning environment where they can develop spiritually, physically, intellectually, emotionally and socially
- A commitment to the College's Mercy values and upholding the Catholic faith
- An understanding of the relevant curriculum framework (Vic Curriculum, VCE Study Designs)
- Highly developed interpersonal and communication skills
- Strong organisational skills
- An ability to work as part of a team as well as autonomously
- A personal interest in professional development and a commitment to continuing to learn and improve
- Personal resilience and a commitment to maintaining one's own wellbeing

HOW TO APPLY

All applications are to be addressed to the Principal, Mr Brian Turner. Please include a cover letter and your current Curriculum Vitae, inclusive of at least two professional referees.

Please email applications to our People and Culture mailbox: pandc@cmc.vic.edu.au

For more information on any of the roles, please contact Mrs Michelle Forrester, Director of People and Culture on 5445 9101 or mforrester@cmc.vic.edu.au

Successful applicants are required to be compliant with Mandatory Reporting certification and have a current VIT registration or working towards a VIT registration for the commencement of 2023.

Terms and conditions of employment will be in accordance with the Victorian Catholic Education Multi Enterprise Agreement 2018 (VCEMEA).

This school community promotes the safety, wellbeing and inclusion of all children.

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SUBJECT TEACHER

POSITION DESCRIPTION

'Inspiring members of our community to be learnings impelled to thrive and serve'

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

POSITION SUMMARY

The following general position description applies to the role of a subject teacher within the college. Catherine McAuley College has a collaborative and integrated approach to curriculum, with teaching teams working together with the support of Interdisciplinary Learning Leaders (IDLL's) and Year Level Learning Leaders (YLLL's).

Subject teachers are skilled practitioners, who meet the professional standards for teachers as outlined by the Australian Institute for Teaching and School Leaderships (AITSL). Subject teachers draw their practice from the dimensions of Professional Knowledge, Professional Practice and Professional Engagement

ESSENTIAL DUTIES & RESPONSIBILITIES

Professional Responsibilities

- Reflect the Mercy values of Catherine McAuley College, promote the Gospel values and support the Catholic ethos of the school.
- Be an accredited member of the Victorian Institute of Teaching and meet the professional responsibilities of teaching in Victoria, including adherence to the Victorian Curriculum, VCE, VCAL and/or VET requirements.
- Meet all College Policies and Procedures.
- Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.
- Attend all meetings as required
- Contribute to the life of the College by participating in College functions and events as required
- Maintain and ensure safety within the school by attending to Workplace Health and Safety issues in an appropriate and timely manner.

Learning and Teaching

- Structure learning sequences for students based on contemporary knowledge of how students learn best.
- Organise content into coherent, well-sequenced learning and teaching programs.
- Have a high level of knowledge of the subject matter taught within assigned subjects.
- Utilise a wide variety of learning strategies which build high levels of engagement for students.
- Utilise strategies which promote high-order thinking and independent learning skills within students.
- Ensure that students are challenged and have learning which provides rigour and is appropriate to each student's development.
- Ensure that students receive regular formative feedback about the progress of their learning.



	<ul style="list-style-type: none"> • Ensure that students receive summative feedback in a timely manner under the College’s assessment and reporting procedures. • Utilise strategies which reflect a commitment to differentiation of student learning and support the individual learning needs of each student. • Apply knowledge and understanding of effective teaching strategies to support the enhancement of students’ literacy and numeracy skills within any subjects being taught. • Work effectively within subject teams. Share all resources and workload. Ensure tasks are completed to a high standard and on time. • Follow a shared curriculum within subject teams to ensure that all classes undertake uniform work at a similar time. Develop and maintain subject curriculum, based on published unit outlines. • Incorporate the use of ICT to reflect modern teaching practice and to enhance students’ digital literacy. • Demonstrate a willingness to be reflective of personal practice, seek feedback and make use of data and current research to support professional growth. • Complete all administrative tasks in a thorough and timely manner.
<p>Professional Engagement</p>	<ul style="list-style-type: none"> • Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs. • Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. • Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. • Undertake professional learning programs designed to address identified student learning needs. • Meet codes of ethics and conduct established by regulatory authorities, systems, and schools. • Understand the implications of and comply with relevant legislative, administrative, organisational, and professional requirements, policies and processes. • Establish and maintain respectful collaborative relationships with parents/ carers regarding their children’s learning and wellbeing. • Participate in professional and community networks and forums to broaden knowledge and improve practice.
<p>Maintaining Positive Student Relationships</p>	<ul style="list-style-type: none"> • Model respectful behaviour for students, be approachable and treat all students with dignity and respect • Use “remind, warn and act” and restorative practice as the basis for student management. • Communicate with parents/guardians in a timely manner when concerns arise regarding a student’s progress so they can help support their child. • Display an understanding of student development and the physical, social, cultural and personal factors which influence student learning and relationships within the school environment. • Seek to ensure school-wide behavioural expectations are maintained and recognise that these expectations are the responsibility of all teaching staff. • Provide high quality pastoral care. • Demonstrate well-developed interpersonal and communication skills and the ability to liaise and communicate effectively with people from varied backgrounds. • Seek to be involved in the provision of co-curricular activities, showing a desire to build relationships with students and other members of the school community.



Commitment to Child Safety	<ul style="list-style-type: none"> • A demonstrated understanding of appropriate behaviours when engaging with children. • Provide students with a child-safe environment and proactively monitor and support student wellbeing. • A demonstrated understanding of legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College’s child safe policy and code of conduct and any other policy, procedures or legislation related to child safety.
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission. • A demonstrated understanding of the Church’s teachings and the Catholic teacher’s role in the mission of the Church. • A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ. • A capacity to integrate the Church’s teachings into all aspects of curriculum.
General Duties	<ul style="list-style-type: none"> • Act as a Student Advocate (refer to Advocate attachment: Appendix A). • Refer students to College counsellors as required. • Attend College meetings and lead subject meetings, as required • Attend all school assemblies. • Attend school liturgical celebrations. • Attend school organised activities relevant to house or year level, as required. • Participate in the Annual Review Meeting (ARM) process. • Be an active member of a relevant professional association as duties permit. • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. • Maintain currency of first aid, mandatory reporting, and anaphylaxis training. • Keep accurate records of student attendance • Demonstrate duty of care to students in relation to the physical and mental wellbeing. • Attend all relevant school meetings and after school services/assemblies, sporting events, mass, community, and faith days as well as professional learning opportunities. • Participate in duty supervision as rostered and other supervision duties when required. • Is punctual for all duties. • Presents appropriately in line with College dress policy.
Co-Curricular Involvement	<ul style="list-style-type: none"> • Support and be involved in the co-curricular program. • Proactively encourage students to participate in co-curricular activities. • Create and maintain a safe environment in which students may enjoy their participation. • Oversee the provision and care of relevant equipment materials and first aid requirements.

KEY SELECTION CRITERIA

Qualifications and Experience	Essential: <ul style="list-style-type: none"> • Teaching qualifications • Current Victorian Institute of Teaching (VIT) registration • Accreditation to teach in a Catholic school (or be working towards such accreditation) • A commitment to the AITSL standards and willingness to work within the standards framework
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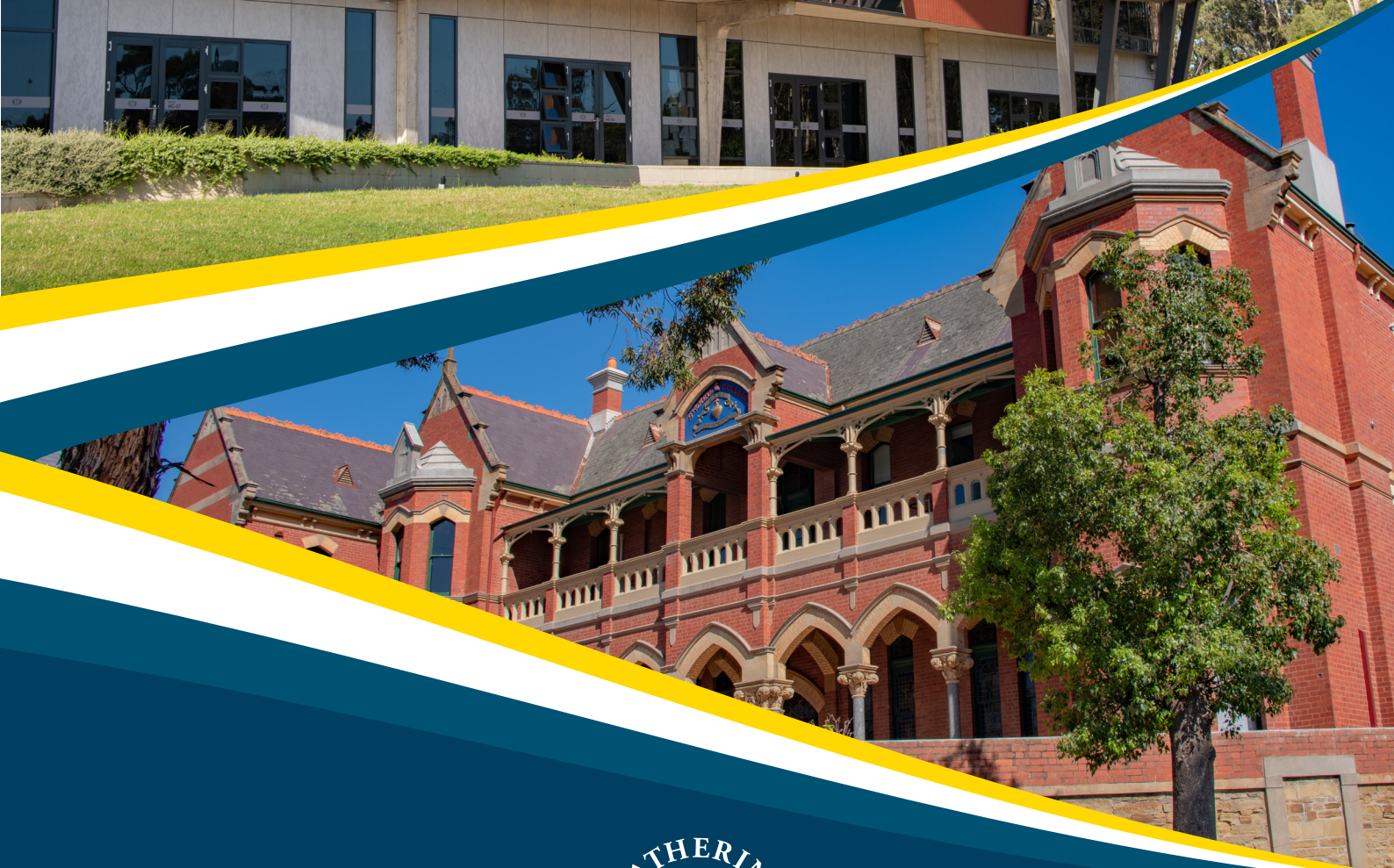


	<p>Desirable Other:</p> <ul style="list-style-type: none"> • Accreditation to Teach Religious Education • Relevant post-graduate studies (or working towards such qualifications) • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum.
Skills and Attributes	<ul style="list-style-type: none"> • Personal sense of initiative, innovation, and enthusiasm. • Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community. • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes. • Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions. • Ability to work as part of a team. • Ability and willingness to follow College policies and policy directives, including the Mercy Code of Conduct.

EMPLOYMENT CONDITIONS

Appointment	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
Reports to	Site Deputy Principal
Conditions	Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.
Review and Appraisal	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
Professional Development	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.



Coolock Campus
(Years 7-9)
1 St Vincent's Road
Junortoun 3551



St Mary's Campus
(Years 10-12)
Barkly Street
Bendigo 3550

 **5445 9100**

 recruitment@cmc.vic.edu.au

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