



FLINDERS Christian Community COLLEGE

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Title: Teacher
Appointed By: Campus Principal
Responsible To: Campus Principal
Location: Carrum Downs Campus, Latrobe City Campus or Tyabb Campus
Revised: September 2012

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love
- Faith
- Integrity
- Humility
- Grace
- Excellence
- Perseverance.

It is an inherent requirement that all persons employed at Flinders Christian Community College must model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

All employees must declare their unconditional agreement with FCCC:

- Vision, Mission, Values, Philosophy of Christian Education, Goals
- Biblical Foundations and
- Biblical Beliefs and Principles
- Nicene Creed
- Apostles Creed.

The incumbent must have an in depth knowledge of the ethos of the College and the principles by which it operates and must be willing to support these unreservedly.

Role

The teacher will commit to plan, implement and evaluate a dynamic and responsive curriculum from a Christian worldview that is developmentally challenging and engaging, and which seeks to enable each learner to extend their capacity and apply their learning intellectually, emotionally, socially, morally and spiritually and reflect habits of mind and personal dispositions that:

1. Show love and personal integrity.
2. Use academic rigor and critical thinking.
3. Reflect on their learning in order to improve.
4. Demonstrate awareness of world systems and how they influence our lives.
5. Value justice for all people.
6. Use creative inquiry and expression to discover and communicate enduring understanding, deep knowledge and positive attitudes and actions.
7. Show confidence in research.
8. Develop a love of learning for life.
9. Use diligence and responsible action in their learning as a member of the school and community.
10. Show courage, initiative and independence in thought and action.
11. Work cooperatively, generously and in collaboration with others.
12. Develop faith in Christ

The teacher will be a professional colleague who will be part of a team of teachers who strive to achieve the aims and objectives of the school and will do all this as a ministry to the Lord's people under the leadership of the Lord Jesus Christ and in the spirit of Col 3:17: "*And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.*"

The Teacher will report directly to the Head of School(s) and the Head of Teaching and Learning(s) and indirectly to the Principal.

Areas of Responsibility:

Spiritual Leadership

The teacher will:

1. Strive to set an example of Christian living which is compatible with Biblical values and ethos of the College
2. Be committed to Christian values in the performance of managerial/administrative duties
3. Ensure regular attendance at staff devotional and spiritual retreats
4. Be actively involvement in corporate worship and contribute to Devotions and Prayer with students and colleagues
5. Demonstrate Christian community by: showing respect for other staff before students and the community; sharing in the responsibilities and duties of staff; collaborating and cooperating with other staff with the aim of implementing school aims and objectives
6. Consider the interests of others before their own interests (Philippians 2:3,4)

Curriculum

The teacher will:

1. be responsible for planning curriculum to ensure students gain enduring understanding. This is achieved by planning that begins with the end in mind, with a clear description of: the evidence of learning (assessment); learning outcomes and how they will be taught and learnt
2. *Plan curriculum backwards* to achieve three overall learning goals of: enduring understanding of important ideas; acquisition of knowledge and skills; and the transfer of these worthy understandings into the real world and unfamiliar contexts
3. Plan curricula which is holistic, emphasizing conceptual connections such as big ideas, enduring understandings and essential questions
4. Design all aspects of curriculum (program, course, grade-level, unit, lesson) to reflect the principles of the backward design process: **Stage 1** – articulate rigorous and challenging desired results; **Stage 2** –

design purposeful performance tasks and related assessment processes to diagnose and monitor student achievement relative to desired results; and **Stage 3** – apply research-based best practices in teaching and learning to ensure the success of all learners (Reference: Understanding by Design Learning Principles from *Schooling by Design: Mission, Action and Achievement, 2007; Grant Wiggins and Jay McTighe; P113-114*)

5. Ensure that assessment is *of learning, for learning and as learning* and is embedded in curriculum planning
6. Ensure that Curriculum reflects a Christian worldview and a commitment to meet the requirements of State (VCE and VCAA), the Australian Curriculum standards (F-10 ACARA and the *Education Goals for Young Australians* found in the Melbourne Declaration 2008)
7. Create and sustain an innovative learning environment that deals holistically with the educational, relational, emotional, spiritual and physical needs of students from a Biblical perspective
8. Promote equity and excellence
9. Encourage students to become
 - a. successful learners
 - b. confident and creative individuals and
 - c. active and informed citizens.
10. Apply the 10 Learning Principles to all teaching and learning endeavours (see below)
11. Set constructive homework as per year level expectations
12. Participate in extra-curricular activities, including overnight camps and tours
13. Continually increase their own knowledge and expertise to develop new, innovative and improved teaching techniques and curriculum materials
14. Become a member of professional associations relevant to the improvement of learning and teaching
15. Maintain a log of professional development activities undertaken, including post graduate study

Students

The teacher will:

1. Provide a creative, challenging and inspiring learning environment for students as befits the high calling to which the Lord calls the teacher
2. Treat all students with respect due to those created in the image of God
3. Exercise appropriate discipline in line with school policy
4. Exercise due care of the students' total well being whilst under the teachers' care
5. Report accurately and responsibly on students' progress and provide timely feedback to students
6. Give individual attention to each student in so far as the teacher is able
7. Consult with the Education Support Coordinator and the Year Level Coordinator, as required to identify and provide for children with additional learning needs including: academic, social, physical and spiritual
8. Prepare an Individual Learning Program for students with identified additional learning needs as required, in consultation with the Education Support Coordinator
9. Liaise with parents of students so that there is close co-operation between home and school, in consultation with Year Level Co-ordinator

Management and Administration

The teacher will:

1. Be familiar with school policy, rules and expectations
2. Attend staff meetings, year level meetings and subject/department/faculty meetings. Attend at least one camp per year, staff retreat, parent-teacher evenings, parent information evenings, Dedication service, presentation evening, afterschool detentions and Saturday detentions (as required)
3. Record student performances accurately and carefully
4. Report on student performances in the format required by the school
5. Keep the school office informed of student attendances
6. Keep an accurate record of student attendance, as required
7. Order and organise materials as required for teaching and within approved budget limitations
8. Assist in budget preparations

9. Ensure that there are no delays in the running of the school owing to targets not being met
10. Ensure effective planning of special school programmes and complete risk assessments as required, e.g. excursions, camps, sports, educational visits Implement school uniform policy
11. Implement school uniform policy
12. Supervise all allocated yard duties
13. Participate in all emergency procedures
14. Participate in extra curricula activities
15. Other duties as delegated by the principal or his/her delegate to ensure the safety and wellbeing of students and colleagues.

Authority

1. Discipline students within school policy guidelines
2. Liaise with parents of students where appropriate in consultation with Year Level Coordinators
3. Make recommendations re students needs
4. Make recommendations re curriculum development
5. Make recommendations re school policy
6. Order and disburse materials within budgetary guidelines in consultation with faculty co-ordinator.

See over page for **10 Learning Principles**

The 10 Learning Principles

1. A key goal of school learning is fluent and flexible transfer - successful use of one's knowledge and skill, on worthy tasks, in situations of importance.
2. Engaged and sustained learning, a prerequisite for understanding, requires that learners constantly see the value of their work and feel a growing sense of efficacy when facing worthy challenges.
3. Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills and experiences so that new challenges can be met and new experiences understood.
4. An understanding is a learner realisation about the power of an idea. Understandings cannot be given; they have to be engineered so the learners see for themselves the power of an idea for making sense of things.
5. Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
6. Learners require regular, timely and user-friendly feedback in order to understand goals, to produce quality work and to meet high standards.
7. Understanding can be attained only by regular reflection, self-assessment, and self-adjustment in trying to apply prior learning to new situations and tasks via activities and assessments that demand such reflection and transfer.
8. The capacity to deeply understand depends greatly on the capacity to think things anew (and other related habits of mind), because any insight typically requires the refining of earlier ideas. Becoming willing and able to rethink requires a safe and supportive environment for questioning assumptions and habits.
9. Because achieving understanding and transfer require a willingness to think, rethink, and push beyond one's normal comfort level, learners need a safe and supportive environment for intellectual risk taking and questioning assumptions and habits.
10. Learning is enhanced when it is personalised – when the learners' interests, preferences, strengths, contributions, and prior knowledge are sufficiently honoured.

UBD Learning Principles from
Schooling by Design: Mission, Action and Achievement, 2007
Grant Wiggins and Jay McTighe
P113-114