



FLINDERS

CHRISTIAN COMMUNITY COLLEGE

Hope & Purpose through Christian Education

Teacher – Waymaker Program

1. POSITION IDENTIFICATION

Title	Teacher – Waymaker Program	Level	G1-E4
Campus	Both	Agreement/Award	Flinders Teachers EBA Educational Services (Teachers) Award
Reporting To	Director – Waymaker Program	Date effective	January 2025
Updated	August 2024	Position No.	

2. INHERENT REQUIREMENTS

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.

All staff at Flinders Christian Community College 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.

Employees must agree with the College's:

- Vision, Mission, Values, Philosophy of Christian Education;
- Statement of Identity;
- Statement of Faith;
- Nicene Creed and Apostles Creed.

The employee shall have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

Employees are expected to:

- Uphold the practical demonstration of Faith in Christ, and the College's underlying Christian beliefs in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others within and beyond the College
- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all

- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College.

Employees must support the College values and policies and conduct themselves in a way which is consistent with this ethos. Specific expectations of employees are detailed in the College's Policy Handbook which is located on the Colleges' intranet.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the college. This position description is subject to the Risk Management Strategy/Policy and OHS Policy. The employee must ensure that prescribed tasks are performed subject to established risk assessments and safe work practices. To that end, the following are also requirements of this role:

- a. Report all hazards observed including any potentially unsafe work practices;
- b. Report all incidents of injury or near miss;
- c. Actively Participate in all professional development and training regarding Risk management and OHS;
- d. Cooperate with any reasonable request for action to ensure the safety of self and others and the mitigation of risk to the College.

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust People and Culture practices are strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The teacher will plan, implement and evaluate a dynamic, challenging and engaging curriculum from a Christian worldview. The teacher will enable each student to learn 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 have a particular responsibility for the education of students who have disengaged from school due to anxiety, depression or trauma.

7. WORKING RELATIONSHIPS	
<p>Reports directly to: Director - Waymaker Program Reports indirectly to: Head of Teaching and Learning (Secondary) and Head of Campus Responsible for: The teaching and learning of Flinders students, primarily (but not exclusively) in the Waymaker Program.</p>	
8. ACCOUNTABILITIES AND RESPONSIBILITIES	
<p>Spiritual Leadership</p> <ol style="list-style-type: none"> 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. 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 4. Consider the interests of others before their own interests (Philippians 2:3,4) 	<ul style="list-style-type: none"> • Ensure regular attendance at staff devotional and spiritual retreats • Be actively involvement in corporate worship and contribute to Devotions and Prayer with students and colleagues
<p>Students</p> <ol style="list-style-type: none"> 1. Provide a creative, challenging and inspiring learning environment for students as befits the high calling to which the Lord calls the teacher 2. Exercise due care of the students' total wellbeing whilst under the teacher's care 3. Report accurately and responsibly on students' progress and provide timely feedback to students 4. Consult with the Waymaker Program Director, Education Support Coordinator and the School Counsellor, as required, to identify and provide for children with additional learning needs including: academic, social, physical and spiritual 5. Prepare an Individual Learning Program for students with identified additional learning needs as required, in consultation with the Waymaker Program Director. 6. Liaise with parents of students so that there is close co-operation between home and school, in consultation with the Waymaker Program Director. 7. Applies for and obtains information about students as required using the Child Information Sharing Scheme 	<ul style="list-style-type: none"> • Treat all students with respect • Exercise appropriate discipline in line with school policy • Give individual attention to each student

<p>Curriculum</p> <ol style="list-style-type: none"> 1. Plan learning sequences and activities that secure and maintain students' engagement with school 2. Plan and deliver learning sequences and activities that support measurable student progress in relation to Victorian Curriculum standards 3. Plan and deliver learning sequences and activities that help students to achieve the three overall learning goals of: <ul style="list-style-type: none"> • enduring understanding of important ideas; • acquisition of worthwhile knowledge and skills; • the ability to transfer learning into the real world and unfamiliar contexts 4. Plan a curriculum for each student which is holistic, emphasising conceptual connections such as big ideas, enduring understandings and essential questions 5. Design all aspects of curriculum (program, course, grade-level, unit, lesson) to reflect the principles of the backward design process 6. 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. 	<ul style="list-style-type: none"> • Ensures that assessment (of learning, for learning and as learning) is embedded in curriculum planning • Ensures that Curriculum reflects a Christian worldview as outlined in the Flinders Learning & Teaching Handbook and also aligns with the Victorian Curriculum • Encourage students to become <ul style="list-style-type: none"> ○ successful learners ○ confident and creative individuals and ○ active and informed citizens. • Documents curriculum and assessment tasks carefully and clearly • Keeps effective and timely records
<p>Management and Administration</p> <ol style="list-style-type: none"> 1. Be familiar with the procedures, processes, policies, rules and expectations of the Waymaker Program and the College as a whole 2. Attend staff meetings as are required and consistent with this role 3. Attend such staff retreats, parent-teacher evenings, parent information evenings, Dedication services, presentation evenings, excursions and camps as are required and consistent with this role 4. Undertake such yard duties and detention supervision as is required and consistent with this role 5. Record student progress accurately and carefully 6. Report on student progress in the format required by the school 7. Keep an accurate record of student attendance, as required 8. Observes and records students' learning needs, making and recording educational adjustments and modifications for NCCD purposes 9. Order and organise materials as required for teaching and within approved budget limitations 10. Assist in budget preparations 11. Ensure effective planning of Program activities and complete risk assessments as 	<ul style="list-style-type: none"> • Implements Program and College procedures, processes and policies • Supervises all allocated yard duties and detention sessions • Participates in all emergency procedures • Participates in co- and extra-curricular activities • Contributes effectively to NCCD procedures.

<p>required, e.g. excursions, camps, sports, educational visits</p>	
<p>Authority</p> <ol style="list-style-type: none"> 1. Discipline students within the policy guidelines of the Program and the College 2. Liaise with parents of students where appropriate in consultation with the Waymaker Program Director 3. Make recommendations re student needs, curriculum development and school policy 4. Order and disburse materials within budgetary guidelines in consultation with the Waymaker Program Director 	
<p>Vision, Culture and Strategy</p> <ol style="list-style-type: none"> 1. Maintains current awareness of teaching best practice 2. Used this awareness to inform strategic decision making 3. Develops networks and attends PD that enables the teacher to develop and deliver a curriculum that meets the needs of the students, the Program and the College. 	<ul style="list-style-type: none"> • Attend relevant PDs and joins onsite and online networks to inform decision making and practice • Uses best practice to develop curriculum strategy and goals.
<p>Behavioural Expectations</p> <ol style="list-style-type: none"> 1. Treat everyone equitably; act fairly with staff and demonstrate respect for diversity 2. Be an effective team player who is cooperative and easily gains the trust and support of staff, peers and clients through collaboration 	<ul style="list-style-type: none"> • Interaction with internal and external stakeholders via all forms of communication is consistent with College values
<p>Pastoral Care</p> <ol style="list-style-type: none"> 1. Assist in providing pastoral care for students within the Waymaker Program 2. Provide support in consultation with parents, for students demonstrating anti-social behaviour 3. Liaise with parents of students in consultation with relevant staff. 4. Maintain proper documentation for all student dealings and communications with parents. 	

9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA

Essential knowledge:

- Completion of a relevant qualification and relevant work experience or an equivalent combination of relevant work experience and/or education and training.
- Excellent interpersonal skills, including the ability to engage a wide range of stakeholders in areas of common interest.
- Excellent written and oral communication skills and the ability to communicate in a variety of contexts.
- Strong organisational skills – an ability to prioritise work and work efficiently and autonomously on multiple projects.
- Some experience in assisting in the co-ordination of projects and time specific activities.
- An ability to work as part of a team and independently to complete duties accurately and within deadlines, without close supervision.

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.

Preferred knowledge

- Current Educational software packages
- Level II First Aid
- Relevant experience or qualifications relating to the education of disengaged students

Skills:

Teamwork/collaboration

Developing and using collaborative relationships to facilitate the accomplishment of work goals. 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."

Initiative

Taking prompt action to accomplish objectives; taking action to achieve goals beyond what is required; being proactive.

Customer focus

Making customers (students and parents) and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.

Managing Work Priorities

Effectively managing one's time and resources to ensure that work is completed efficiently.

Planning and Organising

Establishing courses of action for self and others to ensure that work is completed efficiently.

Attributes:

- Empathetic and compassionate
- An active listener
- Patient and flexible
- Has an appreciation of trauma-informed practice, mental health first aid and crisis management.
- Keeping the vision and values of FCCC at the forefront of decision-making and action.

10. POSITION DIMENSIONS

NUMBER OF STAFF DIRECTLY REPORTING TO POSITION	Nil
EXTENT OF DELEGATED AUTHORITY	Operates with a high level of autonomy within routines, methods and procedures.
ALLOWANCES/SPECIAL CONDITIONS	N/A
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	Current VIT Current WWCC Level II First Aid preferred
OTHER IMPORTANT DIMENSIONS	The role requires close collaboration with colleagues in the Education Support and Student Wellbeing departments