

Information about Ranges TEC

About Ranges TEC

Ranges TEC is a Christian Vocational Education and Training Centre in Lilydale offering Certificate II courses and the Victorian Certificate of Applied Learning to Senior Secondary students (Years 10, 11, 12). Where possible our classrooms replicate the workplace, which can be seen in our high quality workshops. These include; an industrial kitchen, fully equipped engineering and furniture workshops, which are all located in Lilydale and our fully equipped nursery and building worksite located on 11 acres in Monbulk. Another way our classrooms replicate the workplace is the teacher – student relationship. Teachers are considered more like ‘supervisors’ than a traditional classroom teacher, and are on first-name basis. We have small class sizes (maximum of 12 students). Ranges TEC provides the opportunity for students to learn trade skills in a nurturing Christian environment. The College has been established by three Christian schools: Mount Evelyn Christian School (MECS), Donvale Christian College and Mountain District Christian School. MECS is the lead school and Ranges TEC is a campus of MECS.

The Trade Certificate courses offered are: Building and Construction, Furniture Making, Engineering Studies, Horticulture, Electrotechnology, Kitchen Operations and Sport and Recreation (to start delivery in 2020).

About Mount Evelyn Christian School

MECS is one of the sixty-six Christian Education National Schools throughout Australia, and has been operating on its current bush setting in the outer suburbs 40km east of the Melbourne CBD since 1973. MECS has over 620 students from Kindergarten to Year 12. The school is governed by a Board of Directors whose members are elected by parents who are members of the School Association.

The school community endeavours to have all areas of life within the school actively respond to the revelation of God in the Bible. The school helps young people develop their gifts and find their purpose in life, as well as to prepare them for service in whatever pathway God is calling them to. The school assists parents to raise self-disciplined, responsible and adaptable citizens who are aware of the strengths and weaknesses of the society in which they live. The school seeks not to be exclusive but to provide places for the children of every family, particularly Christian families, who seek a Christian education for their children.

MECS seeks in its curriculum and teaching methods to take seriously what is revealed in the Bible about God, his creation, the nature and purpose of mankind, community, the effects of the fall, and the life, death, resurrection and Kingdom of our Lord Jesus Christ. As a Christian teaching community we approach the popular principles and practices of humanist and rationalist educators very cautiously, seeking to evaluate them in the light of the Biblical revelation. This means that members of our teaching team need to be committed Christians and active in their respective churches. They need to share the same basic evangelical Christian beliefs as the school, as stated in the school’s [Educational Creed](#).

We believe that when the child explores the creation, it is better not to artificially divide that study into separate categories, which are more appropriate for adults. We try to relate the skills work done to the topic the class is exploring in its core studies, at any given time. Such an approach to curriculum allows great freedom but demands creative and cooperative work from our teachers.

For more information about Ranges TEC, please make yourself familiar with the links below:

- [Ranges TEC website](#)
- [Focus on Child Safety Document](#)

Application Procedure

1. Make yourself familiar with both the Ranges TEC website www.rangestec.vic.edu.au and the MECS website www.meecs.vic.edu.au.
2. Your application should include the following documentation:
 - Application Form (downloaded from the Ranges TEC or MECS website).
 - Resume (Curriculum Vitae).
 - Covering Letter.
 - Written Response as per below.
3. Provide a brief written response to the following:
 - 3.1. Describe your class room management style. For example, are you highly relational or focused on rules and formal discipline structures (regard the terms as extremes in the spectrum and evaluate yourself along the spectrum).
 - 3.2. Describe your ideal classroom. How would students learn? How would they behave? How would you celebrate student successes?
 - 3.3. Describe a time you worked in a small team. What role did you play? What did you learn about yourself in the situation? How did you deal with any issues that arose?
 - 3.4. Briefly discuss the following from your world view perspective.
 - Who am I?
 - How do I get on with others?
 - What is my purpose?
 - 3.5. What do you know about the VCAL? What place do you think it has in education? You will need to demonstrate general delivery and teaching strategies of the VCAL.
4. Referees
Referees should be contacted for approval before listing them in your application. Provide names, work addresses and contact telephone numbers of referees. Referees who are able to comment on your work experience and church involvement should be included.
5. Addressing your application:
Please email your application to Michelle Smith, HR Administrator; msmith@meecs.vic.edu.au.

Ranges TEC Position Description

At Ranges TEC we have the following understanding concerning the role of a VCAL and VET teacher within the school. Here we describe the various commitments and duties that we expect from our teachers.

Commitment to a Biblically-based Faith and Worldview

Ranges TEC teachers are committed Christians and active members of a local church fellowship (we recognise that such fellowships come in all shapes and forms). They are familiar with the Ranges TEC's Statement of Beliefs (see below) and other foundational documents. They seek to be role models of Jesus and they engage in the faith expressions of the community. They are willing and ready to share their faith with students, particularly as it relates to areas of teaching.

Commitment to the Calling to Teach

Ranges TEC teachers view their job as a calling before the Lord. Their ministry of service is one that God has gifted and skilled them for. They seek out ways to engage in personal development so that they are invigorated and stimulated for their task. They think in terms of a career path that brings about personal freshness and vigour for the educational task.

Commitment to Transform Teaching in the Development of Christian Education

Ranges TEC teachers seek to transform their teaching so that all areas of the curriculum and the school's life are shaped by a shared biblically informed understanding of the Christian educational task. They undertake further corporate study for the purpose of developing Christian education. They participate in the process of collaborative reflection, review, renewal and appraisal.

The commitment to transformation is the reason why Ranges TEC provides the unique opportunity of 'workbreak' time for staff (as scheduled on the Staff Calendar). Ranges TEC invests a significant amount of resources into these 'student-free' weeks for strategic purposes. Workbreaks create the space needed to develop a distinctive and innovative curriculum. Workbreaks are extended times set aside for the purpose of working on the 'out of the ordinary' areas which do not get attention during normal 'day to day' pressures of TEC operations. These include: staff development and training; long term planning; curriculum development and documentation of developing Christian education. Ranges TEC teachers know that workbreaks are not times for ordinary general preparation and planning support.

Commitment to Curriculum Development and Documentation

Ranges TEC teachers understand that they belong to a community that is committed to a Christian approach to the Victorian Certificate of Applied Learning (and where relevant VCE) curriculum. They know that this means they are curriculum developers. They also know that effective curriculum development requires them to practice good documentation.

Commitment to Professional Development

Ranges TEC teachers actively participate in the process of Ranges TEC's and their own professional development. They complete a professional development plan as a part of their appraisal program. They also appreciate the requirements Ranges TEC has in terms of study with the National Institute of Christian Education.

Commitment to Professional Expertise

Ranges TEC teachers are well versed in their own particular field of knowledge. They create rich learning environments where students have the freedom to question and grow. They manage and interact with students in ways that stimulate and enhance learning. At Ranges TEC, where students are predominantly active learners, this means creating a VCAL program that is hands-on.

Commitment to Professional Conduct

Ranges TEC teachers understand what it means to act and conduct themselves in a professional manner. They are well organised and comply with administrative and documentation requirements.

As employees working with minors in a trust-based partnership with parents, there is a very strong onus on teachers to conduct themselves professionally in all circumstances. Ranges TEC teachers know that this goes beyond simply meeting government requirements.

By professional conduct we mean a high quality approach to a whole range of areas of life in the school. These areas include: dress according to the staff dress code, language, conversation, personal space, being alone with a child, physical contact with a child, anger, preparation, marking, records, follow up, punctuality, personal behaviour & conduct, knowledge of curriculum requirements, professional development & reading, competent classroom management, objectivity/fairness/ equity, good judgement, expectations of students, and approachability by students and parents.

Commitment to Student Learning

Ranges TEC teachers work hard at discerning how students are progressing in their learning. They use effective assessment methods that not only measure learning outcomes but also enhance learning itself. They communicate with parents and learners about the progress of students both in particular cases and at roundtables that occur twice yearly. Teachers ensure that all parents/guardians attend these discussions.

Commitment to Student Welfare

Ranges TEC teachers actively pursue the welfare of students. Student Welfare relates to all Ranges TEC does to promote the well-being of its students. Teachers aim at ensuring that the school creates and maintains a caring environment in which the experience of teaching and learning is enhanced for all students.

Ranges TEC classroom teachers provide the primary pastoral care for students. It is one of the reasons we limit class sizes and provide our teachers with professional support through the Ranges TEC Pastoral Care Coordinator and Director. The Pastoral Care Coordinator also offers pastoral care for children with more complex care needs. Of course, because we are in partnership with families, teachers communicate promptly with parents if there are significant pastoral concerns that may arise in the context of Ranges TEC. Parents, students and teachers working together usually deal very effectively with most pastoral concerns.

Ranges TEC teachers are fully aware of their child protection obligations under the law. They also understand their Duty of Care toward students (refer Ranges TEC Child Protection Policy). This is one reason why they have rostered duties for the supervision of students at arrival/departure times, morning tea and lunch times.

Commitment to Child Safety

Ranges TEC teachers are familiar with the Ranges TEC Child Safety Policy and are committed to ensuring the safety of all students and reporting any concerns to the contrary to the relevant Child Safety Officer. Ranges TEC teachers are also fully aware of their child protection obligations under the law (see Ranges TEC Policy Doc 34.0). They also understand their Duty of Care toward students. This is one reason why they have

rostered duties for the supervision of students at arrival/departure times, morning tea and lunch times. (refer Ranges TEC Policy Doc 32.0).

Commitment to Staff Welfare

Ranges TEC teachers seek to create a balance between professional and personal life. While expectations are placed on teachers to be committed and dedicated members of the TEC community, Ranges TEC also encourages teachers to be balanced and pro-active in their personal life, allowing for the development of their faith, family, friends and interests. At times, some teachers may feel pressured and unsure if they are able to meet specific deadlines. In this situation, teachers should consult with the Director so support may be given. Sharing of needs and concerns with the team leader will also avoid unnecessary pressure. The Director and other members of the Leadership Team are also available to support staff in any area that may be causing concern.

Ranges TEC teachers participate in the morning staff devotion and prayer times as a significant aspect of their well-being.

Ranges TEC teachers care about the staffroom space into which they can withdraw from the classroom.

Commitment to Communication

Ranges TEC teachers understand that vital communication happens in a variety of ways. They take the time to read the various written notices, both specific and the weekly staff newsletter. They actively use their Ranges TEC email. They also participate in staff meetings and teachers' meetings. They know that attendance at Staff Meetings is mandatory for all teachers on duty on the day which the meeting is held.

Ranges TEC teachers also take time to initiate communication with parents, other colleagues, and the School Leadership Team.

Commitment to Ranges TEC Facilities

Ranges TEC teachers take seriously the need to care for our facilities. That is why they fulfil their duties to keep rooms clean and tidy and lock up at the end of the day. They also participate in and supervise students in various activities to keep the facilities clean.

Commitment to the Small but Important Details of Ranges TEC life

Ranges TEC teachers play a part in a myriad of small but vital aspects of TEC life. These "extra duties" are either volunteered for by staff or allocated to staff. A wide range of tasks are needed to be covered and it is very helpful when all share the load over the year and across the duties.

Commitment to the Ranges TEC Community

Ranges TEC teachers understand the vision, mission, ethos and character of Ranges TEC. They work in true partnership with parents, and collaboratively with other teachers in teamwork settings.

Duty Statement

Staff Induction Program

- Actively participate in the Ranges TEC Staff Induction Program which includes becoming familiar with the Ranges TEC Staff Induction Manual, Staff Handbook and Quality Assurance Manual.

Professional Development

- Complete Ranges TEC RTO Staff Induction, including Checklist.
- Identify professional development activities in consultation with the Ranges TEC Director and document in professional development plan
- Undertake professional development activities in accordance with the Ranges TEC Continuous Improvement Policy, VIT Registration and employment contract requirements including completing TAE40116 Certificate IV Training and Assessment
- Register with Training Support Network and Training.gov.au to receive updates

VCAL Curriculum Development, Delivery and Assessment

- Develop and deliver appropriate VCAL learning and assessment materials in accordance with Ranges TEC's undergirding principles for curriculum and VCAA requirements. This includes knowledge of each of the VCAL strands found in the VCAL Curriculum Planning Guides.
- Provide pre-course advice to students and participate in student orientation and induction
- Assess learner literacy and numeracy skills at commencement of program
- Participate in external VCAL moderation activities
- Prepare and participate in Roundtable discussions with students/parent/guardians twice yearly

Trade Teaching

- Provide pre-course advice to students and participate in student selection and induction
- Have a thorough knowledge and understanding of the relevant accredited course or training package qualification
- Ensure that a training plan is developed and submitted to the Director/Curriculum Manager for approval
- Ensure that assessment strategies are developed for each module or unit of competency
- Plan, develop, implement and review learning programs in accordance with training package requirements and AQTF standards
- Plan, develop, conduct and review assessment processes and tools in accordance with AQTF standards and in consultation with industry (including Recognition of Prior Learning RPL)
- Provide timely feedback to students as per Ranges TEC policies and procedures
- Collect and document feedback from students on learning and assessment programs
- Document all learning and assessment strategies according to Ranges TEC policies and procedures
- Participate in and report on validation and moderation of assessment activities as per Ranges TEC policies and procedures
- Review learning and assessment strategies annually

Quality Assurance

- Have an appropriate knowledge and understanding of RTO and VCAA Quality Assurance procedures and policies as they apply to the performance of duties and meeting of responsibilities
- Ensure that all course materials and documentation are the latest version and inform the Ranges TEC Director of any modifications that need to be made to ensure version control as required
- Attend Ranges TEC Team meetings as required

Recognition of Prior Learning and Credit Transfer

- Assist the Ranges TEC Director in assessing applications for RPL and/or Credit Transfer in accordance with Ranges TEC RPL Policy

Administration and Record Keeping

- Ensure that all administrative policies and procedures are adhered to, in particular the Ranges TEC Assessment Records Policy
- Maintain accurate and up to date records of learner participation and progress (e.g. Registers)
- Maintain accurate and up to date student assessment records
- Complete Learner reports (twice yearly) and input data in accordance with Ranges TEC policy
- Maintain an industry consultation register
- Maintain a professional development log which documents how you are continuing to develop your Vocational Education and Training (VET) knowledge and skills as well as your industry currency and trainer/assessor competence.

Key Selection Criteria:

- Must be a professing practising Christian who can subscribe to the Statement of Beliefs (see below).
- Must be able to demonstrate an appreciation for the application of Occupational Health and Safety and Duty of Care within an educational setting
- Hold a current driver's license
- Cert IV TAE40116 or equivalent and be able to demonstrate equivalent competencies at least to the level of those being delivered.
- Current and relevant industry experience in the area being taught
- Current VIT Registration

Attributes

- Understanding of Christian education
- Ability to work autonomously and in a team environment
- Have a passion to see young people develop their God-given gifts
- Outstanding written and verbal communication skills

Statement of Beliefs

Our Faith

We believe this world belongs to God, who is Father, Son and Holy Spirit. As Lord and creator he sustains it through His powerful Word and grace. Humans have sinned and the whole world suffered, but God in His loving grace provided a rescue plan for his creation. God's Son, Jesus Christ, who rules over all of life, is central to this gospel. He has overcome sin and thus has provided to humanity and all creation a pathway for a restored relationship with God. In this renewed relationship, we become effective disciples of Christ through the work of the Holy Spirit. We believe that this Christian faith is revealed in the Scriptures and is described in the historical confessions of the Reformation.

The Bible

We believe that the Scriptures of the Old and New Testament are the basis for our knowledge of God, ourselves, the rest of creation, and reveal to us the purpose and direction for living.

Our Task

We believe that people are called to develop and care for all God's creation. Our task as Christ's disciples is to participate with God's Spirit to restore and reconcile the whole creation to God so that the Kingdom of God is being made known. In light of this, we listen to God's word in creation, in Christ and in the Scriptures, and depend on the Holy Spirit as we seek the Kingdom of God in education.

Parents

We believe God has given parents the privilege and primary responsibility for nurturing children. Our schools seek the Kingdom of God in education through partnership with parents.

Students

We believe children are created in God's image and as such have potential for learning and growth. Our education equips students to discover and unfold God's dynamic order and meaning for creation and life and to respond faithfully to it. Students are called and empowered to make choices for service, responsive discipleship and to be agents of transformation in God's world.

Teachers

We believe teachers, committed to the cause of Christian education, will employ their knowledge and gifts to lead in learning and the development of a Christian curriculum.

The Educational Endeavour

We believe teaching and learning should be rich in meaning because it is grounded in the Scriptures. Our curriculum is Christ-centred, meaning that Christ's lordship permeates it in every part. It is holistic, meaning that it explores the whole of creation. It is integral, meaning its focus is on the unity of life and knowledge. It is transformational, meaning it impacts all we are and do. It is engaging, meaning that it fosters the breadth of students' gifts and uses a variety of ways of learning. It is dynamic, meaning that it is passionately implemented and creative in practice.

Celebrating God's Blessing

We believe our service as a learning community can only be meaningful with the guidance and blessing of God Almighty, who is Lord of our schools.