

## MECS Casual Relief Learning Assistant Application Procedure

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Please carefully read the material within this document.

1. Your application must include the following documentation:
  - Completed Application Form for Casual Relief Learning Assistant – download writeable pdf from website.
  - Resume (Curriculum Vitae) should include the following information:
    - a) Personal details (name, address, telephone numbers).
    - b) A summary of the work you have completed, beginning with the most recent. Include dates and give details of the type of tasks that were required in each job.
    - c) Details of your involvement in Church activities.
    - d) Your education and training achievements. Include any education you are currently undertaking.
    - e) Any activities you have undertaken outside of work which are relevant to the application.
    - f) Working With Children Check information.
2. Referees  
Referees should be contacted for approval before listing them in your application.  
Provide names, work addresses and contact telephone numbers of referees.  
You should include one Professional referee and one referee who can speak of your Christian standing.
3. Once all of the above materials are received they will be processed, and if we believe you would be a suitable candidate for the Casual Relief Learning Assistant at MECS, you will be contacted to make a time to meet for a brief interview.  
After this interview, suitable applicants will receive a formal, written offer of eligibility for CRLA employment, detailing pay rates and conditions of employment. The eligible candidates will be allowed a short period of time to consider the offer before signing and returning a copy to the school.
4. Forward your application  
If sending your application by post please address it to Michelle Smith, HR Administrator; or you can email your application and resume to [msmith@mecs.vic.edu.au](mailto:msmith@mecs.vic.edu.au).

# Information for Casual Relief Learning Assistants

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Mount Evelyn Christian School (MECS) has a vision to “Seek the Kingdom of God in Education”. MECS is one of the eighty-seven Christian Education National (CEN) schools throughout Australia, and has been operating in its current bush setting in the outer suburbs 40km east of the Melbourne CBD since 1973.

MECS has over 600 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.

Over the years MECS has developed its own approach to the educational task. The curriculum to Year 9 is integral rather than subject-based. The school keeps to a minimum the practice of grouping children in single-age classes, preferring learning groups that span two or three years. The school has a heavy emphasis on learning beyond the classroom, which includes excursions, camps and the work place. Research skills, confidence and the use of the 30,000 item resource centre is more important at MECS than textbooks. The staff seeks to exercise discipline that is formative of the responsible individual rather than merely conforming to a set of rules. The school has a dress code rather than a uniform. The school is structured to deter teachers from working in isolation and encourages teamwork.

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](#).

The school is divided into four sections, each with its own Coordinator. These sections are: **Kindergarten** 60 students. **Primary School** (P to 6) 240 students with eleven class teachers plus specialists in Phys Ed and Music. **Middle School** (Yrs 7 to 9) 170 students with various full time and part time class teachers plus additional specialists in Phys Ed, Art/Craft, Maths, Music, English and Science and **Senior School** (Yrs 10 to 12) 140 students with a number of full time and part time teachers.

The school is not bound to the VELS, although these are used as a general reference. Instead we have a school-based curriculum. We call it “integral” as it attempts to reflect the reality that all things created by God have reference in all the so-called subject areas.

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.

Senior School, (Yrs 10 to 12), functions within the larger school as a sub-team led by its Coordinator. It comprises the three year levels, with Year 10 being introduced to Senior Secondary education and undertaking some early VCE units. Year 11 generally undertakes Units 1 & 2 VCE units and Year 12 Units 3 & 4. VCAL is also offered to Year 10 to Year 12 students, and all senior school students can undertake VET units through the local VET cluster. Teachers in the Senior School work within a team of approximately 12 teachers (mostly full time) who teach within the Senior School. Teachers not only are expected to professionally and competently teach their allocated subject load, but are also expected to serve in a pastoral and devotional leader role. All teachers new to Mount Evelyn Christian School are involved in an Orientation and Induction process early in the school year.

The SS curriculum whilst teaching within the prescription of the VCE also seeks to developed and guide the biblically informed mind. Teachers are expected to develop biblically informed 'perspectival' insights into their subject areas and ensure that impacts their teaching. Such insights are not developed alone, but within the school staff team context. Further to teachers guiding 'perspectival insight', students are compelled to undertake 'Christian perspectives' based subjects in each of the three year levels. All sections are supported by a library staff of 1.5 teacher/librarians, library technician and library assistant.

### **Casual Relief Learning Assistant**

The position is for a Casual Relief Learning Assistant. It is an on-going position that is reviewed/confirmed at the beginning of each school year.

MECS requires Learning Assistants to have Certificate III in Education Support and relevant training in Learning Support/Integration aide, as well as a current Working With Children check.

The Education Support Coordinator is responsible for co-ordinating the CRLAs. The CRLAs are supervised by the Education Support Coordinator.

Please note that should you be successful in being employed as a CRT at MECS, we cannot guarantee regular work.

## Job Description for Casual Relief Learning Assistant

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### **Our Vision**

Seeking the Kingdom of God in Education

### **Our Mission**

We provide parent-governed, Christ-centred schooling with learning experiences that challenge each student to actively live for God in His world, while partnering with Christian parents in the nurture of their children at a price affordable to those who are committed.

Mount Evelyn Christian School has the following understanding concerning the role of a Casual Relief Learning Assistant within the school. Here we describe the various commitments and duties that we expect from our CRLAs.

### **Commitment to a Biblically-based Faith and Worldview**

MECS CRLAs 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 school's Statement of Beliefs and other foundational documents. They seek to be role-models of Jesus and they engage in the faith expressions of the community.

### **Commitment to the Calling to Assist**

MECS CRLAs 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 Professional Expertise**

MECS CRLAs 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. They are familiar with the school's 'Standards for Teaching Practice'.

### **Commitment to Professional Conduct**

MECS CRLAs understand what it means to act and conduct themselves in a professional manner. They are well organised and comply with administrative and documentation requirements. They maintain their Working with Children and undertake Professional Development activities as required.

As employees working with minors in a trust-based partnership with parents, there is a very strong onus on CRLAs to conduct themselves professionally in all circumstances. MECS CRLAs 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, follow-up, punctuality, personal behaviour & conduct, professional development, competent classroom management, objectivity/fairness/equity, good judgement, and expectations of students (further details may be found in the MECS Staff Code of Conduct policy).

### **Commitment to Student Welfare**

MECS CRLAs actively pursue the welfare of students. Student Welfare relates to all the school does to promote the well-being of its students.

MECS CRLAs are fully aware of their child protection obligations under the law (see MECS Mandatory Reporting of Children in Need of Protection policy). They also understand their Duty of Care toward students. This is one reason why they have rostered duties for the supervision of students at recesses and lunch times (see MECS Duty of Care policy).

### **Commitment to Communication**

MECS CRLAs understand that vital communication happens in a variety of ways.

MECS CRLAs read the section Casual Relief information provided thoroughly and become familiar with general school procedures, the discipline policy (including individual student management plans), emergency management, dress code, student medical needs, and student learning needs. They seek assistance from the relevant section co-ordinators when unclear of expectations.

### **Commitment to School Facilities**

MECS CRLAs take seriously the need to care for our facilities. That is why they fulfil their duties to keep rooms clean and tidy. They also participate in and supervise students in various activities to keep the grounds clean.