

## Information about Mount Evelyn Christian School

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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 sixty-six 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 six hundred and twenty 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. Four Executive Leaders (Principal, Assistant Principal Primary, Assistant Principal Secondary and Administration Manager) have been appointed to care for the daily running of the school.

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. Much work is done to develop an integral curriculum that spans from Primary School through to Year 9. 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.

It also means that the teaching team needs to possess skills and insights to equip it for this work. To this end, all members of our teaching staff agree on appointment to undertake specialist studies through the National Institute for Christian Education. Usually teachers take up these studies after a year of settling into the school. The school provides financial support and generous study release time to encourage teachers in fulfilling this obligation. Teachers who have fulfilled the obligation receive an additional increment to their salaries. All teachers new to Mount Evelyn Christian School are involved in an Orientation and Induction process early in the school year.

The school is divided into Kindergarten, Primary and Secondary. There is a Director of Kindergarten and an Assistant Principal Primary and Assistant Principal Secondary.

The Kindergarten has 4 classes (over K3 and K4) and around 80 children. **Primary School** (F to 6) has around 312 students with eleven class teachers plus specialists in Phys Ed, Music, Indonesian and various other supporting teachers. The **Middle School** (Yrs 7 to 9) consists of around 195 students with nine Cultural Studies/homeroom class teachers plus additional specialists in Phys Ed, Art/Craft, Maths, Language, Music, English and Science. The **Senior School** (Yrs 10 to 12) has around 145 students with a number of full time and part time teachers across a range of subjects. The Middle School and Senior School both come under the leadership of the Assistant Principal - Secondary.

The school works in line with the Victorian Curriculum. Ensuring that standards for learning are met in the development of our biblically-informed integral 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.

Middle School, (Years 7 to 9). functions within the larger school as a sub-team led by Year Level Coordinators and the Assistant Principal – Secondary. Each year level is divided into three classes, with a Cultural Studies teacher appointed to act as an advocate and pastoral support person for the students. Year 9 offers a slightly different approach to learning with the Open Village Program; where students are given greater autonomy over their learning program within their Cultural Studies curriculum.

Senior School, (Yrs 10 to 12), functions within the larger school as a sub-team led by the Senior School Coordinator, VCE Coordinator and the Assistant Principal - Secondary. 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. All senior school students can undertake VET units through the local VET cluster. 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.

The SS curriculum whilst teaching within the prescription of the VCE also seeks to develop 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.

Our support and administration staff make up a substantial and important part of our staff team: All sections are supported by a library staff of a teacher/librarian, library technician and library assistants. Further Support is also offered to staff with an ICT Learning and Tech Support Team and a Science Lab Technician. Our Education Support team comprises A Primary Ed Support Coordinator, Secondary Ed Support Coordinator, Primary Ed Support Teacher, Middle School Ed Support Teacher, Senior School Ed Support Teacher and a number of Learning Assistants and Tutors across each of the sections. The Ed Support team work to ensure that our students with additional learning needs, and the staff who teach them, are well supported.

### **Casual Relief Teaching Position**

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

The daily organiser is responsible for co-ordinating the CRTs. The CRTs are supervised by the Section Coordinator. Please note that should you be successful in being employed as a CRT at MECS, we cannot guarantee regular work.

## Application Procedure

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1. Your application must include the following documentation:
  - Application Form (downloaded from MECS 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.
2. **Covering Letter**  
The covering letter is an introduction to your application. You may wish to summarise your application and emphasise your strongest points and achievements. Also outline how your Christian faith affects your work.
3. **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.
4. **Provide a written response to below:**  
Respond to at least **two** of the following questions:
  - i. What do you think is the purpose of the Christian School?
  - ii. How might a Christian School develop a distinctive curriculum practice?
  - iii. What is the role of the Christian teacher?
  - iv. What role does the Bible have in the Christian School?
5. **Forward your application paperwork to Karena Dashwood, HR Coordinator; [jobs@mecs.vic.edu.au](mailto:jobs@mecs.vic.edu.au).**

## Job Description for Casual Relief Teacher

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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 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

MECS CRTs 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 Education Creed. 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

MECS CRTs 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 CRTs 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 CRTs 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 VIT registration 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 CRTs to conduct themselves professionally in all circumstances. MECS CRTs 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 for students and parents (further details may be found in the MECS Staff Code of Conduct policy).

### Commitment to Student Welfare

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

### **Commitment to Child Safety**

MECS CRTs are familiar with the MECS 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. MECS CRTs are also 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 CRTs understand that vital communication happens in a variety of ways.

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

### **Commitment to School Facilities**

MECS CRTs 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 grounds clean.

### **Commitment to Serve**

MECS CRTs serve the school by following classroom lessons as outlined by the teacher they are covering. MECS CRTs will be called upon, at times, to attend excursions and other school events such as Sports Days. The maximum load a CRT could be expected to teach in a day is 7 lessons with one yard duty (or equivalent).