

High School Teacher

Mission: *Educating and equipping discerning disciples of Jesus Christ for restorative work in His kingdom*

Job Title: Teacher

Date Established:

Department: High School

Success Responsibility: High School Vice Principal

Relationship to Mission:

High school teachers are responsible for front-line educating and equipping of high school students in “becoming discerning disciples of Jesus Christ for restorative work in His kingdom”. Teachers represent the most influential arm of the school in the fulfillment of its mission. They work together with parents and the church to both model and help others to become a “peculiar people – a people who desire the kingdom of God and thus undertake their vocations as an expression of that desire” (Smith, 2009).

Responsibilities and Authority:

Teachers’ primary task is to design and teach units and lessons that display an authentic connection to the Biblical story, use a pedagogy that reflects a holistic vision of human persons made in the image of God, and are recognized by the BC Ministry of Education. High school teachers must live and model the discipleship they promote with their students, and adhere to the policies and community standards covenant of the school. They are responsible for establishing and maintaining a culture of mutual respect in which learning takes place, giving meaningful and timely feedback to students and parents about this learning, and reporting achievement with respect to learning targets and work habits in a professional manner at the end of terms and semesters.

Teacher duties, with respect to taking attendance, discipline, and supervision, serve to maintain the safety of students in our care in and outside class time during school hours. If unable to fulfill duties themselves, teachers are responsible for finding and providing instructions for a substitute teacher.

Teachers will engage in a collaborative, annual review with the Vice Principal, and set objectives for the following school year each May or June. New teachers on fixed term contracts are given an inventory-based teacher evaluation in their first year at Cedars.

Skills and Abilities Required:

In addition to an overall understanding of “good Christian teaching” outlined in the Staff Handbook, Cedars teachers, are expected to be competent users of technology required to create lesson materials (computers, printers, word processing software), complete student assessment (PowerSchool student information system), and communicate with students and parents (email, PowerSchool).

Time Required:

Full-time teachers are expected to be at the school, in person, between 8am and 3:30pm on workdays – beginning the last week of August through to the end of June – to carry out their teaching assignment. In addition, they are required to:

- provides approximately 1 hour/week of supervision, and make themselves available, by appointment, outside class time
- prepare lesson / unit plans, grade student work, write report cards at the end of each term and semester
- attend monthly high school staff meetings (3:30-5pm) and bi-monthly all staff meetings (3:30-5pm)
- participate in staff devotions (Mon, 8am), and weekly professional development on Wednesdays (1:45-3:30pm)
- attend annual school-based and organized (CTABC conferences, etc.) professional development workshops and conferences

- contribute to extracurricular or professional aspects of the school according to needs, giftings, and life circumstances

Training Required and Provided:

Teachers must hold a current and valid BC teaching certification. Teachers are expected to have Christian education training; if this has not been a part of his/her teacher training program, he/she will be expected to complete five Christian education courses within the first eight years of employment.

All new teachers are required to attend an orientation to review policies and procedures related to their work. At the beginning of each year, technology tutorials around Google Apps and PowerSchool are provided for new and returning staff. Additional assistance is provided on an “as needed” basis through our Technology Coordinator.

All teaching staff is expected to participate in ongoing, professional development work. Partial or full compensation is made available through a professional development application submitted to and evaluated by the administration team. Expenses are covered for attending the CTABC and Northern Christian Teachers conferences in the Fall and Spring, in years when teaching and support staff are required to attend.

Work Situation:

Most high school teachers work in multiple classroom spaces. At the beginning of each semester, space for lesson preparation, marking, and storing personal belongings will be determined by the Vice Principal. Access to technology (computers, printers, projectors) will be arranged to meet the needs of teachers to accomplish instructional duties and the school mission.