



# WHITEFIELD ACADEMY

## ***THE LIVING CURRICULUM TEACHER***

### **CHRISTIAN TEACHER JOB DESCRIPTION “The Living Curriculum”**

#### **GENERAL DESCRIPTION**

**Goal:** The teacher shall prayerfully help students learn attitudes, skills, and subject matter that will contribute to their development as mature, able, and responsible Christians to the praise and glory of God. Just as soil, water and sunlight work together to nourish the plant, the Christian home, the Christian church and the Christian school provide similar, consistent and fertile nourishment. “Living Curriculum Teachers” have a limitless opportunity to shape the minds, hearts and souls of the next generation.

**Overview:** The teacher shall be a born-again follower of Christ. A college graduate, certified or certifiable, who feels called of God to the teaching profession. Other qualifications may be added as deemed appropriate.

**Contracted by:** The supervising principal.

**Responsible to:** K-8 Principal or High School Principal

**Supervises:** Student teachers, aides, volunteers, and students.

**Evaluation:** Teacher performance will be evaluated in accordance with provisions of the policy on Evaluation of Professional Personnel and this job description. Details are found in the Faculty Handbook.

#### **QUALITIES OF A LIVING CURRICULUM TEACHER**

##### **Mature and Growing:**

*Living Curriculum Teachers* are born-again, growing, followers of Christ. They are men and women of prayer, in love with God’s Word. They are active participants in a fellowship of believers. They look at all of life through the lens of scripture while modeling a Biblical worldview that guides their thoughts, words and deeds. Patterns in their lives reflect fruit of the spirit. They model spiritual as well as professional, personal growth. They desire to be part of the on-going work of discipleship in students lives. Most importantly, *Living Curriculum Teachers* desire that young people experience the same rich and deep personal relationship with Jesus Christ that dominates their lives.

##### **Happy and Healthy:**

*Living Curriculum Teachers* are happy and positive people. They smile and laugh a lot. They see the glass half full, not half empty. They appreciate the affirmation of students, but they do not rely on it. They experience life outside the classroom in order to have something to share. They are known to support other people and other programs. They find the best in students, even when it takes some searching. They catch kids doing right more often than doing wrong. Student successes truly excite them. They like people. People like them. Students trust, respect and desire to be around *Living Curriculum Teachers*.

##### **Humble and Trustworthy:**

*Living Curriculum Teachers* take to heart the implications of James 3:1 “...we who teach will be judged more strictly.” They have an open mind and sensitive spirit. They are approachable, and they really listen. They demonstrate a servant heart by asking, “What can I do to help?” They accept feedback as freely as they give it. When they make mistakes, they understand the process of seeking forgiveness, working towards reconciliation and making restoration. They believe the Matthew 18 principle, of going directly to your brother, applies to them as well as others. Consequently, they talk **to** students, parents and colleagues,

not **about** them. Students, parents, and colleagues trust *Living Curriculum Teachers*.

### **Relationship Builders:**

Christ modeled a powerful type of mentoring relationship with his students, demonstrating that there is more than content to be taught. *Living Curriculum Teachers* also understand relationships are a key to good education. Given the ever-changing nature of our society which touches even the Christian home (broken marriages, situation ethics, the media's bombarding message of promiscuity, drugs, alcohol, and pornography) we see positive, Biblically-based relationships between teenagers and teachers and coaches as essential. The growth in Christian character often occurs more as a result of modeling through relationships than it does through preaching and teaching. Character is caught as well as taught.

*Living Curriculum Teachers* are uniquely equipped and given the opportunity by mom and dad to replicate, replay and live the Biblical values that have been previously taught by the home and church. They take the time to know students as whole people. *Living Curriculum Teachers* also understand that much education happens outside the classroom. Consequently, they attend games and performances in order to support and build up young people. They take the time to support and encourage. *Living Curriculum Teachers* pay attention to the individual needs of students as they work at building meaningful and appropriate relationships.

### **Nurturing Culture:**

*Living Curriculum Teachers* understand students thrive when treated with dignity within an orderly and respectful environment. All students are not only given the opportunity to participate but are encouraged to participate. It is a safe environment, safe for students to share and be themselves. Sarcasm and embarrassment are not a part of this culture. Effort is recognized and creativity rewarded. Goals are clearly stated and time is used wisely. The focus of the classroom remains on educational objectives.

Students understand the "law of natural consequences" is in effect. Choices bring logical and predictable results. Although standards and expectations are known to be reasonable, understandable, and consistently followed, the real focus is on self-discipline and self-control. When students miss the mark, the teacher knows how to gently correct, provide just consequences and encourage restoration. Students know they can count on a predictable, nurturing and stimulating environment in the *Living Curriculum Teacher's* classroom.

### **Parent Partners:**

*Living Curriculum Teachers* desire to work with parents because they understand they are serving *en-loco parentis*. They understand that parents crave feedback, not just information about grades. Consequently, they continually communicate with mom and dad. They communicate in a timely way--bad news before it becomes serious and good news even when it does not seem that big a deal. They notice emerging qualities in kids and encourage parents by sharing their observations. They understand parents know more about their children than the educational theorists and tap into that understanding. They show respect even when they may have a difference of opinion. They respect the privacy of families and exercise confidentiality. They believe the best education is one where parents and teachers work together supporting students from both sides.

### **Quality Instruction:**

*Living Curriculum Teachers* are never content with mastery of their subject area. They desire to stay current and know more. They actively read, attend conferences, and develop professional contacts in order to further their professional development. They naturally connect their subject to life outside the classroom and bring life outside the classroom into the classroom. They know how to plan, and they have a plan. They have routines, but they never become routine. Activities are designed to make efficient use of time and remain focused on instructional objectives. They are reflective. They understand theory and use it, but they also adjust according to what works. They never stop getting better at the art and science of teaching.

*Living Curriculum Teachers* are effective communicators. Students find them easy to understand. Although they represent a variety of personalities, they each have a presence. Students find them interesting and worthy of their attention. Students imitate their strengths and passions instead of mocking their idiosyncrasies. They know how to explain things in a variety of ways to a range of students. They work at teaching to a variety of learning styles. They listen and continually check for understanding. Students find them approachable and accessible.

*Living Curriculum Teachers* understand teaching content is essential but not the only goal. Rote learning is foundational but not enough. Study skills, higher level analysis, critical thinking skills and problem solving abilities should all be taught and practiced within the study of each subject area. Creativity is evident in good instruction. Technology, various forms of media and the Socratic approach are examples of resources and methods used by *Living Curriculum Teachers* to enhance instruction and ultimately improve understanding.

*Living Curriculum Teachers* understand effective assessment is critical to learning. They work hard to give students the opportunity to demonstrate understanding in a variety of ways. They take time with the slower student while they avoid wasting the time of the faster student. Assignments are necessary and meaningful, challenging and reasonable, and not busy work. Cross-disciplinary efficiencies are created. Feedback is personal, prompt and helpful. When creating assignments, teachers are mindful of balance-of-life issues. They are careful not to intrude on family responsibilities or church activities. They recognize that life learning may at times be even more important than their particular school subject. *Living Curriculum Teachers* use meaningful assessment to extend learning.

#### **Motivators:**

All *Living Curriculum Teachers* have an inner motivation that drives them to nurture growth in students through relationships, excellence and serve all to the glory of God. They are passionate about helping students discover their gifts. They take time with students one on one. They write notes of encouragement and provide helpful suggestions. *Living Curriculum Teachers* encourage students to be actively involved in the local church. They seek to point them in a direction matching their aptitudes, abilities, and heart's desire within the framework of God's guiding principles. To see a student end up serving God, using his or her gifts clearly within the will of God, provides an indescribable joy to the *Living Curriculum Teacher*. At the end of the day, students exposed to *Living Curriculum Teachers* become not just passionate about a particular subject area, but they learn to be passionate about pleasing God with their life and gifts.

### **REQUIRED QUALITIES AND BELIEFS**

#### **The teacher shall**

1. Have received Jesus Christ as his/her personal Savior.
2. Believe that the Bible is God's Word and standard for faith and daily living.
3. Be a **Christian role model** in attitude, speech and action toward others. This includes being committed to God's Biblical standards for sexual conduct. Luke 6:40.
4. Be a member in good standing at a local, evangelical church (preferably Highview Baptist Church) which has a Statement of Faith in agreement with the school's Statement of Faith.
5. Show by example the importance of Scripture study and memorization, prayer, witnessing, and unity in the Body of Christ.
6. Be in whole-hearted agreement with the school's Statement of Faith and Christian Philosophy of Education.
7. Have the spiritual maturity, academic ability, and personal leadership qualities to "train up a child in the way he should go."

## **ADDITIONAL PERSONAL QUALITIES**

### **The teacher shall**

1. Recognize the role of parents as primarily responsible before God for their children's education and be prepared to assist them in that task.
2. Demonstrate the character qualities of enthusiasm, courtesy, flexibility, integrity, gratitude, kindness, self-control, perseverance, and punctuality.
3. Meet everyday stress with emotional stability, objectivity, and optimism.
4. Maintain a personal appearance that is a Christian role model of cleanliness, modesty, good taste, and in agreement with school policy.
5. Use acceptable English in written and oral communication. Speak with clear articulation.
6. Respectfully submit and be loyal to constituted authority.
7. Shall notify the administration of any policy he/she is unable to support.
8. Refuse to use or circulate confidential information inappropriately.
9. Place his/her teaching ministry ahead of other jobs or volunteer activities.
10. Make an effort to appreciate and understand the uniqueness of the community.

## **JOB DESCRIPTION - Essential Functions**

### **The teacher shall**

1. Reflect the purpose of the school which is to honor Christ in every class and in every activity.
2. Motivate students to accept God's gift of salvation and help them grow in their faith.
3. Lead students to a realization of their self-worth in Christ.
4. Cooperate with the administration in implementing all policies, procedures, and directives governing the operation of the school.
5. Teach classes as assigned following the prescribed scope and sequence as scheduled by the administrator.
6. Integrate Biblical principles and the Christian philosophy of education throughout the curriculum and activities.
7. Keep proper discipline in the classroom and on the school premises for a good learning environment.
8. Maintain a clean, attractive, well-ordered classroom.
9. Plan broadly through the use of semester and quarterly plans and objectives, and more currently through the use of a Lesson Plan Book.
10. Plan a program of study that, as much as possible, meets the individual needs, interests and abilities of the students, challenging each to do his/her best work.
11. Utilize valid teaching techniques to achieve curriculum goals within the framework of the school's philosophy.
12. Employ a variety of instructional aids, methods, and materials that will provide for creative teaching to reach the whole child: spiritual, mental, physical, social, and emotional.
13. Plan through approved channels the balanced classroom use of field trips, guest speakers, and other media.
14. Use homework effectively for drill, review, enrichment, or project work.
15. Assess the learning of students on a regular basis and provide progress reports as required.
16. Maintain regular and accurate attendance and grade records to meet the demands for a comprehensive knowledge of each student's progress.
17. Keep students, parents, and the administration adequately informed of progress of deficiencies and give sufficient notice of failure.
18. Recognize the need for good public relations. Represent the school in a favorable and professional manner to the school's constituency and the general public.
19. Develop and maintain rapport with students, parents, and staff by treating others with friendliness, dignity, and consideration.
20. Follow the Matthew 18 principle in dealing with students, parents, staff, and administration.
21. Seek the counsel of the administrator, colleagues, and parents while maintaining a teachable attitude.

22. Attend and participate in scheduled devotions, in-service days, retreats, concerts, committees, faculty meetings, and Parent/Teacher Fellowship meetings.
23. Know the procedures for dealing with issues of an emergency nature.
24. Inform the administration in a timely manner if unable to fulfill any duty assigned. Prepare adequate information and materials for a substitute teacher.

### **Physical Requirements to Fulfill the Essential Functions of This Job**

#### 1. Site

##### Parking lot to building

A teacher must gather his/her children together on the parking lot into a cohesive unit and be able to move the children from an area on the parking lot and into a building.

##### Playground size and terrain

Elementary teachers are required to take their students onto the playground and supervise them during outside recess. The playground is quite large, but is fenced. The playground has some inclines and rough areas. It requires a teacher several minutes of labored effort to walk across the playground.

#### 2. Building

##### Location of Classroom

Classrooms are located on the second and third floor of the school building. Teachers must be able to climb the stairs to reach the classrooms needed.

Students in each individual classroom are required to move about in the building from the classroom to the Worship Center, the lunchroom, the library, the gym, and/or the music room. Teachers must be able to accompany students in the hallways or in other places in the building as they move from one location to another.

#### 3. Classroom

##### Height of whiteboards and bulletin boards

Teachers must be able to write on the whiteboards and prepare bulletin boards between 4-7 feet in height so that students, particularly in the back of the room, can see the necessary information.

##### Able to see and interact with students

Teachers in the school must have sufficient vision to allow for active supervision and interaction with students.

#### 4. Teaching

##### Able to demonstrate lesson concepts using whiteboards, media, hands-on materials

Teachers must be able to use materials required to demonstrate and communicate with students. The teacher must have clear speech which allows for words to be clearly articulated and understood.

##### Communicate data (attendance, student assessment, report cards, technology, etc.)

Teachers are required to prepare evaluation reports, fill in records, and on numerous occasions, communicate with parents in writing. Teachers must be able to use the Internet for research and communicate via e-mail.

#### 5. Supervision

##### Indoor (classroom, play areas/gymnasium) & Outdoor (playground, sports field)

Teachers must be able to actively supervise students within the classroom, on the playground or in the gymnasium area for indoor recess. Teachers must be able to stand for the majority of the day, particularly during instructional times. On occasion, elementary faculty should participate with students in organized games and activities. Teachers must also supervise students at the closing of each day as students are dismissed for their rides.

## 6. Emergencies

### Can summon help

A teacher must be able to quickly summon help when an emergency arises either in the classroom, gymnasium, or on the playground.

### Can apply emergency first aid

Teachers are required to render minimal first aid to students who may be injured while in the classroom, gymnasium, or on the playground.

## 7. Attendance

Teachers are required to be present daily at 7:30 a.m. every weekday. Faculty meetings and other special functions after school will occasionally be required. Failure to be prompt may result in loss of personal days. The contract day ends at 3:30. Teachers are not to leave early without the permission of their supervising principal.

## **JOB DESCRIPTION - Supplemental Functions**

### **The teacher shall**

1. Supervise extra-curricular activities, organizations, and outings as assigned.
2. Utilize educational opportunities and evaluation processes for professional growth.
3. Provide input and constructive recommendations for administrative and managerial functions in the school.
4. Support the broader program of the school by attending extra-curricular activities when possible.
5. Perform any other duties which may be assigned by the administration.
6. Lead Teachers/Department Heads will spend additional time each week providing leadership for their department/grade level as outlined in the Employee Handbook.