



BRINDABELLA
CHRISTIAN COLLEGE

Design and Emerging Technology Teacher



Introduction to Brindabella Christian College, Canberra

Vision Statement

The vision of Brindabella Christian College is to advance a community of Wisdom, Integrity, Service and Excellence in and through Christian Education.

Background

For over forty years Brindabella Christian College, formerly the O'Connor Christian School, has provided a holistic approach to education based on Christian values and beliefs.

Preparing young people in a changing world which can be volatile, uncertain, complex and ambiguous, demands that the significant adults in a young person's life lead and learn alongside them with purpose, compassion and humility. The College seeks to actively influence the lives of a greater number of young people. It believes that the most authentic way of achieving access to those students is via the offering of a high-quality, excellent education program. This is the core business of Brindabella Christian College.

The College supports Christian families, and those supportive of the Christian worldview, to raise their children in a safe and caring environment. The school aims to partner with parents in the education of their children, supported by Christian staff.

The College is a member of Christian Schools Australia, and the Association of Independent Schools, ACT.

Values

As a Christian school, we value – *Wisdom, Integrity, Service, and Excellence*

Mission

Our mission is to offer high quality Christian education where parents and staff partner together to make a difference in our students' lives, by helping them grow in wisdom, live life with integrity, be empowered to serve, and to cultivate an excellent spirit.

Immutable Tenets

An important component of the ethos of the college is a set of tenets which Brindabella Christian College holds as sacrosanct. These are central to the identity and tradition of the school and will not be compromised under any circumstance. These include:

- Christian education where God is present in the daily life and work of the College
- Upholding of traditional, conservative Biblical values
- Co-education from Early Learning to Year 12
- Service to others
- Non-selective entry
- Individual focus on each student achieving their personal best
- Strong community connection.

Operational Philosophy of the School

The core work of Brindabella Christian College is to provide to students a high-quality education through a Christian worldview, from the infant developmental stage to the completion of the secondary years.

In order to achieve this, the College is aiming to regularly review and improve academic programs respond operationally to best meet emerging needs, conduct regular staff reviews to improve targeting of professional development for staff, maintain pastoral care for students, and employ high quality staff to support the teaching and Christian philosophies of Brindabella Christian College and its future growth.

Governance

Brindabella Christian College is governed by a Board of Directors. The Directors are responsible for setting the strategic view, the schools' policies, philosophy of the school and regulatory compliance.

The desire of the Board and the Principal is to appoint a teacher of Design and Emerging Technology (Year 5-12), who reports to the Head of Technology and ultimately the Principal for the provision of dynamic Design and Technology teaching and learning programs, consistent with the College's strategic plan, vision, values, mission and tenets. This role provides an opportunity to inspire the next generation of engineers,

innovators, and designers, equipping them with practical skills and a strong ethical foundation within a faith-based educational setting.

Faith Basis of Employment

Appointment to this position is conditional upon you having and retaining during the term of the appointment a firm personal belief consistent with the Statement of Faith attached to your letter of offer from the College. This is inclusive of an active commitment to and involvement with a Christian Church holding a doctrinal position consistent with the Statement of Faith, this being an essential condition and inherent requirement of your appointment and continuing employment.

Should you cease to have a firm personal belief consistent with the Statement of Faith or cease to maintain an active commitment to and involvement with an appropriate Christian Church you must inform the Principal and/or Board immediately. In such an event the College may terminate your employment opportunity summarily in accordance with the provisions outlined in your letter of appointment.

Teaching Position – Design and Emerging Technology

The practical and applied design Teacher will lead hands-on, innovative classes in practical design and engineering for secondary students (Years 5–12), fostering skills in problem-solving, critical thinking, and technical application. This role emphasizes project-based learning in design and engineering principles, preparing students for careers in engineering, technology, and applied sciences. The teacher will integrate Christian values and a biblical worldview into lessons, promoting ethical practices and encouraging students to develop their God-given talents in service to the community and broader society.

Key Responsibilities

- **Curriculum Development:** Create and deliver a hands-on, engineering-focused curriculum in practical and applied design that aligns with the Australian Curriculum, incorporates a biblical worldview, and reflects Christian values.
- **Project-Based Instruction:** Teach classes emphasizing practical, project-based activities that apply engineering principles, such as mechanical design, structural analysis, electronics, and materials science.
- **Technical Skill-Building:** Guide students in building core competencies in engineering techniques, including CAD (Computer-Aided Design), prototyping, woodworking, etc. and the safe use of workshop tools.
- **Applied Technology and Engineering:** Provide real-world, applied learning experiences in related areas such as robotics, automation, and circuitry, allowing students to explore engineering fields directly (in partnership with STEAM program)
- **Ethical and Sustainable Practices:** Instil a sense of responsibility in students regarding sustainable design practices and the ethical use of technology, in alignment with Christian principles.
- **Assessment and Reporting:** Develop and apply practical assessment methods that measure students' technical proficiency, creativity, and problem-solving skills, and provide regular, constructive feedback.
- **Professional Development:** Stay updated on industry and educational trends in applied engineering and technology, participating in relevant workshops and training.
- **Resource Management:** Oversee and manage workshop and classroom resources, including tools, machinery, and safety equipment, ensuring a safe, organized learning environment.
- **School Community Engagement:** Contribute to the wider school community by engaging in school events, parent-teacher conferences, and extracurricular activities that promote STEAM fields.

Essential Criteria

Applicants for this role should address the following key criteria within a two-page response:

- **Qualifications:** Bachelor's degree in Education with a specialization in Engineering, Design, Technology, or a related field or an equivalent degree with specialist diploma or certificate completion; Teacher's Registration with ACT Teacher Quality Institute (TQI), or eligibility.
- **Experience:** Proven experience teaching applied design or engineering at a secondary level, with expertise in workshop practices and practical technology applications.
- **Engineering Curriculum Knowledge:** Deep understanding of engineering and design principles as applied to the Australian Curriculum, particularly in practical technology, engineering processes, and digital solutions.

- Christian Faith Alignment: Commitment to Christian values and the ability to embed these into teaching practices, fostering ethical responsibility and stewardship.
- Technical Proficiency: Skilled in engineering and design software, workshop tools, and safety protocols.
- Strong Communication Skills: Clear and professional communication skills, with the ability to convey complex ideas to students of varying abilities and to engage effectively with parents and staff.

Each criterion should be addressed concisely with examples reflecting the applicant's suitability for supporting students' pastoral and spiritual wellbeing within the Christian school community.

Desirable Selection Criteria (but not essential)

- Advanced Engineering Skills: Knowledge in advanced engineering areas such as construction, robotics, electronics, or mechatronics.
- Industry and Real-World Connections: Links to the engineering sector in Australia, particularly through industry partnerships, professional networks, or ongoing professional learning.
- Extracurricular Engagement: Willingness to lead or support extracurricular programs, such as an engineering club, STEAM competitions, or design projects that enhance students' practical experience.
- Experience in Sustainable Design: Understanding and experience in sustainable engineering and design practices, which can be incorporated into projects and teaching.

Personal Skills and Attributes

- Active participation in a Christian church community
- Hands-On Mentor: Inspires students to pursue applied, hands-on learning, fostering a growth mindset and a proactive approach to engineering challenges.
- Collaborative and Community-Minded: Works effectively in a team, contributing to the school's supportive, faith-based community and collaborating with other teachers and faculty.
- Ethical and Integrity-Driven: Embodies ethical integrity, modelling Christian values and lifestyle and encouraging students to make responsible choices in design and engineering.
- Adaptable and Problem-Solving: Flexible and resourceful, able to troubleshoot and innovate to support diverse learning styles and project needs.
- Patient and Supportive: Exhibits patience and empathy when guiding students through complex, technical projects, ensuring a positive and inclusive learning environment.

Role Responsibilities

The teacher will be directly responsible to the Head of Faculty, Technology.

The teacher will be required to work collaboratively within their faculty, with other faculties, e.g. STEAM, as well as with the Deputy Principal, Director of Teaching and Learning, and relevant Heads of School.

Teaching Duties

Teaching duties will be assigned by the Principal and will be stated in the employment contract.

Appraisal / Review Conditions

All teaching staff will undertake annual performance appraisals.

Faith Basis of Employment

- Demonstrated ability to ensure that the Biblical World view is integrated into the curriculum and teaching based on the infallible Word of God
- Act consistently within the Christian context expressed through the 'Faith Basis of Employment' and the 'Lifestyle Agreement and Intention to Continue' statements within the College letter of offer and the Multi-Enterprise Agreement (all documents are available from the College website)

Terms of Appointment

The remuneration package includes an attractive annual salary commensurate with the applicant's qualifications and experience. Consideration will be given to special superannuation arrangements and salary packaging.

There will be regular performance based appraisals on agreed criteria.

The School reserves the right to fill the position by invitation or to re-advertise the position.

Salary Range

Base: \$84,000 - \$124,000 (Base salary is related to years of teaching experience according to MEA)

Other Documents

Please note that the following documents are available on the School website for your reference:

- Faith Basis of Employment Statement
- Lifestyle Agreement and Intention to Continue Statement
- Multi Enterprise Agreement

Applications

Applicants for the advertised teaching positions at Brindabella Christian College are required to complete the Teachers Application Form found on the [BCC website](#). Please lodge all documents at the same time.

Specific Position Enquiries (not lodgment) to:

Elliot Davis

Deputy Principal

Phone: +61 (2) 6190 7300

Or email jobs@bcc.act.edu.au

Lodgment of Applications

Applications can be lodged electronically by email to:

jobs@bcc.act.edu.au

Closing Date

Applications close on **6 December 2024**. Applications will be reviewed and interviews will be held shortly after.

College Employment Interview Process Outline

The interview process for applicants seeking employment at the College is designed to ensure a fair, comprehensive evaluation while accommodating candidates from various locations, including interstate and overseas. The process aims to assess applicants' professional qualifications, alignment with the school's values, and suitability for the specific role.

1. Initial Application Review

- Screening: The hiring team reviews each application to ensure applicants meet the essential qualifications and experience for the role.
- Shortlisting: Candidates whose backgrounds align well with the position requirements are shortlisted and contacted regarding the next steps.

2. Preliminary Interview (Online or In-Person)

- Format: Shortlisted candidates are invited to a preliminary interview, typically conducted via video conference for remote applicants or in-person for local candidates.
- Objectives: This interview serves to assess:
 - The candidate's understanding of and alignment with the school's values and mission.
 - Key qualifications, experience, and skills relevant to the position.
 - Basic behavioral and situational responses to determine the candidate's approach to challenges they might encounter in the role.
- Preparation: Candidates are advised of the format and provided with general questions and topics to help them prepare.

3. Second Interview - Panel Interview

- Format: For interstate and overseas applicants, this interview is held online with a panel. Local candidates will need to attend in person.
- Panel Composition: Typically includes the Principal, Head of School, relevant department heads, and a representative from Human Resources.
- Topics Covered:

- Teaching philosophy, classroom management strategies, and examples of past achievements.
- Faith-based and ethical scenarios (for Christian schools) to evaluate the candidate's approach to integrating faith with education.
- Specific situational questions tailored to the position.
- Follow-up Questions: This stage allows the panel to ask follow-up questions on the candidate's prior experience and responses given in the preliminary interview.
- Interaction Assessment: The panel will observe the candidate's interpersonal skills, clarity in communication, and potential cultural fit within the school community.

4. DISCRETIONARY STEP- Practical Component (Teaching Simulation or Project)

- For Teaching Roles: Candidates are asked to prepare and deliver a sample lesson (either recorded or live) to demonstrate their teaching style, classroom management, and engagement strategies. Overseas and interstate candidates may submit a video of the lesson or conduct it via a virtual classroom.
- For Administrative Roles: Candidates may be given a scenario-based project or case study to complete, which assesses their problem-solving abilities, decision-making skills, and alignment with the school's policies and mission.
- Feedback: The hiring team assesses the performance on various criteria and, where possible, provides feedback to the candidate.

5. Reference Checks and Verification

- Reference Checks: Contact the candidate's references to verify employment history, teaching or administrative skills, and overall fit for a faith-based school environment.
- Additional Checks for Overseas Applicants: For international applicants, additional verification (e.g., credential validation, background checks) may be required.

6. Final Interview (Optional)

- Purpose: For positions where a further in-depth conversation is needed, or when interviewing overseas candidates who may need to meet with additional senior staff.
- Format: Conducted online if the candidate is interstate or overseas.
- Topics Covered: Often focuses on logistics, expectations for relocation (if applicable), and clarification of any final questions from either the candidate or the school.

7. Offer and Onboarding

- Offer Stage: Successful candidates receive a formal offer, detailing the terms of employment, start date, and next steps.
- Relocation Support: If required, the school may assist with resources to support the relocation process for interstate or overseas hires.
- Onboarding: Once the offer is accepted, the candidate will be guided through the school's onboarding program to ensure a smooth transition into their new role.

Considerations for Overseas and Interstate Applicants:

- Flexibility in Timing: Time zone differences are accommodated in scheduling interviews.
- Remote Participation: All stages are accessible via online platforms to ensure remote applicants receive the same evaluation opportunities.
- Relocation and Adjustment Support: Where possible, the school may provide resources to help candidates and their families transition smoothly to their new community and role.

This interview process ensures that each candidate is evaluated thoroughly and fairly, regardless of location, while upholding the school's commitment to a supportive and professional hiring experience.