



Outdoor Education Teacher

SECONDARY



[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, through a Christian education program, 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 school
- 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.

Role Responsibilities

The desire of the Board and the Principal is to appoint an Outdoor Education Teacher for the secondary school year levels who reports to the Head of Health, Physical, and Outdoor Education and ultimately the Principal for the provision of dynamic Outdoor Education and Physical Education teaching and learning programs, consistent with the College's strategic plan, vision, values, mission and tenets.

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 – Outdoor Education Teacher

The college is looking to develop an Outdoor Education program that builds a 'spirit of adventure' within our students and our College. We seek an exceptional and passionate person to join our College as an Outdoor Education Teacher for Years 9-12. The position is full-time from 2025.

Position Overview/ Responsibilities

The Outdoor Education Teacher is responsible for delivering engaging, safe, and educational outdoor education classes as part of the comprehensive Health and Physical Education (HPE) program for students in Years 9-12. This role involves planning and implementing a curriculum that promotes students' personal development, resilience, and appreciation for God's creation through a range of outdoor experiences. The teacher will organise curriculum-based classes and lead outdoor activities, camps, and excursions, integrating Christian values and building essential skills such as teamwork, leadership, and problem-solving. Additionally, the teacher will work collaboratively with the HPE faculty and broader school staff to ensure a consistent, student-centered, and faith-integrated approach across the program.

Key Responsibilities

1. Program Development and Delivery
 - Develop and deliver an Outdoor Education curriculum within the HPE program that aligns with the Australian Curriculum for Years 7-12, Board of Senior Secondary Studies for Years 11-12 focusing on experiential learning, physical activity, and environmental stewardship, from the perspective of a biblical worldview.
 - Plan and implement outdoor education classes, excursions, and activities, ensuring they meet curriculum requirements while encouraging personal growth, teamwork, and leadership skills.
 - Organize and supervise outdoor camps, expeditions, and trips as part of the HPE program to foster resilience and self-confidence in students. This may include the Duke of Edinburg Program
2. Student Safety and Risk Management
 - Conduct comprehensive risk assessments for all outdoor education activities and camps, implementing safety protocols to ensure student welfare at all times.
 - Maintain up-to-date advanced first aid and emergency response certifications, ensuring readiness to handle emergencies during outdoor activities.
 - Provide clear safety guidelines and training for students and staff participating in outdoor activities, ensuring adherence to school and legal requirements.
3. Equipment and Resource Management
 - Manage and maintain outdoor education equipment and resources, ensuring all items are safe, clean, and ready for use.

- Oversee the outdoor education budget within the HPE program, allocating resources effectively to enhance student experiences.
- Establish partnerships with external providers and organizations to support program activities, sourcing quality resources and venues for student excursions.
- 4. Christian Faith Integration and Role Modelling
 - Model Christian values and behaviour in all interactions, serving as a positive example to students and colleagues.
 - Integrate faith-based discussions and devotions within outdoor education activities, encouraging students to connect their experiences with Christian teachings on stewardship, resilience, and compassion.
 - Provide spiritual guidance and support to students during outdoor education activities, fostering a Christ-centred perspective on learning and personal growth.
- 5. Collaboration and HPE Program Integration
 - Collaborate with the HPE faculty to ensure that the outdoor education curriculum aligns with broader health and physical education goals, offering a seamless learning experience for students in Years 9-12.
 - Actively participate in HPE department meetings, curriculum planning, and professional development sessions, contributing to a unified program vision.
 - Engage with parents, guardians, and the school community, communicating program goals, schedules, and progress to keep stakeholders informed and supportive.

Essential Selection Criteria

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

1. Qualifications and Experience
 - Tertiary qualification in Outdoor Education, Physical Education, or a related field, with teaching qualifications recognized in the ACT.
 - Experience in delivering outdoor education programs within an HPE curriculum, specifically for secondary students (Years 9-12).
 - Valid first aid, CPR, and emergency response certifications, along with practical experience in conducting risk assessments for outdoor activities.
2. Commitment to Christian Faith and Values
 - Demonstrated commitment to the Christian faith and ability to uphold the school's values and mission.
 - Capacity to integrate Christian principles into the outdoor education curriculum, nurturing students' faith development and understanding of God's creation.
3. Knowledge of Safety Standards
 - Strong understanding of safety standards and best practices for outdoor education, including emergency protocols and child protection requirements.
 - Proven ability to manage student health and wellbeing in various outdoor settings, ensuring adherence to safety policies.
4. Communication and Interpersonal Skills
 - Strong communication skills, with the ability to clearly explain expectations, safety procedures, and curriculum goals to students and parents.
 - Collaborative approach, working well with students, staff, and parents to create a positive, supportive learning environment.
5. Physical Fitness and Resilience
 - Physical fitness and stamina to actively participate in and lead outdoor activities.
 - Ability to handle the demands of changing outdoor conditions with flexibility, problem-solving skills, and resourcefulness.

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 Criteria

1. Additional Outdoor Education Skills
 - Certifications in specialized outdoor activities (e.g., rock climbing, kayaking, bushwalking) or wilderness first aid.
 - Skills in navigation, environmental education, and survival techniques, adding depth to the outdoor education curriculum.
2. Experience in Faith-Based Education
 - Previous experience working in a Christian school or faith-based education setting, with a strong commitment to the spiritual development of students.
 - Experience leading faith-based devotions or prayer sessions, particularly in an outdoor setting.
3. Duke of Edinburgh Award
 - Experience in Leading this program would be a distinct advantage
4. Environmental and Sustainability Knowledge
 - Understanding of environmental sustainability, stewardship, and conservation, with the ability to incorporate these principles into the outdoor education curriculum.

Teaching Duties

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

Appraisal/Review Conditions

All teaching staff will undertake annual performance appraisals.

Faith Basis of Employment

1. Demonstrated ability to ensure that the Biblical worldview is integrated into the curriculum and teaching based on the infallible Word of God
2. Act consistently with the Christian content within 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)

Personal Skills and Attributes

Applicants for the role of Outdoor Education teacher should demonstrate the following personal skills and attributes:

1. *Christian Faith and Integrity:* Demonstrates a strong Christian faith, modelling positive values and behaviours aligned with the school's mission.
2. *Leadership and Initiative:* Exhibits strong leadership skills, inspiring and guiding students with confidence and a sense of adventure.
3. *Resilience and Problem-Solving:* Approaches challenges with a calm, resourceful mindset, quickly adapting to changing circumstances and addressing issues as they arise.
4. *Passion for Outdoor Education:* Shows enthusiasm for outdoor learning and the benefits it offers to students' physical, emotional, and spiritual growth.
5. *Collaborative and Community-Oriented:* Works well with the HPE team, the broader faculty, and the school community, contributing positively to a cohesive and supportive environment.

These personal qualities are essential for supporting a caring, inclusive, and Christ-centred educational environment that aligns with the school's mission and values.

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 reviews based on agreed criteria. These appointments are full-time and ongoing with a 6-month probationary period.

The College 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)

Other Documents

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

1. Faith Basis of Employment Statement
2. Lifestyle Agreement and Intention to Continue Statement
3. Multi Enterprise Agreement

Applications

Applicants for the advertised teaching position at Brindabella Christian College are required to complete the teachers application form found on the [BCC website](#).

Specific Position Enquiries to:

Mr Zack Lawley-Knott

Head of Faculty, Health, Physical, and Outdoor Education, Brindabella Christian College

Phone: +61 (2) 6190 7300

Or Email jobs@bcc.act.edu.au

Lodgment of Applications

Applications can be lodged electronically by email to:

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.