



The Augustine Academy Math Instructor Job Description

Position Overview

A teacher at The Augustine Academy is first and foremost a lover of Jesus Christ, children and knowledge. Within this relational context, the Teacher is responsible to set and maintain a positive (high-joy), inspirational, and peacefully authoritative atmosphere in and out of the classroom. *Every day* the teacher is to instruct, expect, uphold, shepherd and specifically train students in “the habits of the good life” (students’ ways of relating to work and persons). Through ongoing training, regular observation and feedback, study and practice, the teacher is to become highly skilled in Charlotte Mason’s “method of a lesson” in classroom instruction. The Teacher is to master the breadth and depth of the curriculum, upholding a rigorous standard of quality and quantity of student-produced work. In a broad sense, the Teacher also represents the school in and out of the classroom and acts on behalf of the school by professionally and warmly interacting with all students, parents, teachers, staff and visitors. The Teacher reports to the Headmaster and/or other designated senior-level leadership staff.

Personal Qualities

Spiritually mature in Christ, service and other-oriented, teachable, loving towards all persons (especially children), joyful, peaceful in/under authority, psychologically strong, growth-oriented, patient, hungry to know and share knowledge, intelligent, thorough, punctual, flexible, collegial, articulate, enthusiastic; fluency and literacy (cultural and grammatical) in the world language of instruction.

Responsibilities:

Spiritual Life

A Teacher at The Augustine Academy is first and foremost a lover of Jesus Christ. As such, the duties listed in this section are provided for the purpose of self-reflection but are not used as criteria in a professional evaluation; such duties would include but are not limited to the following:

- Cultivating a personal love for God by keeping a daily devotional practice.
- Practicing ongoing awareness and dialog with God—Father, Son, and Holy Spirit—throughout the changing circumstances of each day.
- Being quick to recognize personal responses that are less than the character of Christ (particularly habitual responses); quick to repent and to pursue growth.
- Praying daily for students.
- Initiating prayer (appreciation, repentance, petition) with students spontaneously and at set times (Bible class, lunch, dismissal, etc.)
- Instructing students in how to pray more maturely (i.e., moving beyond “for a good day” or “to win the game,” etc.).
- Freely and naturally speaking of Jesus, though never as a tool to manipulate student behavior.
- Actively participating in a local church community.

Relational Life

Cultivate and uphold a “life-giving” relational dynamic in the classroom and at large by:

- Fostering a sense of belonging within the school community; being inclusive, approachable, and hospitable.
- Viewing all (especially children) as having immeasurable potential, never defining persons by label or diagnostic category.
- Humbly giving and receiving appropriate corrections to/from students, peers, and supervisors.
- Manifesting an unassuming view of self, not putting self on display, or seeking undue attention.
- Establishing and pursuing positive relationships and communication with each student and parent in their class, protecting the privacy and confidentiality of each.

Atmosphere

Set and maintain a joyful, inspirational, and peacefully authoritative atmosphere in the classroom and throughout the school by:

- Maintaining a classroom that is warm and inviting, well ordered, free of clutter, and inspirational.
- Ensuring the classroom is a place of joy (many smiles) and kindness.
- Maintaining a peaceful and authoritative presence; embracing a sense of must as one who is also under authority.
- Providing a supportive, attuned presence.
- Responding gently to weakness and showing students how to respond gently to the weaknesses of others.
- Sharing an enthusiastic attentiveness to the work at hand.
- Securing diligence in full-class participation, not allowing students to dominate or hide.
- Being sufficiently present with the students when on campus for morning assembly, breaks, or lunchtime.
- Encouraging parents to maintain a pleasant, inspirational and peacefully authoritative atmosphere at home for the students’ home instruction days, apt to offer creative suggestions and to communicate about struggle or challenge in the classroom as needed.
- Ensuring the health, welfare, and safety of children, reporting suspected misconduct as required by law.

Discipline

Intentionally and consistently cultivate habit formation in students by:

- Approaching any training and discipline of students with the end goal of producing greater godliness and conformity to the image of Christ.
- Cultivating a habit of quick and genuine repentance of sin.

- Encouraging students to rely on the Holy Spirit to cultivate the fruits of the Spirit rather than a reliance on human effort.
- Leading students to seek the glory of God in everything they do rather than pursuing self-glory or worldly praise.
- Upholding good order in routine matters.
- Upholding a high regard for persons (active participation, attention, and courtesies, respecting assigned seats, etc.).
- Securing focused attention to lessons, tasks, and instructions.
- Instructing in expectations for work (set-up, checkpoints).
- Responding constructively to student lapses in work and behavior.
- Ensuring the class is free of disruptive behavior patterns.
- Never using behaviorist techniques (shame/praise, reward/punishment) to manipulate student behavior; ensuring classroom is free of competition and artificial incentives.
- Keeping a clear, explicit growth strategy in place for every student with a significant weakness in behavior or work habits.

On-Method Math Lessons

Consistently apply the ASI method steps in mathematics lessons by:

- Ensuring all students are engaged in performing the “act of knowing.”
- Employing the “First Little Talk”—warming up (mental math, memory work) and setting up (review, vocabulary) in each lesson.
- Facilitating the lesson by making wise use of text and direct instruction.
- Inviting full, accurate recall of definitions and algorithms.
- Employing the “Second Little Talk”—avoiding lecture and explanation, using open questions to ensure understanding of the principles and ideas (i.e., students can explain the why).
- Giving appropriate “Response” opportunities—providing adequate practice/use of the skill.
- Facilitating student discovery and correction of errors, rarely giving direct correction.

Curriculum and Student Work

Uphold TAA’s standard for quality and quantity of student work by:

- Knowing the breadth and depth of assigned ASI curriculum and using it exclusively, with the TAA approved hybrid distinctives.
- Accessing the ASI Educator Support site at least weekly.
- Being at least 85% on-pace with the scope and sequence in all subjects.
- Being knowledgeable of ASI standards for student work.

- Assigning a quantity and quality of work that meets ASI standards.
- Remaining current and up-to-date on assessing all students' written, oral and on-going work.
- Avoiding unit studies and projects. Using independent student work judiciously.
- Never using handouts as the primary means of instruction.
- Assigning written and oral work that is of a "worthy nature." Never giving students busy work (i.e., color pages, puzzles, internet searches).
- Systematically tracking completion of all assigned homework for each student; keeping written records to track in middle and high school.
- Giving students the opportunity to publicly display what they have learned (e.g., concerts, recitations, Shakespeare plays), emphasizing learning, not performance.
- Understanding and applying the "Method of a Lesson."

Miscellaneous Duties

- Taking advantage of opportunities that arise to participate in the means of God's grace (e.g., prayer, reading of God's word, worship, confession) to point students to a deeper relationship with and reliance on Christ.
- Performing duties pertinent to arrival and dismissal with other teachers and staff.
- Attending staff and professional meetings.
- Attending in-services and workdays as noted in the school calendar.
- Meeting with parents from time to time for the purpose of informing them on their child's progress and program content.
- Participating and leading relationally at campus meetings and school events.
- Assisting students in areas of academic weakness through after-school tutoring or additional work.
- Taking time to help explain the school's distinctive nature to prospective parents, interns, and others.
- Continuing to grow in educational philosophy and practice through reading, study, and other opportunities (internships, summer institute, etc.).
- Continue to grow in teacher's own education in the Christian tradition, Biblical knowledge, and ways to winsomely communicate this truth to students.
- Routinely dealing with conflicts, concerns, and grievances in a positive, affirming, and encouraging way that imitates our Lord Jesus Christ.

Minimum Requirements:

- Bachelor's degree, or equivalent experience, in Mathematics or Science
- Appreciation of children as persons made in the image of God and worthy of respect, generosity, and kindness—and proven ability for this appreciation to show itself in action

- Comfortable and with proven ability to be in front of a classroom, coming alongside students in their growth
- Ability to joyfully exercise authority in classroom and with students individually, and work peacefully and responsively under authority
- A natural curiosity and quick-willingness to share it with others
- Abiding joy that creates a consistently positive classroom atmosphere
- A humble, teachable spirit, open to instruction and learning the “on-method” delivery and instruction
- Thoughtful approach to personal spiritual life and commitment to The Augustine Academy Statement of Faith
- Alignment with The Augustine Academy Mission Statement and willingness to uphold it
- Cultivation of gospel-integration into every area of life, and in every subject taught
- Strong written and verbal communication skills
- Solid business acumen, management, and problem-solving skills
- Basic computer literacy, including working knowledge of an email interface, Microsoft Office and Google Apps
- Strong interpersonal, time management and organizational skills
- Introductory knowledge of Charlotte Mason’s educational philosophy from the following essays: “[Three Instruments of Education](#)” and “[Children as ‘Persons’](#)”¹
- Participation in ASI’s teacher training program (provided by school, travel may be required)
- Free and clear results on federal and state background check

Hours:

- ~3.5 hours per Middle School math class taught, and ~4 hours per High School math class taught

Professional Development

- Minimum one staff meeting per month (4:00–4:45pm Tuesday)
- ASI Summer Institute (week-long intensive training prior to beginning of academic year, several dates available)
- Three-day ASI Internship within first year of teaching (dates TBD)
- One or two all-staff books per academic year

The Augustine Academy admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, scholarship and loan programs, hiring of faculty and staff, and athletic and other school-administered programs.

¹ “Three Instruments of Education,” in *An Essay Towards a Philosophy of Education* by Charlotte Mason. “Children as Persons,” by Charlotte Mason, originally appeared in *Parents’ Review*, 1911. Both essays are published in Essex Cholmondley’s, *The Story of Charlotte Mason*, 1960 (now out of print but available online).