

PASTORAL CARE

IN

LUTHERAN SCHOOLS

SA / NT / WA

FOREWORD

The document to support the development of pastoral care policies in schools of the Lutheran Schools Association emphasizes the importance of relationships in a community where Christ is active through his people. The LSA Council highlighted the importance of pastoral care relationships when it listed pastoral care as a focus of its strategic plan 2001-2003.

In October 2001, schools were surveyed to assess the extent of Pastoral Care programs operating in schools / kindergartens within SA, NT and WA. As a result of the survey the Lutheran Schools Council empowered the Education Committee to prepare a resource for use by primary schools and for information of Secondary Schools.

A Work group comprising eight principals and staff involved in the management and delivery of Pastoral Care in primary schools met in March 2002 to draft a resource document. The work group used resources provided by schools, together with their own personal experiences in this area to draft an initial document. In May, 2002 this document was refined and forwarded to the Lutheran schools Council for ratification as a resource suitable for use in primary schools under the jurisdiction of the Lutheran schools Association.

The Lutheran Schools Council intends that this document be used as a resource and not a final statement on Pastoral Care in every primary school. The responsibility to produce an accurate and meaningful description of Pastoral Care in individual schools rests with the schools themselves. However, the framework provided in this document, is designed in such a way so as to reduce the time schools may need to spend in devising their own frameworks.

We trust that the efforts of the workgroup and Lutheran Schools Council will result in more systematic and vibrant programs of Pastoral Care being conducted in our schools.

May God continue to bless our Lutheran schools and their Pastoral Care programs which schools continually develop and refine.

Barry J Kahl
Director

ACKNOWLEDGEMENTS

We wish to thank the following people for their knowledge, time and expertise in bringing together the elements and content of the Pastoral Care Policy Framework.

Gary Robertson	Our Saviour Lutheran School	Aberfoyle Park
Paul Weinert	St Johns Lutheran School	Eudunda
Lyn Roberts	Lobethal Lutheran School	Lobethal
Cindy Kloeden	St Martins Lutheran School	Mount Gambier
Heather Pfeiffer	Unity College	Murray Bridge
Lyn Rudolph	Redeemer Lutheran School	Nuriootpa
Louise Mason	Professional Development Coordinator	Lutheran Schools Office
Leon Zander	Administrative Officer	Lutheran Schools Office.
Barry Kahl	Director of Lutheran Schools	Lutheran Schools Office

We also thank the following schools for providing responses to the Pastoral Care Best Practice survey conducted in 2001.

Our Saviour Lutheran School, Aberfoyle Park	Maitland Lutheran School, Maitland
Living Waters Lutheran School, Alice Springs	Calvary Kindergarten, Morphett Vale
Good Shepherd Lutheran School, Angaston	Cornerstone College Mount Barker
Vineyard Lutheran School, Clare	St Martin's Kindergarten, Mount Gambier
St Andrew's Lutheran School, Darwin	St Martins Lutheran School, Mount Gambier
St John's Lutheran School, Eudunda	Trinity Lutheran School, Mount Torrens
Zion Pre-School Centre, Gawler	Unity College, Murray Bridge
St Michael's Lutheran School, Hahndorf	Redeemer Lutheran School, Nuriootpa
St John's Lutheran School, Highgate	Good Shepherd Lutheran School, Palmerston
Immanuel College, Novar Gardens	Good Shepherd Lutheran School, Para Vista
Lobethal Lutheran School, Lobethal	Salisbury Kindergarten, Salisbury
Loxton Lutheran School, Loxton	Faith Lutheran Secondary School, Tanunda
St Jakobi Lutheran School, Lyndoch	Living Waters Lutheran College, Warnbro

In addition, we also thank the following schools for providing a range of materials including policy statements, job descriptions, terms of reference and program goals and outlines relating to Pastoral Care.

Immanuel College, Novar Gardens	Unity College, Murray Bridge
Lobethal Lutheran School, Lobethal	Faith Lutheran Secondary School, Tanunda
Cornerstone College, Mount Barker	Living Waters Lutheran College, Warnbro
St Martin's Lutheran School, Mount Gambier	

USING THE PASTORAL CARE POLICY FRAMEWORK

The following are recommended elements for a Pastoral Care Policy.

ELEMENT	PAGE NOS.
➤ Pastoral Care Definition Rationale Principles	5 & 6
➤ Aims	7 & 8
➤ Programs	9 & 10
➤ Resources	11 & 12
➤ Training and Support	13 & 14
➤ School Support / Interagency Links	15 & 16
➤ Evaluation	17 & 18
➤ List of Appendices	19
Job Descriptions of Personnel	20 to 27
Terms of Reference for Committees	28 to 34
Contact Numbers for Agencies	35 & 36

In this framework you will find a two-page spread for each element listed above.

The left hand page provides information about that element. The right hand page lists focus questions to stimulate discussion and to assist schools to localise it for their particular situation.

The shadow box at the base of the right hand page contains statements that are designed to direct each school's responses to the appropriate element in its policy.

It is important to personalize the Pastoral Care Policy for your own school's situation.

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PASTORAL CARE

--- POLICY CONSIDERATIONS ---

THE LUTHERAN SCHOOL AS AN AGENCY OF MISSION

The Lutheran Church of Australia has a variety of agencies through which it carries out its ministry and mission. One such agency is the Lutheran School. The Lutheran Church of Australia works with the schools to assist them to realize their full potential as mission and nurturing agencies of the Church. (Lutheran Education Australia document, "The Lutheran Church of Australia and its Schools, 1997")

STATEMENT OF THE LCA, SA DISTRICT

The Lutheran Church SA / NT District exists to encourage and focus its communities to grow in Christ and make him known to all people. (SA / NT District Mission Statement, 2000)

STATEMENT OF THE LUTHERAN SCHOOLS ASSOCIATION SA & NT INC

The Lutheran Schools Association provides support, encouragement and leadership for school communities as they fulfill their educational responsibilities within the context of Christian ministry. (Lutheran Schools Council Mission Statement, 2001)

A. Definition and Rationale

Pastoral Care is the expression of the caring partnership between the school community (students, staff, families), the Christian church and the wider community. It integrates the academic, social, and emotional and spiritual dimensions so that an environment of care pervades the entire school community.

Pastoral Care encompasses three important elements: emotional support, behaviour management and structured curriculum time for social and spiritual development and service.

Pastoral Care is central to the ethos of Lutheran school and seeks to actively support the fulfillment of the school's mission. Based on the Gospel of God's unconditional love in Christ, it permeates all aspects of school life and builds genuine community. (Living Waters Lutheran College, Warnbro)

B. Principles Underlying Pastoral Care

1. Everyone in the school community is intrinsically involved in Pastoral Care.
2. Pastoral Care will have a diversity of approaches as reflected by the interaction of the staff, pastors, students, parents and affiliated agencies.
3. Pastoral Care provides an important network of communication in the school.
4. Where effective Pastoral Care programs are in place the functioning of the school community will be enhanced.
5. The significance of Pastoral Care is demonstrated by the support of the program through the provision of resources and professional development.
6. Pastoral Care is an expression of the Christian ethos of the school, and attempts to address positively, contemporary issues and educational values e.g. social justice, inclusion, reconciliation and respect.
7. Pastoral Care fosters taking responsibility both for one's own expressions and actions and also one's relating to others. This manifests itself in the moderation of behaviour through self-correction and self-discipline. It acknowledges that social justice comes with rights and responsibilities.
8. Whilst it is the aim of the Pastoral Care program to be very comprehensive, supportive and proactive there is recognition that carers have limits to their caring in terms of time, energy and expertise.

(Cornerstone College, Mount Barker)

PASTORAL CARE

--- SCHOOL POLICY ---

Read the material on Page 5 and consider the following focus questions.

1. Consider the LEA statement, “The LCA and its Schools” and the SA / NT District and LSA Council’s Mission Statements.
 - (a) How do they inform your school on its view of the nature of Pastoral Care?
 - (b) Where does Pastoral Care sit within these statements?
2. How do your school’s mission, vision and values statements inform your view of Pastoral Care and its place in your school?
3. What reference does your school’s constitution make to Pastoral Care?
4. What reference does your school’s strategic plan make to Pastoral Care?
5. What commitment does your school council make to Pastoral Care?
6. What does your school consider Pastoral Care to be?
7. Why would you want a Pastoral Care program in your school?
8. What principles will underpin your school’s Pastoral Care program?

Your responses to Questions 5, 6, 7 & 8 will form the basis for your definition of, rationale for and principles underpinning Pastoral Care in your school.

AIMS

--- POLICY CONSIDERATIONS ---

At Lutheran school we aim to:

- model the love of Christ in action
- develop a culture of love, care and practical support within the school community
- develop an appreciation of the value and worth of each individual
- develop a supportive network throughout the school community
- counsel through listening, encouragement, affirmation and prayer
- develop in individuals an increasing preparedness to take responsibility for themselves and their actions in consideration of others
- bring individuals into a closer relationship with God.

AIMS

--- SCHOOL POLICY ---

Read the stated aims on Page 7.

1. What are your school's Pastoral Care aims?

Your response to Question 1 will constitute the aims for Pastoral Care in your school policy.

PROGRAMS

--- POLICY CONSIDERATIONS ---

Pastoral Care programs at Lutheran school may include, but are not limited to, the following:

1. STUDENT SPECIFIC PROGRAMS

Buddy System; Prayer Partners; Seasons for Growth; Birthday Cards; Behaviour Management Program; Programs Developed in Conjunction With Outside Agencies; Care Groups; Remediation; Counseling; Drug Education; “Resilient Kids” Program; “Program Achieve”; Spiritual Development Sessions; Children’s Worship Ministry; Peer Support; Peer Mediation; Learning Assistance Program; Bullying Intervention; Anti-Harassment Policy; Social Justice; Student Leadership Training; Student Representative Council; Service Activities / Programs; Learning Support Programs; Critical Incident Management.

2. STAFF SPECIFIC PROGRAMS

Buddy Groups; Mentoring; Social Groups; Bible Study; “Adopt a Teacher”; Counselling; “Hearts and Hands” Program; ACCESS; Staff Devotions; Staff Retreats; Specific Prayer Requests; Staff Meetings; Class Carer’s Program; Critical Incident Management; Worship Services.

3. FAMILY SPECIFIC PROGRAMS

Orientation Evenings; Parental Courses; Bible Study Groups; “Know Your Bible”; ALPHA; Care Groups; Prayer Groups; Home Visits; Counselling; “Hearts and Hands” Program; “How to Drug Proof Your Kids” Program; Parent Effectiveness Training; “The Child in Our Hands” Program; Parents and Friends Meetings / Activities; Social Functions; Worship Services; Critical Incident Management.

4. CONGREGATION / KINDERGARTEN / COMMUNITY PROGRAMS

School Newsletters; Choir Groups; Bible Study; Study Groups; ‘Families in Crisis’ Programs; Prayer and Share Groups.

PROGRAMS

--- SCHOOL POLICY ---

Read the information on Page 9 and then consider the questions listed below for each component of your school's community.

A. STUDENTS

1. What student specific programs relating to Pastoral Care exist in your school?
2. What additional student programs would you like to introduce?
3. How will the school implement these programs?

B. STAFF

1. What staff specific programs relating to Pastoral Care exist in your school?
2. What additional staff programs would you like to introduce?
3. How will the school implement these programs?

C. FAMILIES

1. What family specific programs relating to Pastoral Care exist in your school?
2. What additional family programs would you like to introduce?
3. How will the school implement these programs?

D. CONGREGATION / KINDERGARTEN / COMMUNITY

1. What programs for these groups currently exist in your school?
2. What additional programs for these groups would you like to introduce?
3. How will the school implement these programs?
4. Who are the key personnel in each group that need to be involved?

Your responses to these questions will form the basis for your school's current Pastoral Care programs. Your responses will also identify programs for further consideration, i.e. transfer into action / strategic planning.

RESOURCES

--- POLICY CONSIDERATIONS ---

PERSONNEL

Every member of the school community has a responsibility for Pastoral Care. However, key personnel involved in managing and delivering Pastoral Care at Lutheran School may include:

All Staff; Principal; Pastor / School Chaplain; School Council Members; School Counsellor; Carers (e.g. Class Carers); Community Liaison Person; Ministry Committee / Pastoral Care Committee.

For examples of Role / Job Descriptions refer to Appendix.

FINANCES

Apart from maintaining recommended levels of staff, as published by the Lutheran Schools Association, from time to time, Lutheran school commits itself to make finance available for some or all of the following:

- employment of staff to manage / implement the school's Pastoral Care programs
- training of staff in legal requirements affecting the school's operation e.g. Mandatory Reporting, Privacy Act
- professional development of staff to meet the needs of the school's Pastoral Care program
- provision of buildings / rooms to conduct Pastoral Care programs
- provision of specific materials / resources for use in Pastoral Care programs.

TIME

Apart from the normal daily activities relating to Pastoral Care which occur on a day to day basis, Lutheran school commits itself to undertake:

- timetabling reviews to incorporate new or specific Pastoral Care activities into the weekly program
- budget planning and review meetings involving key Pastoral Care personnel
- long-term school planning sessions (e.g. Strategic Planning)
- discussions with staff to create flexibility within the daily schedule, when required.

RESOURCES

--- SCHOOL POLICY ---

Read the information provided on Page 11 and then consider the questions in each category below.

A. PERSONNEL

1. Who are the key personnel involved in the management and delivery of the Pastoral Care program in your school?
2. What are their roles / job descriptions?
3. Who else is involved in this area?

B. FINANCES

1. What financial commitment is your school currently making towards the provision of specific human and material resources for Pastoral Care?
2. What budgetary provisions may you need to make for additional resources in the future?

C. TIME

1. What scheduled time is allocated to Pastoral Care activities?
2. What budgetary consideration is being made for this?
3. What is your long-term budgetary plan for this?

Your responses to the above questions will form the basis for listing, in your policy statement, the resources provided by your school for Pastoral Care.

TRAINING AND SUPPORT

--- POLICY CONSIDERATIONS ---

A. GENERAL AWARENESS TRAINING

All personnel involved in the day-to-day operation of the school should be given opportunity to receive professional development / training that is specific to the school's needs.

This may be offered via such information / specific programs as follows:

School Council

School Governance Handbook, Christian Studies seminars, information sessions at LSA and local council level.

Principal

Principal Conferences, Bible Study seminars, LSA and local council meetings, leadership courses, Pastor / Principal relationship courses.

Pastor

Theological studies, school council meetings, vicarage, Pastor / Principal relationship courses.

Staff

Program Achieve, Resilient Kids, Bullying Intervention, Grief and Disability, Social Justice, Critical Incident Management.

Students

Peer Support training, Peer Mediation, Student Leadership training, SRC.

Parents

Parenting courses, Carer Training programs, LAP training.

B. KEY PERSONNEL TRAINING

These personnel should receive a level of training above and beyond that which is expected of general staff members.

Some specific activities that may be considered for these people could include:

Train the Trainer courses, Post Graduate Counselling courses, Lutheran Community Care provided programs, Seminary courses.

C. SUPPORT

Where a successful Pastoral Care program is operating it will involve support in the following areas:

- prayer for staff and key personnel
- time release to deal with specific issues
- provision for debriefing e.g. buddy / hub groups
- time for sharing general programs e.g. staff meetings

TRAINING AND SUPPORT

--- SCHOOL POLICY ---

Read the information provided on page 13 and then consider the questions in each category below.

A. GENERAL AWARENESS TRAINING

1. What provisions are made at your school to meet the general awareness needs of the following:
 - school council
 - principal
 - pastor
 - staff
 - students
 - parents
 - others?

2. How might current practices be improved to provide better training for all of the above?

B. KEY PERSONNEL TRAINING

1. What qualification requirements does your school have for key personnel involved in the provision of Pastoral Care?

2. What programs will be made available to meet the specific training needs for key personnel in your school?

3. On what basis will these programs be financed?

C. SUPPORT

1. What specific programs will your school implement to support personnel involved in the Pastoral Care program?

Your responses to the above questions will form the basis, in your school's policy for the provision of training and support for all personnel involved in your school's Pastoral Care program.

SCHOOL SUPPORT / INTERAGENCY LINKS

--- POLICY CONSIDERATIONS ---

The major inter-agency resources, statements and policies supporting the Pastoral Care program of Lutheran school are:

GOVERNMENTS

Funding
Legislation (e.g. Anti-Discrimination Act)

LUTHERAN EDUCATION AUSTRALIA

The LCA and its Schools
The Role of the Pastor in the Lutheran School
The development of Australia wide policies as listed on the LCA Web Home Page
(<http://www.lca.org.au>)

LUTHERAN SCHOOLS ASSOCIATION SA & NT INC

Financial Assistance
Professional Development
Advice, Policy and Directives
Sexual Abuse Policy Training
TOPS

OTHER SCHOOLS

Networking of Information and Resources

LOCAL SCHOOL

Professional Development
Finances for Resources and Personnel
Voluntary Personnel

LOCAL CONGREGATION / COMMUNITY

Prayer Support
Voluntary Personnel
Finance

INTER-AGENCY LINKS

AISSA, ACCESS
Autism Association, FAYS, Cora Barkley, Townsend House, SPELD
Lutheran Community Care, Angli-Care
Professional and Para-Professional Agencies
Service Organisations, Emergency Services

SCHOOL SUPPORT / INTERAGENCY LINKS

--- SCHOOL POLICY ---

Read the information provided on Page 15 and consider the questions listed in each category below.

A. GOVERNMENTS

1. What government acts / legislation affect the delivery of Pastoral Care in your school?
2. What others do you need to consider?

B. LUTHERAN EDUCATION AUSTRALIA

1. Which policies have implications for the delivery of your school's Pastoral Care program?
2. What others do you need to consider?

C. LUTHERAN SCHOOLS ASSOCIATION of SA & NT INC

1. Which services provided by the LSA are you currently accessing to compliment your school's Pastoral Care program?
2. What others may you use more effectively?

D. OTHER SCHOOLS

1. List any Pastoral Care information / key personnel your school has accessed / could access from other schools.

E. LOCAL SCHOOL

1. How are your school governance personnel supporting Pastoral Care in your school?
2. Do staff, students and parents understand their role in the overall delivery of the Pastoral Care program?
3. What action will your school take to ensure all of the above groups understand their role in the Pastoral Care program?

F. CONGREGATION / COMMUNITY

1. List how your school is accessing personnel and resources from these groups in the delivery of the Pastoral Care program.
2. How is your school communicating its Pastoral Care program needs to these groups?

G. INTERAGENCIES

1. What agencies do your school use and what is the procedure for accessing them?

Your responses to the above questions will form the basis, in your school's policy for the extent to which you seek and access school support / interagency links in your provision of Pastoral Care.

EVALUATION

--- POLICY CONSIDERATIONS ---

PURPOSE OF EVALUATION

“To assess, affirm and redirect the school’s Pastoral Care program with respect to meeting the needs of:

Students

Staff

Families

Congregation(s) / Kindergartens

Local Community.

To evaluate how effectively Lutheran school is fulfilling its charter with respect to the policy statement on Pastoral Care it may use the following processes:

- observation
- verbal / written reports
- accountability for resources
- debriefing sessions
- reflective practice
- appraisal
- strategic planning
- specific questionnaires

Through the use of any or all of the above processes the school will determine the success of its Pastoral Care program and to whom and for what it is accountable.

EVALUATION

--- SCHOOL POLICY ---

Read the information on Page 17 and consider the following questions.

A. MEETING PEOPLE'S NEEDS

1. What is the purpose of evaluation?

2. What types of evaluation of the Pastoral Care program will your school employ?

3. Which type(s) of evaluation best fits the current programs and personnel within the groups identified on page 17?

4. How does your school respond to its changing Pastoral Care needs?

5. What additional finances, programs and personnel are required to refine the school's Pastoral Care policies and structures?

6. In view of the changing nature of Pastoral Care how often will your school evaluate its policies and programs?

7. Who will be responsible for the evaluation and how will it be done?

B. ACCOUNTABILITY

1. List ways in which your school is accountable for its Pastoral Care program?

Your responses to the questions above will form the basis for your Pastoral Care policy statement on Evaluation.

APPENDIX

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(This list is not exclusive but provides examples to consider)		
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APPENDIX

--- JOB DESCRIPTION ---

HOME GROUP TEACHER (CORNERSTONE COLLEGE)

The Home Group Teacher shall:

- ❖ Have the special responsibility for the general care and well-being of the students in their home group and is the initial contact between the home and the school
- ❖ Be responsible for the dissemination of information re school policy and organizational matters
- ❖ Have a working knowledge of the behaviour management policy and be actively involved in its implementation
- ❖ Encourage in the students a sense of identification and responsibility to the school community, their house, each other and themselves
- ❖ Be a Christian example to students in their care
- ❖ Show a personal interest in individual students
- ❖ Encourage the building of positive relationships within the home group setting
- ❖ Encourage students to adopt a responsible attitude towards the use and care of school facilities
- ❖ Encourage students to take an active role in home group activities by including them in roles and responsibilities such as devotion leaders, home group monitors etc
- ❖ Have an awareness and recognition of students extra curricula activities inside and outside of the school
- ❖ Encourage students to develop an awareness of the wider world.

Duty Statement

House Keeping – Daily Routines

- ❖ Welcome the students each morning.
- ❖ Mark the roll and follow up absenteeism.
- ❖ Read out or delegate the reading out of any morning notices.
- ❖ Perform routine checks of student dress and presentation.
- ❖ Do regular checking and signing of homework diaries.
- ❖ Ensure the tidiness and cleanliness of the Home Group room and locker area.
- ❖ Check the Home Group basket for student information and distribute as needed.

APPENDIX

--- JOB DESCRIPTION ---

HOME GROUP TEACHER (CONT) (CORNERSTONE COLLEGE)

House Keeping – Daily Routines (Cont)

- ❖ Ensure that bin monitors are performing their task.
- ❖ Work with students to prepare devotions.

Behaviour Management / Student Welfare

- ❖ Be present at student concerns meetings and follow up any matters or concerns pertaining to students in the Home Group.
- ❖ Liaise with subject teachers and Year Level Coordinators regarding any specific concerns of students.
- ❖ Complete internal reports on students, as required.
- ❖ Be available to counsel students on personal concerns.
- ❖ Make referrals of students with particular concerns to the Adaptive Education Coordinator, School Pastor or School Counsellor, which ever is appropriate.
- ❖ Communicate with parents re student welfare or behavioural concerns.

General Curriculum Matters

- ❖ Write Home Group Teacher reports as required.
- ❖ Be responsible for counselling students in subject areas for which you are responsible.
- ❖ Discuss with students issues that are not normally covered in the context of class e.g. road safety, world events.

General Matters

- ❖ Organise locker allocation.
- ❖ Assist at working bees and nominated special functions.
- ❖ Perform other duties as determined from time to time.

APPENDIX

--- JOB DESCRIPTION ---

STAFF

(UNITY COLLEGE)

Composition

All staff that is appointed by the College is directly responsible to the Principal for the assignment of their tasks.

Objective

All staff is to support the families at Unity College in the Christian Education of their children.

Aims

Teaching staff, at Unity, is required to:

- ❖ Model a life of discipleship and responsible Christian stewardship
- ❖ Proclaim the gospel in words and actions that respond to the needs of the students
- ❖ Provide regular opportunities for worship in a variety of forms and foster participation in daily devotion and prayer
- ❖ Provide many varied and challenging opportunities for students to learn about God and His relationship with them.
- ❖ Develop a loving and forgiving relationship with the students in their care
- ❖ Affirm and accept each child as a unique person created and loved by God
- ❖ Provide many and varied opportunities for students to care for others
- ❖ Provide an educational climate in which the Gospel is experienced in relationships with staff and peers
- ❖ Help students to appreciate what the Gospel means for them
- ❖ Equip and encourage students to continue learning about God
- ❖ Assist students to develop responsible stewardship and respect for the natural and material environment as gifts of God
- ❖ Provide opportunities for students to experience life in the Christian community, including interaction with pastors and members of the local congregation/s
- ❖ Be aware of and support students who are experiencing problems, difficulties and traumas
- ❖ Witness to students through their own public worship life and by openly expressing their personal faith.

APPENDIX

--- JOB DESCRIPTION ---

SCHOOL COUNSELLOR

(LOBETHAL LUTHERAN SCHOOL)

- ❖ The School counselor works within the framework of the Preventative and Developmental Model of school counselling.
- ❖ The School Counsellor:
- ❖ Assists teachers in their relationships with students
- ❖ Works cooperatively within the whole school community to create a positive learning environment and to bring about changes in a negotiated way
- ❖ Shows leadership and assists in monitoring and implementing school behaviour management policy including the chairing of meetings and conducting two yearly updates
- ❖ Assists teachers in developing creative strategies for their classroom management and teaching methodologies
- ❖ Develops appropriate intervention and case management strategies
- ❖ Provides preventative and developmental counseling service to the whole school community, and, where necessary, Crisis Intervention Counselling
- ❖ Identifies and accesses resources and services to be used in the counseling program of the school.

Personal Skills and Abilities

The School Counsellor demonstrates:

- ❖ The ability to respond sensitively, flexibly and effectively to the needs of students and their families in times of crisis
- ❖ The ability to initiate and manage change
- ❖ The ability to undertake leadership roles in the development of Behaviour Management, Social Justice and Harassment Policies
- ❖ The ability to establish effective relationships with staff, students, parents, agencies and community groups
- ❖ High levels of skill in classroom teaching and the ability to model a range of teaching methodologies which promote positive learning communities
- ❖ Skills in analysis, conflict resolution and problem solving.

APPENDIX

--- JOB DESCRIPTION ---

SCHOOL COUNSELLOR (CONT) (LOBETHAL LUTHERAN SCHOOL)

Knowledge

The School Counsellor:

- ❖ Possesses a knowledge of a range of behaviour management theories, counselling models and practices, including preventative and developmental counseling
- ❖ Possesses a knowledge and understanding of counseling processes including legal obligations, confidentiality and sensitivity towards ethical issues, support services and social agencies
- ❖ Possesses a knowledge of equity and social justice issues relating to students and their schooling
- ❖ Possesses a sound knowledge of School Behaviour Management Policy and understands the implications for effective and inclusive practice
- ❖ Displays a knowledge of long-term disadvantages on the social / behavioural / educational outcomes within a school community

Demonstrated Ability and Experience (Including Community Experience)

- ❖ The School Counsellor has the demonstrated ability to:
- ❖ Organise and conduct staff training and development programs in aspects of student behaviour management
- ❖ Work with students, including educationally disadvantaged students, in the areas of teaching responsible behaviour, social learning and participatory decision-making
- ❖ Develop whole-school programs to promote a successful learning environment
- ❖ Work in partnership with students, parents and school staff to develop programs to support the behaviour and learning goals of the students.

APPENDIX

--- JOB DESCRIPTION ---

CARE COORDINATOR

(UNITY COLLEGE)

Objective

To incorporate programs that will reach out in loving care and support to the staff, students and families within the College community.

Aims

The Care Coordinator:

- ❖ Is a member of the Ministry Committee and College care group and is involved in their respective aims, as time permits
- ❖ Assists in the appointment of parents to act as Class Care contacts who thus become members of the College care group
- ❖ Is a visible presence in the College and provides positive support to all members of the College community
- ❖ Encourages the development of the Buddy System between classes in the College thereby deepening friendship and a sense of community among students
- ❖ Encourages a similar Buddy System among the families of the College for the strengthening of the community
- ❖ Liaises with Friends of Unity in providing daytime and nighttime activities to meet the needs of families / parents of the college e.g. craft / parenting courses / guest speakers / orientation activities
- ❖ Creates a Community Corner where parents can meet and chat with a special focus on developing friendships
- ❖ Devises a parent notice board to provide easy access to relevant information
- ❖ Liaises with the Librarian for the setting up of a parent library
- ❖ Finds appropriate ways to assist families who experience special joys, needs or hardship by developing a Registry of Care
- ❖ Under girds our family ministry with prayer by
 - praying for school families on a weekly basis
 - praying for families with special needs by writing the Care Corner in the College newsletter
 - programming the monthly prayer circle
- ❖ Liaises with the College Chaplain in relation to visiting families in hospital / cases of bereavement / special events
- ❖ Liaises with the Principal re orientation dates and names of new students / families entering the College community

APPENDIX

--- JOB DESCRIPTION ---

CARE COORDINATOR (CONT) (UNITY COLLEGE)

Aims (Cont)

- ❖ Counsels students and staff who require / request such assistance
- ❖ Maintains confidentiality when and where required
- ❖ Presents reports, as and when required, to the Ministry Committee.
- ❖ Presents reports as, and when required, to the Ministry Committee.

APPENDIX

--- JOB DESCRIPTION ---

SCHOOL CHAPLAIN (UNITY COLLEGE)

Objective

The School Chaplain is to provide pastoral care to the members of the college community, (staff, students and families) and assist in the presentation of aspects of the Life program.

Aims

The School Chaplain:

- ❖ Is a member of the Ministry Committee and is to be involved in its aims as far as time will allow
- ❖ Is a member of the College Worship Committee and assists in the planning of the worship program of the College
- ❖ Assists in leading worship services in the various sectors of the College
- ❖ Leads the Family Fellowship Evenings held at the College
- ❖ Teaches Studies in Communion to the Year 5 students
- ❖ Is available for teaching other areas of the Life program upon requests from staff, as time permits
- ❖ Counsels students, acting upon requests by parents or by reference via the Principal
- ❖ Is a visible presence in the College and provides positive support to staff, students and families
- ❖ Assists in the planning and presentation of information for new families of the school and those of other denominations e.g. Basic doctrines of the LCA
- ❖ Assists in the planning and presentation of any activities that may address needs for small groups of parents e.g. parenting / grief
- ❖ Liaises with the Care Coordinator in the visiting of students, staff and families in hospital / suffering bereavement / or who have experienced special events
- ❖ Conducts staff Bible Studies
- ❖ Attends occasional staff devotions
- ❖ Maintains confidentiality, when and where required
- ❖ Presents reports as, and when required, to the Ministry Committee.

APPENDIX

--- TERMS OF REFERENCE ---

MINISTRY AND CARE COMMITTEE

(ST JOHN'S, EUDUNDA)

Mission Statement

"We are a Gospel centred school nurturing the individual in a caring family environment committed to providing quality education."

General Objective

To expand the program of ministry, mission and community care.

Terms of Reference

- ❖ To develop a culture of love, care and practical support to all school families
- ❖ To build a shared commitment to the outreach program of the school by seeking to share the Gospel with all members of the community
- ❖ To support organisations that enhance the community care program of the school.

Management and Organisation

- ❖ All decisions require ratification by the School Council
- ❖ Any communications with the media are to be sanctioned by the Principal.
- ❖ A convener is to be appointed
- ❖ A note taker is to be appointed to keep an accurate record of the meeting procedures
- ❖ A copy of the minutes is to be forwarded to the Principal, Chairperson and Secretary of School Council
- ❖ The reporting representative from School Council shall submit a written report to School Council one week prior to the scheduled monthly meeting, if possible
- ❖ Any member may be the convener.

IT IS IMPERATIVE THAT QUALITY STANDARDS OF WRITTEN AND VERBAL COMMUNICATION BE ESTABLISHED.

Recommended Committee Membership

Council Representative, Community Liaison Person, Staff Representative, Parents and Friends Representative, 2 Members of the Parish Youth Group, the Pastor, the Principal (ex-officio)

APPENDIX

--- TERMS OF REFERENCE ---

CLASS CARE CONTACTS

(ST JOHN'S, EUDUNDA)

Composition

St John's Care Group shall consist of one parent representative from each class within the School nominated by the Ministry and Care Committee.

The representative may elect to continue with that class in following years or at such time as relinquishing the role, a new representative is to be sought.

Members duly elected are to display a personal relationship with Christ and an on-going commitment to regular worship in their personal lives.

Objective

To incorporate programs that will welcome families into the school and provide support and friendship to the school community.

Aims

- ❖ Work in conjunction with and be responsible to the Ministry and Care Committee and the Principal
- ❖ Assist the Committee by being a contact to families within a respective class of the School
- ❖ Implement programs whereby new families enrolling at the school are welcomed
- ❖ Liaise with the Principal for orientation dates and names of new families entering the school community
- ❖ Ensure a smooth transition for new families entering the School at all levels providing fellowship and information
- ❖ Assist the Care Committee Coordinator in programs that promote fellowship and care within the School e.g. School Functions / Coffee and Chat
- ❖ Assist the Committee in any visiting or care-giving that may arise with parents / families in that class
- ❖ Be a listening ear to parents / families from that class and communicate any concerns to the Principal
- ❖ Be a friend to the teacher of that class and his / her family
- ❖ Be a visible presence in the School and, in particular, with that class thus providing positive support to all families
- ❖ Invite and encourage attendance at school-based activities
- ❖ Maintain confidentiality where and when applicable

APPENDIX

--- TERMS OF REFERENCE ---

MINISTRY COMMITTEE

(UNITY COLLEGE)

Composition

The Committee shall consist of:

- ❖ At least one Council member
- ❖ The College Chaplain
- ❖ The appointed College care Coordinator
- ❖ One other pastor from within the Association
- ❖ At least one other member of a Lutheran congregation from within the Association
- ❖ One non-Lutheran College parent who is actively involved in congregational life
- ❖ The College Care Group Coordinators

Members are to display a personal relationship with Christ and an ongoing commitment to regular worship in their personal lives.

Election of Members

- ❖ The additional Parish Pastor is to be elected by the Pastors' Zone Fraternal
- ❖ Lutheran and non-Lutheran parent representatives are to be elected by the Ministry Committee
- ❖ The chairperson is to be elected by the Ministry Committee and ratified by College Council
- ❖ A secretary shall be appointed by the Ministry Committee.

Objective

The Ministry Committee shall oversee the ministry program of Unity College.

Aims

- ❖ Act on behalf of the College Council as, and when, required
- ❖ Advise the Council on matters of College and congregational ministry
- ❖ Generally coordinate the program of ministry in the College in its various forms
- ❖ Promote the College among the local community and Association congregations as a caring and professional organisation and seek their support whenever the need arises
- ❖ Provide terms of reference for the ministry sub-committees except for the staff, chaplains and College Care Coordinator which will be done in liaison with the Principal
- ❖ Conduct meetings at least once per term
- ❖ Provide College Council with meeting minutes and written reports prior to each Council meeting.

APPENDIX

--- TERMS OF REFERENCE ---

SCHOOL CARE GROUP

(UNITY COLLEGE)

Composition

The College Care Group shall consist of:

- ❖ One parent representative from each class within the College nominated by the Care Coordinator or Ministry Committee
- ❖ The appointed College Care Coordinator

Members are to display a personal relationship with Christ and an on-going commitment to regular worship in their personal lives.

Objective

To incorporate programs that will welcome families into the College and provide support and friendship to the College community.

Aims

- ❖ Work in conjunction with and be responsible to the College Care Coordinator
- ❖ Assist the College Care Coordinator by being a contact to families within a respective class of the College
- ❖ Implement programs whereby new families enrolling at the College are welcomed
- ❖ Liaise with the Principal re orientation dates and names of new families entering the College
- ❖ Ensure a smooth transition for new families entering the College at all levels by providing fellowship and information at Concordia Kindergarten, Orientation Evenings / Days, First Day of School etc
- ❖ Assist the Care Coordinator in programs that promote fellowship and care within the College e.g. Buddy Nights / Coffee and Chat
- ❖ Assist the Care Coordinator in any visiting or care-giving that may arise with parents / families in that class
- ❖ Be a listening ear to parents / families from that class and communicate any concerns to the Care Coordinator
- ❖ Be a friend and support to the teacher of that class and his / her family
- ❖ Be a visible presence in the College and, in particular, with that class thus providing positive support to all families
- ❖ Invite and encourage attendance at College based activities
- ❖ Maintain confidentiality where and when applicable
- ❖ Present reports, as and when required, to the Ministry Committee.

APPENDIX

--- TERMS OF REFERENCE ---

WORSHIP COMMITTEE

UNITY COLLEGE

Composition

The College Worship Committee shall consist of:

- ❖ Staff representatives as appointed by the Principal for the respective year
- ❖ The appointed College Chaplain

Objective

The Worship Committee shall have oversight of the worship program of the College both internally and in relation to the College's participation in worship services / functions at other venues.

Aims

- ❖ Coordinate the College's weekly worship program
- ❖ Liaise with the relevant College bodies and ministers in the programming of the College's Installation, Dedication and Valedictory Services and End of Year programs
- ❖ Select appropriate Bible study materials for staff development
- ❖ Maintain the worship resources of the College
- ❖ Encourage student participation in the worship program of the College
 - as musicians individually or in a band situation
 - as small group choirs
 - as leaders of the liturgy / prayers etc
- ❖ Coordinate any student participation involved in family Fellowship Services held at the College
- ❖ Liaise with ministers, of that particular congregation, when the College participates in any church worship service
- ❖ Develop ideas and resources for class devotions
- ❖ Incorporate visiting programs or ministers that will enhance the worship program of the College
- ❖ Develop a roster of prayer for College students and parents
- ❖ Present reports, as required, to the Ministry Committee.

APPENDIX

--- TERMS OF REFERENCE ---

FRIENDS OF KINDY AND SCHOOL TEAM

(UNITY COLLEGE)

Composition

The F.O.K.A.S team shall consist of:

Two representatives from each of Christ Church and Holy Cross congregations elected by the respective congregation members

A minister representative from each of Christ Church and Holy Cross congregations

Two representatives from Concordia Kindergarten one of whom shall be the Director

Two representatives from Unity College, being the Ministry Committee Council representative and the College Care Coordinator

The coordinator of the F.O.K.A.S. team is to be elected by its members.

Members of the Team are to display a personal relationship with Christ and an ongoing commitment to regular worship in their personal lives.

Objective

The F.O.K.A.S. team is to be a link between the institutions of Concordia Kindergarten and Unity College and the two local Lutheran congregations, namely Christ Church and Holy cross.

Aims

- ❖ Liaise with the College Care Coordinator and / or Chaplain, Principal and Kindergarten Director in relation to ministry to families at Unity College and Concordia Kindergarten
- ❖ Inform Christ Church and Holy Cross congregations via their Church Councils, newsletters etc., of the role of F.O.K.A.S. and ways in which these congregations can be involve in mission and ministry to families enrolled at both the college and Kindergarten
- ❖ Inform Christ Church and Holy Cross congregations of opportunities where they may assist the Kindergarten and College in practical ways e.g. fetes, working bees, Teddy Bears Picnic, helping in class / kindergarten activities, LAP program, Sale yard Canteen, hiring of grounds and halls
- ❖ Encourage the Christ Church and Holy Cross congregations to promote their worship services within the College and to welcome families of the Kindergarten / College, in particular 'seeker-type' families
- ❖ Be a liaison agency for congregational support for Kindergarten / College families who have special needs
 - rent-a-grandparent
 - food parcels
 - Family Support Service

APPENDIX

--- TERMS OF REFERENCE ---

FAMILY NETWORKING (UNITY COLLEGE)

From time to time, families within our school community are in need of support and encouragement whether in a physical, emotional or spiritual sense.

Times of joy, grief, death or trauma affect each one of us at different times and to varying degrees. Maybe it's joy on the birth of a baby; maybe a parent or child is sick in hospital; maybe there are pressures for a young family or maybe it is just the need for a visit and a warm, caring chat.

In developing a ministry of care among our families at Unity College, I would like to make an inventory of people who would be willing to assist in our FAMILY NETWORKING.

On the slip below are some practical ways in which individuals, couples or families may be of assistance.

If you require further information please contact me during school hours.

Let us reach out in the words of this song:

*“One Family, we’re together
One Family, now and ever
Sharing the sorrow we have sometimes to share
Giving our hearts to show that we care.”*

Yours in friendship

Heather Pfeiffer
(Care Coordinator)

Return Form

FAMILY NETWORKING

Family Name

I am / we are willing to assist in the following ways, if the need arises.

Kindly circle the area (s) in which you can be of assistance:

Washing	Ironing	Cleaning
Casseroles	Biscuits	Non Perishable Food
Cakes	Visiting	Hosting a Child

APPENDIX

--- AGENCIES ---

LUTHERAN

Department For Children, Youth, & Family Ministry
Director : Peter Eckermann
SA District Church Office
137 Archer Street
NORTH ADELAIDE SA 5006
Phone (08) 8267 5211

Pastor Dennis Obst
Director of Mission
SA District Church Office
137 Archer Street
NORTH ADELAIDE SA 5006
Phone (08) 8267 5211

Department For Community Care
Director : Colleen Fitzpatrick
309 Prospect Road
BLAIR ATHOL SA 5084
Phone (08) 8269 5788

APPENDIX

--- AGENCIES ---

OTHER

September 2002