



CONCORDIA
COLLEGE

Application Guidelines

IT Operations Lead

extraordinary



Motto

*Fortiter in Re,
Suaviter in Modo*

Firm in Principle,
Gentle in Manner.

Our Vision

Inspiring and equipping hearts, hands and minds for a world of possibilities.

Our Mission

We aim to provide a vibrant education, rich in opportunities, delivered within a caring, supportive environment, empowered by the love of Jesus Christ. We seek to inspire young people to actively engage in lifelong learning, achieve their best and become global citizens who serve with an open heart.

What We Value

- Our compassionate and connected community.
- Serving others in response to the love of God.
- Nurturing high quality teaching and learning.
- Excellence in a spirit of humility and grace.
- Creativity and innovation.
- Caring for the environment as stewards of God's creation.
- A global perspective shaped by hope and courage.
- Resilience in embracing challenges.
- Our unique heritage.

Background

The College

Concordia College has a rich history as an academic and caring school, encouraging and supporting young people to be successful, independent learners.

Our school was established in 1890 in Murtoa, Victoria as a boys' college and training ground for future pastors and teachers. Fifteen years later, it moved to Highgate, a beautiful leafy suburb just 5km south east of Adelaide's CBD.

In 2016, Concordia College and St John's Lutheran School in Highgate, joined together as one College (ELC to Year 12). We amalgamated with St Peters Lutheran School at Blackwood, adding a third campus in January 2023.

- St Peters Campus, Blackwood – ELC to Year 6
- St John's Campus, Highgate – ELC to Year 6
- Concordia Campus, Highgate – Year 7 to Year 12

The ongoing development of the IB curriculum framework, the Australian curriculum, SACE, VET and the continuing exploration of new ways to use digital technologies in support of student learning are important components of the Strategic Plan of Concordia College. All students have access to a digital device. Current enrolment is approximately 550 students from ELC – Year 6 and 900 students from Years 7 – 12.

The Curriculum Frameworks

ELC

The Early Learning Centres (ELC) provide a safe and nurturing environment and is the first step into education at Concordia College from 3 years of age.

YEARS R – 6

The Primary Schools offer the International Baccalaureate Primary Years Programme (IB PYP). It aligns with the Australian Curriculum.

YEARS 7 - 10

The Middle School has offered the International Baccalaureate Middle Years Programme (IB MYP) since 2000. It aligns with the Australian Curriculum.

YEARS 11 - 12

Students complete the South Australian Certificate of Education (SACE). VET opportunities are supported.

These curriculum frameworks all promote student-centred learning and the development of independent learning skills designed to equip young people with life-long qualities that extend beyond the classroom into the community. Many school-organised service activities support this.

Unlocking Futures

Inspiring students to achieve their personal best

The world for our learners is rapidly changing. The way in which human beings work, learn, socialise, interact with the environment and connect with others and technology, in both their local and global communities, is constantly transforming. Young people who are creative, problem-solvers, collaborative, resilient, and ethically and critically aware will be best placed to explore the possibilities that exist in their worlds.

The purpose of our Unlocking Futures learning framework is to embed key learning principles into our learning and teaching, programs and practices that empower students to develop the knowledge, capabilities and dispositions to flourish in their worlds, both now and in the future.

This Framework puts best practice methodology at the centre of every class, by every teacher, in all learning environments across ELC-12.

Unlocking Futures benefits every student through three key intentions:

Connecting Learners

to learning experiences that are collaborative, consistent and connected to local and global communities. These experiences are grounded in authenticity and relevance.

Empowering Learners

to be partners in shaping their learning through voice, choice and action.

Challenging Learners

to take risks and overcome obstacles. This is facilitated through developing and engaging students' strengths, interests and wellbeing strategies.



unlocking futures in action

Instructional Model

Our Vision

Inspiring and equipping hearts, hands and minds for a world of possibilities

Strategic Intent

Connecting Learners to learning experiences that are collaborative, consistent, connected to communities and grounded in authenticity and relevance

Challenging Learners to take risks and overcome obstacles through developing and engaging their strengths, interests, and wellbeing strategies

Empowering Learners to be partners in shaping their learning through voice, choice, and action

Learning Intentions and Success Criteria:

Statements relating to what students are learning, the purpose of their learning and what achievement 'looks like' are used to challenge and empower students

Structure and Routines:

A consistent learning structure and set of routines are used to support student engagement, reduce cognitive load and assist the development of self-management, and emotional regulations skills

Relationships and Expectations:

A safe learning environment is established through modelling respectful relationships and upholding consistent expectations

Inquiry:

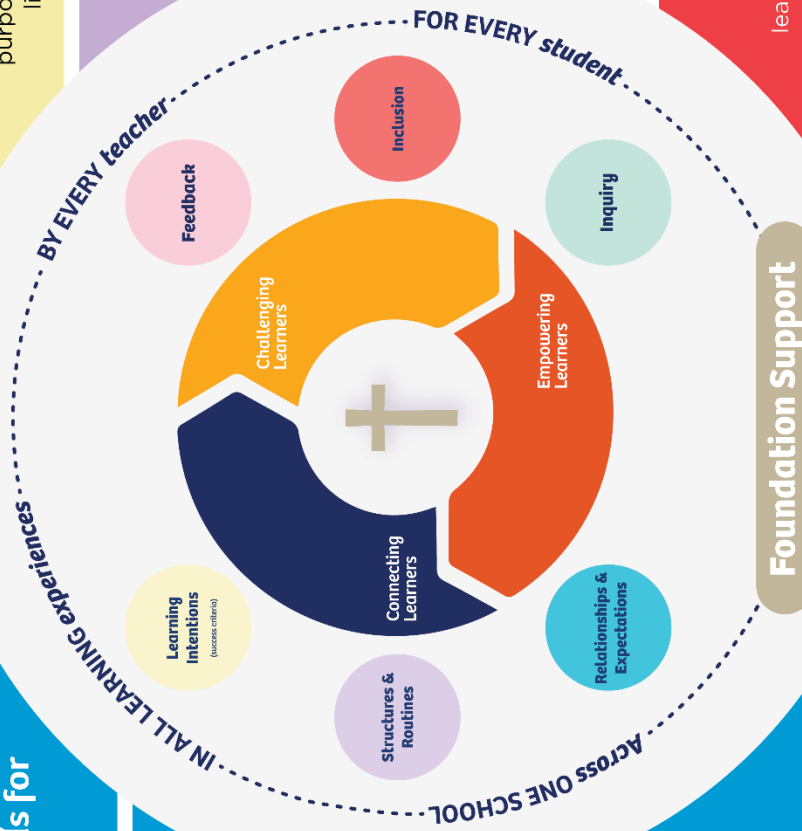
Questions and authentic provocations are used to engage students in constructing knowledge, developing skills, and applying their understanding

Inclusion:

Strategies, activities, and interventions are selected, adjusted and used to support the engagement and progress of every learner based on their strengths, interest and needs

Feedback:

Diverse, regular and timely feedback opportunities are provided for students in assisting them to understand their learning performance and the next steps in achieving progress



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Foundation Support

Position Overview

Lutheran School Officer

A Lutheran School Officer at Concordia College provides high quality, professional, inspiring and innovative assistance within a supportive community whose values are underpinned by the values and ethos of Lutheran education. The LSO's priority is to ensure that support is carried out within the context of the Mission, Vision and Values of the College.

Student wellbeing and engagement in learning is vitally important in the development of students. The vision for the College's Instructional Model is to embed key learning principles into our teaching and learning philosophy, programs and practices, to empower students for now and the future. It is the role of the Lutheran School Officer to support these expectations.

IT Operations Lead

Continuing, full-time

Commencing as soon as possible

The IT Operations Lead, who reports to the Director of Information & Learning Technologies, oversees evaluating, setting up, and maintaining the server and application infrastructure that supports the ICT needs and helps the school achieve its learning and teaching goals.

The IT Operations Lead is responsible for the proficient management of the Service Desk operations. The IT Operations Lead will provide reliable and helpful customer service, which is forward-thinking, collaborative, and trustworthy by understanding user requirements and building good relationships with staff, students and parents. This position will work with clients on the evaluation, creation and use of new technology that supports the school's learning and teaching goals.

Collaborating closely with the Director of Information & Learning Technologies, the Lead is tasked with ensuring that the school's computing infrastructure is implemented with an emphasis on high availability, robust security, and user accessibility. The role demands excellent communication skills to effectively support both staff and students in utilising ICT resources, fostering skill development, and providing expert technical resolution within the school community.

This position requires the ability to manage needs calmly and effectively, balancing several tasks during busy periods.

An expectation of the role is to carry out the duties of the position in a manner consistent with the values of the College that enhances the standing of the College in the community. The ability to present professionally and maintain friendly interactions while following procedures will be essential.

Having experience working in a school environment, while not essential, will be viewed favourably.

Applications

The Role Description and Application Form for this position can be accessed on the College website, www.concordia.sa.edu.au, under 'About' / 'Employment'. If there are any questions about the position or the application process, please contact Reception, who can put you in touch with the appropriate person.

Applications can be posted, lodged in person or emailed to employment@concordia.sa.edu.au

Applications close 9.00am Monday 29 April 2024, however will be considered as they are received.

Attention to:

Mr Paul Weinert
Head of College – Concordia College
24 Winchester Street
Highgate SA 5063

Applications should include the following:

- a completed Concordia College **Employment Application Form** (available from the College website)
- a brief **covering letter** outlining the applicant's interest in undertaking the advertised position
- an up-to-date **resume** which addresses the selection criteria outlined in the Role Description (no more than three pages in length)
- a chronological summary of qualifications and positions held
- names and contact details of **three referees**, preferably one of whom is a Minister of Religion.
- please attach a copy of your current Teachers Registration certificate (for teaching positions), a copy of declared qualifications including academic transcripts (as applicable), current RRHAN-EC, WWCC & First Aid certificates.



Selection Process

The selection panel regards the selection process as a confidential two-way communication process involving applicants and the panel.

The selection panel reserves the right to contact relevant referees contained in the application form and any who have not been nominated by the applicant. Applications that are incomplete may not be considered further.

Applicants will be selected for interview by the selection panel based on the assessment of their written application and details included in the general application form completed by all candidates.

Applicants selected for an interview will be provided with additional information prior to the interview.

Applicants should be aware that interviews will be conducted at the Concordia College on dates to be determined by the selection panel. Interviews with interstate applicants will be conducted via video call.

In the first instance the respective merits of each of the applicants will be assessed against their written application. The interview panel will assess responses to questions asked at the interview, and performance on any other task which may form part of the selection process.

The selection process will be conducted by the selection panel with complete confidentiality.

Applicants should note that they may be required to undergo medical and/or psychological assessment prior to being appointed to the position.



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Visit concordia.sa.edu.au
Highgate and Blackwood — ELC - Year 12

St John's Campus (ELC-Year 6)

20 Highgate Street
Highgate SA 5063
t. 08 8271 4299
CRICOS: 00360J

St Peters Campus (ELC-Year 6)

71 Cumming Street
Blackwood SA 5051
t. 08 8278 0800
CRICOS: 04084C

Concordia Campus (Year 7-Year 12)

24 Winchester Street
Highgate SA 5063
t. 08 8272 0444
CRICOS: 00360J

e. mail@concordia.sa.edu.au
w. concordia.sa.edu.au

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