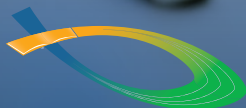




# SOUTHLAND COLLEGE TRAINEE TEACHER PROGRAM

BROCHURE 2026



**SOUTHLAND COLLEGE**  
TRAINEE TEACHER PROGRAM

A ministry of the Pacific Group of Christian Schools

## OUR MISSION

**To grow Christian teachers who will carry the transforming message of the Gospel into schools across the world.**

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# WELCOME

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## From the Executive Principal, The Pacific Group of Christian Schools

The Pacific Group of Christian Schools focuses on effective teaching, learning and serving excellence. Our desire is to equip our community (students, teachers and parents) for acts of service so that they make a difference in our world.



In preparing our students for tomorrow's world, social problems may evolve that we cannot envisage. That means character development is of prime importance. Character is about values, beliefs and wisdom. Christian character is about glorifying God and enjoying Him forever.

The Pacific Group of Christian Schools will pursue the character of Christ.

In His service,

**Dr E J Boyce**

## Welcome to the Southland College Trainee Teacher Program

It is our deep hope that this is a wonderful year of growth, connection and collaboration as you journey together.

Throughout this discipleship journey, we pray that your faith deepens and that you have a fresh appreciation for how faith-filled, Christian Educators can equip the next generation to carry the message of the Gospel to the ends of the earth.

**SCTTP Leadership Team**



*Left to right: Kaya Lombaard, Kathryn Jones,  
Dr Lamont and Rachel Wilding*

## PROGRAM OVERVIEW

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The Southland College Trainee Teacher Program (TTP) is designed to **grow visionary Christian educators who live out their faith while shaping the next generation of leaders and influencers for the Kingdom of God**. It equips teachers to embrace their calling, ignites a passion for lifelong learning and innovation, and prepares them to excel both professionally and within their unique educational contexts.

### Mentoring and Professional Guidance

Each trainee is paired with a **Master Teacher** within a school in the Pacific Group of Christian Schools (PGOCS), who serves as a dedicated mentor. These Master Teachers open their classrooms and teaching practices to trainees, offering hands-on experience and valuable insights into the profession. In addition, each campus is overseen by a **Campus Coordinator**, who leads with excellence and facilitates a culture of professional and spiritual growth within the program, supporting both Master Teacher and Trainee Teacher in their journey.

In collaboration with **Campus Coordinators, Master Teacher's** help trainees to:

- Plan targeted classroom observations
- Set developmental goals
- Reflect on their teaching practice
- Align their growth with the **Australian Professional Standards for Teachers**

Trainees also have the opportunity to observe a **wide variety of classes and student age groups**, ensuring well-rounded preparation for future teaching roles.

Importantly, the mentoring process is reciprocal. Master Teachers and Campus Coordinators also grow through the program, receiving **ongoing professional development, pastoral care, and spiritual encouragement**, further enriching their leadership and mentorship capabilities.

### Academic Pathways

The **TTP** partners with **Christian Heritage College** and other approved tertiary institutions to provide Trainee Teachers with access to fully accredited teacher education programs. These courses lead to qualifications such as the **Bachelor of Education** or **Master of Teaching**, equipping participants with a strong academic foundation and recognised credentials to enter the teaching profession.

### Financial Support

The PGOCS is committed to making teacher training accessible. The TTP offers a paid teacher's aide position two days per week, allowing Trainee Teachers to gain valuable classroom experience while earning an income during their studies.

# TRAINEE TEACHER PROGRAM

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Program Element	Description
<b>Formation</b>	Weekly formation meetings with the Campus Coordinator include: <ul style="list-style-type: none"><li>• <b>Pastoral check-ins</b></li><li>• <b>Guided reading</b></li><li>• <b>WalkThru focus</b></li></ul>
<b>Mentoring Conversations</b>	Trainee Teachers meet their Master Teacher regularly for: <ul style="list-style-type: none"><li>• <b>Goal setting &amp; reflection</b></li><li>• <b>Observation planning</b></li><li>• <b>Professional discussion</b></li></ul>
<b>The Gathering</b>	Campus Coordinators host online sessions with guest speakers to support learning and connection between campuses.
<b>Professional Development</b>	Structured professional development at the start of each semester focused on training and spiritual formation.
<b>Reflection Journal</b>	The Reflection Journal supports Trainee Teachers to set goals and reflect.

## TRAINEE TEACHER DEVELOPMENT PATHWAY

At the heart of the TTP's approach is the **Trainee Teacher Development Pathway**. This model scaffolds the embedded learning journey of Trainee Teachers, allowing them to gradually take on more responsibility in the classroom under the guidance of experienced educators. The TTP is intentionally designed to complement and contextualize the trainee's tertiary study, providing formation in both Christian teaching and professional identity.

This pathway outlines the progressive development of a Trainee Teacher, from early observation to confident, independent teaching. Each phase aligns with the NESA Graduate Standards<sup>†</sup> of the Australian Professional Standards for Teachers.

By progressing through carefully supported stages, trainees gain both **confidence** and **competence** in the classroom. This structured approach ensures that they are well-equipped to meet the challenges of contemporary teaching environments.

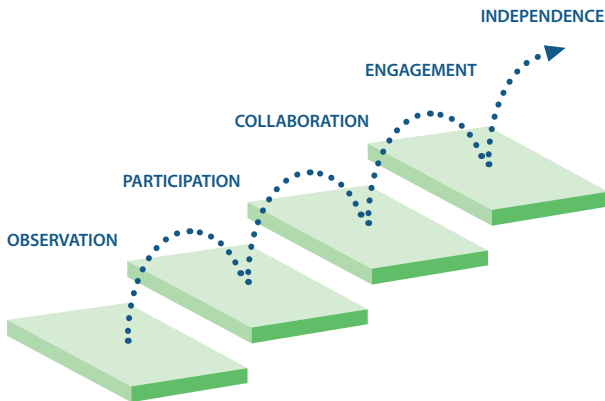
Use the pathway to guide the Trainee Teacher's development in:

- **Discipleship and pastoral care** for students
- **Curriculum knowledge** and strong pedagogical practices
- **Classroom and behaviour management** skills.

Nesa Standard Descriptors for Graduate Teachers	
<b>Standard 1</b>	Know students and how they learn
<b>Standard 2</b>	Know the content and how to teach it
<b>Standard 3</b>	Plan for and implement effective teaching and learning
<b>Standard 4</b>	Create and maintain supportive and safe learning environments
<b>Standard 5</b>	Assess, provide feedback and report on student learning
<b>Standard 6</b>	Engage in professional learning
<b>Standard 7</b>	Engage professionally with colleagues, parents/carers and the community

Trainee Teacher Development Pathway	
<b>1. Observation</b> Learning by Watching	Trainees begin their journey by <b>observing experienced educators</b> . They focus on understanding student learning needs, instructional strategies, classroom management, and professional interactions. This stage lays the foundation for understanding effective teaching practices in diverse contexts.
<b>2. Participation</b> Becoming Involved in the Classroom	Trainees begin to <b>assist with routine classroom tasks and work with small groups of students</b> . This stage builds confidence and familiarity with student learning needs and school routines.
<b>3. Collaboration</b> Partnering with the Mentor	At this stage, trainees begin <b>co-planning and co-teaching parts of lessons with their mentor</b> . They build skills in teamwork and professional collaboration within the school community.
<b>4. Engagement</b> Stepping into a Teaching Role	Trainees take <b>increasing responsibility for lesson planning, teaching, classroom management, and student assessment</b> . They begin to critically <b>reflect</b> on their practice and <b>refine</b> their strategies.
<b>5. Independence</b> Leading Learning with Confidence	In the final phase, trainees <b>independently design, deliver, and assess effective lessons</b> . They demonstrate the ability to <b>manage classrooms, differentiate instruction, and meet professional responsibilities</b> , ready to begin their teaching career.

† All Graduate Standards are interconnected, build upon each other, and apply across all pathway phases.









## KEY ROLES

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### TTP Leadership Team

The TTP Leadership Team provides strategic leadership and administrative support across all campuses, with focused commitment on fostering a culture which prepares teachers to reflect Christ as they teach and serve across diverse educational settings. The team is responsible for coordinating resources, maintaining program standards, and representing the TTP within the Pacific Group of Schools. Regular collaboration with Campus Coordinators ensures consistent implementation and continuous improvement of the program across all sites.

### Campus Coordinator

The Campus Coordinator plays a pivotal role in delivering a high-quality, professionally enriching program that supports the growth and development of both Trainee Teachers and Master Teachers across the campus. The Campus Coordinator is dedicated in seeing Christian educators impart the gospel in their classrooms, cultivating professional practice with spiritual formation.

#### *Responsibilities Include:*

- Oversee the TTP on assigned campus
- Deliver weekly school-based training, pastoral care, and professional formation for Trainee Teachers
- Provide ongoing, regular support to Master Teachers ensuring effective mentoring and high-quality school-based experiences
- Manage trainee placements, informing school and TTP leadership of schedules
- Manage resource allocation (laptops, keys, ID cards, etc.) and access to school systems (SMS, LMS, etc.) to support optimal learning environments
- Support Trainee Teachers induction and orientation
- Ensure Trainee Teachers are introduced to staff and school community
- Provide a site tour, highlighting key areas and facilities
- Guide Trainee Teachers on school procedures (leave, emergencies, attendance)
- Ensure Trainee Teachers complete mandatory training modules
- Keep TTP leadership informed of progress and concerns.

## Master Teacher

The Master Teacher supports and mentors Trainee Teachers in daily teaching and professional growth, modeling Christian faith, integrity, and strong people skills. Master Teachers exemplify Christian education principles in action, nurturing a mission driven environment whereby trainees are led by example in both faith and teaching excellence.

### ***Key Master Teacher Characteristics:***

1. Faith – actively model Christian education in practice
2. Reflection – deep thinkers who learn from experience
3. Resilience – able to work through challenges
4. Adaptability – flexible in the face of change
5. Motivation – driven to succeed and inspire
6. Respect – considerate of their educational community
7. Patience – understanding and tolerant
8. Clear communication – skilled at explaining ideas
9. Collaboration – effective team players
10. Ethics – guided by integrity
11. Persistence – committed to supporting students over time.

### ***Responsibilities Include:***

- Work alongside a Trainee Teacher - 2 days per week
- Demonstrate an understanding of Christian education
- Guide the Trainee Teacher's daily experience of becoming Christ-centered educators
- Lead professional conversations
- Build a supportive and professional relationship with the trainee
- Share classroom procedures, routines, and expectations, including trainees in daily duties
- Guide trainees in professional and administrative tasks
- Explain teaching strategies and classroom management
- Observe and provide constructive feedback
- Oversee trainees goal setting and reflection
- Meet regularly with the Campus Coordinator
- Attend Master Teacher training sessions
- Provide trainees with access to the class timetable, student lists, school calendar (including camps, excursions, and PDs), and the duty roster for shadowing
- Ensure trainees understand procedures for accessing resources such as photocopying, IT support, and room bookings.

### ***Master Teacher Expression of Interest***

For those interested in fostering an organic discipling and mentoring relationship as Master Teacher, an expression of interest form can be completed. Please contact the team for more information. A Master Teacher will need to demonstrate they are actively part of growing and shaping Christian education.

Note: This is a two-way relationship - Master Teachers offer wisdom and experience, while Trainee Teachers bring fresh ideas and energy. It's a journey of learning together.



## Trainee Teachers

Trainee Teachers involved in the TTP will demonstrate a growing Christian faith and active participation in a local church community. They are committed to the vision and mission of Christian education within the Pacific Group of Schools. Trainees consistently exhibit strong interpersonal, communication, time management, and organisational skills. They uphold high standards of professionalism, are trustworthy, and maintain confidentiality in all aspects of their role.

### ***Responsibilities Include:***

#### 1. Professional Engagement

- Participate in essential program-wide training and professional development (PD) \*†
- Meet weekly with the Campus Coordinator for training and spiritual growth
- Engage in regular mentoring conversations with your Master Teacher.

#### 2. Communication and Conduct

- Communicate respectfully and professionally
- Be punctual, reliable, and maintain confidentiality
- Adhere to the school's Code of Conduct, including dress standards and social media guidelines.

#### 3. Goal Setting and Reflection

- Set personal learning goals aligned with teaching standards
- Reflect regularly on your practice and seek feedback from your Master Teacher and Campus Coordinator
- Complete and submit your Reflection Journal by the end of Term 4.

#### 4. Learning and Development

- Maintain academic progress by completing your degree and submitting transcripts each semester
- Attend devotions, staff meetings, and weekly formation sessions
- Keep a record of lesson observations, goals, and reflections.

#### 5. Communication and Procedures

- Follow school absence procedures and notify your Master Teacher and Campus Coordinator promptly
- Use email professionally and respond in a timely manner
- Familiarise yourself with key school policies (e.g., CompliSpace, behaviour management)
- Communicate any concerns or questions with your Master Teacher or Campus Coordinator.

\* PGOCS annual Hope Conference/January PD Week as well as the TTP Immersion Week that follows immediately after, occur over approximately two weeks. Attendance is expected. Trainees will be reimbursed for any additional days completed in this time beyond their normal contracted working days.

† Within the July PD week, Trainee Teachers attendance requirement will not exceed the total number of contracted working hours, although specific days on which PD activities occur may vary from the normal pattern.

***School Placement:***

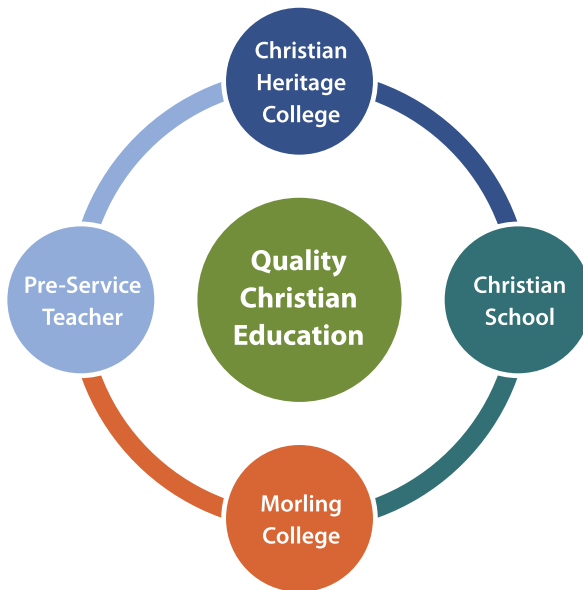
- Attend school placement for two days per week (as per the contract)
- Across the TTP program, Tuesday is a set common day.





## KEY RELATIONSHIPS

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### Christian Heritage College

Christian Heritage College offers a fully accredited Christian teacher education pathway that aligns with national professional registration standards. It provides Trainee Teachers with full access to CHC student resources and support services, while ensuring consistent attendance at scheduled lectures and participation in required external placements. Alternative tertiary providers may be considered with approval from the TTP Leadership Team.

### Morling College

Morling College collaborates with Christian Heritage College to find PEP school placements for Trainee Teachers.

### Pacific Group of Christian Schools (PGOCS)

The Pacific Group of Christian Schools provides a safe and supportive environment for Trainee Teachers through the appointment of qualified Master Teachers for mentoring and a Campus Coordinator to oversee school-based training and pastoral care. The PGOCS is responsible for managing the recruitment and selection of Trainee Teachers.



## CLASS ALLOCATIONS

Trainee Teachers will gain exposure across diverse year levels and subject areas (e.g., PDHPE, Music, Technology, Science).

	<b>BEd</b>	<b>MTeach</b>
<b>Year 1</b>	Placement is typically in Primary/Middle School	Focus on trainee's preferred teaching areas
<b>Year 2</b>	Focus on trainee's preferred teaching areas	CAT – transition from TTP to ECT program
<b>Year 3</b>	Focus on trainee's preferred teaching areas	
<b>Year 4</b>	CAT – transition from TTP to Early Career Teacher (ECT) program	

## APPLICATION PROCESS

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### **General Enquiry**

For more information please email  
[sctp@pacific.education](mailto:sctp@pacific.education)

### **Apply to Christian Heritage College**

<https://chc.edu.au/how-to-apply/> †

### **Formal Application** (note: only open during Term 3)

<https://pacifichills.elmotalent.com.au/careers/InternalApplication/job/view/155> \*

### **HR Confirmation**

### **Interview**

### **Successful applicants offered a contract**

## **Recruitment Portal Notes**

† Proof of application to a tertiary education provider is required before an offer into the SCTTP program can be made and contract issued.

\* Be ready to include your NSW Working with Children Check (or application number).



## APPENDIX

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### TTP Leadership Team

Meta Leadership Team - Tina Lamont

Leadership Team - Kaya Lombaard, Rachel Wilding, Kathryn Jones

### 2026 Campus Coordinators

Berowra Campus Coordinator (PBeCS) - Karen Shapcott

Coast Campus Coordinator (PCCS, PHoCS, PGJCS) - Lyndall Coulthart

Hills Campus Coordinator (PHCS) - Bronwyn Lobsey

Valley Campus Coordinator (PVCS, VHCS) - Toni Ankersmit

Muswellbrook Campus Coordinator (PBCS) - Janet Walsh

### Email

[scttp@pacific.education](mailto:scttp@pacific.education)



9-15 Quarry Road  
Dural NSW 2158



Locked Bag 3  
Round Corner NSW 2158



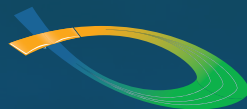
(02) 9651 0700



[scttp@pacific.education](mailto:scttp@pacific.education)



Pacific Group of Christian Schools  
CRICOS No: 02340G  
ABN: 11 001 832 828



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