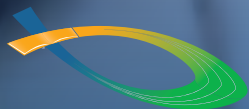




SOUTHLAND COLLEGE TRAINEE TEACHER PROGRAM

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.

CONTENTS

WELCOME	3
TRAINEE TEACHER PROGRAM	4
PROGRAM OVERVIEW	5
TRAINEE TEACHER FORMATION PATHWAY	6
KEY ROLES	9
KEY RELATIONSHIPS	13
CLASS ALLOCATIONS	14
APPLICATION PROCESS	16
APPENDIX	17

WELCOME

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.

TTP Leadership Team



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

TRAINEE TEACHER PROGRAM

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 OVERVIEW

Program Element	Description
Formation	Weekly formation meetings led by Campus Coordinator for Trainee Teachers, including: • Pastoral check-ins • Guided reading • WalkThru focus
Mentoring Conversations	Weekly mentoring conversations between Trainee Teacher and Master Teacher covering: • Goal setting & reflection • Observation planning • Professional discussion
The Gathering	Campus Coordinators host online sessions with guest speakers to support learning and connection between campuses.
Professional Development	Structured professional development at the start of each semester focused on training and spiritual formation.
Reflection Journal	The Reflection Journal supports Trainee Teachers to set goals and reflect.

TRAINEE TEACHER FORMATION PATHWAY

At the heart of the TTP's approach is the **Trainee Teacher Formation 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 AITSL Graduate Teaching Standards[†] 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.

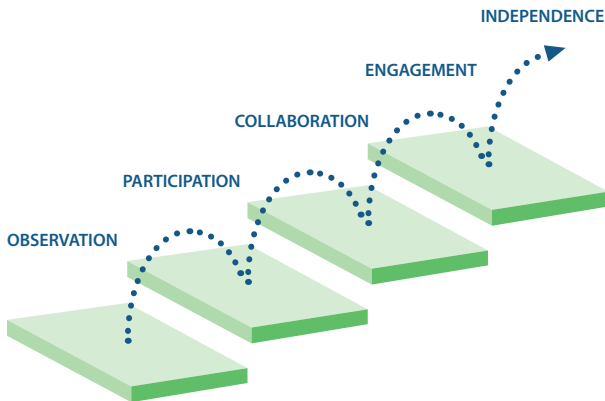
Use the pathway to guide the Trainee Teacher's development in:

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

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

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

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





KEY ROLES

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 to seeing Christian educators impart the gospel in their classrooms, cultivating professional practice with spiritual formation.

Campus Oversight

- Oversee the TTP on the assigned campus
- Manage Trainee Teacher placements and communicate schedules to school and TTP leadership
- Maintain communication with TTP leadership regarding progress, concerns, and program effectiveness

Formation and Development

- Lead weekly formation meetings for Trainee Teachers, including:
 - pastoral care
 - guided learning
 - professional and spiritual formation
 - facilitating structured opportunities each term for reflection and review
 - monitoring goal setting; following up task engagement and completion

Observation and Feedback

- Conduct and document formal Trainee Teacher observations three times per year
- Provide clear, developmental feedback aligned with program expectations

Mentoring Support

- Provide ongoing support to Master Teachers to ensure:
 - effective mentoring practices
 - alignment with program expectations
 - collaboration with Master Teachers around feedback from observations

Induction and Orientation

- Support Trainee Teacher induction, including:
 - introduction to staff and school community
 - site tour and key facilities
 - explanation of school procedures (leave, emergencies, attendance)
 - ensuring completion of mandatory training modules
 - Managing access to resources and systems (e.g. laptops, IDs, SMS, LMS)

Master Teacher

The Master Teacher supports and mentors Trainee Teachers in their daily teaching and professional growth. They model Christian faith, integrity, wisdom, and strong relational care, helping trainees grow in confidence, character, and teaching practice within a supportive and Christ-centred learning environment.

Mentoring Relationship

- Work alongside a Trainee Teacher two days per week
- Build and maintain a supportive, professional relationship with the Trainee Teacher
- Engage in structured weekly mentoring conversations focused on:
 - goal setting
 - reflection
 - observation planning
 - professional discussion

Classroom Practice and Modelling

- Demonstrate effective teaching strategies and classroom management
- Make thinking visible by explaining decisions, strategies, and routines
- Include Trainee Teachers in daily classroom responsibilities and duties

Observation and Feedback

- Provide ongoing, informal observations three times per year
- Offer constructive, specific, and actionable feedback
- Encourage and support trainee goal setting and reflective practice

Program Engagement

- Meet regularly with the Campus Coordinator
- Attend Master Teacher training sessions
- Ensure alignment with TTP expectations and processes

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 is a journey of learning together.

Trainee Teachers

Trainee Teachers in the TTP are developing as Christian educators who are growing in faith, character, and teaching practice. They are committed to the vision of Christian education and seek to contribute positively to their school communities through professionalism, reliability, and a willingness to learn.

Training and Formation

- Participate in TTP training, professional development, and formation opportunities*†
- Attend weekly formation meetings with the Campus Coordinator
- Meet weekly for mentoring conversations with your Master Teacher for growth, reflection and feedback

School Placement

- Attend school placement for two days per week, as outlined in the contract
- Tuesday is the common TTP day across the program

Professional Practice

- Maintain confidentiality and follow school expectations, including dress and social media guidelines
- Participate in staff meetings, devotions, and wider school life

Growth and Reflection

- Set personal and professional learning goals
- Reflect regularly on teaching practice and receive feedback from Master Teacher and Campus Coordinator
- Complete the TTP Reflection Journal and submit at the end of term four
- Keep an ongoing record of lesson observations, goals, and reflections

Study and Development

- Maintain full-time tertiary study (or as negotiated)
- Submit academic transcripts each semester

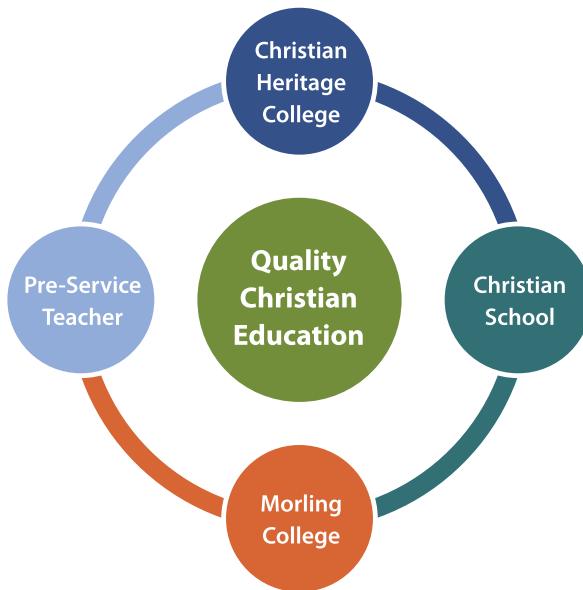
Communication and Procedures

- Follow school procedures for absences and communication
- Use email professionally and respond in a timely manner
- Become familiar with key school policies and procedures
- Speak with the Master Teacher or Campus Coordinator when support or guidance is needed

* The PGOCs annual Hope Conference/January PD Week, together with the TTP Immersion Week immediately following, takes place across approximately two weeks. Attendance is expected. Trainee Teachers will be reimbursed for additional days completed beyond their normal contracted working days.

† During the July PD Week, Trainee Teacher attendance requirements will not exceed their total contracted working hours, although the specific days of attendance may differ from the usual weekly pattern.

KEY RELATIONSHIPS



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).

	BEd	MTeach
Year 1	Trainees are typically placed in classes from Kindergarten to Year 10	Focus on trainee's preferred teaching areas
Year 2	Focus on trainee's preferred teaching areas	CAT – transition from TTP to ECT program
Year 3	Focus on trainee's preferred teaching areas	
Year 4	CAT – transition from TTP to Early Career Teacher (ECT) program	

RECOMMENDED TEACHING LOAD FOR TRAINEE TEACHERS

BEd				
	Term 1	Term 2	Term 3	Term 4
Year 1	W1-5: Observing and supporting W6-10: Small groups	Up to 25%	25%	25% (CHC PEP Observation)
Year 2	25%	25% (CHC PEP placement)	up to 50% (See note 3 below)	50% (See note 3 below) (CHC PEP placement)
Year 3	50% (See note 3 below)	up to 75% (See note 3 below) (CHC PEP placement)	up to 75% (See note 3 below)	75% (See note 3 below) (CHC PEP placement)
Year 4	Conditionally Accredited Teacher (CAT)			

MTeach				
	Term 1	Term 2	Term 3	Term 4
Year 1	Small groups Up to 25%	25% (CHC PEP placement)	50% (See note 3 below)	75% (See note 3 below) (CHC PEP placement)
Year 2	Conditionally Accredited Teacher (CAT)			

Note:

1. When Trainees teach one or two lessons, they should develop a full lesson plan and share it with their Master Teacher in advance. Trainees can use the school lesson plan template or the university provided one.
2. When Trainees teach 50-100% of the time, they should **adapt pre-existing school programs** rather than solely developing personal lesson plans. This prepares them to use and adapt school programs when working full-time. However, they should share a plan or overview of lessons with the Master Teacher in advance.
3. It is ideal for Trainees to gain experience teaching subsequent lessons in a block, particularly for Primary School. This provides experience with lesson transitions.
4. Adaptations may need to be made for Master Teachers in Years 11-12 classes. However, it is important that Trainees have experience teaching senior classes even if the day percentage isn't as high as recommended. Trainees are encouraged to discuss this with Master Teachers at the start of the term to plan when might be appropriate to teach a senior class.

APPLICATION PROCESS



General Enquiry

For more information please email
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 TTP program can be made and contract issued.

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



APPENDIX

TTP Leadership Team

Meta Leadership Team - Tina Lamont

Leadership Team - Kaya Lombaard, Rachel Wilding, Kathryn Jones

2026 Campus Coordinators

Hills Campus Coordinator (PHCS) - Bronwyn Lobsey

Berowra Campus Coordinator (PBeCS) - Karen Shapcott

Muswellbrook Campus Coordinator (PBCS) - Janet Walsh

Valley Campus Coordinator (PVCS, VHCS) - Katherine Armstrong

Coast Campus Coordinator (PCCS, PHoCS) - Lyndall Coulthart

Online Campus Coordinator (POCS) - Martha Atkins

Email

scttp@pacific.education



9-15 Quarry Road
Dural NSW 2158



Locked Bag 3
Round Corner NSW 2158



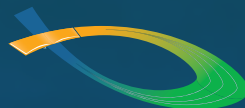
(02) 9651 0700



scttp@pacific.education



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



SOUTHLAND COLLEGE
TRAINEE TEACHER PROGRAM

A ministry of the Pacific Group of Christian Schools