

Faculty Job Description

CreatEd Institute 2017

Purpose of Position

Genesis 1:27a “So God created man in his own image”

Faculty at CreatEd Institute steward the lives and futures of individual students through their pursuit of a deep relationship with God, their example of wisdom, learning, and love, and their excellence in facilitating the *structures of freedom* that are necessary for the exploration and discovery of the Creator, His creation, and the Created identity and purpose of every individual student.

Work Environment:

Reports to: Program Director, Co-Faculty

Works With: Co-Faculty, Residence & Discipleship, Student Life, Subject Specialists

Hours of work: Full Time

Responsibilities: classroom schedule creation, assessment feedback, prepare readings (understanding the argument of the readings), design lesson plans (questions to prompt discussion, what would interest the students and generate conversation), evaluate student capabilities and the overall feeling of the class, guide discussions, plan the daily schedule flow (MWF or TH), what is the overall objective for the day? What is the best way to explore that?

Faculty Function

Faculty responsibilities are primarily in the classroom where they focus on guiding students through the Sequenced Modular Curriculum™ provided by Rivendell Sanctuary as the backdrop for developing excellence in character, creativity, academics, and life in community.

Roles are shared by 2 or 3 faculty depending on the cohort size. In smaller cohorts of 20-25 students, one faculty will be responsible to facilitate exploration and discussion of the readings and questions provided by the Rivendell Sanctuary Curriculum. The other faculty will be responsible for developing a customized plan for personal development (spiritually, physically, relationally, academically) as needs are recognized or expressed by the cohort or individual students. In larger cohorts, a third faculty will assume the role of academic faculty with primary responsibility for grading and academic development of students.

Roles are not mutually exclusive and will especially overlap in mentoring, classroom facilitation, and grading.

Educational Approach

At CreatEd Institute, we approach the classroom as an incubator for self-directed exploration and discovery leading to the individual transformation of the student. The art of the educator is to provide a safe environment, accessible next steps (think Vygotsky's ZPD or the idea of scaffolding), a helpful starting point for the exploration, and guidance through the process of learning. This guidance includes live feedback in the classroom setting, in-depth feedback through graded artifacts, and the development of focused tutoring or academic training that addresses the skill gaps of individual students or the cohort as a whole. Assessments follow a graduated mastery model and participation in peer-feedback as a form of P/F grading is highly encouraged. The experience of learning is not always predictable and faculty are empowered to flow with the needs of the cohort as a group.

Candidate Description

We are not looking for comprehensive knowledge, but for unquenchable curiosity and a desire to draw out the same humble approach to excellence in learning within the cohort community. Faculty who have excelled in this position demonstrate relational chemistry, enjoy serving people, inspire respect, naturally lead, and think deeply but not just about academic subjects. They are interested in relationship beyond the classroom, invite students into the rest of their lives, live out what they talk about, model an intellectual grasp of content that is not divorced from a lifestyle of being a whole person, and invite students to the same experience of life.

Sample Faculty Schedule

- I. *(M,W,F - Weeks 2-4)* [Primary faculty: Curriculum]
 - A. 8:00 - Classroom meeting with co-faculty to share the strategy for the day and to pray for the students.
 - B. 8:15 - Arrange classroom and materials, begin to welcome students
 - C. 8:30 - Each day opens with an hour of Bible reading, outlining, and discussion (Mondays may include an opening worship session for the first 30 minutes of Bible)
 - D. 9:30 - Break
 - E. 9:45 - Session I (Rivendell Sanctuary SMC)
 - F. 10:45 - Break
 - G. 11:00 - Session II

- H. 12:00 - Dismissal for lunch
- I. 1:30 - Session III (Optional tutoring, activity, reading groups, individual meetings, etc...
Lecture and other activities from Session I and II are highly discouraged during this time.)
- J. 3:00 - Reading, Grading, Meetings

II. (*T, H*, - Weeks 2-4) [Primary faculty: Personal Development]

- A. 8:00 - Classroom meeting with co-faculty to share the strategy for the day and to pray for the students.
- B. 8:15 - Arrange classroom and materials, begin to welcome students
- C. 8:30 - Bible
- D. 10:00 - Session I - Introduce the personal development subject and teacher for the day.
(Tuesdays focus on internal character, mindsets, etc... Thursdays emphasis external expression and relationships)
- E. 11:00 - Optional Session II (reading groups, mapping support/tutorial or (weeks 1 and 5),
tutorials on essays or presentation.
- F. 12:00 - Lunch
- G. 1:30 - Session III (Optional tutoring, activity, reading groups, individual meetings, office
hours, etc...)
- H. 3:00 - Reading, Grading, Meetings (may be off campus if convenient)

III. *Weeks 1 and 5*

- A. Weeks 1 and 5 follow a less regular pattern as needed to accommodate student presentation and final essay assignments.
- B. Week 1 - emphasis on history of the module and speech/communication (including specific training on speech-writing, presentation, etc...)
- C. Week 5 - emphasis on synthesizing the module and completing essays (including specific training in writing and communication skills)

IV. *Note*

- A. Primary faculty for the day (MW / TH) should devote their time being accessible to students on campus until 3:00 unless otherwise engaged. This gives supporting faculty the opportunity to focus on preparation for the upcoming day when they will carry primary responsibility for the classroom.
- B. Friday afternoons should provide open space for faculty and students to connect in a non-academic setting.

Key Words

Classical Education

Discovery Learning

Experiential Learning

Great Books

Liberal Arts

Socratic Dialogue

Mentorship

Curiosity

Community