

HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN
Education with a Higher Purpose

Teacher Application Packet



Mission

The mission of Hill Country Christian School of Austin is to provide a Christ-centered, classical, college preparatory education that inspires students to become lifelong learners and effective communicators who impact the world with the life changing reality of Jesus Christ.



HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN

TEACHER HIRING PROCEDURE

1. Please read the *Statement of Faith*, *Teacher Qualifications*, and *Who We Are*. If you agree with the *Statement of Faith*, believe you meet the qualifications for teaching at HCCSA, and support the vision, mission, core values, and philosophy of our school, complete the Teacher Application for Employment.
2. Return the completed application to the school office to the attention of Alice Storke, Executive Assistant to the Head Master. Please return only the completed *Teacher Application for Employment* and *Applicant's Certification and Agreement*, along with the requested personal attachments. Please retain for your records the instructions, attachments, and articles included in the packet.
3. Once a completed application is received, we will schedule an initial interview, in person or via telephone, or we will notify you that you are not under consideration for the position.
4. References will be checked following the initial interview.
5. If you are selected for the second round of interviews, you will be invited to the school to teach an actual lesson in a grade or subject for which you are applying. Interviews with teachers, department chairs, and administrators will be conducted during this visit.
6. Following the second round of interviews, you will receive either an offer of employment or notification that you are no longer under consideration for the position.
7. If an offer is made, you will have one week to respond.



HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN

STATEMENT OF FAITH

The Bible

We believe that the books of the Old and New Testaments, comprising the Holy Bible, are the inspired Word of God. We believe that the Holy Spirit supervised the writers of the Scriptures in what they wrote so that, using their own peculiar personalities, the very words recorded in the original manuscripts are the inerrant revelation of God. We believe the Bible not only contains the Word of God but also actually is God's Word and, therefore, is the complete and final authority for belief and behavior. We believe that this inspiration extends equally and fully to all parts of Scripture: historically, poetically, doctrinally, and prophetically.

(II Tim. 3:16, II Pet. 1:21, I Cor. 2:13, John 17:17)

The Trinity

We believe that there is one and only one true and living God, an infinite Spirit who is the Maker and Supreme Ruler of the universe. We believe the Scriptures reveal Him to be holy, sovereign, omnipotent, omniscient, omnipresent, eternal, immutable, and full of love, justice, goodness, mercy, and truth. Although there is only one God, we believe that in the unity of the Godhead there are three eternal and coequal persons: the Father, the Son, and the Holy Spirit. We believe these members of the Trinity are the same in substance, having precisely the same nature, attributes, and perfections, but are distinct in subsistence, executing different but harmonious functions.

(Mark 12:29, John 4:24, Matt. 3:16-17, Matt. 28:19, II Cor. 13:14)

Jesus Christ

We believe that Jesus Christ is the pre-existent and eternal Son of God who became man in order to reveal God and redeem man. We believe He was supernaturally conceived of the Holy Spirit and born of the virgin Mary. In His person, we believe the Lord Jesus combined forever full and undiminished deity with true and perfect humanity to become the God-man. We believe Christ died on the cross as a substitute for sinful man, was buried, arose bodily from the tomb, ascended into Heaven where He ministers on the behalf of saints, and someday will come again for His own.

(John 1:18, 8:58, Matt. 1:23, Col. 1:15-17, I Tim. 1:15, 3:16)

Holy Spirit

We believe that the Holy Spirit is the third Person of the Trinity, fully equal with God the Father and God the Son. Although He is of the exact same essence, we believe He is a personality distinct from the other members of the Godhead. The Holy Spirit, we believe, has an active ministry to the world in general which includes the restraining of evil, convicting of the unsaved and bestowing of God's goodness on all mankind. We also believe He has a ministry to every Christian which consists of regenerating, sealing, indwelling, baptizing into the Body of Christ, and the giving of spiritual gifts. We believe some of these gifts such as apostleships and prophesying new revelation have completed their function and thus are not for the Body of Christ today. Nor do we believe that speaking in tongues or healing services are a part of corporate worship. Other ministries to obedient Christians include filling, assuring, teaching, guiding, and comforting.

(Acts 5:3-4, II Thes. 2:3-9, John 16:7-11, Matt. 5:45, Tit. 3:5, Eph. 1:13, I Cor. 6:19, 12:13, Eph. 3:20, I Cor. 14, James 5:14, Eph. 5:18, Rom. 8:16, 14, John 16:13, 7.)



HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN

Angelic Beings

We believe that God created an order of spirit beings known as angels before the formation of the world for the purpose of worshipping and serving Him. We believe angels possess individual personalities and are intelligent, powerful, and inferior to God but superior to man. Lucifer, we believe, was one of the highest in rank of all the angelic beings in eternity past, but he sinned through pride and rebelled against God, thereby becoming Satan. We believe the Devil's proclaimed purpose is to oppose the plan of God and to promote his own evil program by deceiving and attacking men. In carrying out his work, we believe other fallen angels known as demons or evil spirits aid Satan. We believe these demons can influence, tempt, and control all men and even "possess" unbelievers. We believe there are unfallen angels, known as elect or holy angels, who carry out the will of God by ministering to men.

(Col. 1:16, Heb. 1:6, II Pet. 2:11, Isa. 14:12-15, I Pet. 5:8, Eph 6:12, Heb. 1:14.)

Creation

We believe that the Triune God, according to His sovereign will and for His own glory, created the heavens and the earth without the use of pre-existent material. All living things, we believe, came into being by a direct creative act of God and not by an evolutionary or random process, and thus have an existence distinct from Him and yet always dependent on Him.

(Gen. 2:4, Prov. 16:4, Acts 17:24, Col. 1:16-17).

Man

We believe that man was created in the image and likeness of God in a state of innocence. Through deliberate disobedience, we believe man fell from his sinless state and as a consequence lost his fellowship with God and became subject to spiritual and physical death. We believe that through Adam's transgressions the entire human race has inherited a corrupt nature, which is essentially evil and unable to please God.

(Gen. 1:26-27, 3:24, Rom. 5:12, Eph. 2:1-3.)

Sin

We believe that sin is anything contrary to the character of God. Every man, we believe, is alienated from God because of his depraved nature as well as personal acts of sin. We believe that each person born into the world is separated from God and completely incapable of meriting salvation and avoiding the judgment of God. The sin nature, we believe, is never eradicated, even for those who are born into the family of God, but it remains until the end of life. However, we believe God has made provision for forgiveness of sin through the blood of Jesus Christ and victory over sin through the power of the indwelling Holy Spirit.

(Rom. 3:10, 23, 6:23, Eph. 4:18, I John 1:8-10, Gal. 5:16-17.)

Salvation

We believe that salvation from the penalty and power of sin is provided only through the blood of Jesus Christ, which He shed on the cross when He was made sin for us and died in our place. There is nothing man can do, we believe, to attain this salvation through good works, moral achievement, or religious status. We believe the one and only condition for salvation is personal faith in Jesus Christ as one's own substitute for and Savior from sin. At the time of salvation, we believe a person is spiritually regenerated, his sins are forgiven, God's righteousness is imputed to him, and he is declared righteous in the sight of God. This salvation, we believe, is complete and a present possession of all believers which remains theirs forever. All who have trusted Christ as Savior are kept secure and will never lose their salvation.

(I Pet. 1:18-19, II Cor. 5:21, I Pet. 2:24, Eph 2:8-9, Tit. 3:5, Eph. 4:32, Rom. 5:1, Rom. 8:38-39.)



HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN

The Church

We believe that the Church is a unique organism composed of individuals who have placed their faith in Christ as Savior. The Church began, we believe, on the day of Pentecost and will continue its distinct purpose until the Rapture. We believe that the Church exists in both a universal aspect, as the Body of Christ, and in a local assembly of believers. The local church, we believe, has the twofold purpose of the edification of believers and the evangelization of the lost. The two ordinances of the church are water baptism, which we practice by immersion, and the Lord's Supper, which we believe to be a memorial of Christ's death and to be open to all believers.

(I Cor. 12:13, Acts 2:1-4, I Thes. 4:13-17, Col. 4:16, Eph. 4:7, Heb. 13:17, Matt. 28:19-20, I Cor. 11:23-28)

Dispensations*

We believe that God administers His purpose in the world through man under varying dispensations or stewardships, such as the period of Mosaic Law, the present age of grace, and the future millennial kingdom. We believe that these dispensations span the entire history of mankind but that dispensations are not different ways of salvation. Rather, they are ways of life which test the obedience of man to God's revealed will during a particular time. We believe that it is necessary to observe the dispensational distinction in order to properly understand the teaching of the Scriptures.

(I Cor. 10:32, Eph. 1:10, 3:2, Gal. 4:2, Luke 12:42, Heb. 12:22-23.)

Future Things*

We believe that the next event in God's prophetic calendar is the Rapture of the Church when living and dead Christians will be caught up to meet the Lord and receive rewards at the Judgment Seat of Christ. Following the Rapture, we believe a seven-year period of Tribulation will commence upon the earth at which time God's wrath will be poured out on mankind. We believe that Jesus Christ will usher in God's millennial kingdom when He returns to the earth in power and glory to rule sovereignly over the world for a thousand years. The unsaved dead of all ages, we believe, will be raised after the millennium to face the judgment of the Great White Throne, and will be cast into the lake of fire where there will be eternal punishment. We believe the redeemed of all ages will exist in an eternal state of joy and bliss in the new heavens and new earth where they will worship and serve God forever.

(John 14:3, Heb. 10:37, II Cor. 5:10, Matt. 24:21-31, Rev. 20-22.)

* Strict agreement with these doctrines is not required for admission to HCCSA; however, we affirm these beliefs as taught in Scripture and have established them as the official positions of our school.



HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN

TEACHER QUALIFICATIONS

The successful teacher at HCCSA is a person who:

1. Possesses a genuine and dynamic faith.
 - a. Loves the Lord with all his/her heart, soul, mind and strength.
 - b. Exemplifies life in Christ on a daily basis.
 - c. Fellowships with other believers on a regular basis.
 - d. Is willing to serve as a Christian role model to students, parents, and peers.
 - e. Agrees with the *Statement of Faith*.
2. Is qualified to teach children.
 - a. Holds at least a bachelor's degree from an accredited college or university.
 - b. Holds a valid teaching certificate or is able to demonstrate competency through a combination of academic preparation, work and life experiences.
 - c. Loves children and can relate to and interact with them at appropriate developmental levels.
 - d. Respects children and has the respect of children.
3. Is gifted in teaching.
 - a. Knows subject matter well and can communicate effectively.
 - b. Demonstrates creativity in seeking better ways to express ideas and concepts.
 - c. Seeks to understand and apply the classical philosophy in the classroom.
 - d. Demonstrates a commitment to lifelong learning through ongoing professional development, reading, writing, and/or research.
4. Demonstrates the following personal qualities:
 - a. Personal integrity
 - b. Love, care, and concern for people.
 - c. Graciousness in dealing with others.
 - d. Enthusiasm for work.
 - e. Loyalty to the purpose, mission, and people of the school.
 - f. Ability to work collaboratively with others.
 - g. Moral character that is above reproach.
 - h. Humility and the desire to serve rather than be served.
 - i. A person who views teaching as a ministry, not just a job with a paycheck.



HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN

WHO WE ARE

Our Vision

Hill Country Christian School of Austin will be the benchmark of excellence in Christ-centered education.

Our Mission

The mission of Hill Country Christian School of Austin is to provide a Christ-centered, classical, college preparatory education that inspires students to become lifelong learners and effective communicators who impact the world with the life changing reality of Jesus Christ.

Our Core Values

HCCSA Values and Affirms:

- **Grace** over legalism.
- **Relationships** at all levels.
- **Academic** and spiritual balance.
- **Calling** students to become world changers.
- **Excellence** in all things.

As a classical school in all its levels, programs, and teaching, HCCSA seeks to:

- Emphasize grammar, logic, and rhetoric in all subjects.

Grammar: the fundamental details, rules, or particulars of each subject.

Logic: the ordered relationship of the particulars in each subject.

Rhetoric: the clear and persuasive expression of the grammar and logic of each subject.

- Encourage every student to develop a love for learning and live up to his or her academic potential.
- Provide an orderly atmosphere conducive to the attainment of the above goals.

WHO WE ARE

Our Philosophy of Education

1. We believe that Jesus Christ is the true foundation of all knowledge and learning.

*The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is understanding.
–Proverbs 9:10.*

All studies, philosophy, rhetoric are for this purpose: that we may know Christ and honor Him. This is the end of all knowledge and eloquence. –Desiderius Erasmus

We believe that all educational experiences provide opportunities for growth – spiritually, intellectually, emotionally, and physically – and should be grounded in Scripture, reflecting the sovereignty of God over His creation.

2. We believe that God gives responsibility for training children to their parents.

Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. –Deuteronomy 6:4-7

It is the intent of the school to reinforce parental authority in the realm of education and to encourage the primacy of the local church in the lives of its families. We desire to establish a covenant relationship with parents by providing positive role models, a wholesome environment, and academic experiences in which students are encouraged to think Christianly and to grow intellectually and spiritually.

3. We believe that education should equip students for a lifetime of intellectual stimulation and development so that they may test every thought and experience against the plumb line of Scripture and effectively impact their spheres of influence for Christ.

We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ. –2 Corinthians 10:5

The task of the modern educator is not to cut down jungles but to irrigate deserts. –C.S. Lewis

Teaching strategies are matched with the distinctive learning patterns in children to provide students the tools of learning appropriate for their stage of development. Traditional courses in language arts, mathematics, science, and history are supplemented with Latin, logic, and rhetoric to provide students both the analytical and rhetorical skills necessary for them to understand their faith more fully and to share it more eloquently.



HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN

TEACHER APPLICATION FOR EMPLOYMENT

Full Name: _____ Email: _____

Address: _____

Phone: Daytime _____ Evening _____ Mobile: _____

Application Date: ____/____/____ Date Available: ____/____/____

CHRISTIAN BACKGROUND

1) On a separate sheet of paper please provide a statement of your personal faith, including a brief version of how you came to accept Christ as your personal savior.

2) Please read the Statement of Faith and indicate your support:

_____ I fully support the Statement of Faith as written without any reservations.

_____ I support the Statement of Faith with the exceptions listed and explained on an attached sheet.

3) What is your denominational preference? _____

What local church do you attend? _____ Years? _____

In what church activities are you involved and with what degree of regularity? _____

What other Christian service have you done? _____

Have you had any formal training in the Scriptures (Bible classes, correspondence, Navigator's series, etc.) or in Christian education course work? _____

HCCSA Teacher Application for Employment

PROFESSIONAL QUALIFICATIONS

Please feel free to attach a current resume or CV to this application

1) What colleges or universities have you attended and what degrees do you hold?

School	Dates	Degree (major)
_____	_____ to _____	_____
_____	_____ to _____	_____
_____	_____ to _____	_____
_____	_____ to _____	_____

Please attach a complete college transcript for each school attended.

2) List your teaching experience with the most recent first:

School & Address	Grades and/or Subjects Taught	Dates of Employment	Ending Salary
a) _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
b) _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
c) _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
d) _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3) Number of years teaching experience: Public _____ Private/Non-Sectarian _____ Christian _____

4) Reason for leaving your most recent position: _____

HCCSA Teacher Application for Employment

5) What experiences, other than teaching, have you had with children? _____

6) Please describe any non-teaching experiences or training you have had that you believe would enhance your ability to teach at this school: _____

7) List the teaching certifications you hold.

Types of Certification	Dates Valid	Issued By
_____	_____ to _____	_____
_____	_____ to _____	_____
_____	_____ to _____	_____

8) Indicate the grades you are qualified to teach.

_____ PK _____ K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5
_____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12

9) Check the subjects you are qualified to teach.

_____ Bible _____ English _____ Math _____ History _____ Science
_____ Logic _____ Art _____ Music _____ Computer _____ Band
_____ PE _____ Drama _____ Yearbook _____ Journalism
_____ Foreign Language (*Latin* _____ *Greek* _____ *Spanish* _____ *Other* _____)

10) List memberships, offices, and honors attained in:

High School _____

College _____

Professional or Community _____

HCCSA Teacher Application for Employment

NON-TEACHING WORK HISTORY

Please list other non-teaching employment that would be relevant to the position for which you are applying.

1) Name and address of employer: _____

Immediate supervisor: _____ Phone: _____

Dates of employment: _____ to _____ Salary: _____ Position: _____

Reason for leaving: _____

2) Name and address of employer: _____

Immediate supervisor: _____ Phone: _____

Dates of employment: _____ to _____ Salary: _____ Position: _____

Reason for leaving: _____

PERSONAL REFERENCES

You will need to sign the *Applicant's Certification and Agreement* form that is attached and return it with this application. Family members or relatives may not be listed as references.

1) Provide three references that are qualified to speak of your spiritual maturity and Christian service. List your current pastor first.

Name	Mailing Address	Phone	Position
------	-----------------	-------	----------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2) Provide three references who are qualified to speak of your professional training and experience. List your current or most recent supervisor first.

Name	Mailing Address	Phone	Position
------	-----------------	-------	----------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3) Have you ever been convicted of a felony offense? _____

If "yes" please describe the offense(s): _____

PERSONAL PHILOSOPHY OF TEACHING

On a separate sheet of paper, describe your personal philosophy of teaching and explain how it is compatible with a classical philosophy of education. For assistance in understanding the classical philosophy, please read the attached article, "What is Classical Education?"



HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN

APPLICANT'S CERTIFICATION AND AGREEMENT

I understand that Hill Country Christian School of Austin does not discriminate in its employment practices against any person because of sex, race, color, national or ethnic origin, or handicap. I further understand that any offer of employment is conditional on the proof of legal authority to work in the United States.

I hereby certify that the facts set forth in this application are true and complete to the best of my knowledge. I understand that discovery of falsification of any statement or significant omission of facts during any phase of the interview process may prevent me from being hired or, if hired, may subject me to immediate dismissal.

I understand that this is a security sensitive position and that a background check will be conducted. I further authorize Hill Country Christian School of Austin to inquire about my work and personal history and to verify all data given in my application for employment, related papers, and my oral interviews. I authorize the release and giving of any information requested by Hill Country Christian School of Austin, such as employment records, performance reviews, and personal references whether such information is favorable or unfavorable to me.

I further (do/do not) waive the right to view personally any references given to Hill Country Christian School of Austin.

I further certify that I have carefully read and do understand the above statements.

Applicant's Name (Print)

Applicant's Signature

Date



HILL COUNTRY CHRISTIAN SCHOOL OF AUSTIN

WHAT IS CLASSICAL EDUCATION?

Adapted from an essay by Susan Wise Bauer

Classical education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts, systematically laying the foundation for advanced study. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the *Trivium*.

The first years of schooling are called the "Grammar Stage," not because you spend the entire time doing English, but because these are the years in which the building blocks for all other learning are laid—just as grammar is the foundation for language. In the elementary school years, the mind is ready to absorb information. Children at this age actually find memorization fun. Therefore, during this period, classical education emphasizes the learning of facts: rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants, animals, and the human body, the facts of mathematics—the list goes on. This information makes up the "grammar," or the basic building blocks, for the second stage of education.

By middle school, a child's mind begins to think more analytically. Middle-school students are less interested in finding out facts than in asking "Why?" The second phase of the classical education, the "Logic Stage," is a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge, and to the way facts fit together into a logical framework.

A student is ready for the Logic Stage when the capacity for abstract thought begins to mature. During these years, the student begins algebra and the study of logic and begins to apply logic to all academic subjects. The logic of writing, for example, includes paragraph construction and learning to support a thesis. The logic of reading involves the criticism and analysis of texts, not simple absorption of information. The logic of history demands that the student find out why the War of 1812 was fought, rather than simply reading its story. The logic of science requires that the child learn the scientific method.

The final phase of a classical education, the "Rhetoric Stage," builds on the first two. At this point, the high school student learns to write and speak with force and originality. The student of rhetoric applies the rules of logic learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, and elegant language.

A classical education is more than simply a pattern of learning though. Classical education is language focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television).

WHAT IS CLASSICAL EDUCATION?

Why is this important? Language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen the brain can "sit back" and relax; faced with the written page the mind is required to roll its sleeves up and get back to work.

A classical education, then, has two important aspects. It is language-focused, and it follows a specific three-part pattern. The mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

However, that isn't all. To the classical mind, all knowledge is interrelated. Science, for example, isn't studied in isolation; it's learned along with the history of scientific discovery, which leads into the church's relationship to science and from there to the intricacies of church history. The reading of the *Odyssey* leads the student into the consideration of Greek history, the nature of heroism, the development of the epic, and man's understanding of the divine.

Finally, a classical education is, above all, systematic—in direct contrast to the scattered, unorganized nature of other methods of education. This systematic, rigorous study has two purposes:

1. **Rigorous study** develops virtue in the student. Aristotle defined *virtue* as the ability to act in accordance to what one knows to be right. The virtuous man (or woman) can force himself to do what he knows to be right, even when it runs against his inclinations. The classical education continually asks a student to work against his baser inclinations (laziness, or the desire to watch another half-hour of TV) in order to reach a goal—mastery of a subject.
2. **Systematic study** also allows the student to join what Mortimer Adler calls the "Great Conversation"—the ongoing conversation of great minds down through the ages. Much modern education is so eclectic that the student has little opportunity to make connections between past events and the flood of current information. "The beauty of the classical curriculum," writes classical schoolmaster David Hicks, "is that it dwells on one problem, one author, or one epoch long enough to allow even the youngest student a chance to exercise his mind in a scholarly way: to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolisms, plots, and motifs."