

Faculty/Staff Profile | *Living Curriculum Educators*

At Houghton Academy, we seek to employ *Living Curriculum Educators (LCEs)*. Our priority is finding the right people and sorting out their best roles. This philosophy is based on the theme of Psalm 139. We are “*fearfully and wonderfully made*” unique creations of God with individual strengths and passions. We believe synergistic ministry impact is predictable when the right fit is found and every member of the Academy’s faculty and staff is in their zone of giftedness. So, what are the qualities and characteristics of an LCE?

Parent Partners: First and foremost, LCEs understand that the role of faculty and staff is to partner with parents in the discipleship ministry of their children. Proverbs 22:6 identifies that parents are primarily responsible “*to train up a child in the way he should go....*” As Christian educators, LCEs are the invited partners to “*train up*” another’s child. LCEs respect and collaborate with parents. They communicate early and often. LCEs understand that the best educational and discipling experience for a student is based on a partnership between themselves and their parents.

Spiritually Healthy: Nothing is more critical to students’ growth and development than the spiritual health of their teachers, coaches, and administrators. Thus, LCEs must be born again, growing followers of Jesus Christ with a passion for knowing the inerrant Word of God (the Bible) and living in obedience to the teachings of Christ. Men and women of prayer and active participants in a fellowship of believers, living a confessional life and making themselves accountable to others who embrace the Academy’s Statement of Faith. Relentlessly practice the principles identified in Matthew 18:15-16 by talking to, not about, others. Living in peace with others by giving grace while seeking and asking for forgiveness (Romans 12:18). Eradicating bitterness, and seeking restoration. A Biblical Worldview guides thoughts, words, and deeds. Passionately pursuing a maturing relationship with Jesus Christ, recognizing that “*we who teach will be judged more strictly*” (James 3:1). A humbling reminder to LCEs.

Relationale: LCEs understand that spiritual health is also foundational for discipleship. The *Fruits of the Spirit* (Gal. 5:22-23) must be evident in their lives to serve as worthy student mentors. Intentionally investing time in students beyond the classroom and sharing their lives with teenagers. Actively building healthy relationships in and out of the classroom. Taking time to know students individually. Listening and showing interest in students’ interests, aspirations, and passions. Student discipleship is a central part of being an LCE, with a passion for teenagers to experience the same humble relationship with Jesus Christ that dominates their lives.

Excellence: LCEs understand that, as followers of Jesus Christ, they are called to pursue excellence in their ministry. Mediocrity is not acceptable. Feedback is frequently sought. Constructive criticism is embraced. Defensiveness is avoided. LCEs are open and teachable. They are lifelong learners who continually grow and improve, knowing that excellence reflects well on Christ and the Academy. Excellence gets noticed and invites inquiries (1 Peter 3:15). LCEs strive for excellence in their positions or roles.

Service: LCEs are service-minded, asking: “*How can I help others succeed?*” identifying opportunities to contribute to the ongoing fulfillment of the Academy’s mission and continual improvement, and then following through with a joyful spirit of service to those ends (Acts 20:35). LCE suggestions for organizational improvement are accompanied by a willingness to help as an active participant. They volunteer when they can while recognizing the critical priority of caring for family and their own mental, physical, and spiritual health is essential to serving others well.

Faculty/Staff Profile | *Living Curriculum Educators*

Positive: LCEs are happy, upbeat, and positive people. They are glass half full, not half empty people. Searching for and finding the best in others, even when it takes extra effort and patience. LCEs intentionally catch students and their peers doing right more than doing wrong. They presume the best in others, giving the benefit of the doubt. Understanding the enormous power of encouragement (Hebrews 3:13). Both students' and other adults' successes genuinely excite them. LCEs are entirely supportive of the Academy's mission and promote it enthusiastically. They reject complaining and refuse to participate in or listen to gossip. The joy of knowing and serving Jesus is evident in an LCE.

Mature Culture: Houghton Academy pursues a unique mature culture (1 Cor. 14:20). LCE decisions are made in the best interest of students, faculty, and staff instead of convenience, seeking to do what is right over what may be easy. LCEs ensure that student and peer behavioral expectations are meaningful, necessary, and understood. Consequences for infractions of unmet expectations are fair and predictable. All are treated with dignity and respect. The environment is safe and healthy. Good, clean, safe fun is encouraged. LCEs provide students with choices, knowing that students will experience failure from time to time and that failure provides an opportunity for intentional growth and development. Correction is gentle and direct, with a goal of restoration. LCEs pursue restorative justice, so self-discipline and self-control dominate the Academy culture. LCEs recognize that a school community with a mature culture simultaneously enthusiastically loves their school and grows exponentially.

Responsible: LCEs never say, "I did my part, or I did not do enough," and abandon responsibility (Luke 10:30-37). Instead, they take responsibility for motivating and inspiring themselves and others to pursue the Academy's mission and continual improvement. Their passion is contagious. LCEs relentlessly pursue students and peers, hitting the mark, reaching the goal, and achieving success!

What about you? Do these qualities and characteristics excite you? Are they what you aspire to be? You may be a Living Curriculum Educator whom God is calling to Houghton Academy.

TAKE THE NEXT STEP...

1. View a listing of positions for which we currently accept applications at www.houghtonacademy.org/careers.
2. View the **Houghton Academy Essential Agreements | How We Teach** overview on the [Careers page](#) of our website.
3. Write a cover letter sharing why you are interested in joining our team of Living Curriculum Educators.
4. Submit your cover letter with a resume and curriculum vitae to our Head of School, Dr. Toby A. Travis, at toby.travis@houghtonacademy.org.



After reviewing your letter, resume, and CV, it appears you may be a good fit for our team, we will send you an employment application to complete.