

POSITION TITLE:

Sunday School Teacher (Children 3-8 years old)

1. ANALYZE THE POSITION:

A. WHY? Describe the nature and purpose(s) of this position. Why does it exist? Who determines that? What kind of ministry is involved in it?

The Sunday School Teacher plays a central role in the parish's ministry of Christian formation of children.

The role of the Sunday School Teacher (children 3-8) is to help the parish achieve its purposes for the Sunday School Program. They are:

- To introduce children to the central figures, to the stories, and to the symbols of our faith
- To help nurture children in the faith and life of a Christian community
- To help children feel they are part of the parish, by building relationships between and among the children and the teachers/leaders/helpers and other members of the parish
- To encourage children to be open to recognizing who God is in their life, and to express their joy in their faith
- To offer a program that children will enjoy, an opportunity for fun
- To introduce children to the music and prayers of the church
- To model Christian practices (e.g., Bible study, worship, fellowship, mission) that will encourage children to develop and live out their faith
- To provide an opportunity for fellowship among children (learning to work and play together; sharing joys and sorrows)

- To help counter the dominant norms of our culture, to model and teach alternative values
- To assist parents, by providing a program for their children while they attend the Sunday service (Note: parents of some participants do not attend the service.)

B. WHO? Which individuals and/or groups of people are served by the person in this position? Describe them: Characteristics, needs, etc.?

Children, aged 3-8

What are they (i.e., children 3-8) like? Characteristics? Needs? Issues? Etc.

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| - impressionable | - honest – say what they are thinking | - inquisitive, ask lots of questions |
| - trusting | - energetic | - funny |
| - filled with wonder | - fun to be with | - sponges – pick up on everything |
| - shy | - verbal – express themselves more and more clearly | - some measure of independence – test the limits of it |
| - still learning to share (or not) | - closely tied to parents or caregivers | - able to share/express ideas and not self-conscious about doing so |

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| - spiritual – i.e., open to God, natural believers? | - toilet-trained | - some ability to sit still/focus on task |
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| - instinctive | - learning to read | - tech-savvy and comfortable with IT |
| - curious | - genuine – the real deal | - developing sense of belonging (i.e., this is “my” church) |
| fine motor skills developing | - may be significant gender and age differences in levels of fine motor skills, ability to sit still, focus, share, etc. | - 3-8 is wide age range, so children’s maturity, abilities, etc., may vary widely within a class |

C. WHAT? Describe all the types and kinds of things a person does as part of this position.

The Sunday School Teacher

- prepares for Sunday School classes: uses materials chosen by parish? Or designs and creates own curriculum and materials; or does some combination of the two
- creates outline/“agenda” for each class: choosing stories, songs, crafts, games, worship (in concert with clergy? Themes related to seasons of church year? Lectionary readings?)
- Prepare or purchases and brings snacks (food, drinks?) for the class
- Sets the room up as needed; cleans up after class
- Makes arrangements for any equipment needed (e.g., TV, DVD player, etc.)
- Buys supplies for crafts
- Leads the program/class, whose activities might include
 - Stories, including Bible stories, read aloud
 - Activities—often directly related to Bible stories; e.g., arts, crafts, drama

- Games - Sharing time - Participation in the worship service
- Service activities, e.g., visiting nursing home, collecting for food bank, etc.)
- Worship - Snack
- Outdoor play - Special outings (for example ...)
- Comforts children
- Maintains appropriate order in class
- Leads children from Sunday School room to church, back again (this might involve going from building to building, could involve crossing a road, etc.)
- Takes children to the bathroom
- Walks or drives with children to external sites—e.g., hospital, seniors' home, etc.
- Recruits, selects, trains, supervises assistants/helpers/leaders
- Meets with parents of children participants
- Reports to Sunday School Superintendent, Spiritual Development Committee, designated Parish Council representative, Rector, other clergy, etc. (In writing? Through personal meetings? Re urgent matters? Where? How? How often?)
- Prepares written reports – monthly? Quarterly? Annually? for Parish Council, for parish AGM, on Program

D. WHERE? Where does the person in this position do these activities, provide these services, etc.?

- In his or her own home (i.e., prep work for the Sunday School Program)
- In the community, (e.g., in stores, at sites of special outings, etc.)
- wherever the Sunday School Program is taking place:

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| - Sunday School room | - rectory | - church hall |
| - church basement | - separate building on church grounds | - community hall |
| - vestry | - sacristy | - church yard |
| - private home (e.g., of teacher) | - church camps | - other churches |
| - other buildings used for church activities (e.g., school hall, funeral home, etc.) | | |
| - Children join adults in the church service for a specific period of time each Sunday | | |
| - Occasional special outings, (e.g., seniors' home, hospital), specifically ... | | |

E. WHEN? When does a person in this position do these things?

- Prep time for class – whenever Teacher chooses
- Sundays, from September to June, before and during service(s)
- Saturday morning, Sunday evening
- Weekly afterschool programs, Monday-Friday, September-June
- Vacation Sunday School/Vacation Bible School
- PD Days

F. HOW? How are the duties of this position fulfilled? I.e., does the Sunday School Teacher have autonomy in carrying out this role? Are some elements fixed—e.g., is there a set program to be followed, etc.? Who does the Sunday School teacher interact with?

The Sunday School Teacher may interact with the following people periodically or on a regular basis:

- parents - grandparents in family-based parishes
- long-time members of the parish - church secretary
- custodian - organizations inside or outside of parish – e.g., PWDRF, food bank, nursing home - Sunday School Superintendent or committee of Parish Council
- Rector - Other teachers at regional or diocesan events
- assistants, leaders, helpers

G. STRUCTURE AND GOVERNANCE: Where and how does this position fit, i.e., within which program? Within which ministry area (e.g., outreach, pastoral care, etc.) program or service or activity, etc.? To whom does the person in this position report? How? How is the person in this position supervised? Observed? Monitored? Evaluated?

- Sunday School Program is organized by and overseen by Sunday School Superintendent, Spiritual Development or other Committee, designated Parish Council representative, Rector, other clergy, etc. Parish Council is ultimately responsible for it. Committee/designated member reports to Council periodically (monthly? Quarterly?)
- Sunday School Teachers are recruited, screened, selected, trained, and supervised by Superintendent? Committee? etc.; Details of how these (recruitment, screening, etc.) are carried

out are included in the Sunday School Program Operations Manual (or Policy and Procedure Manual, etc.) The Manual was last reviewed and updated by whom? When?

- Curriculum is chosen by Superintendent/Committee, etc, and approved by Parish Council for the Sunday School Program
- Teachers report to Superintendent/Committee, etc – monthly? Quarterly? Through a written report? At a meeting?
- Teachers contact Superintendent/Committee, etc if they have urgent concerns, questions
- Teachers participate in an orientation session, as well as initial and periodic training (including training about abuse prevention and response) and opportunities to reflect on their experiences, debrief, raise questions, concerns, and to identify resources, information, training that would help them (e.g., re issues of privacy and confidentiality, etc.)
- Sunday School Assistants/helpers/leaders (volunteers who help the Teacher) are recruited, screened, trained, and supervised by the Sunday School Teacher
- Parish Council reviews Sunday School Program annually, on receipt of report from Superintendent/Committee, etc; makes decisions for changes to the Program for the following year.

H. INTANGIBLES: What are the intangible realities related to this position?

- Trust and reliance. The Sunday School Teacher is in a position of trust in relation to the parish, parents and, especially, the children in their program, and all rely on the Teacher to faithfully and competently prepare for the program, lead it, care for the children, and ultimately help them in their Christian formation.

I. EMPLOYMENT “STATUS”: Is this a paid position? Unpaid? Filled by a volunteer? A student? A layperson? Ordained clergy? Is it part-time or full-time? Seasonal? Continuous? Permanent? Temporary? Contract? Does this person have to be licensed by the diocese?

- The Sunday School Teacher is an unpaid volunteer. The only financial remuneration the Teacher receives is reimbursement for out-of-pocket expenses
- The Teacher may be a layperson or a member of clergy
- The Teacher does not have to be licensed or otherwise vetted by the diocese

J. MISCELLANEOUS: Is there anything else that should be noted about this position that hasn't been identified above?

2. IDENTIFY AND ASSESS THE RISKS:

What are the inherent and foreseeable risks related to this position?

■ Risks to children:

(1) Bodily Harm (physical injury)

- physical injury (e.g., child trips and falls in classroom)
- physical abuse (e.g., inappropriate use of physical restraint if child is disruptive or is harming others)

(2) Personal Injury (non-physical harm)

- spiritual, psychological, emotional harm (e.g., from content of Sunday School curriculum)
- sexual abuse

■ Risks to Sunday School Teacher (or other leaders/helpers)

(1) Bodily Harm (physical injury)

- physical injury

(2) Personal Injury (non-physical harm)

- loss of reputation, credibility (e.g., as result of misunderstandings between teacher/helper and child, parental involvement, or in relation to program (e.g., if teacher creates program and materials))

(3) Legal Liability

- teacher or helper might be accused of wrongdoing or causing harm that results, might have to defend against criminal charges, lawsuit

- teacher/helper/leader might become aware of allegation, disclosure, report of abuse, or become suspicious of abuse and be required to act on it

■ Risks to Parish:

(1) Loss of Reputation, Credibility, Support

- parish's reputation and credibility are damaged as result of harm done or alleged in Sunday School

(2) Legal Liability and Financial Loss

- parish is potentially legally liable for the actions, inaction, wrong action of Sunday School teachers and helpers as they are acting on its behalf. Financial loss might ensue from being found legally liable if harm is done to a child.

3. IDENTIFY THE BONA FIDE OCCUPATIONAL REQUIREMENTS (BFORs) OF THIS POSITION

Based on this analysis of the position, identify the Bona Fide Occupational Requirements (BFORs) of this position, i.e., the qualities, characteristics, skills, talents, abilities, etc., an individual needs to have (or develop) in order to faithfully and competently fulfill the duties of this position.

Bona Fide Occupational Requirements: Sunday School Teacher (children 3-8)

- Dependable, Trustworthy, Honest
- Committed to the value of Christian formation and the importance of Sunday School
- Likes children and respects their spiritual development
- Understands and cares for 3-8-year-olds; recognizes appropriate boundaries
- Curious, open, willing and eager to learn
- Enthusiastic about Sunday School
- Organized and able to plan classes
- Able to create curriculum and materials, or to take designated curriculum and design program, prepare materials to suit them*
- Able to communicate clearly with and maintain appropriate order in group of children 3-8 years of age
- Able to supervise assistants/leaders/helpers*
- Able to work as part of team, to be open to feedback, suggestions

- Aware of issues related to creating a safeR environment, willing to ask questions, seek advice, follow through if issues (such as disclosure of abuse) arise*
 - * - Identified as capacities, abilities that could be learned “on-the-job”
 - Artistic (Identified as “a bonus, but not absolutely necessary”)
 - Able to sing, play an instrument (Identified as “a bonus, but not absolutely necessary”)
 - An Anglican, able to affirm baptismal vows
 - A member of the parish
 - An individual who participates regularly in Anglican worship and the sacraments
- NOTE: The group was divided as to whether these last three **were** BFORs for this position.

4. IDENTIFY PRE-HIRING SCREENING MEASURES:
Given the BFORs named above, identify appropriate screening measures/tools that will allow you to identify whether (and to what degree) an applicant meets the BFORs of the position.

Screening measures:

- (1) Complete and accurate description of the position, drawn from this audit, given to applicants when they indicate their interest, so they have a true picture of what the position involves
- (2) Application form and initial interview (discuss applicant’s interest in Sunday School, ask questions, raise issues that get at the bona fide occupational requirements (BFORs) of the

position, including issues of faith, involvement in parish if you have decided that they are BFORs)

(3) Reference checks (especially with respect to character issues, involvement in similar activities elsewhere, previous Sunday School experience, Reference questions must be focussed on the BFORs of the position)

(4) Mock Sunday School class, i.e., ask applicant to prepare a class and related materials, and/or demonstrate by running a class, working with other Teachers, etc.

(5) Membership in or regular participation in the parish for at least six months before consideration for this position

(6) Police Records Check and Vulnerable Sector Check

**5. IDENTIFY POST-HIRING SCREENING MEASURES:
Given the BFORs named above, identify appropriate screening measures/tools that will allow you to identify whether, and to what degree, a person who holds the position actually does meet its BFORs.**

(1) During the initial year, schedule regular (every six-eight weeks?) meetings of Teacher with Superintendent/Committee representative/Rector (others?) in order to debrief, ask for feedback for teacher on progress of Program, identify concerns or issues, offer support, etc., (e.g., conferences, training opportunities, etc.) Maybe hold these less frequently in subsequent years if all is going well.

(2) Periodically through the year, Superintendent or Committee members to visit and observe class, seek feedback from students, from parents.

(3) At end of each year, review the Program, evaluate it, plan for following year; review involvement of Teacher (looking back at BFORs of position). Create plans for following year.

6. MANAGE RISK THROUGH POSITION AND ENVIRONMENT DESIGN:

What could be done to change this position or the environment (physical, structural, etc.) in which the work associated with it is done to reduce its inherent and foreseeable threats and increase its inherent and foreseeable opportunities?

- Ensure that there is a window in the door of the Sunday School classroom or otherwise ensure that the class can be observed or visited.
- Arrange special outings so that parents drive their own children to and from (or arrange between themselves for one parent to drive several children, etc.).