



# CASTLEMAINE STEINER SCHOOL & KINDERGARTEN

<b>POSITION DETAILS</b>	<b>Position Title</b>	Class Teacher - PREP
	<b>Area</b>	Early Childhood - PREP
	<b>Position Reports to</b>	Teachers are responsible to the Principal through the Educational Leader
	<b>Role Location</b>	<p>The Castlemaine Steiner School &amp; Kindergarten (CSSK) sits on Dja Dja Wurrung country on 18 acres of beautiful bushlands, approximately 5km from the township of Castlemaine.</p> <p>Established in 1988, CSSK is non – denominational and founded in the educational principles of Rudolf Steiner.</p>
	<b>Key Role Relationships</b>	Principal, Educational Leader and all other CSSK Staff

## Statement of Commitment to Child Safety

The well-being and safety of all students is of central importance at Castlemaine Steiner School & Kindergarten (CSSK). Young people, including those of a linguistically or culturally diverse background, with a disability or who identify as Aboriginal or Torres Strait islander, have the right to be physically and emotionally safe at all times. They have the right to be protected from all abuse and neglect. All employees of Castlemaine Steiner School & Kindergarten are responsible for ensuring the Child Safe Policy is enforced and are required to sign the CSSK *Code of Conduct – Child Safety* and undertake training in this area as required. All applicants should be aware that the school conducts extensive background checks in accordance with our Child Safe Policy.

<b>PRIMARY ROLE</b>	<p>The primary role of a Teacher at CSSK is to provide the best possible education and duty of care for each student in light of the values and vision of the School.</p> <p>Steiner education is based on the belief that the healthy foundation for adult life is built throughout childhood and that a proper understanding of the developmental processes during childhood make it possible to support the faculties of thinking, feeling and willing. One way in which Steiner education aims to nurture and protect these faculties in childhood is through providing experiences facilitated by each Teachers' aspirations to explore three ideals of truth, beauty and goodness.</p> <p>Prep in a Steiner Early Childhood setting is a play-based program that engages the will forces of the child in strong daily, weekly and seasonal rhythms. Imaginative play is alternated with the structured, teacher led activities of Morning Circle (singing and movement), Storytime (oral story telling), artistic activities, shared meals and rest. The seasonal focus of stories, songs and festivals, practical home and garden tasks, nature walks and time playing outdoors fosters a reverence and wonder in the natural world. The teacher creates a beautiful, rich environment, with open ended natural play materials and works with imitation and imagination to engage the children deeply and with focus in their imaginative play.</p> <p>This is a 1.0 EFT role with Face-to-Face teaching from Monday to Thursday.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>NATURE OF ROLE</b></p>	<p>There are several key aspects to the role of Teacher at CSSK:</p> <ul style="list-style-type: none"> <li>• Teaching practice</li> <li>• Student care</li> <li>• Curriculum and resource development</li> <li>• Professional development</li> <li>• General, administrative and other activities</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>RESPONSIBILITIES</b></p>	<p><b>Professional responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Within the areas defined below, Teachers are responsible for any CSSK student assigned to their care.</li> <li>• Teachers are responsible generally for the appearance and behaviour of all CSSK students.</li> <li>• Teachers are responsible for the maintenance of collegial and professional relationships with other members of the staff of CSSK.</li> <li>• Teachers are expected to support the ethos of CSSK.</li> </ul> <p><b>Teaching Practices</b> Teachers are expected to:</p> <ul style="list-style-type: none"> <li>• Adhere to the Principles of Teaching and Learning as indicated by the Australian Steiner Curriculum Framework and relevant Department of Education Victoria regulatory requirements.</li> <li>• Create a classroom/ learning environment that facilitates engagement and learning.</li> <li>• Employ a variety of effective teaching strategies to successfully implement the curriculum.</li> <li>• Differentiate the curriculum to ensure the needs of all individuals in their classes are met.</li> <li>• Give adequate time to lesson planning, organization and documentation.</li> <li>• Plan and organize lesson sequences which have clear intentions.</li> <li>• Reflect on the effectiveness of their teaching individually and collaboratively.</li> <li>• Keep accurate records of students' attendance.</li> <li>• Monitor each student's progress and provide age-appropriate feedback.</li> <li>• Maintain good communications with parents concerning the progress of their child.</li> <li>• Plan for and attend Parent/Student/Teacher interviews.</li> <li>• Submit lesson plans and records to the Curriculum and Assessment Coordinator, as required.</li> <li>• Write formal academic reports that conform to School guidelines.</li> <li>• Liaise with colleagues in the implementation of the curriculum.</li> </ul> <p><b>Student Care</b> Teachers are expected to:</p> <ul style="list-style-type: none"> <li>• Participate in the Schools Student Care systems and processes</li> <li>• Care for students in a way that reflects the School's values</li> <li>• Be sensitive to students experiencing educational difficulties</li> <li>• Liase with the Educational Leader concerning class groups and individual members.</li> <li>• Attend meetings when required</li> <li>• Attend Parent Information and transition meetings, as required.</li> <li>• Prepare and organise seasonal festivals at the end of each term.</li> <li>• Lead Class Parent/Teacher evenings at least 1 x per semester.</li> <li>• See individual Parent/Teacher meetings as required.</li> </ul> <p><b>Curriculum and Resource Development</b> Teachers are expected to:</p> <ul style="list-style-type: none"> <li>• Participate in the creation, development and evaluation of the CSSK curriculum.</li> <li>• Be aware of existing teaching and learning resources and where possible participate in the creation, development and evaluation of resources for the implementation of the curriculum, including resources for play.</li> </ul>

## **Professional Development**

Teachers are expected to:

- Keep up-to-date with curriculum and resource development.
- Have a commitment to learning and personal professional development.
- Use technology as relevant to CSSK context.
- Attend appropriate seminars and courses and participate in curriculum assessment and reporting meetings as appropriate.
- Supervise student teachers when required and actively participate in their learning.
- Maintain relationships with professional associations.
- Participate in the Professional Reflection and Review processes used at CSSK.

## **General, Administrative and other Activities**

In addition to the normal load of a classroom teacher, Teachers are expected to:

- Attend meetings as required.
- Undertake yard and other supervision duties as required.
- Plan, prepare and organise end of term festivals that relate to the seasons.
- Liaise and work collaboratively with the wider school.
- Attend Staff Planning and Professional Development Days.
- Create and maintain a beautifully, cared for and presented classroom and play area.

Lesson time that has not been assigned to classroom teaching is provided for the purpose of lesson preparation, assessment of students' work and collaboration with colleagues.

## **Measures of Good Practice**

Teachers at CSSK are expected to maintain exemplary practice in the educational enterprise in which they participate. Features of good practice for the teacher include:

- Excellent, responsive and enduring relationships with students marked by mutual respect, maintenance of dignity and professionalism.
- The provision of high-quality curriculum, assessment and reporting that supports students' developmental needs.
- The provision of educational opportunities, which enable all students to achieve their highest potential arising from the interweaving of ongoing research and insight into child development and principles of Steiner education, commitment to exploring current educational thinking, and ongoing collaboration with colleagues.
- Ongoing participation in professional development to cultivate Imagination, Inspiration and Intuition through development of an inner, meditative life in addition to group and individual study, artistic activity, and educational research.
- Excellent collegial relations.
- Openness to mentoring and coaching.
- Effective involvement in the general Student Care programmes and structure of the School.

## **Collegial Relations**

Teachers at CSSK are part of a staff structure in which all members, whether they be teachers or support staff, are regarded as having important and interdependent functions. All Staff are responsible for the maintenance of collegial and professional relationships with other members of the Staff of CSSK.

## **External Relations**

Public relations (e.g. Contact with the media, police) and contact with general external agencies is the responsibility of the Principal or delegate.

## **Professional Qualifications**

Copies of all qualifications are required by the School. Incumbent must hold Full VIT Registration.

### Confidentiality

As Class Teacher, you are in receipt of information concerning academic, emotional and family details of children, parents and staff members. All Teachers must uphold the Victorian Teaching Profession's Codes of Conduct and Ethics.

### Safety and Compliance

Safety is a priority for all CSSK staff. All staff employed at CSSK are expected to understand and effectively apply safety policies and practices as relevant to their role. All staff working within the school are required to obtain a Working with Children check and understand the school's Policy in relation to the Safety of Children. Ensure the good physical and mental health and safety of students at the School through maintaining a thorough understanding of School policies and procedures (including the Positive Behaviour Policy), as well as knowledge of and compliance with emergency and accident procedures, undertaking all actions necessary and holding a conscious awareness of real and potential safety concerns.

### ESSENTIAL CRITERIA

- Exemplary interpersonal communication skills within a collegial environment.
- Demonstrated ability to confidently teach out of a love and respect for each child within the class community and in ways that support diverse educational needs.
- Commitment to deepening an understanding of Steiner Education and to work out of an Anthroposophical understanding of child development.
- Demonstrated capacity to establish strong classroom rhythms and routines in a Steiner Education Early Childhood setting. Including through;
  - Excellent classroom management skills and the creation of appropriate boundaries
  - Creation of a beautiful classroom and outdoor environment that facilitates engagement in imaginative play
  - Understanding of the development of the six-year-old child
  - Experience and ability in oral storytelling
  - Ability to create and engage children in Morning Circles that incorporate seasonal, imaginative movement and Indigenous themes.
- Understanding of how to weave and immerse pre-literacy and numeracy skills using a play-based and integrated approach.
- Sound range of artistic abilities to support the teaching of a Steiner Education curriculum.
- Demonstrated ability to form positive and professional relationships with families and to maintain professionalism within a small community.
- Effective organisational skills in order to manage the workload of a Class Teacher and demands of the teaching profession.
- Demonstrated understanding of appropriate behaviours when engaging with children according to Child Safe Standards.
- Applicants must have **full** Teacher registration with any Australian State or Territory.



## ESSENTIAL CRITERIA – Class Teacher PREP

Castlemaine Steiner School & Kindergarten (CSSK) is seeking an enthusiastic teacher to inspire, lead and guide students in their educational journey.

The School began its journey in 1988 and is located in a beautiful rural setting in Central Victoria approximately 1.5 hours from Melbourne. We provide a Steiner Education from Playgroup to Class 8, where at the completion of Class 8, students can continue their Senior Steiner Education locally in the Steiner Stream at Castlemaine Secondary College.

The Class Teacher position description is available on the school website:

<https://www.cask.vic.edu.au/our-school/current-vacancies/>

### Essential Criteria

1. Exemplary interpersonal communication skills within a collegial environment.
2. Demonstrated ability to confidently teach out of a love and respect for each child within the class community and in ways that support diverse educational needs.
3. Commitment to deepening an understanding of Steiner Education and to work out of an Anthroposophical understanding of child development.
5. Demonstrated capacity to establish strong classroom rhythms and routines in a Steiner Education Early Childhood setting. Including through;
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7. Sound range of artistic abilities to support the teaching of a Steiner Education curriculum.
8. Demonstrated ability to form positive and professional relationships with families and to maintain professionalism within a small community.
9. Effective organisational skills in order to manage the workload of a Class Teacher and demands of the teaching profession.
10. Demonstrated understanding of appropriate behaviours when engaging with children according to Child Safe Standards.
11. Applicants must have **full** Teacher registration with any Australian State or Territory.

## **How to Apply**

Applications must include a *Cover Letter, Curriculum Vitae* - containing minimum three education profession referees and *a separate document addressing the Essential Criteria*. Applications should be marked 'Private and Confidential' and forwarded to: [recruitment@cssk.vic.edu.au](mailto:recruitment@cssk.vic.edu.au) by the close date of **Friday 24<sup>th</sup> of September at 5pm**.

## **Addressing Essential Criteria**

A separate document addressing the Essential Criteria is required for all applications. Each criterion should be addressed with a 100-250 word statement that outlines how your current skills, attributes, knowledge and/or qualifications address the criterion.

\* Note – we acknowledge that Criterion Number 5 is very detailed. The subset of statements within this criterion do not necessarily need to be addressed individually, rather in one holistic paragraph.

## **Selection Process**

All candidates will receive confirmation that their application has been received in full. Candidates who do not submit a complete application will not be shortlisted. Applications received after the position close date/time will not be considered.

Our selection process will take place between 5/10/21 and 15/10/21 and will involve:

- A panel conversation/interview.
- Presentation of and discussion around a simple portfolio of work (details will be provided to short-listed candidates).
- Participation in a class exercise under the direction of a Class Teacher.
- Teaching of a prepared mini-lesson under the supervision of a Class Teacher and the Acting Principal / Educational Leader.

Modifications to the format for the selection process may take place with consideration to COVID19 restrictions current at the time.

## **Commencement**

The commencement date for this position will be negotiated with the preferred candidate.

## **Enquiries for this position**

For preliminary confidential enquiries or conversations about this position, please contact our Acting Principal, Hayley Bridgwood (03) 5479 2000.