



CASTLEMAINE STEINER SCHOOL & KINDERGARTEN

POSITION DETAILS	Position Title	French Teacher – Part Time Ongoing
	Area	Lower Primary, Prep – Class 4/5 0.15 FTE - this is equivalent to 5.5 hours of paid time including planning time. Classes starting Term 2 2022 will take place on Fridays between 10:00 am and 3:30 pm
	Position Reports to	Teachers are responsible to the Principal through the Student Care Leader
	Location	The Castlemaine Steiner School & Kindergarten (CSSK) sits on Dja Dja Wurrung country on 18 acres of beautiful bushlands, approximately 5km from the township of Castlemaine. Established in 1988, CSSK is non – denominational and founded in the educational principles of Rudolf Steiner.
	Key Relationships	Principal, Student Care Leader and all other CSSK Staff

Castlemaine Steiner School is committed to the care, safety and protection of all children attending the school. Our School is a place where children are nurtured and supported so that they can develop their capacities and grow into well-rounded human beings

The role of the French Teacher in the Lower Primary years is to bring French alive for the children, introducing them to the key elements of the language in an immersive experience through which they can feel the music of the language and its expressive qualities.

Within the programme the focus is on oral work; greetings, songs, poems, games, role plays and acting out stories. Writing is introduced through known poems or words, followed by reading, with the study of grammar beginning in Class 4. The role includes cohesive planning with the Class Teacher, as to deliver comparative content within the French and English curricula, including the Alphabet, counting, days of the week and other focused word groups and phrases.

The ideal applicant will have excellent French speaking skills, demonstrate deep enthusiasm for the French language and an understanding of Steiner pedagogy and philosophy. They will show warmth for the children, and work closely with the Class Teachers. Their focus will be to bring French culture and language into the school, to awaken enthusiasm and to lay the foundation for French, which is currently taught in the senior Classes 6-8. The applicant will work collaboratively with the senior classes French Teacher and the Professional Practice Leader to align learning outcomes and themes, and to develop shared expectations. The applicant will also be willing to work with all members of Staff to bring a French element into School Assemblies and Festivals.

The successful applicant will have a commitment to performance development and professionalism in their work.

SELECTION CRITERIA	<ul style="list-style-type: none"> • 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 • Demonstrated capacity for teaching of French to young children within a school setting • Effective organisational skills in order to manage the workload and demands of the teaching profession • Exemplary interpersonal communication skills within a collegial environment • Range of artistic abilities to support the delivery of a Steiner Education curriculum • Demonstrated understanding of the LOTE Program within the Australian Steiner Curriculum and the Victorian Curriculum • Commitment to deepening an understanding of Steiner Education • Demonstrated ability to form positive and professional relationships with families and to maintain professionalism within a small community • Demonstrated understanding of appropriate behaviours when engaging with children according to Child Safe Standards. • Applicants must have Teacher registration with any Australian State or Territory.
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The selection process will take place involving:

- A panel interview.
- Presentation of and discussion around a simple portfolio of work (details will be provided to short-listed candidates).
- Possible teaching of a prepared mini-lesson under the supervision of a Class Teacher and the Student Care Leader

Applications, including a **Cover Letter, Curriculum Vitae with three education profession referees** and a **separate document addressing the Selection Criteria**, should be marked 'Private and Confidential' and forwarded to: recruitment@cssk.vic.edu.au Apply soon as applications will be reviewed on receipt.

For preliminary confidential enquiries or conversations about this position, please contact the CSSK Educational Leader, Hayley Bridgwood, (03) 5479 2000

ROLES AND RESPONSIBILITIES FOR TEACHERS AT CSSK

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.

PRIMARY ROLE	<p>Teachers at CSSK work collaboratively to implement a variety of effective teaching strategies that visibly support participation and progress as shown through growth over time, and so contribute to providing the best possible education and duty of care for each student in light of the ethos 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>
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RESPONSIBILITIES	<p>Professional responsibilities include:</p> <ul style="list-style-type: none"> • Teachers are expected to support the ethos of CSSK. • Teachers are responsible for the maintenance of collegial and professional relationships with other members of the staff of CSSK. • Within the areas defined below, Teachers working with the Student Care Leader, are responsible for any CSSK student assigned to their care. <p>Teaching Practices As a Specialist French Teacher you are expected to:</p> <ul style="list-style-type: none"> • Adhere to the Principles of Teaching and Learning as indicated by the Australian Steiner Curriculum Framework and relevant Department of Education Victoria regulatory requirements. • Promote an environment of dynamic, active and genuine learning. • Collaborate with the Professional Practice Leader and other relevant Staff to develop and implement the French LOTE language programme from Prep to Class 5 (or with specified classes) • Give adequate time to lesson planning, organization and documentation. • Plan and organize lesson sequences which have clear intentions. • Reflect on the effectiveness of their teaching individually and collaboratively. • Keep accurate records of students' attendance. • Monitor each student and provide feedback to students around their educational progress. • Submit curriculum and assessment records to the Professional Practice Leader, as requested. • Write formal academic reports that conform to School guidelines. • Contribute to the writing of Individual Learning Plans (ILP) for students with educational support needs. • Keep written anecdotal reflections and/or records of the educational assistance provided for review and discussion with the Learning and Support Team and relevant Class Teachers. • Plan for and attend Parent/Student/Teacher interviews, as required.
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Student Care

Teachers are expected to:

- Be responsible generally for the appearance and behaviour of all CSSK students
- Participate in the School's Student Care systems and processes
- Care for students in a way that reflects the School's values
- Be sensitive to students experiencing educational difficulties
- Liaise with the Student Care Leader concerning class groups and individual members.
- Attend meetings when required
- Attend all relevant School assemblies.
- Prepare for and attend Parent Information, Parent/Teacher and Transition meetings, as required.
- Attend School organized activities and festivals.

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.
- 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 teacher, Teachers are expected to:

- Attend Assemblies.
- Attend meetings as required.
- Undertake yard and other supervision duties as required.
- Participate in School camps as required.
- Attend Staff Planning and Professional Development Days.

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.
- Highly developed communication and interpersonal skills with the ability to work as part of a collaborative team and build positive relationships with students, staff, parents, and external support agencies.
- 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.
- Clear records of student attendance, progress and assessment, parent meetings, parent correspondence, and curriculum & assessment programs.
- 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 VIT Registration.

Confidentiality

As a 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.

Vaccination Requirement

In line with the Pandemic COVID-19 Mandatory Vaccination (Specified Facilities) Orders Evidence regarding vaccination status must be provided prior to the commencement date for employment.

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 policies 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 maintain knowledge of and compliance with emergency and accident procedures, undertaking all actions necessary and holding a conscious awareness of real and potential safety concerns.