



CASTLEMAINE STEINER SCHOOL & KINDERGARTEN

POSITION DETAILS	Position Title	Class Teacher
	Area	Primary Years
	Position Reports to	Teachers are responsible to the Principal through the Deputy Principal
	Role Location	<p>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.</p> <p>Established in 1988, CSSK is non-denominational and founded in the educational principles of Rudolf Steiner.</p>
	Key Role Relationships	Principal, Deputy Principal 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 follow 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>The primary role of a Teacher at CSSK is to provide the best possible education and 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' exploration of the three ideals: truth, beauty and goodness.</p>
---------------------	--

Professional responsibilities include:

- 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, and
- Within the areas defined below, Teachers working with the Leadership Team, are responsible for any CSSK student assigned to their care.

Teaching Practices

Teachers are expected to:

- 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,
- Employ a variety of effective teaching strategies to successfully implement the curriculum,
- Differentiate the curriculum to ensure the needs of all individuals in their classes are met,
- Give adequate time to lesson planning, organisation, and documentation,
- Plan and organise lesson sequences that have clear learning intentions,
- Reflect on the effectiveness of their teaching, individually, and collaboratively,
- Keep accurate records of student attendance,
- Monitor and inform each student of their educational progress,
- Maintain good communication with parents concerning the progress of their child,
- Plan for and attend Parent/Student/Teacher interviews,
- Submit lesson plans and records to the Principal, as requested,
- Write formal academic reports that conform to School guidelines,
- Liaise with colleagues in the implementation of the curriculum, and
- Maintain a warm, functional and inviting learning environment that is appropriate to the students' stage of development.

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 Deputy Principal 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 organised activities and festivals, and
- Lead Class Parent/Teacher evenings at least once per semester.

Curriculum and Resource Development

Teachers are expected to:

- Participate in the creation, development and evaluation of the CSSK curriculum, and
- Where possible, participate in the creation, development, and evaluation of The School's curriculum and its implementation.

Professional Development

Teachers are expected to:

- Keep up-to-date with curriculum and resource development,
- Have a commitment to learning and personal professional development,
- Undertake ongoing Steiner education focused professional development,
- Use technology as relevant to the CSSK context,
- Attend appropriate seminars and courses and participate in curriculum assessment and report meetings as appropriate,
- Supervise student teachers when required and actively participate in their learning,
- Maintain relationships with professional associations, and
- 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 Assemblies,
- Attend meetings as required,
- Undertake yard and other supervision duties as required,
- Participate in School camps as required, and
- Attend Staff Planning and Professional Development Days.

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

Measures of Good Practice

Teachers at CSSK are expected to maintain exemplary practice in the educational enterprise with which they participate. Features of good teaching practice 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. This arising from the interweaving of: ongoing research and insight into child development; 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, and
- Clear records of student attendance, progress and assessment, parent meetings, parent correspondence, and curriculum programs

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 CSSK Staff.

	<p>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.</p> <p>Professional Qualifications Copies of all qualifications are required by the School. Incumbents must gain, hold, and maintain full VIT Registration.</p> <p>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.</p> <p>Safety and Compliance Safety is a priority for all CSSK staff. All staff 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.</p> <p>Ensure the physical and mental safety of students 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.</p>
SELECTION CRITERIA	<ul style="list-style-type: none"> • Demonstrated understanding of appropriate behaviours when engaging with children according to Child Safe Standards • 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 for explicit teaching within an integrated curriculum • High level skills in teaching emergent literacy and numeracy • Sound range of artistic abilities to support the delivery 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