



**Early Childhood Teacher 2023 Or
Pre-Prep to Prep Teacher 2023**

Thank you for your interest in applying for the role of Kindergarten Teacher at *Samford Valley Steiner School*. This is a full-time position commencing in January 2023.

The package for the above position is enclosed. It is composed of:

1. Information for Applicants
2. Selection Criteria
3. Role Description

Should any of the above documents be missing from your package, please contact the office on 07 3430 9600.

Please read these documents carefully before seeking further information.

Yours sincerely,

Carly Sheard
School Director



INFORMATION FOR APPLICANTS

Thank you for your interest in the advertised position. The aim of this *Information for Applicants Package* is to help you understand the selection process so that you can present your best case for appointment.

The basis for selection is the relative merit of each applicant in relation to the selection criteria identified in the *Role Description* and the *Selection Criteria*.

Role Description

The *Role Description* should be read carefully. It provides information regarding the following:

1. Position title
2. Area
3. Location
4. Role Relationships
5. Role Context
6. Role Purpose
7. Key Accountabilities

Remuneration

Based upon qualifications and experience.

Hours of Duty

This is a permanent full-time teaching position.

How to Apply

Your application should include:

1. A brief summary of your career, outlining relevant positions you have held and major responsibilities.
2. Statements, which concisely but fully describe how you consider yourself suitable against each of the selection criteria.
3. The names, positions and telephone contact numbers for two referees who can comment on your suitability for the position.

Any queries about the above may be sent to Jo Connor: jconnor@samfordsteiner.qld.edu.au

Your application should be emailed to sellis@samfordsteiner.qld.edu.au and

marked *Confidential – Kindergarten Teacher 2023*

**Closing Date**

Applications Close: Monday 26th September, 2022.

Selection Process

All applications received will be acknowledged. If you do not receive confirmation of your application, please contact the office on 07 3430 9600.

Short listed applicants will be contacted by email or phone and will be required to attend a face-to-face interview.

Contacts for Further Information

If you require further information after reading this information package, please ring the office on 07 3430 9600 and arrangements will be made for to contact you.

Essential Qualifications:

1. Bachelor of Early Childhood Education or equivalent.
2. Current Queensland Teacher Registration, or ability to obtain registration with the Queensland College of Teachers

Desirable Qualifications:

3. Specialist qualification in Early Childhood
4. Training in Early Childhood Steiner Education
5. Current First Aid and CPR Certificates from a recognised institution or willingness to obtain them within 10 weeks of commencement.



SELECTION CRITERIA

1. An understanding of the principles of Rudolf Steiner Education and a demonstrated love for children and teaching.
2. An understanding of child development as described by Rudolf Steiner and a commitment to professional learning and inner development through anthroposophical studies and artistic activities.
3. An ability to develop positive and professional relationships with students, parents and colleagues.
4. An ability to plan and deliver a developmentally appropriate curriculum that integrates the arts: music and singing, painting and drawing, movement, modelling, speech and drama.
5. Teaching experience, preferably in a Steiner Early Childhood Educational setting and ability to program, assess and write reports on student progress.
6. An ability to work collegially and a willingness to actively participate in and contribute to the cultural and festival life of the school.



ROLE DESCRIPTION

Position Title	EARLY CHILDHOOD TEACHER
Area	EARLY CHILDHOOD/KINDERGARTEN
Position Reports to	Early Childhood Director
Role Location	Brisbane, Samford Valley
Key Role Relationships	School Director Early Childhood Director College of Teachers (CoT) Early Childhood Faculty

"Receive the child with reverence, educate them with love, send them forth in freedom"

R. Steiner

ROLE CONTEXT:

The Samford Valley Steiner School (SVSS) has experienced considerable growth since its inception in 1987. This growth has included a High School operating since 2006, significant capital works, an increase in both students and staff and, importantly, a change of focus from pre- and primary education to 'whole school'.

The School has recently undergone a restructure and a re-focusing of some key roles, requiring a more conscious focus on Anthroposophy as a core element of the School's functioning. Central to this is the redefined role of the College of Teachers (CoT), which develops the pedagogical direction and vision from a deep understanding of Steiner's indications and child development perspective. Working collaboratively with the Faculty Director whose role is to lead and empower staff in the provision and delivery of a consistent Steiner curriculum, Class Teachers creatively translate this vision and direction into observable and practical actions in a way which engages and develops students.

The Kindergarten Teacher must be willing to learn, engage and work from our Vision and Core Principles at Samford Valley Steiner School. <https://www.samfordsteiner.qld.edu.au/about-us/vision/>

Working collaboratively with and under the direction of the Early Childhood Director, the Kindergarten Teacher will support the delivery of a consistent Steiner curriculum.

ROLE PURPOSE:

Working with the pedagogical vision developed by the College of Teachers and within the guidelines of the National Curriculum, the Kindergarten Teacher works creatively to plan, implement and monitor a quality educational program for all children, grounded solidly in the philosophy and principles of Steiner Education.

The Kindergarten Teacher works collaboratively with his/her peers across the School, developing and enhancing a consistent curriculum which is delivered with creative freedom, approaching subjects through the realm of art, music, imagination and the oral tradition and seeking to find fresh connections with his/her subject matter. The Kindergarten Teacher is accountable for all areas of teaching and pastoral care for their specific class, working with the specialist teachers and with conscious awareness of the needs of the children and the role of parents and guardians in their child's education. Kindergarten Teachers have a strong commitment to and understanding of duty of care, participate actively in the life of the School community, and are committed to ongoing individual and collaborative professional development.

KEY ACCOUNTABILITIES

Duty of Care

Ensure the good physical and mental health and safety of children at the School through maintaining a thorough understanding of School policies and procedures (including the Well Being 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.

Safety and Compliance

Safety is a priority for all SVSS staff. All staff employed in any capacity by SVSS are expected to understand and effectively apply safety policies and practices as relevant to their role.

Teaching and Learning

Develop and provide a well-prepared, age-related and imaginatively presented teaching and learning program for all students in the class, consistent with the School's curriculum and working collaboratively with the Kindergarten team, specialist teachers and support personnel, in order to encourage and support the holistic development of all students.

Develop and maintain a high standard of aesthetic presentation and a sensitive social atmosphere within the classroom and the School which supports positive behaviour and the inclusivity of all students.

Plan and apply behaviour management strategies, including prompt and supportive responses to inappropriate behaviour, which contribute to the establishment and maintenance of a supportive learning environment consistent with School policies.

Document assess and report on student progress (academic, social, emotional and physical) so that the teaching and learning program can remain relevant through timely and applicable adjustments and so that appropriate and comprehensive feedback can be provided to parents and guardians in line with the School's reporting policies.

Proactively contribute to the nurturing and supportive environment of the whole School through willing participation in regular school responsibilities (eg playground duty, faculty meetings), actively engaging in



school related activities, contributing to other classes according to personal skills and interests, and getting to know children and parents from other classes.

Management, Administration and Community Participation

Actively participate in all administrative requirements of the role, including managing individual budgets and resources, assisting in the effective placement of children in the School and establishing a working knowledge of relevant School policies and procedures, so that day to day operations in the class run smoothly and effectively.

Utilise a range of regular and effective communication and consultative strategies, including parent-teacher interviews and information nights, to ensure that Teacher Aides, parents and volunteers understand the philosophy and principles of Steiner education, implications for program implementation within the class and how they can best support children within the school environment and in family life.

Strengthen the collegiate and supportive nature of the School by working collaboratively with staff on School-wide issues, including contributing to the development, implementation and evaluation of School plans, policies and procedures.

Enhance and strengthen the community life of the School by actively preparing for and participating in Festivals, Open Days, forums and other School events.

Professional Conduct and Development

Proactively seek and participate in continuing professional development activities, including peer and mentor support and coaching, Faculty of Teachers meetings and all School-based in-service activities, in order to establish and maintain a high level of professional knowledge and expertise.

Strengthen parent and community confidence in the School by working within professional guidelines and responsibilities at all times, with due consideration and awareness of issues of sensitivity and confidentiality, maintaining good rapport with parents and guardians, and with appropriate duty of care toward fellow colleagues.

Early Childhood Teacher:

Name: _____

Signature: _____

Date: _____

Early Childhood Director

Name: _____

Signature: _____

Date: _____