



Application Package

High School Learning Enrichment Coordinator

Thank you for your interest in applying for the role of High School Learning Enrichment Coordinator at Samford Valley Steiner School. This is a permanent part-time position commencing in January 2024.

The aim of this Application 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 role description and the selection criteria outlined below.

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

This package is composed of information about the position, application instructions and the role description.

Please read this application package carefully before seeking further information.

Yours sincerely,
Carla Deiana
High School Director

Our Vision

Advancing social and cultural renewal through sound anthroposophical application.

Our Values

Samford Valley Steiner School values excellence in education based on honesty, tolerance, reverence, responsibility and hard work.

Core Principals

- SVSS values teachers' inner willingness to teach out of Steiner's human developmental picture in order to deliver a living pedagogy.
- SVSS teachers deliver a rigorous and balanced curriculum through the inclusion of the arts, movement and academics; inspired by the unique nature of the main lesson.
- Professional development in the light of anthroposophy is provided and expected to be pursued with an ongoing commitment.
- Staff and students learn through lived experiences in a beautiful and nurturing natural and built environment.
- SVSS's structure provides a stable framework through collaborative heart leadership.
- SVSS values and respects the uniqueness and dignity of each student, nurturing and supporting each individual's potential to emerge as a resilient, ethical human being.
- Clear, transparent communication which fosters warm, caring relationships and recognises individual contributions, encouraging community growth.

Qualifications

Essential qualifications:

- QCT Teacher Registration
- Training and/or experience in Steiner Education

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Desirable:

- Restorative Practice Training
- Experience working with students with additional needs.
- Experience of the NCCD
- Experience in writing EAPs and/or Individual Student Plans
- First Aid training

Remuneration

As per *Samford Valley Steiner School Enterprise Agreement 2022* dependant on experience and qualifications. This role retains a Coordinators allowance.

Please view the Enterprise Agreement which contains remuneration information on the Australian Fair Work Commission's website: Schedule A Teachers, page 74.

<https://www.fwc.gov.au/document-search/view/3/aHR0cHM6Ly9zYXNpY2RhZGFwcmRhdWVhYS5ibG9iLmNvcmlzZW50ZXJwcmVudHMvMjAyMi83L0FFNTE2NTI1LnBkZg2?sid=&q=Samford%24%24valley%24%24Steiner%24%24school%24%24enterprise%24%24agreement%24%242022>

Hours of Duty

3 days a week with less daily hours, or 2 full time days from 8am till 4pm, working days and hours are open to negotiation.

Probation

There is a 6-month probationary period.

How to Apply

Your application should include:

1. Cover Letter

Please provide a tailored cover letter introducing yourself and explaining your interest in the position. Highlight your relevant skills, experiences, and accomplishments that make you a strong candidate for the role. The cover letter should not exceed one page.

2. Response to Selection Criteria

We kindly request you to address the following selection criteria. Please provide detailed responses, citing specific examples from your past experiences that demonstrate how you meet each criterion. The response to selection criteria should be structured separately from your cover letter and should not exceed two pages in total.

1. *An understanding of the principles of Steiner Education, including an understanding of child development as described by Rudolf Steiner and a demonstrated passion for teaching.*
2. *A commitment to professional learning and inner development through anthroposophical studies and artistic activities.*
3. *Experience in Learning Enrichment and working with students with additional needs and identifying adjustments.*

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4. *An ability to work collegially and a willingness to actively participate in and contribute to the cultural and festival life of the school.*
5. *Excellent organisational, communication and interpersonal skills.*

3. CV/Resume

Attach your updated CV/Resume outlining your educational background, work experience, key achievements, and any relevant certifications or awards. Ensure that your CV/Resume is well-organised and easy to read. If you have a portfolio or any additional materials that showcase your work, you are welcome to include them as well. Please include the names, positions and contact numbers for two referees who can comment on your suitability for the position.

Submission Instructions:

Please email your application in a PDF format to workwithus@samfordsteiner.qld.edu.au marked *Confidential – High School Learning Enrichment Coordinator 2024*

Closing Date

Applications close 4pm on Friday 22 December 2023.

Please note that this position may be reviewed and filled prior to the stated deadline. Therefore, we encourage interested applicants to submit their applications as soon as possible. Early submissions will not be disadvantaged and will receive equal consideration.

Contacts for Further Information

For further information please contact Carla Deiana, High School Director
hsdirector@samfordsteiner.qld.edu.au

Role Description

High School Learning Enrichment Coordinator

Area: Classes 8 - 12

Reports to: High School Director & School Director

Key Role Relationship: School Director, Faculty Directors, College of Teachers (CoT), Learning Enrichment Team, Wellbeing Officer, Staff, Students, Parents.

Role Context:

The Samford Valley Steiner School (SVSS) has experienced considerable growth since its inception in 1987, most notably over the past six years. 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'.

Anthroposophy and the developmental picture of the human being is the underpinning of Steiner education philosophy. The school has a Senior Leader Team consisting of the School Director, Early Childhood Director, Primary School Director, High School Director, Economic Development Manager and the Chairperson 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. Teachers creatively translate this vision and direction into observable and practical actions in a way which engages and develops students.

The Learning Enrichment Coordinator 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/>

Our Learning Enrichment Team is expanding and works together to ensure that all children with additional needs are supported in a holistic way. It is recognised that the Steiner Curriculum is salutogenic and therapeutic in nature, and as such students requiring extra support should be supported within the classroom setting, working in small groups or one on one as required.

The Learning Enrichment Coordinator develops an understanding of the Anthroposophical view of human development and work in accordance with the Steiner philosophy and the core principles of our school. Each student has their gifts and treasures to share and each has their struggles and challenges to bear. It is the role of the teachers and learning enrichment staff to observe and understand each child's journey and walk alongside them with compassion and guidance when they need it, reducing encumbrances where possible. In light of this, the Learning Enrichment Coordinator is required to work out of a much broader context than the student's intellectual achievements and support the development of others in the Learning Enrichment Team.

Role Purpose:

To work as part of a team, out of Steiner's understanding of child development, to develop and support implementation of a comprehensive student support program that is responsive to identified and changing needs of students and might include emotional/social/sensory/academic/physical support or alternative education programs.

The Learning Support Coordinator works collaboratively and in consultation with other teachers, teacher aides, Learning Enrichment Team, Wellbeing Officer, Literacy and Numeracy Enrichment staff, admin staff and parents, to support students in accessing the curriculum to their best ability.

Key Accountabilities:

General duties:

- Provide coordination, support, and advice to the Learning Enrichment Team (K-12) by coordinating rosters in liaison with the Faculty Directors, regular meetings and supporting their understanding of their role.
- Provide professional expertise and support to the school community and in the development and implementation of plans, programs, and procedures to assist students in achieving positive educational, developmental, and lifelong learning outcomes that have a focus on preventative and early intervention strategies; are responsive to identified personal, social, emotional and educational needs; and aim to foster resilience and personal skills development.

Administration Duties:

- Provide advice and adjustments for students attending camp, during assessments (e.g., arrange scribes and quiet spaces) and apply for special assessment considerations for students with a diagnosis studying the NZCSE.
- Coordinate NAPLAN assessment annually, including organising all testing requirements, room allocation, student adjustments and supervisors.
- In collaboration with the Learning Enrichment Team, teachers, and senior management, coordinate NCCD evidence and student documentation.
- Work collaboratively with the learning enrichment team and Faculty Directors to contribute additional expertise in planning, teaching, assessing, and monitoring student needs and adjustments, and develop useful resources (e.g., assessment) as required so that teachers can use these within their own teaching.
- Participate in and promote networking of Learning Enrichment staff within the broader Steiner and education community, to share examples of best practice.
- Collaborate with teachers, parents, and Learning Enrichment staff to develop Support Plans and Class Plans and other sources of funding for relevant students 8-12.
- Maintain records of funding grants and expenditure and seek out grants where applicable.
- Keep up to date with legislative requirements in regard to students (e.g., Child Protection, Disability

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Discrimination Act, NCCD etc)

- Provide advice and recommendations to the Learning Enrichment team and Faculty Directors on how to best support students in their learning as well as on ways to develop collaborative practices with parents.
- Coordinate a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies, in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs.
- Conduct student observations and assessments in order to determine the nature of student learning difficulties, disability, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions.
- Balance the ethical issues of privacy and confidentiality for each student with the appropriateness of sharing information with others and maintain a comprehensive and professional record keeping system that complies with policy and legal requirements of parental and legal access to official records.
- Assist the Enrolment Officer, Faculty Directors and teachers in student interviews when needs have been identified to determine adjustments prior to enrolling students in 8-12.

Professional Conduct and Development

- Proactively seek and participate in continuing professional development activities, including peer and mentor support and coaching, Faculty of Teacher's meetings, the festival life 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 always working within professional guidelines and responsibilities, 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.

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 Social Health and 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.

Compliance Responsibilities

- All staff are required to comply with all of the policies, procedures and requirements of Samford Valley Steiner School including the:
- Code of Conduct
- Risk management – report identified hazards that may pose a risk to employees or the public, and/or may give rise to an insurance claim, taking into consideration the risk for safety, security, vandalism, burglary/theft and fire/arson
- Occupational health and safety – take reasonable care to protect their own health and safety and the health and safety of others in the workplace – it is a requirement to immediately report any incidents, hazards or near misses to the relevant supervisor and actively participate in hazard elimination where required.