

Steiner Teacher Intern 2022 Application Package

Thank you for your interest in applying for the Steiner Teacher Intern Position at *Samford Valley Steiner School*. The position is full time for a 1 year period with a 6-month probation period.

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

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

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,

Tracey Taylor
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

This role is specifically for graduate teachers who are keen to embark on a Steiner teaching career.

Hours of Duty

This is a full-time position commencing January 2022 and ending end of Term 4, 2022.

Probation

There is a 6-month probationary period.

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 at least two referees who can comment on your suitability for the position.

Your application should be emailed to rcaynes@samfordsteiner.qld.edu.au and marked *Confidential – Primary Teacher Intern 2022*.

Closing Date

Applications close 4.00pm Wednesday 3rd November 2021.

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 phone and will be required to attend a face-to-face interview. All applicants will be informed by Tuesday 1st December 2020 whether they have been short listed or not.

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 the Primary School Director or the School Director to contact you.

If they are not immediately available when you call, please leave your business hours and after hours contact numbers and your call will be returned at the first opportunity.

SELECTION CRITERIA

Position title: *Steiner Teacher Intern*

Required Qualifications

1. Registration with the Queensland College of Teachers (QCT)
2. Current First Aid and CPR Certificates from a recognised institution or willingness to obtain them within 10 weeks.

Selection Criteria

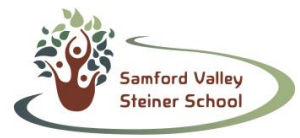
1. A love for children and a willingness to deepen their understanding of Steiner Education
2. The desire to become a Steiner Class Teacher, to develop an understanding of Anthroposophy and the indications given by Rudolf Steiner for Class Teaching and human development
3. A willingness to learn and openness to working as a team member.
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 communication, organizational and interpersonal skills
6. An intention to commit to a one year internship program which also involves a commitment to study

ROLE DESCRIPTION – SAMFORD VALLEY STEINER SCHOOL

POSITION DETAILS	Position Title	Teacher Intern, Samford Valley Steiner School
	Area	Primary School
	Position Reports to	Primary School Director
	Role Location	Brisbane (Samford)
	Key Role Relationships	School Director Faculty Directors Primary School Faculty Primary students and families

ROLE CONTEXT	<p>The Samford Valley Steiner School (SVSS) has experienced considerable growth since its inception in 1987, most notably over the past four 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'.</p> <p>At Samford Valley Steiner School the College of Teachers (CoT) develops the pedagogical direction and vision from a deep understanding of Steiner's indications and a child development perspective. Primary Grades Class Teachers creatively translate this vision and direction into observable and practical actions in a way which engages and develops students. It is recognised that Samford Valley Steiner School has the capacity, through an intern arrangement, to train and develop teachers to work within the Steiner context. The Intern performs the duty of Teacher Aide for part of the week under the supervision of an experienced Steiner Teacher and as such is able to learn from the teacher by participating actively in the life of classroom and the school. The teacher intern is also expected to teach approximately two days per week so they can develop independent teaching skills and reflect on their experience.</p>
PURPOSE	<p>Guided and directed by the Primary School Director, Learning Support Team and Class Teachers, and working with the philosophy and principles of Steiner Education, the Steiner Teacher Intern will assist the Teachers to implement the class program and curriculum; functioning within the class as a Teacher Aide. The Intern will also be expected to undertake two days per week teaching independently.</p> <p>In the Teacher Aide role the Intern provides both general and teaching support to the Class Teacher, including pastoral care for the students in the Class and maintaining conscious awareness of the needs of the students and the role of parents and guardians in their child's education.</p> <p>When in a Teacher Role the Intern works with the pedagogical vision developed by the CoT and is guided in this role by the Class Teacher. The Intern 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. When in the Teacher Role the Intern is accountable for all areas of teaching and pastoral care for the specific class during the time they are charged with their care. The Intern must have a strong commitment to and understanding of duty of care and participate actively in the life of the School community. The Intern is expected to undergo both school identified and supported, as well as individually identified, professional development to increase their knowledge of Steiner Pedagogy and Philosophy. The Intern is expected to engage in timetabled and incidental Collegial conversations.</p> <p>There is an aspect of independent study that is required as part of the Internship. Training to become a Class Teacher requires not only the acquisition of knowledge and skills and study of curriculum but also an undertaking to try to discover the mysteries of the human being and the self. To support this journey you will be asked to become a student of Anthroposophy and study child, human and world development through the lenses and indications provided by Rudolf Steiner.</p>

KEY ACCOUNTABILITIES	<p>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.</p> <p>Duty of Care Ensure the good physical and mental health and safety of students at the Primary School through maintaining a thorough understanding of School policies and procedures (including the Behaviour Management 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> <p>Teaching and Learning Support Working collaboratively with the Class Teachers, provide support in all aspects of the Class program and curriculum, including setting up of the classroom and preparation for lessons, so that the Teacher is able to focus on the provision and delivery of an appropriate and imaginative teaching and learning program.</p> <p>Apply behaviour management strategies as required, including prompt and supportive responses to inappropriate behaviour, which contribute to the establishment and maintenance of a supportive learning environment consistent with School policies. Assist the Teacher in developing and maintaining a high standard of aesthetic presentation and a sensitive social atmosphere within the classroom which supports positive behaviour and the inclusivity of all students.</p> <p>When in charge of a Class the Intern is expected to take on the duties and level of care of a teacher. i.e. 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 as directed or guided by the class teacher. 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.</p> <p>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 any incidents or accidents and provide written feedback to the Class Teacher as requested.</p> <p>Proactively contribute to the nurturing and supportive environment of the whole School through willing participation in regular school responsibilities (e.g. playground duty, relief teaching, school camps), actively engaging in school related activities (e.g. story at Assembly), contributing to other classes according to personal skills and interests, and getting to know children and parents from other classes.</p> <p>General Duties Establish and maintain a clean, safe and orderly classroom environment and storeroom area, supporting the students in their assistance to relevant tasks such as undertaking basic daily cleaning duties (floor, bins, general tidying, etc) and assisting in the preparation of Classrooms for Open Days and Festivals.</p> <p>Advise the Teacher on resources needs or issues with faulty furniture and equipment, so that there are sufficient supplies and equipment in working order to meet the needs of the Class. Proactively contribute to the nurturing and supportive environment of the whole School through willing participation in regular school responsibilities (e.g. playground duty), actively engaging in school related activities (e.g. attendance at parent nights as requested by Teacher), and contributing to other classes according to personal skills and interests.</p> <p>Management, Administration and Community Participation Work collaboratively with colleagues as required, contributing to administrative needs affecting the class and establishing a working knowledge of relevant School policies and procedures, to support smooth and effective day to day operations in the class.</p> <p>Establish and maintain records of observations and samples of student's work, as directed by the Teacher, to assist the Teacher in providing appropriate and comprehensive feedback to parents and guardians and to provide relevant information which will allow the Teacher to improve their teaching program.</p> <p>Professional Conduct and Development Proactively seek and participate in continuing professional development activities, including a study program provided by the school, 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.</p> <p>Strengthen parent and community confidence in the School by acting professionally at all times with due consideration and awareness of issues of sensitivity and confidentiality, remaining mindful of the Teacher's role to communicate matters of concern, maintaining good rapport with parents and guardians, and with appropriate duty of care toward fellow colleagues.</p>
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This role is currently full time, 1.0 FTE.		
Approval:	Teacher Intern:	Primary School Director
	Name: _____	Name: _____
	Signature: _____	Signature: _____
	Date: _____	Date: _____
Received By HR/ Admin:	Signature: _____ Date: _____	