



# PERTH WALDORF SCHOOL

## EARLY CHILDHOOD TEACHER

### Job Description

*“At Perth Waldorf School we are committed to promoting the safety, health and wellbeing of children and young people and expect all school staff, parents, students, volunteers and visitors to the school to share that commitment”*

#### **Nature of Role**

The primary role of a teacher at Perth Waldorf School (PWS) is to provide the best possible education and duty of care for each student in the light of the values and objectives of the school.

There are several main areas to the role of teacher at PWS. They are:

- Teaching practice
- Pastoral care
- Curriculum and resource development
- Professional development
- General, administrative and other activities

#### **Responsibilities of the Position**

Professional responsibilities:

- Within the areas defined below, teachers are responsible for any PWS student assigned to their care.
- Teachers are responsible generally for the safety and behaviour of all PWS students.
- Teachers are responsible for the maintenance of collegial and professional relationships with other members of the staff of PWS.
- Teachers are expected to be open to and support the ethos of PWS.

#### **Teaching Practice**

Teachers are expected to:

- Adhere to the Principles of Teaching and Learning as indicated by the Waldorf curriculum, the Australian Steiner Curriculum Framework, and the West Australian Education Department requirements, most specifically, the Early Years Learning Framework.
- 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 and organisation.
- Reflect on the effectiveness of their teaching.
- Keep accurate records of students' attendance, progress and assessment.
- Monitor each student and inform parents of their progress.
- Maintain good communications with parents concerning the progress of their child.
- Attend Parent/Student/Teacher interviews.
- Submit lesson plans and records to the Early Childhood Coordinator, as required.
- Write academic reports that conform to School guidelines.
- Liaise with the appropriate support staff in the implementation of the curriculum (eg. Education Assistants, grounds staff, Occupational Therapist, School Psychologist).

### **Pastoral Care**

Teachers are expected to:

- Participate in the school's pastoral care system.
- Care for students in a way that reflects the PWS values.
- Be sensitive to students experiencing personal, social or organisational problems.
- Liaise with the Early Childhood Coordinator and with Early Childhood Faculty concerning students' development and family issues.
- Attend meetings when required.
- Attend Parent/Teacher interviews, as required.
- Attend Parent Information and Orientation meetings, as required.
- Attend School organised activities.
- Lead Class Parent/Teacher meetings in collaboration with Faculty.
- Set individual Parent/Teacher meetings as required.

### **Curriculum and Resource Development**

Teachers are expected to:

- Participate in the creation, development and evaluation of curriculum.
- Be aware of existing resources and, where possible, participate in the creation, development and evaluation of resources for the implementation of the curriculum.

### **Professional Development**

Teachers are expected to:

- Keep up-to-date with curriculum and resource development.
- Have a commitment to learning and personal professional development.
- Maintain and manage classroom and playground equipment.
- Attend appropriate seminars and courses and participate in subject or area association meetings as appropriate.
- Provide mentorship to new and emerging staff.
- Maintain relationships with professional associations (eg. Steiner Early Childhood Association, AISWA, SEA, Rudolf Steiner College).
- Comply with the Professional Review process used at PWS.

### **General, Administrative and Other Activities**

In addition to the normal load of a classroom teacher, teachers are expected to:

- Attend meetings as required.
- Undertake playground and other supervision duties as required.
- Occasionally relieve other Teachers if required
- Attend Staff Planning and Professional Development Days.

### **Measures of Good Practice**

Teachers at PWS are expected to maintain exemplary practice in the educational enterprise in which they participate. Key features of good practice for a teacher include:

- Excellent and responsive relationships with students marked by mutual respect and professionalism.
- The provision of high quality curriculum.
- The provision of educational opportunities and activities which enable all students to achieve their highest potential.
- Excellent collegial relations.
- Mentoring and coaching of teachers new to PWS and the profession.
- Regular participation in professional development courses and programmes.
- Effective involvement in the general pastoral care programmes and structures of the School.

### **Collegial Relations**

Teachers at PWS are part of a large and complex staff structure in which all members, whether they be teachers or support staff, are regarded as having important and interdependent functions. Teachers are responsible for the maintenance of collegial and professional relationships with other members of the staff of PWS.

Teachers are responsible to:

- The College of Teachers and the Early Childhood Faculty for the pedagogical quality of their work with students;
- The Early Childhood Coordinator and Faculty for day to day matters and pastoral care within the school.
- \* The Early Childhood Coordinator for development and implementation of curriculum.

### **External Relations**

Public relations (eg. contact with the media, police) and contact with general external agencies is the responsibility of the Administrator or delegate.