



CHRYSALIS STEINER SCHOOL
educating the whole child

Class 1 Teacher 2019 Application Package

Thank you for your interest in applying for the Class 1 Teacher position at Chrysalis Steiner School. The position is a full time teaching position.

This information package includes:

1. Information for Applicants
2. Chrysalis School Teaching Framework
3. Selection Criteria
4. Chrysalis School Cultural Framework

Please read these documents carefully and call if you have any questions.

Applications for this position close on Monday 27 August at 8am. They may be sent via email to admin@chrysalis.nsw.edu.au or via post.

Please note Chrysalis School offers interviews in person.

Kind regards,

Kelley McGlashan
Education Manager

Steve Klipin
Business Manager

INFORMATION FOR APPLICANTS

Thank you for your interest in the advertised position. The aim of this package is to help you understand the selection process.

The basis for selection is the relative merit of each applicant in relation to the selection criteria identified in the Teaching Framework for Chrysalis-Guidelines for Teacher.

Teaching Framework for Chrysalis - Guidelines for Teachers

The Teaching Framework should be read carefully. It provides Framework Points of shared values, beliefs and practice as a teacher at Chrysalis. These include the following:

- We work within the school vision providing learning experiences consistent with the developmental stages indicated by Rudolf Steiner.
- We use a range of Teaching Strategies.
- Our teaching focuses on developing self-motivated learners.
- We provide safe inclusive classroom management.
- Student progress will be monitored carefully.
- Teachers will need to make a comprehensive contribution to the life of the school.

Remuneration

Our school has the Independent School NSW Standards Model (Teachers) Multi Enterprise Agreement in place. Pay and conditions will be in accordance with this agreement.

Full time role

This is a full time position commencing with the new school year in 2019.

How to Apply

Your application should include:

1. A general expression of interest
2. CV –This includes: Working with Children clearance, Teaching qualifications, teacher registration, interests, a brief summary of your career outlining relevant positions you have held and major responsibilities.
3. Statements, which concisely describe how you consider yourself suitable against each of the selection criteria noted below.
4. The names, positions and telephone contact numbers for at least three referees who can comment on your suitability for this position, including one referee at your current school.

Selection Criteria

1. An understanding of the principles of child development through the lens of Rudolf Steiner's picture of human development and how these apply to your teaching practice.
2. A demonstrated love for children and teaching.
3. A commitment to professional learning and inner development through anthroposophical studies and artistic activities.
4. The ability to plan and deliver a developmentally appropriate curriculum that integrates the arts: music and singing, painting and drawing, movement, modelling, speech and drama in line with the Australian Steiner Chrysalis School Curriculum documents.
5. Teaching experience: with reference to Steiner Primary School experiences where applicable.
6. The ability to work collegially and a willingness to actively participate in and contribute to the cultural and festival life of the school.
7. Excellent organizational and interpersonal skills.



CHRYSALIS CULTURAL FRAMEWORK

Why a framework?

This framework has been developed with an understanding of the behaviours that will help the school flourish and support Chrysalis being a child safe school. We acknowledge that both form and spirit is critical.

Why Culture?

Culture affects all aspects of school life and is all pervasive in schools and includes both formal and informal settings. *“The culture of an enterprise plays a dominant role in exemplary performance”* Deal and Patterson *Shaping School Culture*.

The aim of this cultural framework is to guide us to an identifiable, professional work culture by providing an understanding of a pathway visible to all. We strive to demonstrate these behaviours in an objective and observable way so that our culture is more explicit and understandable, which in turn leads to greater cohesion, understanding and harmony.

Underpinning our work at Chrysalis

As stated in our ethos, we endeavour that the principles of Anthroposophy live within the school. Anthroposophy is a path of knowledge, to guide the spiritual in the human being to the spiritual in the universe.

It aims to develop faculties of perceptive imagination, inspiration and intuition through the cultivation of a form of thinking independent of sensory experience from which the education of our times was developed.

This becomes evident when:

- We work with the concepts of anthroposophy to find a way in which to carry out our work in our role at Chrysalis, which may be through our work in College, the festivals, study we undertake.
- We work out of current best practice for schooling in accordance with the indications given by Rudolf Steiner and with due consideration to other current educational research.

Staff members have a number of responsibilities. These include:

1. Being proactive and accountable in all that we do - this becomes evident when:

- a. We follow-through on the commitments we make by doing what we say we will do.
- b. We follow-through and respond to enquiries and questions in a way that demonstrates that we are open to new ideas and genuinely consider different initiatives.
- c. We continually ask ourselves and others, ‘How will this behaviour impact others?’ and we encourage each other to reflect on the impact of our actions.
- d. We behave in a proactive and self-motivated way - we take initiative.
- e. We take responsibility for projects and people and put our hand up to help.
- f. We seek opportunities to make the School better and initiate activity which helps the School.
- g. We plan activities and projects well in advance and take account of possible changing circumstances.
- h. We manage our time effectively and monitor our performance.
- i. We behave with passion and enthusiasm and do not do things half-heartedly.
- j. We approach our work with genuine passion and enthusiasm.



- k. We take responsibility for our own personal and professional development.

2. Developing and practicing excellent communication- this becomes evident when:

- a. We consult and seek feedback from others in a proactive way.
- b. We listen actively to others, asking questions about their ideas and being curious to learn more.
- c. We encourage others to express themselves and we explicitly welcome others into our discussions for further exploration of ideas.
- d. We are inclusive in our communication, striving to have clarity in all we do and say, ensuring our audience understands our message.
- e. We give constructive meaningful feedback to each other.
- f. We are willing to hear and be open to the feedback of others.

3. Developing and practicing excellent interpersonal relationships- this becomes evident when:

- a. We strive to be aware of our “shadow” being and to behave in a way that honours our relationships, the School, and puts children at the forefront of our decision making.
- b. We demonstrate empathy to all around us.
- c. We strive to be consistent in our behaviour, building an environment of professionalism, connectedness and trust.
- d. We volunteer to help and support each other including the sharing of resources and time.
- e. We actively build professional relationships with each other.
- f. We strive to build community with parents, school community and each other.
- g. We strive to be professional with a deep commitment to civility and fairness – we do not accept rudeness or meanness in any form.
- h. We work in a collaborative way with each other and with the various bodies of the school.
- i. In social, interpersonal and professional interactions, we operate with fairness and due process and ensure that all people are afforded natural justice.
- j. We demonstrate positivity and acknowledge what is good about situations, what is working and what should be retained; only then do we honestly and with respect explore what is not working.
- k. We separate the issue from the person and debate the issues, not personalities – we discuss behaviour that is troubling us, not the person that is demonstrating the behaviour.
- l. We respect firm boundaries outlined by the School and do not engage in undermining behaviour – instead we constructively explore and discuss issues which are challenging us.
- m. We make time to address issues rather than have them go unresolved.
- n. We strive for the timely implementation of decisions or solutions.
- o. We work within the policies and procedures that exist and we ask for what I/we seek in a solution-based way.

4. STRIVING TO LEARN AND GROW

Adaptability and being resilience - this becomes evident when:

- a. We demonstrate flexibility in our thinking and our opinions and we remain open minded to different ideas and are willing to receive them in a spirit of openness and curiosity.
- b. We are willing to change the way we do things rather than be anchored in past ways of doing things – ‘the way we have always done it’ is not a sufficient justification for our behaviour.



CHRYSALIS STEINER SCHOOL

educating the whole child

- c. We demonstrate resilience and robustness and see feedback as a learning opportunity.
- d. We act with courage and see challenges as an opportunity to test ourselves and to grow.
- e. We acknowledge our school's past, appreciate that our culture is not fixed and we are open to shifts in the way we do our work – we are willing to allow our culture to evolve.

5. RESPECT

This becomes evident when:

- a. We take time to acknowledge that we work and teach in a school of natural and physical beauty.
- b. We take time to appreciate and acknowledge the Gumbaynggirr Nation.
- c. We take time to appreciate the history of the School and the work done before us.
- d. We are guided by the needs of the school and look for better ways to serve each other, the students, the parents, the Bellingen community and the planet.
- e. We honour and respect the rights of students, parents, and all employees of the school.
- f. We understand that we will not always get the outcome we seek but we will receive decisions with good grace and openness.
- g. We seek to operate out of a collaborative process – consistent with our role and reasonability seeking the outcome that is child focussed and represents the greater good.

6. CARING AND SAFETY

Kindness and self-care - This becomes evident when:

- a. We seek out other staff to help mentor and guide us and to offer an avenue for exploring ideas and challenges.
- b. We are honest with our own shortcomings and development needs and we approach them as an opportunity to grow.
- c. We practice self-reflection and are honest with ourselves regarding our own behaviour and look for ways to do better.
- d. We approach ourselves, each other and our challenges with kindness and actively demonstrate that we are kind to each other.
- e. We keep our emotions under control during challenging and difficult situations and maintain a positive outlook at work despite setbacks.

7. GRATITUDE

This becomes evident when:

- a. We remember that working at Chrysalis is a personal choice and a privilege.
- b. We remember that teaching is a noble calling.
- c. We acknowledge that we work in a place in which human striving, acknowledgement of spirit and a powerful landscape offers rich opportunity and an education for students and adults.
- d. We consistently recognise, value and acknowledge the effort of others and strive to do this in a consistent and meaningful way - we look for ways to give praise to each other.



CHRYSALIS STEINER SCHOOL

educating the whole child

Teaching Vacancy 2019: Class 1

Chrysalis seeks expressions of interest for a class teacher interested in taking up a Class 1 full time teaching role.

If you see yourself as an enthusiastic, creative, and professional teacher with a strong commitment to and passion for Steiner education and want to work in a collaborative professional environment, we encourage you to look at the application pack and Teaching Framework.

An Application Pack and Teaching Framework for Chrysalis is available for your convenience on the school website.

Applications close 8.00am Monday 27th August 2018

For further information please contact the Education Manager:

Kelley McGlashan

Ph: 02 6655 8616



CHRYSALIS STEINER SCHOOL
educating the whole child

A Teaching Framework for Chrysalis

Guidelines for Teachers

Firstly, the teacher should strive to be a person of initiative in everything that he or she does, great or small.

Secondly, the teacher should be the one who is interested in the being of the whole world.

Thirdly, the teacher should strive to be one who never makes a compromise in his or her heart and mind with what is untrue.

Fourthly, the teacher should endeavour to enliven and enrich their inner and professional life .

A Teaching Framework for Chrysalis

The Framework is based on our vision:

Chrysalis Rudolf Steiner School will endeavour to provide a centre of excellence for the delivery of Steiner Education in Australia.

We will provide an environment that recognises and meets the intellectual, physical, social and spiritual needs of the developing child. Teachers creatively nurture the joy and wonder of learning and cultivate a deepening awareness of relationships with others and with the world.

A solid educational foundation is thus created for the development of responsible human beings who impart purpose and direction to their lives with clarity of thought, sensitivity of feeling and strength of will.”

A Foundation For Life

- The Teaching Framework is made up of our shared beliefs about teaching. It provides clear expectations, a sense of unity and consistency.
- The shared beliefs that make up the framework will be used to appraise school and individual teacher progress towards achieving the school vision, and provide direction for individual and school professional development.
- The framework points make up the generic school Job Description/Key Performance Outcomes and the 'We wills' are the performance indicators.

Framework Points (shared beliefs):

1. **We work within the school vision providing learning experiences consistent with the developmental stages indicated by Rudolf Steiner.**

Therefore we will:

- Study and develop an understanding of the principles of Rudolf Steiner which are foundational to the deeper understanding of our work with children.
- Use the school's curriculum documents to provide guidance for classroom programs.
- Prepare and reflect on subject material – research and explore the curriculum to find the “essence” of each Main Lesson.
- Present lessons with imagination; enthusiasm; clarity; catering for ability-range and age group.
- Select, develop and use a variety of age appropriate resources and materials that are keeping with the Steiner pedagogy to engage student learning.
- Thoroughly and thoughtfully prepare lessons.
- Provide a nurturing environment that fosters a love of learning.
- Provide a learning environment that encourages students to become self-responsible, produce quality work – aiming for personal best.
- Handle conflict and concerns in an open positive manner. Students will learn to handle conflict positively and seek guidance when needed.

2. We will make use of a range of Teaching Strategies

Therefore we will:

- Set challenging and realistic expectations for all students taking into account their individual needs and learning styles.
- Encourage students to produce quality work.
- Show regard for social, ethnic, cultural and religious factors in meeting the learning needs of students.
- Apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student outcomes.
- Apply effective strategies for teaching Aboriginal and Torres Strait Islander students; students with special education needs; NESB students; students with challenging behaviours.
- Use questions and classroom discussion effectively to probe students' understanding of the content.
- Ensure that all our students develop skills in literacy and numeracy to the best of their ability.
- Teach explicit co-operative learning skills so students can work together in teams.
- Ensure that students in classes 7 & 8 are confident with a range of information technology skills.
- Make use of whole class, group, and individual teaching as appropriate with an emphasis on well-planned group work.

3. Our teaching will focus on developing self-motivated learners.

Therefore we will:

- Ensure students develop positive self-images through pride in self-achievements.
- Ensure the classroom learning environment celebrate students creativity and is orderly yet aesthetic: their questions, research and creative work is displayed in a way that clarifies student learning and informs visitors/parents.
- Apply knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.
- Teach a range of explicit thinking skills and strategies so students become aware of the appropriate strategies and can use them independently - the basis of life long learning. This involves the need to take risks and to learn from their mistakes. Most of all they must develop a positive 'I can do' attitude.

4. We will provide safe classroom management.

Therefore we will:

- Ensure our class presents a safe, positive and predictable environment where students know what is expected of them and feel free enough to take the necessary learning risks.
- Apply effective strategies for dealing with challenging behaviours.
- Provide timely and effective feedback to students to encourage them to reflect on and monitor their learning.
- Handle classroom discipline problems quickly, fairly and respectfully.
- Apply specific requirements to ensure student safety in the classroom.

5. Student progress will be monitored carefully

Therefore we will:

- Follow agreed school policy on assessment – use and maintain effective and efficient record keeping systems to monitor students' learning progress.
- Negotiate, with older students, criteria so that they can learn to assess their own progress and set their own goals taking a growing responsibility for their own improvement.
- Report effectively to students, parents and caregivers about student learning.
- Use student assessment results to evaluate teaching and learning programs and inform further planning.

6. Teachers will need to make a full contribution to the life of the school.

Therefore we will:

- Work willingly and cooperatively with other teachers, share and be open to new ideas, aware of the skills of other teachers, and able to ask for help when needed.
- Strive to be a positive member of the teaching staff, participating in activities.
- Feel confident to meet felt concerns (between any members of the school community) openly so that issues can be resolved in a creative manner.
- Make sure all school policies and procedures are adhered to.
- Take every opportunity to gain professional development (Steiner and Mainstream), to feel able to ask for help, and receive it, and be able to show evidence of the new ideas that you have introduced into your class.
- Critically reflect on teaching and learning practice – demonstrate a commitment to continual professional learning by exploring educational ideas, (Steiner and mainstream) issues and research.
- Show respect and friendliness to students, parents, all school visitors and help develop through our actions a role model for our students.
- Build positive links with all our parents and make them feel welcome and informed about how they can support our curriculum.