



CHRYSLIS STEINER SCHOOL
educating the whole child

Class 4 Teacher

Full-time

Commencing

Term 2, April 2021 or earlier if available

Application Package

Closing date 19 March 2021

Thank you for your interest in applying for the Class 4 Teacher position at Chrysalis Steiner School. The position is a full time teaching position commencing in Term 2, 2021.

This information package includes:

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

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

Applications for this position close on Friday 19 March 2021. They should be sent via email to education@chrysalis.nsw.edu.au.

Please note Chrysalis School offers interviews in person.

Kind regards,



Lisa O'Donnell
Education Director

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 2018- 2020 in place. Pay and conditions will be in accordance with this agreement.

Full time role

This is a full time position commencing in Term 2, 2021.

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 Curriculum 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.

Vision... A school that celebrates the child and the child’s place in the land and in the community.							
“Our highest endeavour must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives.” Rudolf Steiner							
Ethos... We are guided and act in accordance with our principles and values.							
Anthroposophy	Best Practice	Collaboration	Community	Consensus	Fairness & Due Process	Professionalism	Respect
Mission... Our school is a healthy, vibrant and sustainable community that provides opportunities for growth and connection.							
Students		Families / Community		Staff		Organisation / Governance	
<ul style="list-style-type: none">• Welcome all who wish to share the journey.• Provide children with opportunities to develop and grow.• Provide a sustainable, safe and nurturing environment.• Provide the best possible Steiner education is a sustainable, safe and nurturing environment.• Provide quality pastoral care and support when needed.		<ul style="list-style-type: none">• We foster respectful relationships with and within our community, and our earth.• We provide regular, quality opportunities that bring our community together.• We increase our parental and partner involvement leading to better pedagogic outcomes within our school.		<ul style="list-style-type: none">• Our staff are role models for our children as we work with them within our school and beyond.• They demonstrate exemplary behaviour within and outside of school.• Deliver the best possible Steiner education in a sustainable, safe and nurturing environment.• We support our staff so that they too may develop and grow.		<ul style="list-style-type: none">• We are a Steiner School that is a valued and valuable member of our community.• We ensure we manage our school site effectively, with a view to the future provision of Steiner Education and ever mindful of our growing school.• We meet all our compliance requirements and continually strive to improve our practices.	
Indicators... We measure our success to make sure we are achieving our goals.							
<ul style="list-style-type: none">• Student engagement, wellbeing and their attitudes to learning.• Involvement of students in school activities (eg. Camps, festivals etc)• Number of new enrolments and students continuing.• Students supported appropriately (eg. Pastoral or learning support).		<ul style="list-style-type: none">• The level of involvement in our school by our parents and our partners.• The number and quality of school events that bring the community together.• School involvement in local community events and activities.		<ul style="list-style-type: none">• Staff continually improving their knowledge and practical skills through professional development opportunities.• External teacher appraisal process.• Feedback from parents and community.• Social harmony among staff.		<ul style="list-style-type: none">• Community goodwill.• Our site and assets are well-managed and maintained.• Our school operates with a sustainable business model, including cash reserves kept at a nominated level.• Ongoing 5 yearly registration.	



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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. Acknowledging 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.
- 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.

WE ARE EACH RESPONSIBLE FOR BEING

1. 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. 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. 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 and take the time to understand complex issues without resorting to companioning.

STRIVING TO LEARN AND GROW

Adaptability and 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.
- 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.

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.

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.

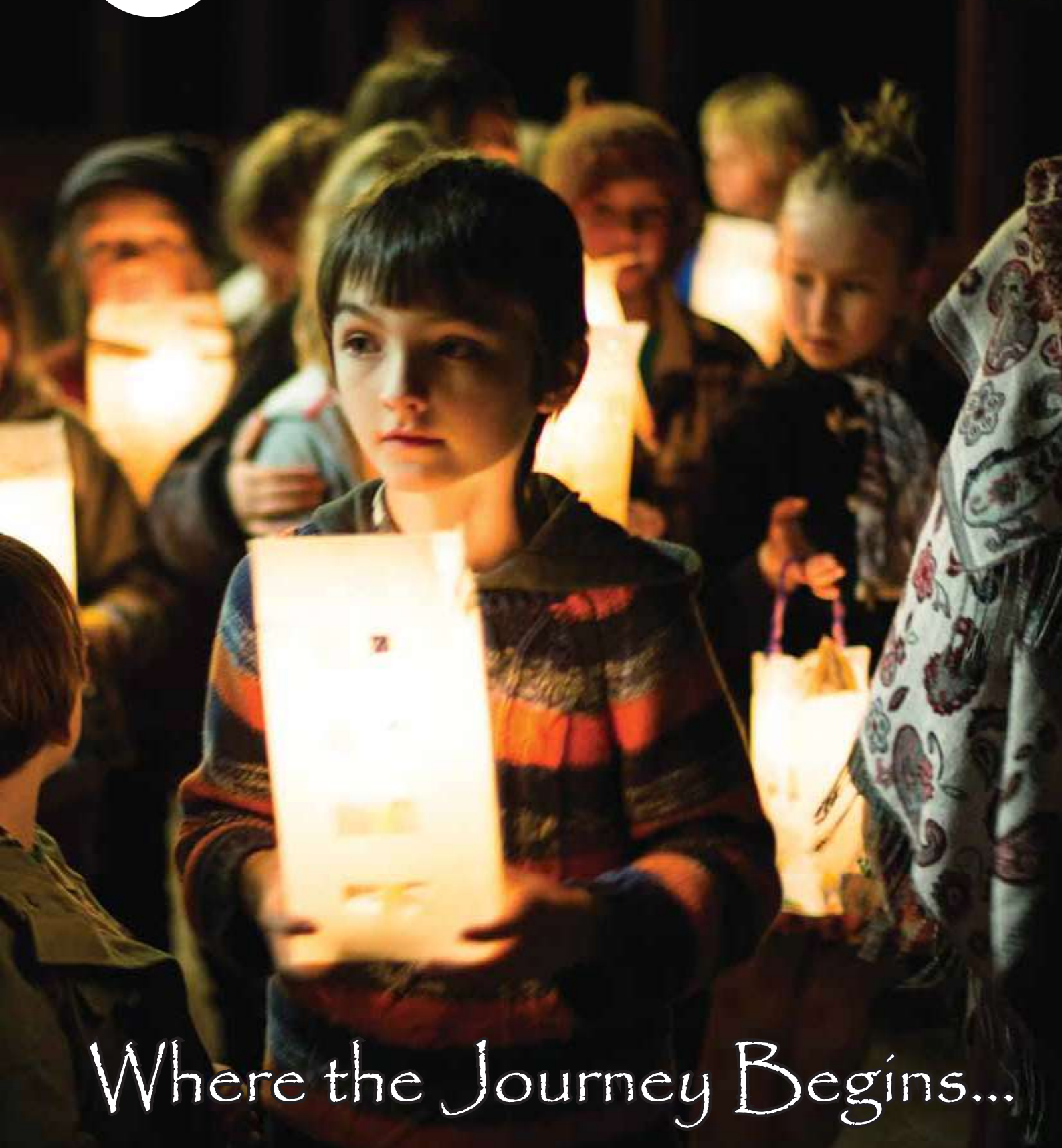
GRATITUDE

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 efforts of others and so strive to do this in a consistent and meaningful way - we look for ways to give praise to each other.



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Where the Journey Begins...

Steiner Education

"The healthy social life is found, when in the mirror of each human soul the whole community finds its reflection and when in the community the virtue of each one is living."

Rudolf Steiner



Steiner (or Waldorf) education is based on the philosophy of Austrian philosopher, scientist and educator Rudolf Steiner. It has stood the test of 100 years of experience and is practiced in over 1000 schools worldwide, including more than 50 in Australia.



It is based on the insight into the needs and consciousness of developing children on many different levels: social, artistic, academic, physical and spiritual. Through taking account of human spiritual nature, what is unique and universal in each child is honoured and developed.

Our Community

"More recent research . . . is telling us that deeper forms of parent engagement with schooling . . . enhance student achievement and outcomes, close achievement gaps and build social capital and social inclusion."

Danielle Cronin

The importance of parental and community involvement in schools has been well documented. It impacts not only upon our children's academic learning, but also their social and emotional development. From reading assistance in the classrooms, attendance on excursions and camps, sewing bees, working bees, to serving on the Board, parent volunteers are a key support to the school, both in day to day and overall school operations.

The Chrysalis Parents and Friends is a dynamic group of engaged parents and community volunteers dedicated to supporting Chrysalis Steiner School and its student body. As well as supporting existing school activities such as festivals and events, they promote parent education and knowledge sharing, support parent initiatives and provide a forum for general feedback to school management.





To live in Bellingen is to be constantly surrounded by nature. Fertile farmland and national parks lie in all directions. The school itself is nestled in the Thora valley, 20 minutes from Bellingen and 25 minutes from Dorrigo.

With the pristine waters of the Bellinger River flowing past the school and the Bellinger River National Park stretching up the escarpment of the Great Dividing Range to the north, it would be hard to find a more beautiful environment for children. Through our creative and dedicated building program in our pioneering years, we have a campus that features buildings of exceptional architectural beauty.

Founded in 1982 as a non-denominational and co-educational school for Rudolf Steiner Education, Chrysalis School offers classes for children aged Kindergarten (5 years old) through to the end of Year 8. The word chrysalis means golden home and like all cocoons, it implies a delicately protected place for growth and development. Each classroom has been designed and built to take into account the outstanding natural environment and to create a nurturing and beautiful learning environment.

Educating The Whole Child

'The heart of Steiner education is that education is an art - it must speak to the child's experience. To educate the whole child, their heart and will must be reached as well as their mind'.

Rudolf Steiner





Chrysalis Playgroups & Kindergarten Years

The Early Childhood Program at Chrysalis School sets out to create a warm, loving, home-like environment in which wonder, beauty and goodness pervade everything.

The world of the small child is an imaginative one. The children live in a world of fantasy and will and this expresses itself in the serious activity of play. To the small child everything is good; small children are in sympathy with the world. During the kindergarten years, there is gentle preparation for learning through domestic, practical and artistic activities such as painting, modelling, cooking, woodwork, handicraft and gardening.

Chrysalis offers a structured series of playgroups to cater for children from birth to 5 years old. These parent & child groups provide a safe and nurturing stepping stone for young children to meet the world outside their home, with ample time for free play and social interaction. For parents and carers they offer a space to learn, share and deepen their understanding of how to support their child in these early stages of life.

The transition for children and their families to our four day a week Morning Star Kindergarten within the Bellingen Children's Centre is easy and natural. The social groups that form up through the earlier parent & child groups help create the bonds that will now form the foundation of a healthy class community.

Then, in the year that the children turn 6 years old, they 'graduate' out to the River Song Kindergarten. This step away from home, involving as it does travelling on the school bus out to the main campus in the Thora Valley, is another easy and natural step for our young people as they embark on the next stage of their exciting educational journey.

The Primary Years

A distinctive feature of Steiner primary education is the role of the class teacher. The teacher meets the children in Class 1 and together they share the journey through the curriculum.

It is recognised that long-term relationships between a teacher and the class have lasting effects on learning and meeting the individual needs of each child. The growing child experiences a greater depth of learning when authority is established with someone they know and trust. This relationship between teacher and child provides continuity and a strong sense of security through the middle phase of childhood.

We aim to foster in the children a joy in discovery and learning that will lead to a delight in knowledge and achievement. Our human focused curriculum is designed to respond to the changes that take place during this time, from the dreamy openness of early childhood to the beginnings of self awareness and individuality in Class 8.

This emphasis on the stages of human development is fundamental to the philosophy of Chrysalis as we seek to develop a balanced relationship between the children's thoughts, feelings and actions. A special emphasis is placed on the imaginative and creative approach to learning where different learning styles are honoured and recognised in the children.

By observing with wonder the natural world, through learning about our environment by direct experience and facing new challenges, the children develop a relationship with the world and each other.

We work out of the Australian Steiner Curriculum Framework, a national framework that is mapped to and fulfills all the requirements of the NSW Education Standards Authority (NESA). This rich and integrated curriculum offers the children the scope and sequence to develop skills and understanding in all the key learning areas in a deep and enduring way.



"Our highest endeavour must be to develop free human beings who are able to impart purpose and direction to their lives"

Rudolf Steiner

Class 6, 7 & 8 mark a time of a developing sense of individuality, emergence of the faculty of judgement and the beginning of the sometimes tumultuous years of hormonal change. During these turbulent years it is important that the young person experiences a strong sensation of being held by the family, the school community and the wider society, in a series of expanding circles. We work with what lives and can be developed in each individual. We develop social awareness, empathy and understanding, creativity, a sense of personal and global responsibility and the faculty of judgement which will enable these young people to participate as citizens of today's world.

Our curriculum and educational philosophy aims to support and strengthen students through this time of change. The rhythm and content in each day provides for a balance of 'thinking, feeling and willing' activities which support the students as they make the transition from childhood to adolescence.

In the morning, through the main lesson, students study a range of topics. Class 6 studies are focussed on the age of the Roman Empire, Class 7 studies focus on the Medieval Era to the Renaissance and Class 8 studies focus on the Industrial Revolution.

These evolving stages of human civilisation are reflected in the stages of development in the emerging adolescent. The academic curriculum is balanced with the study of music, visual and practical arts, outdoor education, sporting events, environmental education and community involvement.

Years 6, 7 & 8: The Transition Years





The music program at Chrysalis flows right through the curriculum, beginning from Kindergarten with rhythm and singing completely integrated into the lessons. When they graduate up the hill into Class 1 they learn to play beautifully handmade wooden pentatonic recorders. In Class 3 every student learns the violin. In Class 4 students engage in the string ensemble or marimba. All students from Classes 5-8 benefit from instrumental tuition and all of this music comes to fruition through guitar, ukulele, percussion, voice, and string ensembles.

In a Steiner school, all subjects are approached through the realm of art and imagination. The primary school child lives and thinks in a world of pictures and an artistic, imaginative approach is the teacher's key to giving nourishing 'bread' instead of dry, abstract stones. One of the most important tasks for the teacher must be to awaken in the child their sense for beauty.

As the child advances through the curriculum, they move from the raw beeswax crayons to Lyra pencils, from the colour washes of wet on wet water colour to the more formal work with acrylic. They learn to experience colour at its most fundamental, feeling level. The same can be said of sculpture, progressing from bees wax figures, where the beeswax must be kneaded and warmed, onto clay figurines and then wire-form armatures and formal figure studies.

Our approach to the study of digital technologies sits easily within this art framework. All through their primary school the students have been learning to select appropriate technology such as a knitting needle, or a paint brush to accomplish their project. In a Steiner framework, digital technology is a natural extension of this. It is just another tool to facilitate the creative will of the child. The important point is that when the child begins to study digital technologies formally in Class 6, the approach is informed by a deep appreciation of technology and its place within the evolution of the human being.

It is this deeper level flowing within the Steiner curriculum that is the real education of the whole child - the real reason why. It is not just a case of 'educate more', but rather 'educate deeper'. Every part of the Steiner curriculum is working with the grain of the child's natural, organic development into adulthood.

Lead your child out into nature; teach him on the hilltops and in the valleys. There he will listen better, and the sense of freedom will give him more strength to overcome difficulties. But in these hours of freedom let him be taught by nature rather than by you. Let him fully realize that she is the real teacher and that you, with your art, do nothing more than walk quietly at her side.

Johann Henrick Pestalozzi

Of all the activities at Chrysalis, one of the most memorable is the class camp. Beginning with short one or two day camps in Class 2 ranging up to 8 day adventure camps in Class 8, our camps are hands-on opportunities for our students to fully inhabit the content of their geography, history, botany, farming or industry main lessons. They might include trips to the Great Dividing Range, the Snowy Mountains, the Great Barrier Reef, or trips to cities to study architecture and culture. Classes prepare all year for this event with lessons devoted to studies that will enhance the experience.

On camp the children learn resilience, sharing, cooperation, reverence for nature, the excitement of exploration, interest in the world around them, independence and many outdoor camping skills.

The Chrysalis School garden program is integrated into all the year levels of the school. From the recycling organic material through the composting system to the creation of garden beds and the planting and harvest of vegetables, our students have their hands in the soil from day one.

Generous government support for our gardening program has enabled a series of class gardens and orchard areas to be established throughout the school. Using biodynamic gardening principles, students learn about the whole ecological system in which they live and the practical skills they need to be a part of it.

Gardening & Outdoor Education





Learning Support

At Chrysalis the Learning Support Team is a whole school planning and support process. It is formed with the purpose of addressing the learning support needs of an individual student and groups of students through the coordination, development, implementation, monitoring and evaluation of educational programs within our school.

Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued. The purpose of all education is to ensure that students gain access to knowledge, skills, and information that will prepare them to contribute to Australia's communities and workplaces.

Handcraft

Handcraft is an education of the hands, heart and head. In Class 1 students create their own knitting needles, sanding the rods smooth to prepare for the yarn that they will knit into practical useful objects. They learn to embroider their name onto chair bags, to weave a recorder bag or a pencil case. At each year level they advance in dexterity, from crochet to straight stitch to cross stitch. By late primary school the projects are ambitious, such as creating miniature elephants, or weaving a scarf on a loom, or learning how to use a sewing machine to create an article of clothing.

Movement Program

At Chrysalis, physical education is an important part of the curriculum with a range of indoor and outdoor activities, games, Bothmer gymnastics and team sports carefully chosen to match each developmental stage. For example, in Class 1 we utilize bean bag games to develop important skills like eye tracking, crucial for reading, and eye hand coordination which is vital for learning to write. Games also form an integral part of the Bothmer gymnastics curriculum. The focus of these games, especially in the lower school, is cooperation rather than competition. The students develop their understanding of the relationship between space, their body and movement.

Bellingen is a great place to raise your children. With the Great Divide at your back and the ocean at your feet, your family will be immersed in nature.

Bellingen is a lively eclectic town, humming with cultural life. Famous for its many festivals, such as Camp Creative, Bellingen Winter Music Festival and Bellingen Readers and Writers Festival to name a few, this is a town with heart, creativity and community strongly present. Get active in the Bellingen Community Gardens, cycle from the mountains to the sea, catch a surf break or find your inner artist. Bellingen is a place of transformation.

Our students are encouraged to take their place in the community, to become leaders and actively participate in the many facets of Bellingen's amazing cultural life. Many of the fine strings players from Chrysalis become members of the Bellingen Youth Orchestra. From the sports teams to theatre groups to Bellingen Environmental Youth Experience, Bellingen is a place your teenagers will love.

Life Long Learning

At Chrysalis, education is not just about your child. We aim to provide experiences to deepen parents' understanding of Steiner Education through a variety of parenting skills workshops, talks and dynamic interactions.

Thinking About Enrolling

Visit our website: www.chrysalis.nsw.edu.au
or, contact our enrolments coordinator on 02 6655 8616 and come out to see for yourself.

Useful places to start:

Bellingen Information Centre - 02 6655 1522

www.visitnsw.com/destinations/north-coast/coffs-harbour-area/bellingen

Bellingen Council - 02 6655 7300

www.bellingen.nsw.gov.au

I Love Bello Shire - online information guide to the Bellingen Shire

www.ilovebelloshire.com

An aerial photograph of Bellingham, Washington, showing a cluster of buildings in a valley surrounded by dense green forests and rolling hills. The text "Bellingham A place to grow" is overlaid in the upper right corner.

Bellingham

A place
to grow

