RedGum

THE WALDORF SCHOOL OF CENTRAL VICTORIA

FOUNDATIONS FOR WISDOM

Class Teacher (Class One Commencing 2027)

Position Description and Key Selection Criteria

Position Description

The Class Teacher nurtures the physical, emotional, social, intellectual and creative capacities of each child, allowing learning to unfold in ways that are meaningful, purposeful and appropriate to each stage of development. The Class Teacher's work is underpinned by the Australian Steiner Curriculum Framework, the principles and practice of Steiner/Waldorf education and their understanding of each developing child. Through imagination, inspiration and intuition, the Class Teacher guides each student to establish solid foundations so that each of them is well prepared to step into the world and meet their potential.

RedGum, The Waldorf School of Central Victoria, is an independent school situated in Djaara Country, on a beautiful bushland campus near Castlemaine.

Our whole staff work collaboratively to create a vibrant school community in which children, families and staff feel known, connected and supported. Each Class Teacher holds an important and respected place in the educational and social life the school.

The Role

Beginning with a new Class One in 2027, the Class Teacher will establish a strong and nurturing relationship with the children and guide the developing life of the class. Through continuity of relationship, careful observation and an understanding of child development, the teacher comes to know the individual child as well as the character and needs of the class as a whole.

Working with the Australian Steiner Curriculum Framework (ASCF), the Class Teacher brings learning to the children in a living, imaginative and developmentally appropriate way. Main Lessons provide an important rhythm and structure for learning, with storytelling, movement, music, visual arts, practical activity and direct experience enriching and deepening the children's engagement with curriculum content.

The Class Teacher is responsible not only for what is taught, but for how and when learning is brought to the child, considering readiness, developmental stage and the healthy balance of thinking, feeling and willing.

The role therefore extends beyond curriculum delivery. The Class Teacher is an educator, storyteller, artist, observer, mentor and guide who helps create the rhythms, relationships and experiences through which a class community can flourish.

Responsibilities

Teaching and Learning

Plan and deliver a rich, integrated and developmentally appropriate educational program informed by Steiner pedagogy and the ASCF, by:

- teaching Main Lessons, including planning and developing coherent learning experiences in which academic content is enlivened through imagination, story, artistic activity, movement and practical experience;
- teaching curriculum areas appropriate to the Class Teacher role, which may include literacy, numeracy, form drawing, painting, drawing, music, singing, movement, handwork, nature-based learning and other artistic or practical activities;
- developing strong foundations in literacy and numeracy while respecting the developmental sequence and pedagogical approach;
- cultivating children's powers of imagination, observation, concentration, creativity and independent thinking;
- establishing healthy rhythms within the day, week and year which support learning, wellbeing and a sense of security and belonging;
- delivering differentiated teaching and learning in response to individual strengths, needs and developmental readiness;
- observing, assessing and documenting student learning and development to inform planning, assessment, teaching and reporting;
- working collaboratively with Learning Support staff and specialist teachers to provide and document support and extension for individual students as necessary;
- providing meaningful and developmentally appropriate feedback to students and communicating student progress clearly to families;
- creating and maintaining a beautiful, ordered and purposeful classroom environment which supports the learning and life of the class;

Child Development and Wellbeing

Develop a deepening knowledge of each child through careful observation, relationship and reflective practice, including:

- fostering a warm, secure, inclusive and respectful classroom culture in which children experience a strong sense of belonging;
- supporting the healthy physical, social, emotional and intellectual development of each student;
- recognising that behaviour and learning are connected with the child's developmental needs, and respond with consistency, care and appropriate boundaries;
- supporting positive relationships between children and guiding them in developing social responsibility, empathy and constructive approaches to conflict;
- working collaboratively with colleagues and families where a child requires additional educational, developmental or wellbeing support;
- fulfilling registration, supervision, duty-of-care, child-safety and wellbeing responsibilities.

The Life of the Class

The Class Teacher guides the class as a social community, attending to both the needs of individual children and the wellbeing of the group by:

- establishing meaningful classroom traditions, rhythms and routines appropriate to the age and developmental stage of the children;
- preparing and leading class activities including excursions, performances, seasonal celebrations and, as appropriate to the year level, camps;
- contributing to festivals and other shared experiences that form part of the cultural life and yearly rhythm of the school.

Relationships with Families

The Class Teacher builds respectful, trusting and professional relationships with parents and carers, recognising the importance of partnership between home and school by:

- communicating regularly and thoughtfully with families regarding children's learning, development and wellbeing;
- leading parent evenings and teacher-parent conversations that deepen families' understanding of the curriculum, the developmental stage of the class and the educational approach;
- working collaboratively with families when responding to individual learning, behavioural or wellbeing needs;
- maintaining appropriate professional boundaries, confidentiality and respectful communication.

Collegial and School Life

Participate actively in the educational, cultural and community life of RedGum by:

- working collaboratively with other Class Teachers, specialist teachers, Learning Support staff and school leadership;
- participating in staff meetings, pedagogical conversations, planning days and other collaborative processes of the school;
- contributing to assemblies, festivals, performances, excursions, camps and community events;
- sharing responsibility for the care of the school environment and the wellbeing of the wider school community;
- supporting and upholding RedGum's ethos, educational vision and commitment to Steiner/Waldorf education.
- contributing positively to a culture of collegiality, reflection, shared responsibility and professional respect.

Professional Learning and Reflective Practice

Teaching in a Steiner school requires teachers to continue developing both professionally and personally. The Class Teacher is expected to:

- Engage actively with the principles and practice of Steiner/Waldorf education and seek to deepen their understanding over time.

- Participate in Steiner/Waldorf teacher education, conferences, courses and professional development, as appropriate.
- Engage in ongoing study of child development, curriculum and pedagogy.
- Reflect thoughtfully on teaching practice and the needs of individual students and the class as a whole.
- Participate constructively in mentoring, observation, professional review and collaborative pedagogical work.
- Maintain knowledge of contemporary educational research, professional standards and statutory requirements.
- Maintain the planning, assessment, reporting and student records required by the school and relevant regulatory authorities.

Key Selection Criteria

Essential

- Current Victorian Institute of Teaching registration, or eligibility for registration.
- Genuine commitment to Steiner/Waldorf education and to working from a developmentally informed understanding of the child.
- Demonstrated ability to establish warm, respectful and appropriate relationships with children.
- Capacity to create a classroom environment which is purposeful, imaginative, well-held and responsive to children's developmental needs.
- Strong teaching, organisational and communication skills.
- Ability to plan and deliver engaging, integrated learning experiences across the curriculum.
- Capacity to observe and respond to individual learning and developmental needs.
- Ability to build respectful and collaborative relationships with parents and carers.
- A willingness to work collegially and contribute actively to the wider educational and community life of the school.
- Commitment to reflective practice, professional learning, child safety and the wellbeing of every child.

Desirable

- Qualifications or substantial professional development in Steiner/Waldorf education.
- Previous experience teaching within a Steiner/Waldorf school.
- Knowledge of the Australian Steiner Curriculum Framework.
- Experience as a Primary Class Teacher.
- Artistic or practical capacities which can enrich classroom teaching, such as storytelling, music, singing, painting, drawing, movement, drama, handcraft or practical arts.
- An interest in continuing to deepen both the study and practical application of Steiner/Waldorf pedagogy.