

# High School Teacher

Information for  
Candidates

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The Armidale  
Waldorf School  
and Boongaiai Preschool  
FOR RUDOLF STEINER EDUCATION

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# Welcome from the Education Director

The Armidale Waldorf School is an independent, co-educational school that teaches according to the educational philosophy of Rudolf Steiner.

The school was founded in 1985 by Kit Wyndham, a visionary and inspired woman who led the growth of the School for 20 years. Our School is one of 1050 Steiner schools in 60 countries around the world.

The school is incorporated as a non-profit company with limited liability. It is funded by student fees and grants on a per capita basis from the State and Commonwealth Governments. Memberships and registrations include the Association of Independent Schools NSW, The NSW Educational Standards Authority, and Steiner Education Australia.

The school provides a comprehensive education for preschool through to secondary years that works clearly out of anthroposophy, providing children with a foundation for life and inspiring them toward fulfilment of their destiny.



This living approach to education permeates every aspect of school life, with students, teachers, parents and friends all being recognised and valued as the unique beings that they are. All that is happening in the whole school community nourishes and supports this vision. The School has clear structures and processes to facilitate trust, objectivity and communication. We empower each other with the mandate to take responsibility for the tasks identified, and work together with an attitude of openness, honesty and trust.

The staff play a critical role in the development of the children. Our staff are carefully selected from candidates with demonstrated commitment to Rudolf Steiner Education principles.

The growth of student number and interest from the school community has led us to expand our High School to Classes 9 and 10 in 2022. To facilitate this growth, we are seeking an enthusiastic high school teacher who wants to contribute this next stage of the school's development. We look forward to talking to candidates who share our passion and bring the necessary skills, experience and attributes we're seeking.

*Zana*

Zana Clarke

**Education Director**

# Introduction to the School

Steiner Education is growing, both in Australia and internationally, with over 1000 schools operating world-wide. Its success lies in the attention it gives towards the emotional, intellectual, spiritual and physical development of each child; fostering a deep engagement with learning and a lifelong sense of wellbeing.

The Armidale Waldorf School currently educates students from Preschool to Year 8 and is pleased to be commencing Year 9 in 2022 and Year 10 in 2023.

Our Class 9 and 10 will provides a rich curriculum that prepares students to participate in their society in a way that honours their unique capacities, while also allowing them to pursue further academic advancement.

In this way, The Armidale Waldorf School offers more than an education, it is a foundation for life.



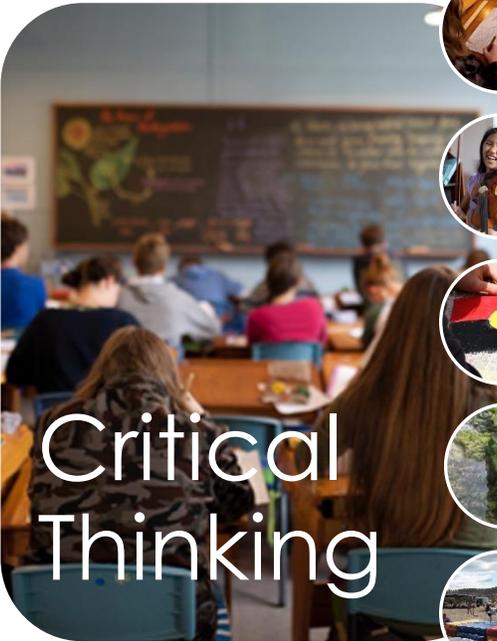
*The new generation of citizens requires not just strong academic skills, but also curiosity, imagination, empathy, entrepreneurship and resilience. They need confidence and determination to create their own employment and to manage their careers in new ways. Effective education systems will go beyond traditional teaching techniques. Not only will they provide learners with knowledge relevant to future employment, they will also develop the ability of learners to be personally effective in applying that knowledge in changing situations.*

OECD 'Teenagers' Career Aspirations and The Future of Work'

# High School Teacher

## Secondary School Education

The Armidale Waldorf School High School will provide a creative and engaging broad-based curriculum constructed on the National Steiner Curriculum, which would meet the requirements of the NSW Educational Standards Authority (NESA) and provide students with an attainment of the Record of School Achievement (RoSA).



**Critical Thinking**

-  Academic Excellence
  - Analytical & Critical Thinking
  - Knowledge & Research Application
  - Curiosity & Problem solving
-  Artistic Appreciation
  - Self-expression
  - Creative Contributions
  - Imaginative Intelligence
-  Community Connection
  - Diversity & Cultural Awareness
  - Self & Social Consciousness
  - Sense of Belonging
-  Environmental Awareness
  - Passion & Integrity
  - Collaborative Responsibility
  - Resourceful & Reflective
-  Sporting Accomplishments
  - Resilience & Determination
  - Self-Improvement & self-esteem
  - Physical Development & Growth

More and more institutions are requiring students to study subjects across a wide range of disciplines before specialising in their chosen area. A broad base curriculum allows our students to be better prepared to meet our everchanging world with a broad set of skills and knowledge, preparing them academically as well as socially and emotionally, regardless of whether they follow through to a university qualification.

**Core subjects:** English, Mathematics, Human Society and its Environment (HSIE), Science, and Personal Development, Health and Physical Education (PDHPE).

**Broad based subjects:** Creative Arts, Practical Skills – a range of soft and hard crafts, Design and Technology.

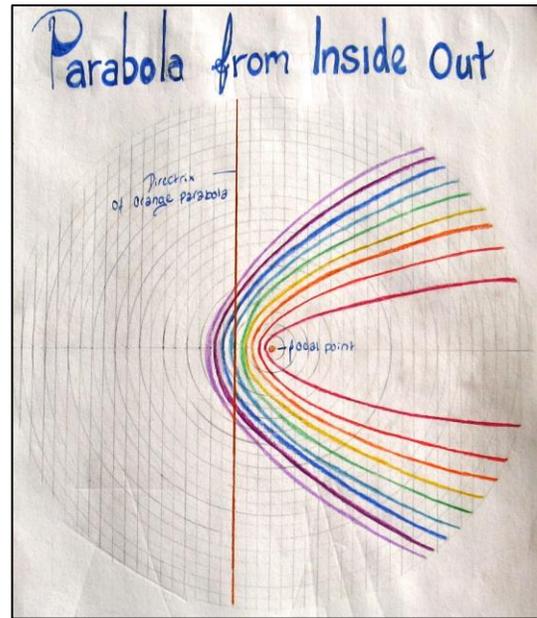
*“Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility - these three forces are the very nerve of education.” Rudolf Steiner*

## Secondary School Structure

From Year 7, students depart from the primary school model of having a single teacher caring for them to having several key authority-figures leading classes and activities. This meets their developmental stage as they move toward independence and ensures that they are being taught by specialists in their subject disciplines.

In 2020, the secondary school is comprised of one composite classes - Class 7/8. As the High school develops, this structure will grow into two composite classes. They will share at least two Class Teachers, one specialising in English and History, the other specialising in Mathematics and Science. The teachers will teach both classes in their area of speciality and each take the role of Class Guardian for one group. Class Guardians work closely with their group, spending time with them at the beginning and end of each day as well as during their allocated Main Lessons. This form a critical part of the Armidale Waldorf Schools Wellbeing Program. The NES Curriculum is designed in stages, grouping subjects for Year 7 and 8 and Year 9 and 10 in an alternate-year program, which fits well with the composite class structure. Students also receive instruction from other specialist teachers through the Electives Program, including Art, Music, Languages and ICT.

Students spend the first part of the morning in the Main Lesson, a two-hour rich learning sequence which concentrates on the same subject for a three-week period. These longer sessions allow for students to interact with their subject, their classmates, and teachers more deeply. The Main Lesson offers more time for a truly broad-based education, with content distinction according to student needs; layering of increasingly complex material; questioning and response time. The remainder of the day is arranged into one 75-minute and one 90-minute period, with time for rejuvenation and connection with their peers in between.



## Class 7 and 8 Curriculum Overview

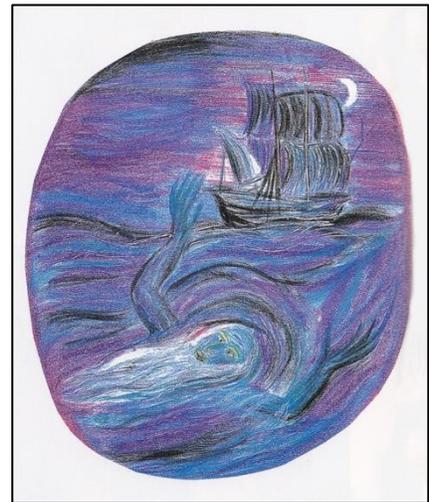
Students in Class 7 and 8 are educated in a nurturing and supportive environment, with lessons focussed on building capacity and independence. The curriculum is focused on developing a strong foundation in English, Maths, Science, History and Geography. In particular, teachers foster a love of learning, a personal connection to the material being studied, and the skills to fully engage. In addition, the Student Enrichment Program offers Technology, PE, Music, French, Art and Drama classes to ensure a broad-based education that meets the needs of all students.

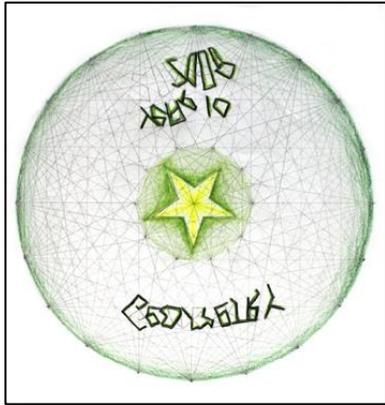
## Class 9 and 10 Curriculum Overview

*"The capacity for forming judgments is blossoming at this time and should be directed toward world-interrelationships in every field. The world must become so all-engrossing to young people that they simply do not turn their attention away from it long enough to be constantly occupied with themselves." Rudolph Steiner*

### English

Students in Class 9 and 10 stand at the edge of a new reality, considering how to navigate the seas of excitement, danger and responsibility presented before themselves and the world. The theme of loneliness and existentialism in the Australian Literature Main Lesson resonates with the inner experience of students. In the Tragedy and Comedy Main Lesson, students learn the art of riding the emotional roller coaster. Plays, novels, film and short fictional works offer examples of catharsis, humour and heroes who struggle with the dark and light aspects of themselves. The strong drama component of the curriculum presents opportunities for role play and experimentation with their emerging sense of self. English lessons focus on the skills of oral and written argument, essay writing, debating, grammar and proofreading. Finally, the Sages and Epics Main Lesson focuses on the birth pangs of a new stage in human development, one that aptly mirrors the students' own awakening intelligence and adult being.





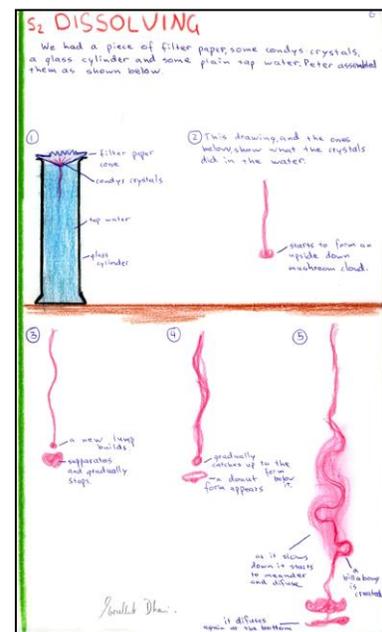
## Maths

As the capacity for stringent logic awakens within the Class 9 and 10 student, Mathematics provides an excellent forum for the application of structured, logical thinking to make judgments based on observation and understanding rather than emotional response. Students engage with topics that kindle interest in the world around them. Mathematics begins to encompass technology, and students learn to appreciate technology as a cultural creation of human beings.

Emphasis is placed on working with accuracy. Studying sequential processes and algorithms develops objectivity and clarity in thinking. Students are asked to make increasingly more theoretical judgements, to explore how general laws with predictive power can be applied in the world.

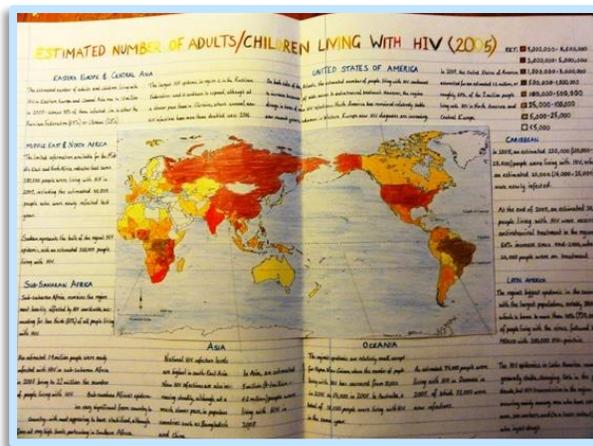
## Science

The curriculum in Class 9 and 10 contains a robust range of topics that expand the 'seeming smallness' of individual existence into the context of the greatness of the world. Students study the formation of the Earth and its place in the Universe, as well as the functioning of organisms and the extraordinary inner workings of their own bodies. The class will engage in a number of Science, Technology, Engineering and Mathematic (STEM) projects related to topics of study, including making a 4-bit adder and a water-bottle rocket, to emphasise the interconnection between these subjects and their use and power in the world. Continuing the theme of active learning, students will study Chemistry in the lab, with depth studies on the transformation of plant substances and salt chemistry. Students may be invited to attend a weekly extension Science class, according to interest and diligence, which will deepen their knowledge of the Main Lesson classwork and offer an additional hands-on component.



## History

Modern History is considered to be the broad range of ideas that motivated change and shaped the world we live in today. Students will study major events and turning points from the beginning of the 19<sup>th</sup> Century to the present-day in Australia and internationally. They examine current world issues and trace their historical roots from multiple sources and perspectives. Deep study topics include the Industrial Revolution, World Wars 1 and 2, changes to civil and human rights with particular reference to Aboriginal and Torres Strait Islander peoples, and the rise of China and India as global powers in the late twentieth and twenty-first centuries.



## Geography

In Class 9 and 10, Geography increasingly becomes a study in how human beings can balance their own success with the thriving of others and of the environment. Food production, urbanisation and sustainability, variations in human wellbeing, and environmental change and management are all considered in this overarching theme. These topics draw on students' learning from past years in the disciplines of

science, geography, citizenship and history. Students consider deeply, the problems and opportunities that exist today both locally, nationally and internationally.



## Class 9 and 10 Camps

*"We shouldn't ask, 'What does a person need to know or be able to do in order to fit into the existing social order?' Rather, we should ask, 'What lives in each person and what can be developed in him or her?'"* Rudolf Steiner



The Armidale Waldorf School teaches students to learn through their own experiences, this is called an experiential learning philosophy. Camps are a wonderful example of this learning. The Class 9 and 10 curriculum will include four camps across two years; two Wilderness Camps, a research and discovery camp, and a service trip. During each camp, Main Lessons are continued, with links drawn between place and curriculum. Every camp also connects to Aboriginal and Torres Strait Islander histories, cultures and knowledge.

The Wilderness Camps create a space where adolescences can build on their connection to nature, to themselves and to each other. They are an immersive experience in a place of spectacular beauty, specifically designed to meet students' need for inspiration, adventure, independence and challenge. A key purpose for the trip is to create an environment in which students can discover their own potential and capacity, while being fully supported by teaching staff and fellow students. This fosters a sense of school community and service to each other that becomes an unforgettable part of their high school journey. Experiencing this sense of cooperation, peer trust and self-discipline creates benefits far beyond the camp itself, as it continues into the classroom and into their lives.

The Research and Discovery Camp harnesses the educational insight that knowledge gained experientially is often richer and more complex. The goal is to inspire students in the topic of study and create a readiness to engage deeply with material when they return to school. Real-world links with classroom content also remind students that they are indeed learning things 'for a reason' and this contributes to a purposeful and engaged approach to learning.

# The Position

POSITION TITLE: High School Teacher (Full Time) Commencing: Term1, 2021

## POSITION PROFILE

This teaching role will be an integral part of our high school team and planned expansion of our secondary school to class 9 in 2022 and class 10 in 2023.

The role will be responsible for working with class 7/8 in 2021, with time allocated to class 5/6 and non-contact time for administration and to assist in the programme development required for the introduction of Class 9 in 2022. The Teacher will work closely with the Management team in the planning and introduction of Class 9, 2022 and the class 9/10, 2023.

A high degree of motivation and initiative will be required, as well as, a positive disposition and an ability to work within a team environment. The successful applicant must be an advocate for young people and youthful opportunities that sit within our philosophies.

## KEY ROLE ACCOUNTABILITIES

The Teacher will report directly to the Education Director and will be accountable for the delivery of educational programs, monitoring programming and delivery and ensuring high quality teaching and compliance with the NESA-approved curriculum.

## KEY ROLE RESPONSIBILITIES

Key responsibilities include:

### 1. Education / Teaching

- 1.1. The primary focus of this role will be:
  - 1.1.1. To deliver a quality educational experience to our Classes 7/8 and 9/10
  - 1.1.2. To support our Class 5/6 in their transition to high school.
- 1.2. Teaching Upper primary 5/6 to class 10 as timetabled.
- 1.3. Continually assessing student progress towards educational goals according to the Steiner philosophy of education and NESA curriculum requirements.
- 1.4. Develop and maintain healthy relationships and communication with students, families and carers, as well as, prospective students and families.
- 1.5. Organising Camps, Excursions and Extra-Curricular activities including associated administration.
- 1.6. Engaging with students individually or as a group to actively support their wellbeing and development.

### 2. Program Development and Coordination

- 2.1. Assisting with the planning and programming for the introduction of Class 9/10.

- 2.2. Taking responsibility for Class 9/10 as Class Guardian.
- 2.3. Providing input into the High School Curriculum, infrastructure and staffing with the Education Director and along with any relevant working groups.
- 2.4. Monitoring the programming and delivery of the Steiner Curriculum to ensure quality of teaching throughout the high school and compliance with NESAs.

### **3. School Participation**

- 3.1. Becoming actively involved in the school community and taking pride in the achievements of the school, its students and your contribution to that.
- 3.2. Demonstrating a commitment to attending extra-curricular activities and school events where possible.

## Selection Criteria

1. Steiner trained or demonstrated interest in Steiner Education
2. Willingness to undertake Professional Development in general and in Steiner Education as applicable.
3. Demonstrated experience in teaching high school students
4. Demonstrated occasions in which you shared creative and/or technical skills/interests that cover subject areas otherwise delivered by specialist teachers.
5. A demonstrated understanding of and commitment towards engaging high school level students and proactively supporting their health and wellbeing.
6. Demonstrated leadership ability.
7. Demo started initiative in education and in school life more broadly.
8. Willingness to embrace and participate in the life of the school and the schools' co-curricular activities.

### **Formal Criteria (Requirements):**

1. Qualified Secondary Teacher registered with NESAs.
2. Satisfactory Working with Children Check as required under the NSW Commission for Children and Young People Act 1998 and Child Protection (Offenders Registration) Act 2000.
3. Commencing Term 1, 2021 (Desirable)
4. First Aid Qualifications. (desirable)

## How to Apply

Applications for the position should include the candidate's full name, address, contact details and confidential email address, and comprise:

### Candidate's Statement

A brief Statement of Application (no more than two pages) outlining what the candidate feels he/she brings to the position, and he/she would expect to accomplish in the role.

### Responses to the Selection Criteria

In no more than three pages, candidates are asked to respond to each of the Selection Criteria, considering experience, past roles and expertise.

### Curriculum Vitae (CV)

Candidate CVs should document positions held, including relevant dates, title and reporting lines, responsibilities and key achievements.

They should also list education, training and qualifications details, including certified copies if requested.

### Referees

Full contact details of three referees whom we may contact. It is expected that the candidate's current and immediate former supervisors will be included. The candidate should state his/her relationship with the referee and why they have been nominated.

Referees will only be contacted after prior consultation with the candidate.

It is the candidate's responsibility to ensure that their referees are willing to provide feedback when contacted.

If you have any questions about this role, please contact the School and in the first instance request to speak to the Business Manager

**Complete applications should be sent by email by CoB 16 November 2020 to:**

Mr Steve Klipin

[business@waldorf.nsw.edu.au](mailto:business@waldorf.nsw.edu.au)

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