



WILLUNGA WALDORF SCHOOL

POSITION STATEMENT – HIGH SCHOOL ART TEACHER APPROX .3 PART-TIME, 1 YEAR FIXED TERM CONTRACT

OVERVIEW

The High School, art teacher will be responsible for developing in each student, an interest and ability for artistic expression, using skills and techniques consistent with the Willunga Waldorf School Curriculum. The teacher will create an inclusive, supportive and creative environment for all students in their class, including children with specific educational needs. An overview of the Waldorf curriculum is desirable, so one can see the complete picture and how art is integrated into the whole.

Specialist Teachers take primary responsibility for their subject area across the classes they teach, in consultation with the High School faculty coordinator and as ratified by the Head of School.

KEY SELECTION CRITERIA

- A good knowledge of the SEA Visual Art curriculum and learning outcomes at the year levels taught. (Classes 8 to 12)
- Understanding of materials relevant to High School art and ability to skillfully demonstrate techniques and methodology.
- Knowledge of art history and ability to communicate this meaningfully to students.
- Willingness to become familiar with WWS policies and procedures.
- Enthusiasm for teaching in a progressive Waldorf school.
- Excellent interpersonal skills with children, parents and colleagues.
- Capacity for team work and collaboration within the art faculty.
- Ability to work across multiple days in the week to suit program needs.

SPECIFIC RESPONSIBILITIES

ACADEMIC

- (a) Preparation and presentation of all subject lessons and/or main lesson blocks for the year levels concerned, as outlined in the Employment Contract.
- (b) The process for developing a programme in a specialist area is as follows:
 - WWS follows the Australian Steiner Curriculum Framework and lesson plans are accountable to this framework. If there is no guidelines for the specialist subject to date, the specialist teacher seeks advice and guidance on what exists already in the school for their subject, and what is needed.
 - Drawing on this, the curriculum indications and their own experience and expertise in the subject, they prepare an outline of work for each year level they are teaching.
 - This outline is then shared with the Curriculum Coordinator or Faculty Leader. The Head of School is ultimately responsible for the curriculum and is the final arbiter in such matters.
- (c) The teacher will create an inclusive, supportive, and creative environment for all students in their class, including children with extra educational needs. In certain situations it will be necessary to work with an assistant in the classroom, and liaise with outside professionals
- (d) Marking of books and other work, promptly (in reference to the assessment guidelines).
- (e) Assessment of students' progress, individual and as a class.
- (f) Writing reports for: June and end of year, to be ready for distribution to parents by the last day of the relevant term.
- (g) Availability for relief teaching during non-contact time as outlined in the Employment Contract.
- (h) Keep adequate records, including programmes of work, assessments and reports.

PASTORAL

Liaise with students and their parents.

Help healthy development of harmonious social relationships:-

- student to student
- student to teacher/s
- teacher to parents

Organise and supervise relevant excursions.

Maintain shared responsibility for the home *OR SPECIALIST room.

*Inform themselves of the individual needs of children with special needs by: attending relevant SSP meetings; attending appropriate training; arranging and attending regular parent interviews with support from the Facilitator and Special Education Teacher; liaise with other professionals, all when necessary.



ADMINISTRATION

- (a) Attend school for the appropriate time equivalent according to the Contract of Employment.
- (b) Attend and participate in Staff meetings each week according to the Conditions of Employment.
- (c) Participate in class study or child study meetings where requested.
- (d) Attend and participate in conferences.
- (e) Undertake recess and lunch duties as required.
- (f) Undertake extra-curricular activities as required.
- (g) Be familiar with and enact school policies
- (h) Adhere to the OHS&W policies and procedures.

PROFESSIONAL DEVELOPMENT

- (a) The following areas are those we consider to be most important in Professional Development:
 - Curriculum
 - Waldorf pedagogy and the underlying philosophical principles
 - Child Development
 - Inclusive teaching methodology
 - Communication and Interpersonal Relations
 - Artistic
 - Duty of Care and legal issues
- (b) It is expected that teachers will have an ongoing Professional Learning Plan of their own which will address the needs of the Australian Teacher Standards
- (c) Attend and participate in relevant conferences.

ACCOUNTABILITY

- (a) Teachers will comply with the policies, educational/philosophical expectations and guidelines of the school– which include yearly curriculum overviews, lesson plans, student records and reports, teacher appraisals and reviews.
- (b) Teachers are ultimately accountable to the Head of School

QUALIFICATIONS AND EXPERIENCE

- Bachelor Ed Secondary Art Teaching or equivalent
- Waldorf teacher training and/ or relevant experience
- Eligibility for Teacher Registration in South Australia