



Welcome to Titirangi Rudolf Steiner School!

Thank you for your interest in the position of Waldorf Education Leader.

You are passionate about Waldorf education and want to be a leader and enabler of an independent Steiner school from Playgroup to Upper School in Auckland's Waitākere Ranges. You care about community, transparency, collaboration and the Anthroposophical impulse behind Waldorf education. We would love to hear from you.

About our school / kura

Titirangi Rudolf Steiner School is an independent, private, co-educational Waldorf school offering education from playgroup to Class 12 (Year 13).

It is located in Auckland's Waitākere Ranges on 29 hectares of native bush bordering the Manukau Harbour. It is a safe, peaceful and natural learning haven only minutes from the vibrant Titirangi village and 30 minutes from downtown Auckland.

The school has a roll of around 250 students from Nursery through to Class 12 (Year 13) - with capacity to grow -, a playgroup, 30 staff and teachers and a diverse mix of children with families from all around the world.

Community spirit, on which our school was founded 36 years ago, is alive within an engaged community. Parents help with festivals, fundraisers, working bees and class trips and camps.

Interested in learning more?

Further information about Titirangi Rudolf Steiner School can be found on our website: <https://titirangi.steiner.school.nz/>

How to apply

To apply for the role, please send your CV and a cover letter that tells us what you could bring to the role.

We encourage you to bring your authentic self and unique perspectives and share how you could enable the teachers and community to support a truly inspiring centre for Waldorf education in West Auckland.

If you are drawn to this role, we welcome your application, even if you are not experienced in all areas of the position description.

This vacancy will remain open until it is filled. We encourage early applications.

Please send your application to: vacancy@titirangi.steiner.school.nz

Start date

The position commences on Wednesday 17 January 2024. An alternative start date may be negotiated.

Position Description: Waldorf Education Leader

This Waldorf Education Leader's role is to ensure, together with the College of Teachers, high quality Waldorf/Steiner education for all tamariki (children) and rangatahi (young people) by working collaboratively with all staff, the Trust and the parent body, fostering and enabling leadership, courage and kindness throughout the organisation.

The role requires a commitment to Rudolf Steiner's indications for Waldorf Education and the image of education being a cultural activity.

The Waldorf Education Leader must have, or be able to obtain, a current practising certificate issued by the Teaching Council of Aotearoa New Zealand.

Accountability

The Waldorf Education Leader is accountable to the Rudolf Steiner Schools (Titirangi) Trust (the Trust), a registered charitable trust and the legal owners of the school.

The Waldorf Education Leader has effective working relationships with the staff, kaiako (teachers), the Trust and the parent community.

Core duties and responsibilities

The duties and responsibilities of the Waldorf Education Leader may include, but are not limited to, the following:

Waldorf school culture
Waldorf education <ul style="list-style-type: none">● Support the educational, collegial, cultural life of the school by incorporating the anthroposophical view of human development into the life of the school.● Promote understanding of Steiner's curriculum indications, pedagogy and perspective on child development.

Te Tiriti o Waitangi

- Encourage conditions for te reo Māori to be learnt at our kura (school) by encouraging te reo to be seen, read, heard and spoken.
- Uphold tikanga Māori at our kura.
- Encourage the incorporation of te ao Māori into the life of our school.

Vision

- Work with the Trust, the College of Teachers and the school community to develop and implement a vision with shared goals and values that upholds and grows the ethos of Waldorf education in this place.
- Work with the Trust, the College of Teachers and the school community to develop and implement strategic and annual plans that align with the vision, strategic priorities and results of internal evaluation and self-review.
- Encourage all members of the community to live/uphold the school's culture and values and to work together to realise the vision and strategic and annual plans.

Leadership

Developing a culture of shared leadership

- Work collaboratively with each section of the school and the Operations Manager to ensure the healthy management of the school out of an impulse of trust and cooperation
- Enable and develop leadership capacity throughout the school to improve teaching and learning through:
 - Supporting the College of Teachers to focus on and study matters of curriculum and pedagogy
 - Establishing small groups to develop areas such as curriculum, child behaviour and pedagogical issues as they arise
 - Supporting and enabling collegial working relationships.
- Enable teachers and staff to be fully involved in decision-making processes.

Inclusion and respect

Support and enable:

- Respect for others

- An inclusive environment in which the identity, language and culture of all are acknowledged and respected.
- A physically and emotionally safe, learning-focused environment.

People leadership

- Enable and support the growth and development of kaiako (teachers) and staff to ensure our kura promotes a culture of continuous learning, now and into the future.
- Ensure there are effective policies and procedures to guide practices regarding personnel matters including recruitment, induction, mentoring, appraisal, re-registration and performance management.
- Manage staff absences and relief teaching.

Evaluation and review

- Together with teachers, the Operations Manager, and the community identify priorities for strategic review.
- Build and review effective internal evaluation practices.
- Ensure effective systems for the review and update of policy and procedures including alignment with Anthroposophy and Waldorf education.

Complaints

- Manage processes relating to, and respond to, concerns, complaints and conflict effectively, with a focus on solutions and restoring and maintaining healthy relationships.

Compliance

- Maintain a current understanding of statutes, standards and requirements relating to private schools and uphold and implement these in all areas of school operations.

Teaching and learning

Pedagogy and Curriculum

- Take overarching responsibility for the delivery of education consistent with the principles of Waldorf education throughout the school.
- Take overarching responsibility for the delivery of education consistent with the principles of Te Tiriti o Waitangi (The Treaty of Waitangi) throughout the school.
- Share knowledge with teachers about effective teaching and learning within the context of an independent private Waldorf school.

- Enable ongoing professional learning with a focus on improving teaching, learning relationships and student progress and wellbeing.
- Support a culture where teachers are encouraged to engage in reflective and active research, through the lens of Waldorf education, and incorporate feedback on their practice and the results of evaluation.

Inclusive Practice

- Support the development and maintenance of a learning environment where all experience success.
- Support culturally responsive teaching and curriculum for all, with a focus in particular on success for Māori students
- Support the teachers to develop learning programmes which meet the specific learning needs of individual children and develop processes for enlisting the assistance of specialists where necessary, particularly aligned with Waldorf education.

Teaching

- Be connected with the experience of the children and teachers; through teaching.
- Together with the section representatives, set and maintain standards that support a safe and supportive learning environment for all children and students, including acceptable student behaviour in agreement with the College of Teachers.
- Oversee effective evidence-informed practice for assessment and moderation.
- Support teachers to create and maintain an environment of academic, artistic and practical learning, founded on a Waldorf approach, through which qualification pathways are provided so that students experience a successful transition from school to an active life of ongoing development.

Specialist teachers, workload and timetable

- Together with the College representatives maintain the best possible configuration of specialist and class teachers within the resources available.
- Ensure teacher workloads are sustainable and appropriate.
- Liaise with Lower, Middle and Upper School teachers to ensure effective timetable design that meets the developmental needs of students and optimises breathing of lessons according to Rudolf Steiner's indications, and the use of resources and learning opportunities.

Relationships and communication

- Develop and maintain regular, positive and effective relationships and communication within the students, staff, teachers, parents and Trust.
- In partnership with the school's kaiako (teachers) and whānau Māori, support and maintain working relationships with local kōhanga, marae, kaumātua, and mana whenua (local iwi).
- Build positive relationships with neighbours, local schools, local businesses, and the wider community.
- Maintain a spirit of kotahitanga (unity) amongst the relationships of our kura (school) ensuring the mana of individuals is upheld.
- Work collaboratively with the Trust and community to ensure healthy stewardship of our kura.
- Establish effective relationships and partnerships with external people and organisations, including the Ministry of Education, the Education Review Office, Steiner Education Aotearoa New Zealand, the Fellowship of Steiner principals and Waikura, using the title of Principal as appropriate.

Work Experience and Skills:

Essential	Desirable
<p>Proven facilitation based leadership skills.</p> <p>Previous Waldorf teaching experience.</p> <p>Experience in a comparable role.</p> <p>Sound knowledge of Waldorf Education and Anthroposophy.</p> <p>Demonstrate alignment and commitment to this schools' values and aspirations.</p> <p>Interpersonal, relationship management and networking skills.</p> <p>Ability to work collaboratively to identify wishes and intentions and achieve such aims.</p>	<p>Good general knowledge of people and change management.</p> <p>Previous experience in collaborative cross organisational work.</p> <p>Experience in developing and delivering on strategic plans and risk management.</p> <p>Knowledge of financial budgeting, planning and reporting process.</p> <p>Understanding of three-fold and Goethean approaches.</p> <p>Knowledge of and ability to</p>

	enable community building founded on Anthroposophy and a three-fold nature of social life.
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Personal Qualities and Attributes

Leadership	The art of enabling people to be their best and contribute their best to the purpose of the school.
Communication	The ability to use clear, concise and appropriate language, both verbal and written, as well as effectively listen to the other. Plus the openness to picture build and allow a process of clear thought.
Analysis and problem solving	To be able to analyse a range of information and arrive at solutions and recommendations fitting to any particular situation.
Systemic thinking	The ability to work holistically with different parts of the system and think in a systemic way.
Attention to detail/quality focus	Accomplishing tasks accurately, checking processes and results, maintaining watchfulness.
Relationship building	To enable end foster strong relationship building processes.
Initiative	To create an environment for personal initiative and creative thinking.
Team work	To be able to work as part of a big team; effectively participating in and contributing to different teams.
Tolerance to stress	Maintain a stable performance under pressure in a manner that is acceptable to self, others and the wider school community.
Flexibility	To be open-minded and to display a flexible style and attitude; willingly taking on tasks outside the core role when needed to support the colleagues and the wider school community.
Personal effectiveness	Demonstrate and overall personal effectiveness in work attitude, style, orientation and approach. To be reliable in delivering on agreed processes. To deal in all manners with integrity.