

High School Digital Technologies Teacher

(Term 4, 2023 Contract)

Applications Close: Monday 11 September, 2023

Apply to: The Principal - Noosa Pengari Steiner School
employment@noosasteiner.qld.edu.au

Position Title: Digital Technologies Teacher

Start Date: Term 4 2023 (Fixed Contract)

Hours of Duty: FTE 0.4

Faculties: High School

Responsible to: Principal

Location: Noosa Pengari Steiner School, 86 Nyell Road, Doonan

Noosa Pengari Steiner School first opened its doors in 1996 and has now established itself as a strong independent school offering a Steiner/Waldorf Education for students from Kinder to Class 12. We currently cater for 350 students from 200 families and continue to grow as our high school develops.

We are currently seeking an experienced High School Teacher to teach Digital Technologies across Years 8, 9 and 10. Knowledge and experience in incorporating an inquiry-based approach to teaching and learning and designing rich learning experiences for students is also desirable. Some administrative duties are associated with the role.

Key Selection Criteria - The successful applicant will:

- Have an understanding and appreciation of Steiner/Waldorf education
- Have registration with the Queensland College of Teachers
- Have experience teaching digital technology subjects in a high school setting
- Demonstrate good people skills

Applications should include:

- Evidence of QLD Teacher Registration
- An up-to-date CV with contact details for at least two professional referees
- Response of no more than two pages to the above Key Selection Criteria
- Evidence of eligibility to work in Australia

High School Teacher General Position Description

Every teacher is responsible for the following activities and tasks:

- Plan, prepare and deliver quality and effective teaching, learning and assessment programs in line with the Australian Professional Standards for Teachers.
- Maintain competency and current knowledge of relevant curriculum programs.
- Create supportive learning environments and effective behaviour management practices.
- Provide for the physical, social, cultural and emotional wellbeing and safety of students while at school and assist in their progression towards *freedom*.
- Differentiate learning based on the individual competencies and needs of students as outlined in the students' SAPs and in accordance with the Australian Professional Standards for Teachers.
- Assess students for developmental, feedback and reporting purposes.
- Maintain student records and samples of work and report on student performance to students, parents, the school leadership and other stakeholders as required.
- Participate in the collaborative development and evaluation of the curriculum and regularly monitor, through observation and evaluation, the effectiveness of the teaching program.
- Participate in school decision making processes and professional development.
- Establish and maintain appropriate interpersonal relationships between the school and community.
- Demonstrate consciousness and initiative surrounding accountability and duty-of-care responsibilities in all circumstances.

In addition to general teaching duties:

- Maintain effective communication channels with parents, providing information on student performance and other matters.
- In consultation with the Faculty and Coordinator, refer students to specialist wellbeing or learning support staff when appropriate.
- Participate in school scheduled activities such as parent-teacher interviews, parent evenings, festivals and concerts.
- Attend weekly faculty meetings.
- Engage in regular professional development opportunities, including mentoring, professional conversations, internal and external workshops to maintain and improve professional knowledge.
- Provide internal lesson relief as directed by the Coordinator.
- Maintain high standards of professionalism, striving to improve quality and standards in the High School.
- Actively contribute to the life of the school, helping to fulfil the school's mission.
- Assume additional responsibilities in negotiation with the Coordinator and Principal.