

Coastal Waters Chartered Public School

World Language Teacher

Job Description

Classification: Full-Time (salaried), exempt

Hours: 40 hours/week

Compensation: TBD, based on experience

Reports to: Pedagogical Director

World language teachers are responsible for the education of elementary, middle, and high school students. World language is integral to the Waldorf curriculum, and the teacher works to introduce basic language and culture to all of our grades students, starting with a purely oral form through verses, songs, rhythms, poems, games, fairy tales and stories. Vocabulary goals start simply with numbers, colors, and items in the child's everyday life along with common verbs and prepositions. Vocabulary will expand throughout the grades with the goal of reading through writing more complex constructions. Grammar is introduced through active exercises, especially all regular and a few irregular verbs in present tense, and the use of prepositions, and adjectives. In the upper grades, the program continues to build on the students' knowledge of basic sentence structure, vocabulary, and fluency through the use of dialogue. Vocabulary is also expanded by reading poems and stories appropriate to the students' reading level.

World language teachers are responsible for teaching each grade twice per week. The content of instruction will be determined, in part, by the skill set that the teacher currently possesses and develops over time through professional development. This content should appropriately challenge the students to achieve growth in a scaffolded and incremental way. Particular emphasis will be placed on the following areas: developmentally appropriate curriculum, consideration of individual student differences, development of social skills, and academic skills thorough lesson preparation, artistic presentation, and classroom management. Additional responsibilities include weekly faculty meetings, section meetings, committee work, and other duties as assigned. Teachers are responsible for deepening their understanding of child development, and Waldorf pedagogy to support their teaching. Advice and support for curriculum delivery and lesson planning is provided through regular mentoring with the Pedagogical Director. We encourage strong relationships, inclusivity, input, and innovation within the teaching and student community.

Qualifications

The ideal candidate is an experienced language teacher with 3-5 years of classroom experience.

- Bachelor's degree is required.
- Waldorf teaching and/or training; or equivalent combination of education and experience preferred. Waldorf training provided on-site and via professional development opportunities.
- An understanding and appreciation of child/human development.
- Excellent interpersonal and communication skills, verbal and written.

- Basic computer proficiency.
- Demonstrated teaching capacity, as well as a commitment to continued learning (e.g., Waldorf and general educational trends, Curative Education, DEIJ, etc.).
- Experience with, or willingness to engage with, consensus-based decision-making model with.
- Familiarity with, or an understanding of, Restorative Justice models of discipline.
- Ability to interact comfortably with all types of members of the community, including teachers, administrators, parents, and students.
- An interest in active engagement within our school and out in the greater community.

Curriculum Responsibilities:

- Plan and carry out the classroom program and activities - written plans should be prepared each year, which include: the order of themed lessons, goals for the students' development, etc.
- Oversee classroom management and supervision of up to 25 children.
- Instruction should be planned and taught such that attention is given to the following:
 - The conveyance of enthusiasm for learning
 - In-breathing and out-breathing rhythm
 - Challenging, age-appropriate work
 - Incorporating movement (in lower grades)
- Collaborate with student support staff to ensure that all students are learning at their highest potential.

Responsibilities to Parents/Guardians:

- Teachers are expected to be available for parent-teacher conferences twice each year according to the school's schedule, at which time they strive to form a shared vision of the child with the parents, discuss all aspects of the child's progress in school, mutually share concerns, and discuss means of working with those concerns.
- Teachers are to actively employ good communication skills in working with parents. However, if difficulties arise, the teacher is to seek assistance from the Pedagogical Director for further support.
- Provide brief written newsletter updates to share class activities, important dates, etc.
- Teachers prepare student reports per the school timeline, which are shared via the student information system (SchoolCues).

Responsibilities to the School/Colleagues:

- Teachers are to work together with their faculty colleagues – sharing observations, questions, insights – to support each other's professional and personal development.
- Teachers are expected to take active roles in the administration of the school by serving on committees as they are able.
- Teachers are responsible for the physical environment of classrooms – creating a place that is inspiring for learning by giving care to the beauty, simplicity, cleanliness, and order of the room – and for the shared building and grounds.

- Teachers are expected to attend weekly faculty meetings, section meetings, and in-service days as scheduled.
- Teachers are expected to be on campus from 30 minutes prior to the start of school until 30 minutes after the end of the school day, unless scheduled differently.