

# **THE COLLEGE OF TEACHERS**

## **Roles and Responsibilities**

### **Definition of the College of Teachers**

All teachers and therapists at the school form a collegium out of which those willing and able to carry the full responsibility and accountability of administering the school, form the College of Teachers. The College of Teachers holds the 'spiritual flame' at the heart of the school, actively serving the mission and vision of Waldorf education.

The College of Teachers is mandated by the Board of Trustees in terms of the school's constitution. The duties and responsibilities of the College of Teachers are in addition to other responsibilities they may hold within the school.

The College members must have been at the school for at least one year and must have sufficient qualification or experience to fulfill the role. Each faculty should be represented. The School Administrator is also a member of The College of Teachers. College shall inform the Trustees should there be less than two representatives per faculty.

### **The College Meeting**

- The College meets weekly or more often as required.
- A quorum of 60% members is required.
- The College members are expected to attend every meeting to provide continuity. It is understood that the presence of each member is vital to the success of the nature of the work undertaken by the College.
- Minutes are taken by the college secretary at every meeting and distributed to the College members as soon as possible.
- Absolute confidentiality is required of the College members unless the specifics of a situation require that the College decides upon limited confidentiality.
- When a personal issue is raised about or by a College member, it is expected that the member will withdraw from the meeting room and participate in discussion by invitation of the College only. This is to facilitate free discussion by the College. No final decisions will be made without the presence of the person involved.
- Should irreconcilable differences emerge between a College member and the College itself, the involvement of a third party or facilitator may be required.

### **The Relationship between the College and the Teacher Faculties**

- It is important that the College processes be as transparent as appropriate, and that the communication and interaction between the College and the three Teacher Faculties is good. The College reports regularly to the Faculties, and the

Faculties report to the College when important matters need to be shared or discussed.

- The College meeting is the place where far-reaching decisions are made and difficult conversations are brought.
- The College looks to delegate as much as is appropriate and responsible to the Faculties, always being mindful of its duty to the children and the parents.

### **The College Liaison group**

- The College Liaison Group is mandated by the College.
- It consists of a representative of each faculty as well as the administrator.
- It meets weekly, and meeting minutes are taken.
- Its tasks include preparing the agenda for the upcoming College meeting, inserts for the Leaflet, and the College report for Trustee meetings; dealing with some of the correspondence to and from the College; and meeting with colleagues and/or parents when mandated to do so by the College.
- It is not a decision-making body.

### **The main responsibilities of the College of Teachers**

#### **A. Pedagogy (curriculum and teacher development)**

- Ensuring that the Kindergarten, Primary and High School Faculties are managing their teachers and classes according to the vision, values and pedagogical principles/ethos of Waldorf education.
- Ensuring that all Faculties carry out their responsibility regarding staff training, enrichment and development through Faculty studies, conferences, mentorship, peer reviews and continued education. Spiritual depth should be brought through Faculty studies.
- Ensuring that teacher and class evaluation is consistent, to bring awareness to the Faculties and the College of when help is required so that it can be provided timeously and appropriately.
- Ensuring the deepening of pedagogical understanding within the Collegium by staying current with knowledge and information and with Waldorf Federation developments.
- Approving specific pedagogical development processes that would inform the curriculum content and teaching practice.

- Deciding on key pedagogical matters at Michael Oak that have been escalated to the College by Faculties when a decision could not be taken.
- Being aware of the current requirements and limits of DBE, Umalusi, NAISA and the Western Cape Education Department (WCED) and the information that is regularly received. (ISASA requirements are optional.)

## **B. Delivery of teaching at the school**

- Ensuring that the needs of the children are met through quality teaching.
- Ensuring that the school has the staff complement, capacity and resources required to build and maintain the necessary capabilities for the school to operate within the Waldorf ethos and deliver the curriculum. Teacher recruitment and dismissal processes are the responsibility of the College of Teachers.
- Ensuring that the Faculties hold teachers accountable for adhering to our curriculum, teaching practices and standards, while recognising that College holds ultimate responsibility for these matters and must hold the Faculties to account.
- Maintaining an awareness of where teacher support is required; providing support to Faculties who are accountable for the well-being of staff within the Faculty; and monitoring the effectiveness of the support.
- Providing appropriate support to teachers, staff members and faculties as required when incidents arise.
- Ensuring that policies are updated and adhered to by the Faculties and Mandate groups. (Refer to the school website for all policies.)
- Promoting healthy relationships within and across Faculties.
- Facilitating positive parent-teacher, parent-school and teacher-school relationships, and mediating where necessary. The College members are available to act as mediators, with the acceptance of the people concerned, should this be required.

## **C. Managing the overall running of the school**

- Ensuring that our school policies and procedures for teachers, learners and parents are adhered to at all times, and that the Faculties are accountable for doing so.
- Coordinating and planning the school year calendar.
- Monitoring and approving decisions relating to the teaching staff complement (including roles and responsibilities) and resources required.
- Managing budget proposals regarding teaching staff and therapists. (Deviations from the budget require approval by FinCom and the Trustees.)
- Dealing with formal correspondence from parents, members of staff and others.
- Ensuring that relevant information is disseminated via the appropriate channels (whether through the College Chair, the School Administrator, Faculty Chairs or Class Teachers/Guardians) and that the intent of the communication is achieved.
- Partnering with the Trustees to review and monitor the longer term vision, mission and strategic priorities/growth areas of the school.
- Maintaining oversight of the work of the Mandate groups and how this integrates with the work of the Faculties to ensure effective and cohesive functioning.
- Appointing independent advisors or assistants when necessary.
- Implementing procedures relating to staff discipline and grievance as set out in the staff hand book.
- Ensuring that procedures relating to formal student discipline and parent grievances are implemented, as set out in the school's discipline and grievance policies.
- Managing, coordinating and updating all school policies and procedures regarding legal and financial considerations, which are then overseen by the Board of Trustees.
- Consulting and co-operating with the Trustees regarding the legal, financial, risk or reputational implications in matters extending beyond pedagogical issues.
- Consulting and co-operating with the Trustees around the maintenance and development of our grounds and buildings, via BuildCom.

- Consulting with the Fundraising, Marketing and PRO groups, mandated by the Trustees.
- Reporting regularly to the Trustee meeting.
- Ensuring that the Administration continues promoting the relevance, value and impact of Waldorf Education through our website and newsletters, and through external media.

#### **D. Community building**

- Ensuring that the ethos of the child being at the center of our community is understood and upheld by all members of the community.
- Providing ongoing parent education.
- Offering workshops.
- Encouraging appropriate parent involvement in the school.
- Supporting the organization of appropriate events.
- Facilitating interaction with the wider community.