



DUNEDIN

RUDOLF STEINER

SCHOOL

~ Our Structure



# Roles & Responsibilities

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*Staff, Board members and Proprietors, September 2019*



## College of Teachers – Roles and Responsibilities

<b>What they do:</b>	Give <i>pedagogical direction from the heart</i> of the school and carry its spiritual impulse Deepen the teachers’ understanding of the Special Character of the school Nurture the child through various means, including Child study Address issues that are current to the development of the school, kindergarten, and Steiner Waldorf Education
<b>Who they are:</b>	School teachers (not including all part-timers) Kindergarten teachers Kindergarten Head teacher Primary School Principal
<b>Who they employ:</b>	They are involved in recruitment processes
<b>Who requires that we have this body:</b>	Special Character as a Steiner School Integration Agreement
<b>Who they report to:</b>	All governing bodies <sup>1</sup>
<b>Source of funding for activities</b>	Board Proprietors (special character funding)
<b>Budgets they are responsible for</b>	None as a group, individual teachers have responsibility over specific budget lines
<b>Document describing role:</b>	This one
<b>Sources of expert advice:</b>	Steiner’s writings and lectures, and other related works SEANZ/ Fellowship Visitors to the school (Anthroposophical Society, other Steiner teachers etc) School’s policies and procedures

<sup>1</sup> As individuals: school teachers report to the Primary School Principal; Primary School Principal reports to the Board; Kindergarten teachers report to the Head Teacher, and the Head Teacher, Executive Officer and Playgroup Coordinators report to the Proprietors.

# Management Team - Roles and Responsibilities

## What they do:

- Undertake the overall non pedagogical day to day management of the Primary School, Kindergarten, Playgroup and After School care programme
- Specifically:
  - Ensure the implementation of policies and procedures
  - Report back to governing bodies to enable them to make informed decisions when and where appropriate
- Consult with College of Teachers on management matters, while also retaining confidentiality on personnel matters

## Who they are:

- School Principal
- Kindergarten Head Teacher
- Executive Officer

## Who requires that we have this body:

- A special character approach to the Ministry of Education requirement that there is a School Principal

## Who they employ:

- Play an important role in ensuring appointment procedures for staff are followed properly

## Who they report to:

- Board
- Proprietors Trust

## Source of funding for activities:

- Board
- Proprietors (special character funding)

## Document describing role:

- Management Team Job Description

## Sources of expert advice:

- School's policies and procedures
- NZ School Trustees Association
- Te Rito Maioha (New Zealand Childcare Association)
- Principals of other Steiner schools
- SEANZ
- Waekura

Updated 23/5/2023

## Primary School Principal - Roles and Responsibilities



- What they do:**
- Day-to-day *management* of school and staff
  - Makes sure the goals and direction articulated in the School Charter<sup>2</sup> happen via:
    - Annual plan
    - School procedures

- Who they are:**
- A single individual who is:
    - An employee of the Board
    - Chief Executive Officer of the school
    - A member of the Board
    - A member of the Management Team
    - A member of the College of Teachers

- Who requires that we have this body:**
- Ministry of Education

- Who they employ:**
- Plays an important role in *appointing* school staff (NB: the Board or Proprietors *employ* staff)
  - Appraise school staff

- Who they report to:**
- Board

- Source of funding for activities:**
- Board
  - Proprietors (special character funding)

- Budgets they are responsible for:**
- Ensures school budget spending is in line with the Board's annual budget

- Document describing role:**
- Principal's Job Description

- Sources of expert advice:**
- School's policies and procedures
  - NZ School Trustees Association
  - Principals of other Steiner schools
  - Principals of other State schools

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<sup>2</sup> The School Charter comprises the mission statement, values statement, strategic plan, and annual plan.

# Kindergarten Head Teacher - Roles and Responsibilities



## What they do:

- Day-to-day **management** of kindergarten staff
- Service Provider – ensures conditions of license are upheld
- reviews policies and procedures
- Annual plan
- Strategic plan
- Appraise kindergarten staff
- Facilitate self reviews
- Interview new parents
- Home visits
- Facilitate enrolment process

## Who they are:

- A single individual who is:
  - A member of the Management Team
  - A member of the College of Teachers

**Who requires that we have this body:** • Ministry of Education

## Who they employ:

- Plays an important role in *appointing* kindergarten staff (NB: the Board or Proprietors employ staff)

## Who they report to:

- Proprietors

## Source of funding for activities:

- Proprietors (special character funding)

## Budgets they are responsible for:

- Ensures kindergarten budget spending is in line with the Proprietors annual budget

## Document describing role:

- Kindergarten Head Teachers Job Description

## Sources of expert advice:

- Kindergarten's policies and procedures
  - Waekura
- Te Rito Maioha
- Teachers of other Steiner schools
- Teachers of other State schools
- Taruna Essential Education

# Executive Officer - Roles and Responsibilities



- What they do:**
- financial management of School, kindergarten and Proprietors Trust
  - administration of Management Team
- assists Principal in Annual and Strategic planning and reporting
- manages personnel matters, including payroll and contracts for school and kindergarten
  - Oversight of policies and procedures for school, kindergarten and trust and compliance
  - Oversight of funding from MoE for all entities
  - Statutory reporting to MoE on School charter, roll returns, ECE funding
  - Manages the administrative staff and their roles
  - Follows Health and Safety and property matters, liaises with caretaker
  - Involved in other fundraising activities

- Who they are:**
- A single individual who is a member of the Management Team

- Who they employ:**
- no-one. Has one part time administrative staff working alongside.

- Who they report to:**
- Proprietors, Principal

- Source of funding for activities:**
- Proprietors (special character funding)

- Budgets they are responsible for:**
- Oversight of budgets and reporting to Management Team and governance bodies

- Document describing role:**
- Job Description

- Sources of expert advice:**
- NZ School Trustees Association
  - Te Rito Maioha
  - SEANZ
  - Association of Proprietors of Integrated Schools
  - Association of Integrated Schools
  - Charities Commission

## Board - Roles and Responsibilities

### What they do:

- **Governance** of the school (i.e., thinking about strategic issues not day-to-day running).
- Set the school's strategic direction (the Charter<sup>3</sup>) in consultation with Management Team, Proprietors Trust, CoT and community.
- Monitor school performance against the strategic plan (via the annual plan)
- Ensure the school is providing a safe environment and quality education for all.
- Provide financial oversight and monitoring

### Who they are:<sup>4</sup>

- Parent-elected representatives (up to five)
- Principal
- Staff representative
- Proprietors' representative (can be up to 4)
- Can also include co-opted trustees

### Who requires that we have this body: • Ministry of Education<sup>5</sup>

### Who they employ:

- Principal
- School teachers
- Other school staff

### Who they report to:

- Ministry of Education
- School community
- Proprietors (on special character)

### Source of funding for activities:

- Ministry of Education
- Proprietors (special character funding)

### Budgets they are responsible for:

- School budget

### Document describing role:

- Board manual (describes the role of the Board, code of behaviour and role for each portfolio holder)

### Sources of expert advice:

- School's policies and procedures
- NZ School Trustees Association
- Other Steiner schools' Boards of Trustees
- Federation of Rudolf Steiner Waldorf Schools NZ
- Association of Integrated Schools

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<sup>3</sup> The School Charter comprises the mission statement, values statement, strategic plan, and annual plan.

<sup>4</sup> There are 6 portfolios in the Board, each overseen by a single trustee who conducts reviews on a 1-3 year cycle: Board Chair, Curriculum, Policy and Procedures, Health and Safety, Personnel, Treasurer.

<sup>5</sup> The Dunedin Rudolf Steiner School is a state-integrated school which means it is a state school that provides education through the Rudolf Steiner philosophy (the "special character"). All of New Zealand's state and state-integrated schools have a Board and therefore are a Crown entity.



## Proprietors Trust - Roles and Responsibilities

- What they do:**
- Oversee and support the *special character* (Steiner education)
  - *Govern the Kindergarten* (including playgroups) and After School Care Programme
  - *Own lands and buildings* of school (owned by the Proprietors Trust as an entity – not by the individual Proprietors)
  - Ensure there are appropriate classroom spaces for the school, kindergarten and playgroups

- Who they are:**
- Volunteers from within or around our community who have one or more of the following:
    - Understanding of and commitment to the special character of the school and Steiner pedagogy
    - Property management or building expertise
    - Financial competence
    - Aptitude for governance matters
  - Members are elected to the Trust by existing Trust members
  - Currently one representative on the Board (can be up to four)

**Who requires that we have this body:** • Ministry of Education

- Who they employ:**
- Kindergarten staff, including Playgroup Co-ordinator(s)
    - After school care staff
  - Executive Officer (50% of salary paid by Board)
  - *Pay 50% of administrative staff costs (staff are Board employees)*

- Who they report to:**
- Ministry of Education
  - The Community
  - The Charities Commission as a registered Charity

- Source of funding for activities:**
- Ministry of Education – Policy One funding for capital maintenance (based on school roll)
  - Ministry of Education – Kindergarten funding on a per child, per hour rate
  - Parental donations
  - Other fundraising activities, including grants

- Budgets they are responsible for:**
- Proprietors Trust  
Kindergarten

- Document describing role:**
- Introduction to the Rudolf Steiner School Trust and Handbook

- Sources of expert advice:**
- Proprietors of other Steiner schools
  - Association of Proprietors of Integrated Schools
  - Association of Integrated Schools

# Playgroup Coordinators – Roles and Responsibilities

## What they do:

- Work alongside parents to ensure playgroups run smoothly, out of Steiner philosophy and in line with the strategic plans of the school
- Promote playgroups to the wider Dunedin population
- Create and maintain an adequate set of resources
- Point of contact for playgroup parents
- Maintain waiting lists, oversee the budget, Ministry compliance for the playgroups not operating on licensed space
- Plan festivals and other events

## Who they are:

- Playgroup Coordinators (jobshare)

## Who they employ:

- Will support parents in taking on voluntary or paid roles within playgroup

## Who requires that we have this body:

- Special Character as a Steiner School

## Who they report to:

- Management Team
- Proprietors Trust

## Source of funding for activities:

- Ministry of Education
- Proprietors (special character funding)
- Parent koha

## Budgets they are responsible for:

- playgroup budget

## Document describing role:

- Playgroup leaflet and parent handbook
- job description

## Sources of expert advice:

- Steiner's writings and lectures, and other related works
- Steiner Federation Early Childhood advisor
- College of Teachers
- Ministry of Education

## After School Care staff – Roles and Responsibilities

### What they do:

- Work alongside management ensure the programme runs smoothly, out of Steiner philosophy and in line with the strategic plans of the school, providing a quality after school care programme to children at the school and kindergarten
- Create and maintain an adequate set of resources

### Who they are:

- After School care staff

### Who they employ:

- no-one

### Who requires that we have this body:

- Strategic plan for the Trust

### Who they report to:

- Management Team
- Proprietors Trust

### Source of funding for activities:

- OSCAR funding
- Parent fees

### Budgets they are responsible for:

- After School care budget

### Document describing role:

- Structure document
- job description

### Sources of expert advice:

- Steiner's writings and lectures, and other related works
- Social Services
- College of Teachers
- Ministry of Education