

# Constitution

Version 4 – Sept 2019

### Introduction 2

### 1. Organisational structure 2

### 2. Decision-making 3

### 3. Planning 4

### 4. Handling concerns 5

### 5. The purpose of the AGM 6

### 6. The purpose of the Board of Trustees 7

### 7. The purpose of the Early Years Pedagogy team 8

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Our constitution grows out of an understanding of Steiner-Waldorf education and its roots in Anthroposophy.

# Introduction

We are indebted to Kevin Avison from the SWSF and Jonathan Wolf-Phillips from New Leadership for this tool, which has been designed specifically for Steiner-Waldorf settings.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# 1. Organisational structure

The organisational structure of Calder Valley Steiner Education is explained in this document.

The following document breaks down and explains how Governance, Management, leadership and decision making works within our organisation.

# 2. Decision-making

|  |  |
| --- | --- |
| Type of decision | Who makes it and how? |
| Amendments to the Constitution (a summary of how the Setting is governed)  Amendments to the Memorandum and Articles of Association  Our legal constitutional document is lodged at companies house | **The Board of Trustees and supported by proposals from the CVSE Association and the Early Years Pedagogy Team.**  by  Group decision and  Qualified by (two-thirds) majority voting |
| Long-term implications (over 3 years) | Board of Trustees  (in consultation with the Early Years Pedagogy Team)  Group decision  Consensus (high) |
| Medium-term implications (around 3 years) | **Board of Trustees**  (in consultation with the Early Years Pedagogy Team)  Group decision  Consensus (high) |
| Short-term implications (around 1 year) | **Early years Pedagogy Team,**  (supported by the Trustee with lead responsibility)  Group decision  Qualified by (two-thirds) majority voting |
| Immediate Implications | If an immediate day to day decision is required -  Kindergarten Teacher, and/or Trustee with lead responsibilities. |

# 3. Planning

|  |  |  |
| --- | --- | --- |
| *Name and description of document* | *Who is ultimately responsible for producing and updating it?* | *When?* |
| **Constitution**  **(how the Kindergarten is governed)**  Context, accountability structure, planning, decision-making, handling concerns.  \_\_\_\_\_\_\_\_\_\_\_  **Ethos Statement**  **(Kindergarten’s long-term development intention)**  Biography of Kindergarten, core relationships, core task, core values, long-term vision (see appendix) | **Board of Trustees**  (In consultation with Senior Teachers, Setting Management Team and CVSE Association, plus external advisors as and when necessary).  **The Trustee with lead responsibility**  **Early Years Pedagogy Team** | Update approx. every 7 years |
| **Governance Team Plan**  **(Kindergarten’s medium-term development intention)**  Based on the Ethos Statement, a medium-term development intention and the key areas of operational and development activity in the Kindergarten (teams) | **Board of Trustees**  (In consultation with Teaching Team and Kindergarten Management Team, plus external advisors as and when necessary).  **The Early Years Pedagogy Team** | Update as required |
| **Kindergarten Development Plan**  Based on the Kindergarten’s Ethos Statement and medium-term development intention,  detailed operational and development plans for each team. | **Trustee with Lead responbibilty**  **Administration**  **Early Years Pedagogy Team** | Update every year  during summer term. |

# 4. Handling concerns

The Steiner-Waldorf movement was inspired by the ideals expressed by Rudolf Steiner and others in the early part of the 20th century. These ideals were based on recognising that each human being is an individual to be valued. These ideals still guide and inspire those working in Steiner-Waldorf schools today.

The trustees of CVSE have a responsibility to uphold the founding ideals of Steiner-Waldorf education and also have many other legal duties and responsibilities.

The procedures should cover a comprehensive range of concerns including:

**Employee concerns** - if an employee in a Kindergarten is worried about anything to do with their work (Pedagogy).

**Employer concerns** - if the employer (normally the CVSE trustees) become concerned about the work of an employee. (Trustee with Lead responsibility)

**Dignity at work** - if an employee is experiencing behaviour that is unacceptable to them.

**Parental concerns** - if a parent becomes concerned about an employee of the Kindergarten.

**Pupil concerns** - if a pupil becomes concerned about an employee of the Kindergarten.

CVSE uses the Concerns Procedures developed by the UK Steiner-Waldorf Advisory Service. These procedures enable the Kindergarten to fulfil its legal responsibilities, while at the same time seeking to uphold the dignity of the human being as indicated by Rudolf Steiner.

The procedures are legally binding and follow relevant guidelines as to good or best practice including: the European Social Charter, the European Communities’ code of practice on the dignity of men and women at work, the latest UK laws (e.g. the Employment Relations Act 1999 and the Human Rights Act 1998 which bring into force in the UK the European convention on Human Rights), the ACAS revised code of practice on disciplinary and grievance procedures and their advice on bullying and harassment at work. [[1]](#footnote-1)

# 5. The purpose of the CVSE Association (AGM)

### Job specification

CVSE is managed and lead by the board of trustees, Trustees will have an area of lead for areas of responsibility and accountability.

The purpose of the association is to **represent the interests of its members over the long-term** by**:**

* Hosting[[2]](#footnote-2) an Annual General Meeting to do the following:
  + Appoint members of the Board of Trustees;
  + Appoint auditors.

.

* Host consultation meetings with the whole CVSE community, as and when necessary.

### Person Specification

* Membership is automatic when someone joins the Kindergarten as a parent, member of staff, trustee.

# 6. The purpose of the Board of Trustees

### Job Specification

The Board of Trustees is responsible for the effective governance of the Kindergarten. It appoints (employs) all members of staff, on behalf of the Association. It delegates responsibility for the effective management of the Kindergarten to the Trustee with the lead for individual areas, i.e. Pedagogy, Personnel and Finance.

The Kindergarten Teachers and Trustee lead have designated authority for the day to day running and decision making within the Kindergarten, should a situation dictate.

The purpose of the Board of Trustees is to

* **hold an awareness of and make decisions about what is in the best long-term interests of the CVSE Association**

This involves ensuring the quality and governance of the management activities of the Kindergarten and Parent and Child.

This involves each Trustee with a lead area of responsibility to support/guide the teachers/leads in delivering the curriculum and sessions ensuring standards are met to a high standard.

### Meetings

The CVSE Board of Trustees meets at least once a half term. Unless the situation dictates otherwise.

It is does this by ensuring that there is good documentation (e.g. team plans, meeting agendas/minutes, policies and procedures).

# 7. The purpose of the Early Years Pedagogy Team

### Job specification

It consists of a heterarchy of staff who are committed and able to help carry responsibility for the inner aspects of developing the education, holding the spirit of the Early Years.

The overall purpose of the EYPT is:

* Collective responsibility for **pedagogical governance** and the inner aspects of developing the education.
* The Team will consist of qualified teachers, parent and child lead and the Trustee with Pedagogy Lead.

Purpose of the Weekly Meeting of members of the Teaching Team

To maintain an awareness (individually and collectively) of the overall expectations and underlying principles of Steiner-Waldorf pedagogy through:

* **Shared meditative work** (e.g. College Imagination, artistic work)
* **Shared study**  (e.g. Child study, Class study, child development, anthroposophy)
* **Co-mentoring** (e.g. Reflection on professional practice, self-evaluation)
* **Pedagogical governance** (e.g. Responses to consultations from others in CVSE)

1. The procedures are based on work done by The Camphill Village Trust. For more information, please contact Kevin Avison at the Steiner-Waldorf Advisory Service. [↑](#footnote-ref-1)
2. The practical aspects of ‘hosting’ (e.g. setting a date, preparing and distributing an agenda, facilitating the event) is undertaken by the CVSE Board of Trustees. [↑](#footnote-ref-2)