



## **CLASS REPRESENTATIVE HANDBOOK**

This handbook has been formulated by Imhoff Waldorf School for the purpose of enabling and assisting the Class Representatives. The Handbook describes the roles and responsibilities of the Class Representative; the relationship between the Class Representatives, the teachers, and the parents, and some of the practical tasks and duties that are required by the Class Representatives (Reps).

### **1. CLASS REPRESENTATIVE NOMINATION AND SELECTION**

The Class Representative is a single parent or small group of parents within the class who may volunteer, be nominated by other parents, or be requested by the teacher to be the Representative for the class. Classes may choose to have one Representative or a team of Representatives who have different mandates (i.e. fundraising link, garden link). Although the Rep has certain overall functions and responsibilities, each parent is, nevertheless, expected to be involved in their child's education and offer the support and assistance to the teacher, the Rep and the school as and when required.

General guidelines for Rep nomination/selection include:

- The selection of the Rep should take place in the first parent meeting at the beginning of the year. The Rep from the previous year will still hold the space in the first term until the first parent meeting of the year.
- The Rep holds the position for a period of one year, usually, which allows other parents to be involved.
- Information sharing takes place at the first parent meeting, aimed at ensuring that there is a smooth handover period.
- The Rep agrees to support the class, parents, teacher and school with their roles and responsibilities as outlined in the Rep Handbook.

### **2. OVERALL ROLE OF THE REP**

The role of the Rep is multi-faceted and is partly dependent on the individual who takes on the responsibility of being the Rep and the unique character and needs of the class. At the minimum the Rep should act as a facilitator, assistant to the teacher and a resource person. These roles are described in more detail:



## 2.1 Facilitator

As a facilitator the Rep should strive to do the following:

- Channel questions and concerns to the right person to deal with them depending on the nature of the concern. The teacher is generally the first point of contact. They can advise whether an issue needs to be escalated to the Faculty, mandate group or to the College of Teachers or the Board of Management. The Rep need not solve problems but they should demonstrate care for the well-being of the children, parents and teacher involved. If an issue needs to be addressed by College and cannot be resolved by the teacher, the Rep can advise the parent to contact Denise Janssens, our Administrative Manager, and the admin College link.
- Show interest and care to the parent community and welcome any new families who may join the class during the course of the year.
- Encourage parent involvement and enthuse the parents about school activities, fundraising initiatives, work parties, open days, festivals and community events.

## 2.2 Assistant to the Teacher

As an assistant to the teacher, the Rep and their links (i.e. the class may appoint a garden link and fundraising link)

- Offer a positive, supportive relationship to the teacher, based on honesty and openness, and work to together to enhance the class community.
- Direct any specific concerns or queries from parents to the teacher. Act as an intermediary when the parent feels that they cannot communicate a sensitive issue with the teacher directly.
- Manage logistical and organisational aspects of the class and school activities and events by communicating with the parents through Whatsapp/ phone/email/notices. Delegation of certain tasks to members of the class parent body.
- Forward notices from the Class Rep Group to the class group, if applicable.



- Assist and co-ordinate parents towards preparing and maintaining a clean and beautiful classroom and surrounds, as well as work parties.
- Generally, help to nurture an ethos of positivity, warmth and transparency in the class community.
- Provide an example to parents by maintaining an enthusiastic and “can do” attitude and speaking respectfully of teachers, children, other school employees and fellow parents.

### **2.3 Resource person**

As a resource person the Rep should strive to do the following:

- Know the structure of the school and our communication guidelines; be able to assist in directing queries to the right channels if the teacher is unable to assist.
- Acquire knowledge about our school’s aims and policies.
- Communicate effectively with the parent body, the teacher and the school.
- Be familiar with the school calendar and class calendar of events and be able to share this information if asked by fellow parents.
- Support the teacher with logistical arrangements with class festivals and outings, where necessary.

## **3. RESPONSIBILITY OF THE REP**

In order to effectively fulfil the roles described above the Rep must be prepared to take on a number of responsibilities. At minimum the Rep should be committed to the tasks and activities described below.

### **3.1 Rep Meeting Attendance**

- Rep meetings usually take place once a term according to a schedule determined by the Chairperson of the Rep Committee. These meetings are an important forum for sharing of ideas and knowledge, organising of events and delegation of tasks, enrichment, getting to know the other Reps.
- If a Rep is unable to attend a Rep meeting, apologies can be sent to the Chairperson and the Rep should request an alternative parent to attend the meeting, to ensure that the class remains informed of important initiatives that are discussed or



decisions taken at the meeting. The meetings are minuted and these minutes can be made available to parents, if requested.

- These meetings ensure that any ideas or suggestions are taken to the relevant body within the school and are then placed on the respective agendas of the meetings of these bodies. In this way the Rep Meetings provide a vital communication conduit between the parent body and the other school bodies - the Administration, the Early Childhood Faculty and the Primary School Faculty, the College of Teachers and the Board of Management.

### **3.2 Parent Meetings**

Parent meetings should take place once a term. The teacher is responsible for deciding the timing and format of the meetings and the Rep takes care of logistical and organisational aspects, including informing the parents about the parent meetings. If the Rep is aware of a particular need or query that one or more parents may have, the Rep should communicate this to the teacher so that it can be included in the agenda. The Rep takes minutes at the meeting and distributes them to the class parents as soon as possible after the meeting.

### **3.3 Notice boards**

The Rep is responsible for maintaining the class notice board, in conjunction with the teacher, as an orderly and effective means of communication about school and class events. Notices should not be placed on the notice board without permission of the teacher. Parents may not use the board to advertise/market their own or anyone else's goods and services as this is not in line with school policies and principles.

### **3.4 Lice checks**

Arrange regularly for the children to be checked for lice.

**3.5** The Class Reps need to familiarise themselves with the structures and policies at the school.



## **SCHOOL STRUCTURES AT IMHOFF WALDORF - 2023**

### **INTRODUCTION**

The school operates on a circle management system, which includes a mandate system. Groups of committed persons are mandated to fulfil certain responsibilities. Parents are encouraged to give of their time, either to these groups or to specific projects that arise from time to time. These mandate groups consist of staff and parents.

### **COLLEGE OF TEACHERS**

The College of Teachers is responsible for all pedagogical matters and the daily running of the school. The College meets every Thursday afternoon, and tasks are rotated and shared. The members study together, conduct interviews, receive visitors, handle correspondence, staff appointments. Mandates report into College.

To make an appointment with a College member, parents can email the Administrative Manager, Denise Janssens, on [administrator@imhoffwaldorf.org](mailto:administrator@imhoffwaldorf.org)

If parents have a concern about a child or the school, it is preferably addressed following the school's Communication policy. i.e. through the class teacher first, by scheduling a meeting.

### **THE ADMINISTRATION GROUP**

The Administration Group is responsible for the administration of the school. The members of the Group are Cassandra Hunter (Enrolment and Office Manager), Denise Janssens (Administrative Manager) and Candi Lock (Financial Administrator).

### **EARLY CHILDHOOD AND PRIMARY FACULTIES**

The Early Childhood (which includes Toddler, Playgroup and Kindergarten) and Primary School faculties meet once a week on a Thursday. One of the important aspects of meetings is to focus on individual children to understand them better and help them forward in an appropriate way. Teachers strive to support each other and the children in their care through ongoing study.

Enrolment applications are presented to the faculty as part of the application process.

### **THE BOARD OF MANAGEMENT**

The Board of Management is responsible for the long-term sustainability and the legal and financial aspects of the school. In order to ensure that they fulfil these responsibilities, the Board of Management members meet on a termly basis and are guided by a formal charter. The Board members are comprised of a minimum of six and a maximum of twelve members, at least three of which need to be staff.



The Board members have delegated certain responsibilities to various sub-committees and mandate groups as set out below.

## **BOARD SUBCOMMITTEES AND MANDATE GROUPS**

**The Finance Committee** is responsible for financial efficiency, the financial systems, financial planning, monthly management accounts, the annual budget, fee increases, appointment of the auditors and the annual audit. The committee work closely with the Financial Administrator and our accountants, Zuydam Accounting.

**RemCom** is responsible for remuneration of staff, working closely with the Finance Mandate.

**The Sponsorship Committee** runs our sponsorship programme, which is committed to supporting diversity and to community development and enrichment. This group meets regularly with our sponsored families from previously disadvantaged backgrounds, encouraging them to become involved in our fundraisers and events. The committee also finds new sponsors and deals with any pedagogical factors.

**The Fundraising Committee** is responsible for raising funds for the development of the school. The primary function of the fundraising portfolio is to manage and oversee all fundraising events for the school.

**The Personnel Mandate** is a staff group responsible for staff wellbeing, employment contracts, staff code of conduct and conflict resolution.

**The ECD Aftercare Committee** is responsible for the co-ordination and smooth running of the ECD Aftercare Facility.

**The Primary School Aftercare** is run independently, Monday to Friday afternoons, by Giselle Downes, contactable on cell number 0738167392.

**The Grounds & Maintenance Group** is responsible for managing the maintenance of school buildings and grounds.

**The Security Mandate** is responsible for our security system, the cameras, the alarm system liaison with the alarm monitoring company, and our night watchman.



See mandate members below:

Mandate / Portfolio	Members
<b>Board of Management</b>	Staff: Daniel, Nan, Denise, Cassandra (secretary in attendance) Parents: Liza King (Chairperson), Martin Croeser (Treasurer), Candy Voss, Meagen Webb, Gideon Williams
<b>Building &amp; Maintenance</b>	Cassandra, Candi, Fezile
<b>Building Compliance</b>	Daniel, Denise
<b>Class Rep Forum W/App Group</b>	Class Reps, Denise, Laura, Cassandra
<b>College of Teachers</b>	Bonnie (Chairperson), Daniel, Holly, Shelby, Bilqis, Candice, Nan, Denise, Fezile
<b>Combined Faculty Chair</b>	Candice
<b>Craft Group</b>	Nan
<b>Debtors Mandate</b>	Denise, Daniel, Candi
<b>ECD Aftercare</b>	Laura, Sylvia
<b>PS Aftercare (independent)</b>	Giselle Downes
<b>Faculty Chairs</b>	Candice (PS), Nan (ECD)
<b>Finance Committee</b>	Daniel, Denise, (staff), Martin Croeser (parent)
<b>Fundraising</b>	Cassandra, Bonnie, Bilqis, Shelby, Fezile, Laura
<b>Grounds</b>	Cassandra, Fezile
<b>Library</b>	Jenny
<b>Marketing (General)</b>	Liza King (parent), Denise (staff)
<b>Marketing Approval Panel</b>	Liza King (parent), Denise, Laura, Nan, Bilqis (staff)
<b>Mentor Support Forum</b>	Candice, Bonnie
<b>Personnel</b>	Denise, Bonnie, Daniel, Nan
<b>Remuneration Committee</b>	Liza King (parent), Denise, Daniel (staff)
<b>Security</b>	Bonnie, Laura, Cassandra, Candice
<b>Sponsorship (finance)</b>	Denise, Candi
<b>Sponsorship (wellbeing)</b>	Meagan Webb (parent), Fezile, Bilqis, Holly (staff)
<b>Sports Programme</b>	Candice, Cassandra, Kyle van der Westhuizen
<b>Trainee Teacher Liaison</b>	Candice, Holly





### 3.6 Class Fundraising and Activities

#### Community building

“The healthy social life is found when, in the mirror of each human soul, the whole community finds its reflection. And when, in the community, the virtue of each one is living”.

*Rudolf Steiner*

Initiatives that build community are encouraged at a Waldorf school, and each term there are work parties and fundraisers aimed at nurturing our community. It is good for children to see us as examples of working together and strengthen the connection between home and school for the child.

#### Fundraising

The school has various fundraisers throughout the year. Our fundraisers are an integral part of ensuring that the school maintains its facilities and infrastructure and they provide an opportunity for parents, teachers and children to meet, work together and gather as a school community. All class parents are required to attend and participate in fundraising events.

Fundraising is a fundamental part of a school’s life. The fundraising team works together with the teachers. Teachers in turn, with the support of their Class Rep, (and the fundraising link), work together to ensure the events run smoothly and ensure parent involvement. We welcome parent’s ideas and support.

#### **FUNDRAISERS AT IMHOFF WALDORF SCHOOL**

##### **First term**

Jungle Theatre - Lower Primary, Classes 1-3

##### **Second term**

Readathon - Upper Primary fundraiser, Classes 3-7

Auction - Early Childhood classes and Class 1





### **Auction**

Every parent in our Toddler Group, Play Group, Kindergarten and Class 1 provides an art or craft item, an accommodation or service voucher and a plate of eats. Class Reps offer support with rosters and in assisting teachers and the fundraising team to collect and label items and help to compile a list of items to be auctioned.

### **Third term**

Spring Fair - all classes.

### **Spring Fair**

This is a wonderful public relations and community building event each year. Please encourage everyone you know to come and see the school in action. Reps support also with the advertising of fundraising events by word of mouth, posters in cars, social media etc. Each class in the school has a stall and stalls are also available for outside traders. All class parents are rostered to help with their class stall on the day. The event is a wonderful showcase for our school and lots of fun.