



Position Description

Job Title:	Teacher
Levels:	Secondary: Years 7-10
Time Fraction:	3 - 4 days a week (0.6 - 0.8 FTE)
Commencing:	2020 or Term 1, 2021
Reports to:	Principal
Salary Range:	(according to demonstrated skills and experience)

School Profile

Peregrine is a small, independent and secular, non-traditional school with 110 students from Kindergarten to Grade 10. Until 2017, the school was a Primary school, and for most of its history has had fewer than 60 students. The secondary program began three years ago and is still in its early stages of development.

Peregrine is located in a small rural community in Southern Tasmania, 11kms from the township of Cygnet and 40kms from Hobart. The school is set in 20 hectares of bushland and the natural setting provides a peaceful and nurturing environment for students and staff.

Cygnet is located in a beautiful valley running down to a deep bay on an estuary of the Huon River and is home to a vibrant community. The region produces high quality fresh food and wine, and boasts cafes, arts and crafts, as well as music.

Peregrine has a 20-year history as a small school and has seen rapid growth over the past five years, more than doubling its enrolment. This has been accompanied by frequent construction and development of facilities, as well as changes to the structures and framework of the school program. This creates an exciting but challenging opportunity for teachers to be intimately involved in all aspects of the school's operation. Teachers at Peregrine work within a collaborative framework and are professionally accountable to each other, as well as to the Principal. They are expected to share a commitment to the effective management and operation of the whole school in a way that is particular to very small schools.

Peregrine is a community school, in the sense that parents participate in the operation of the school, both in practical ways (e.g. working bees) and to support learning (e.g. offering activities for small groups of students). The school is legally an incorporated association, and is managed by an elected committee of parents and community members. The school has a Principal, who is responsible for the operation of the school. Parents are encouraged to attend a Parent Meeting once each term, to participate in planning, and to stay informed about school activities.

The intention is to keep the school numbers at a human-scale, with a maximum of 120 students at full capacity, in order to preserve the informal, family-like atmosphere and facilitate the connections between people and depth of relationships that this size allows.

Our Approach

Peregrine is not a traditional school setting, but draws on the progressive, alternative, democratic school tradition of Summerhill (UK) and the Sudbury schools (US), as well as being informed by the innovative schools of the Future Schools Alliance (AUS).

The school is founded on the conviction that relationships are the key to students' wellbeing and engagement in learning. All of our planning, from school size and class structures to daily activities, is designed to facilitate the development of these strong, positive relationships between adults and students.

Our intention is to offer an exciting, alternative educational option that offers students a range of different pathways, based on their strengths and particular needs. We aim to support the development of creative, empowered individuals with the capabilities, motivation, inspiration and confidence to generate positive and lasting change in the world.

At Peregrine, our approach to teaching and learning is founded on the idea that young people are capable. We have high expectations of our students and provide them with support to help them reach their goals. We encourage students to explore and take risks and to learn to manage themselves.

Our educational approach places a strong emphasis on fostering independence, developing emotional intelligence, and encouraging young people's individual interests. The school supports students to achieve their academic and creative potential, while underpinning this with explicit learning about cognition and executive skills. This approach assists students to develop their ability to plan, organise and complete tasks that form part of larger goals.

At Peregrine, students are not grouped in traditional year level grades, but instead learn in flexible groups based on their abilities and learning stages. Teachers stimulate and support learning in small, levelled groups, and students also undertake scaffolded independent learning activities.

We value learning in many settings and involve the students in outdoor experiences and camps throughout the year – exploring the world and learning through doing. Students learn in many different places and in many different ways. We seek opportunities for authentic learning experiences, in which students can engage with real people and real-world problems. This includes giving them the trust and space to learn their own limits, and extend their capabilities, intellectually, emotionally and physically.

As a gesture of respect and equality, everyone at Peregrine is addressed by their first name. There is no school uniform or any adult-only spaces and students are given many opportunities to make decisions about things that affect their day.

A Pioneering Role

Working at Peregrine is an exciting opportunity to be part of a dynamic team that is actively working towards the future growth and direction of new educational approaches. We want to work with people who are creative, resourceful, collaborative and who deeply believe in transforming education.

To be part of this team, our teachers need to be highly flexible with a positive, forward-looking perspective, and be able to work out of their comfort zone at times. Being part of a new exciting venture requires courage but is also extremely stimulating and rewarding.

Our secondary program builds on an established philosophy and teaching and learning approaches that have been refined in the primary school over the past twenty years, which means there is a strong basis for what we do and how we do it. The expansion into the secondary level creates new opportunities and we welcome people who want to collaboratively create something new, are excited by this prospect and can see themselves thriving in this pioneering stage of Peregrine's journey.

Joining the Team at Peregrine

Joining the team at Peregrine is not just moving into a new job; it is deeply linked to choices about how you want the world to be, and how you want to live your life. All staff and families at Peregrine are part of a supportive, involved and connected community, with our regional setting reflecting the choices we have made for a simpler, more grounded lifestyle. Our aim as educators is to foster whole people, and to support their development in many different aspects of their lives.

For this reason, we take a long-term view of our staff. When people join our community they become part of a wider group of people working towards the same goals, and who want to contribute to change. We recognise people and their relationships as our biggest assets and want staff to achieve a work-life balance.

While teachers generally focus their attention in one part of the school (early years, middle and upper primary or secondary), being one community is a very important feature of the school. Teachers collaborate across the school and support one another to create that learning community and to support student wellbeing. We encourage teachers to bring their passions to the students across the school and to be confident in working and interacting with the youngest to the eldest.

We expect people to come to us with a thirst for their own learning, and the ability to be flexible and highly adaptive to new situations and challenges. Working in a non-traditional structure can be challenging and can also stimulate lots of personal growth. If these ideas excite you, we'd love to speak to you further about working at Peregrine!

Teachers

This position involves overseeing the academic development of students in Grades 7 to 10, with the ability to do the same for students below and above this level as well. This may be achieved through:

- scheduled teaching tutorials (for several students or the whole group)
- setting tasks online for students to complete during independent study time
- spontaneous and planned opportunities using a range of teaching strategies that are responsive to the individual needs and learning styles of each student.

Teachers are expected to be able to work independently and creatively within the bounds of the School's Guiding Principles, actively contribute to creating an effective school culture and be a positive role model within the school community.

During these first years of the secondary program, the teaching team will have the opportunity to collaboratively shape the direction in which the school grows, which will also be significantly influenced by the students.

Teacher's Responsibilities:

- Teaching a range of nominated learning areas to upper primary and secondary students
- Actively fostering the personal growth and development of students in accordance with the principles and values outlined Peregrine's Philosophy and Guiding Principles.
- Actively creating with others programs that support the implementation of the school vision as evidenced in Peregrine's Strategic Plan (currently under development).
- Planning and implementing a coordinated timetable of engaging and inspiring teaching programs to support student learning.
- Monitoring, assessing and evaluating student learning in context of the Peregrine's Guiding Principles, the Australian Curriculum and Peregrine's Curriculum (as appropriate).
- Maintaining records of student progress including photographic evidence, observations and work samples.
- Undertaking reporting to families consistent with the Peregrine's reporting policy.
- Conducting themselves in a way that is consistent with the expectations that are held for students and in line with the School's Philosophy, Guiding Principles and Staff Code of Conduct.
- Participating fully in all aspects of Peregrine's calendar, including social functions, camps, staff meetings and planning days, including those scheduled on non-teaching days.
- Committing to ongoing personal and professional development that enhances the effectiveness of the Peregrine's Philosophy, Guiding Principles and Child Safe Standard Policy framework.
- Liaising with the teaching team (including the Principal) to develop special programs including Personal Learning Programs, community-based activities and camps.

Teacher Qualities:

We are looking for an educator who cares passionately about Democratic Education models and Social and Emotional Learning, and who is self-motivated, adaptive, adventurous, resilient and playful.

Alongside these qualities, you will also need:

- Registration with the Tasmanian Teacher Registration Board (or another State/Territory body in Australia).
- A Bachelor's Degree or higher in Secondary and/or Primary Education
- An ability and keen desire to teach in an alternative or holistic school setting.
- A deep respect for all students and a clear personal teaching philosophy that matches with Peregrine's Philosophy and Guiding Principles.
- A passion for life-long learning, a demonstrated growth mindset and well-developed executive skills.
- A willingness to abide by the school's Staff Code of Conduct, Child Safe Standards Policy framework and associated training.

If you have varied life experiences and thrive in indoor and outdoor teaching settings, we would love to hear from you!

To apply, complete our Expression of Interest Form

Please call the Principal, Imogen Hunt on 03 6295 1300 if you would like to visit the school or find out any additional details about the position.

If you are interested in working at Peregrine but the timing isn't right at the moment, please register your interest by email at: admin@peregrine.tas.edu.au and we will contact you as positions become available in the future. If you would like to meet with the Peregrine or visit the school prior to submitting an application, please phone or email to arrange a mutually convenient time.