



## TEACHER POSITION DESCRIPTION

### **Are we the right school for you?**

Peregrine is a small school of around 100 children situated in the Huon Valley, Tasmania. We do school differently and seek a teacher committed to building strong relationships within our community.

Community is one of our core values and we celebrate this through the provision of a shared, nutritious lunch with children and morning circle meetings each day, termly circle meetings with our families, and through incorporating democratic processes that allow students to confidently bring issues and solutions to community meetings and/or to form working parties. Students contribute to recruitment by providing feedback during trials and occasionally joining interviews to ask questions.

As a small school, all staff have an important role to play in leading the school, together. Our flat organisational structure encourages educators to collaborate on our learning programs and to lead operational systems. Our Co-Principals collaborate to support staff and lead the organisation, and they also teach within the learning program.

### **What are we looking for?**

We are seeking a creative and adaptive teacher interested in challenging traditional educational practices, with a focus on fostering student engagement and making learning enjoyable. The ideal candidate will enjoy working collaboratively and contributing to a close-knit school community that emphasises belonging and connection.

At Peregrine, children determine the pace and direction of their learning, guided by their teachers. Our approach aims to develop resilient, kind, and self-aware young people through experiences that foster play, creativity, curiosity, and persistence.

We welcome applications from individuals with a broad range of skills and interests, contributing to a rich learning environment from Kindergarten to Year 10.

We value the importance of a good work-life balance and our different term structure supports a mid-term rest as well as opportunities for uninterrupted staff collaboration and professional learning days. Additionally, we offer all educators the flexibility to work 0.8FTE or 1.0FTE and aim for our class ratios to be at 1:12, to support teachers to appropriately track, plan for and mentor individual students.



## The qualities of a Peregrine Teacher:

**You have experience working with a diverse range of children.** You have experience or a desire to teach in a setting that honours the competence and independence of all children. You understand that all children have individual differences and interests. You can demonstrate your ability to cater for a range of learning differences including disability, giftedness and/or trauma. You inherently believe that ALL children can learn and grow.

**You are a creative curriculum designer.** You leverage student interests, real-world problems, and professional tools/experts to design engaging interdisciplinary projects that drive student learning. You can demonstrate an understanding of progressive, inquiry-based education and your role in the design process. You understand your responsibility for student engagement and adjust plans, ideas, and structures to keep children engaged and connected to the purpose of their learning. You are also comfortable asking colleagues for support and providing support to them when needed.

**You are committed to social justice and equity.** You see opportunities all around you to leverage conversations about community and identity. You actively seek to create equitable learning spaces that remove barriers for learning and engagement, and you ensure everyone feels like a valued member of the community.

**You are an excellent communicator.** You communicate effectively with students, parents, and co-workers. You actively listen and ask probing questions. You can clearly communicate a student's learning journey and next steps. You know how to be candid and kind at the same time. You can hold students and colleagues accountable and be supportive at the same time.

**You have a strong sense of empathy and are driven to be a positive mentor.** You put yourself in the shoes of students or parents, and communicate in a way that values their lived experience. You sensitively work with individual children and their families, and you establish meaningful and caring relationships. You understand that relationships take time to truly flourish and you enjoy finding ways to connect with young people to demonstrate genuine care and interest.

**You are a project manager.** You have a strong work ethic and are able to help students pace out projects and create accountability structures that help them reach their goals. You are organised and can manage your own time. You can use technology to document and support project management and communicate effectively with colleagues regarding student progress.

**You are comfortable with ambiguity.** You are intellectually curious and have a strong sense of agency. You are comfortable not always having or knowing the answers. You are adaptive and can cope with boundaries, rules and processes that may need to adapt to suit individual students, particular circumstances or school-wide initiatives. Your adaptability

supports your ability to be creative, challenge, continually evolve and improve, and whilst ambiguity may feel a little uncomfortable at times, it certainly is not a barrier to you or your thinking.

**You are a great collaborator with both students and adults.** You enlist your problem-solving and communication skills, sprinkling in your high EQ and fun personality, to build strong relationships. You know the importance of leveraging divergent viewpoints for the improvement of our collective work. You hold your colleagues and students accountable, and you are receptive and humble when they hold you accountable.

**You are a lifelong learner.** You have a growth mindset and you pick up new ideas quickly and think critically. You are curious and deeply committed to learning and growing. You are interested in participating and leading action-based research projects as part of your professional development and ongoing improvement, whether that be within a classroom or a whole-school or system-wide initiative. You are also reflective and active in co-determining your areas for professional growth, and you participate in feedback sessions that identify professional learning areas that you may not have considered. You participate in training that supports your goals and you may deliver professional learning to your peers in areas of expertise, special interest or to share findings from a recent professional activity.

**You are a leader and team player.** You are confident in managing both large and small groups of children and skilled at “reading the room” to make and follow-through on decisions that support colleagues, students and their engagement, positive community-focused behaviours and community cohesion. You notice when things don’t look right or when a process should be developed and implemented. You don’t wait around for others to tell you what to do, or blame people when things are not done or are unclear. You check in, find the information you need, collaborate, design, and do what is necessary to positively support the school and its community.

We encourage interested educators to apply soon or to get in touch with any questions you may have. We are open to online video interviews in the early stages of our recruitment process and are also happy to arrange school tours (including virtual) for applicants.

#### **International Applicants:**

We welcome international applicants who meet Australia’s strict visa requirements, including age and skilled qualification. As we are regionally located, there are visas that can support people who wish to come to Tasmania. Whilst we can support certain aspects of an immigration application, this would be a process you initiate and manage. We will only consider applications from international candidates who can evidence their experience working in similar, progressive and/or democratic educational settings.

Contact person for these positions:

Please email Co-Principal, Rosy Keen, with any questions you may have:  
**[rosy@peregrine.tas.edu.au](mailto:rosy@peregrine.tas.edu.au)**

Application procedure:

To apply for this position, please complete our online [application form](#)

**Applications close on Saturday, 30 November, 2024.**

Our commitment to child safety:

Peregrine is a child safe organisation which welcomes all children and their families. We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. We pay particular attention to provide an environment that ensures that the right to Cultural Safety of Aboriginal or Torres Strait Islander children and young people is respected and their cultural identity is nurtured and encouraged. We also provide an environment where all children, such as those with culturally and linguistically diverse backgrounds, international students, students with disabilities, LGBTIQ+ students feel safe and supported.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students inside and outside our school environments. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Child safety is everyone's business, and all members of our community have an important role in promoting safety and in raising concerns with the Co-Principals so we can provide support and take appropriate action to keep all children safe, in accordance with our child safe policies, strategies and practices, which are inclusive of the needs of all children.

Peregrine is committed to the National Principles for Child Safe Organisations and the Child and Youth Safe Standards identified by the Royal Commission into Institutionalised Responses to Child Sexual Abuse (RCIRCSA) Report.