



APPOINTMENT OF

DIRECTOR OF
TEACHING & LEARNING E-12

(PERMANENT FULL-TIME POSITION)



2020

PURPOSE & CONCERNS

The Friends' School is a coeducational Quaker school based on fundamental values such as the intrinsic worth of each person, the recognition of 'that of God' in everyone, the desirability of simplicity and the need to establish peace and justice.

As a learning community, we are concerned for the academic, cultural, physical, social, emotional and spiritual development of each person in our care.

We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective.

We believe that these aims can best be achieved with the active support of all members of our School community.



THE POSITION

We are seeking to appoint an outstanding educator and administrator to fill the position of Director of Teaching & Learning E-12. The successful applicant will provide strategic and operational leadership throughout the entire school in the area of teaching and learning; providing strong and inclusive leadership in the application of pedagogical theory and practice.

This position has a strong emphasis on using research to inform the implementation and review of best practice in all areas of curriculum and instruction.

The successful candidate will start as soon as mutually convenient but no later than 18 January 2021.

It is essential that applicants have a current visa allowing them to work in Australia.

KEY RESPONSIBILITIES

1. *Vision and leadership in the development of a cohesive curriculum with an accompanying scope and sequence developed and reviewed throughout the entire School*
 - Identify new opportunities in curricular development.
 - Monitor key educational, political and social trends and their implications for students, staff and the School as a whole.
 - Keep staff and the Principal informed of international, national and local developments in the areas of curriculum, pedagogy, assessment and reporting.
 - Develop and maintain a range of policies and guidelines related to teaching practice and learning environment.
 - Use data to analyse and identify concerns, decisions, directions and School wide strategy.

2. *Management and delivery of a cohesive curriculum throughout the School*
 - Ensure the School's Purpose and Concerns serves as a cornerstone in all aspects of the curriculum.
 - Ensure all programs are accessible and relevant and that students and parents are cognisant of the courses and where to find relevant course information.
 - Ensure effective tracking of students' academic progress.
 - Ensure effective communication with parents on the progress of each student.
 - Set clear expectations for teaching staff in meeting the learning needs of all students as individuals.

- Work closely with the E-12 Director of Learning Support to ensure that school structures and resources are catering well for students with additional needs.
 - Ensure curricular articulation between the PYP, Years 7-10 and the IB DP/TCE/VET programs.
 - Develop a close working relationship with Curriculum Coordinators and Heads of Schools in all three sections of the School and with the Heads of Faculty.
 - Liaise with the Deputy Principal, Heads of School and Heads of Faculty on the provisioning of staffing to ensure effective curricular outcomes across the School.
 - Promote the integration of Service Learning as a key component of the School's curriculum.
 - Work with all Year Group leaders to develop a cohesive year level curriculum throughout the School.
 - Plan, implement and review curriculum documentation practices throughout the School.
3. *Vision and leadership in the development of best practice in pedagogy*
- Stimulate and support school-based action research in order to improve student learning.
 - Disseminate information and lead discussion about exemplary teaching practice.
 - Work with the Deputy Principal, the Heads of Faculty, the leadership team at Morris and other senior staff members to ensure best practice pedagogy of individual teaching staff members.
 - Make recommendations to the Principal that ensure the full range of School resources are appropriately distributed to maximise student learning.
 - Work closely with the Head of ICT and other staff in ensuring that technology plays a vital role to support learning during the implementation of the curriculum.
 - Promote understanding throughout the School of all School practices and policies impacting teaching and learning.
 - Support the approval process of teacher applications for Senior Classroom Teacher Steps 1 and 2, and work alongside supervisors to monitor implementation and review of agreed leadership contributions.
 - Oversee the Innovation in Teaching Grants and Quaker School Immersion programs.
 - Ensure the School complies with the Australian Teacher Performance and Development Framework.

4. *Leadership in assessment and reporting procedures for Kindergarten to Year 12*
 - Develop, refine and oversee assessment processes that maximise student learning.
 - Research and ensure implementation of innovative reporting practices that enhance student learning.
 - Work with the curriculum coordinators and Heads of School to establish the E-12 reporting calendar.
 - Work with all sections of the School to clarify and unify reporting practices.
 - Assist staff, together with the TCE and IB Co-ordinators, in understanding and carrying out the requirements of the PYP, TCE and IB Diploma systems, especially with respect to assessment and reporting.

5. *Leadership of the Professional Development of Teachers*
 - Together with the Deputy Principal, Senior Curriculum Reference Group and the Human Resources Manager, set the strategic direction and annual plan for the professional learning of teachers.
 - Attend national and international conferences on teaching and learning and source outstanding presenters for staff PL (in conjunction with the Deputy Principal).
 - Lead staff discussions about teaching, learning, assessment and reporting.
 - Work with the Deputy Principal and Human Resources Manager on the process that underpins the Annual Reflection and Planning process for teachers.
 - Work with the Professional Learning & Human Resources Officer to plan and implement teacher professional learning.
 - Plan, implement and provide visible leadership in all teaching staff professional learning days, staff days and programs.
 - Work with the Deputy Principal to set the Wednesday afternoon meeting schedule (faculty, learning communities, sectional) for teaching staff.
 - Coordinate and oversee the planning, implementation and annual review of the School learning community focus.

6. *Communication and Liaison*
 - Provide visible leadership with staff, parents and students regarding developments in teaching practice and curriculum development, including regular articles in newsletters, presentations at meetings, parent evenings and with individuals.
 - Oversee and participate in course pathways and subject information sessions for students and parents in both the High School and at Clemes.
 - Oversee the update of all course handbooks.

- Ensure that areas of the website relating to academic matters are accurate and regularly updated.
 - Convene the Heads of Faculty meetings, the Senior Curriculum Group meetings and participate in the Principal's Committee, PD Reference Groups, ICT Groups and other committees as required.
7. *The occupant of this position will be responsible as an Officer of The Friends' School as defined in the Work Health and Safety Act and Regulations 2011.*

K E Y R E L A T I O N S H I P S

- Principal
- Deputy Principal
- Heads of School
- E-12 Director of Learning Support
- Coordinators of High School and Morris Curriculum
- IB Diploma Coordinator
- Heads of Faculty
- TCE Coordinator
- VET Coordinator
- Human Resources Manager
- Professional Learning & Human Resources Officer
- Colleagues

D E L E G A T I O N S

- Curriculum & Timetable Support Budget

PRIMARY DUTIES AND EXPECTATIONS OF ALL
TEACHERS

- Teaching practices which align with The Friends' School's Learning Principles, Learning Partnership Understanding and Purpose and Concerns, as well as the Quaker ethos
- Knowledge, acceptance and implementation of School Policies and Guidelines
- Demonstrate ethical standards of behaviour in dealing with colleagues, students, families and all School matters
- Knowledge and implementation of relevant curriculum and engaging pedagogy that is current and comprehensive
- Knowledge of the theory, practice of and the implementation of authentic student assessment which also adheres to the School's requirements in reporting student progress to students and their parents
- Commitment to the School's professional learning program and alignment with the strategic priorities
- Ability to work positively and collaboratively as part of a team, including involvement in moderation, and provide support for colleagues
- Ability to communicate effectively and maintain respectful relationships with students, staff, parents and groups from the wider community
- Adherence to the School's expectations in regard to pastoral care and support for students, by demonstrating the required skills and disposition
- Commitment to expectations in regard to co-curricular activities, meetings, supervisory duties, Assemblies, Gatherings and routine administrative duties
- Willingness to participate in School decision-making and administrative processes in a way that is constructive and supportive of other staff
- Complete all required professional learning and meet administrative/reporting deadlines.
- Behave and work in alignment with most up-to-date version of the *Expectations of Teachers* at The Friends' School

SELECTION CRITERIA

The successful candidate will:

1. have a thorough knowledge of the Australian curriculum E-12. Experience in the International Baccalaureate Diploma and Primary Years Programmes as well as the Australian curriculum is desirable.
2. have educational and personal philosophies that are in harmony with the School's Purpose and Concerns.
3. have proven senior leadership experience in the development and teaching of IB programmes and/or other national curriculum in an educational setting.
4. demonstrate an ability to motivate, support and lead staff, especially in a time of curriculum change, and work co-operatively with curriculum and management teams across the School.
5. have proven experience in initiating and responding to research and innovation in curriculum development and teaching pedagogy
6. have excellent written, oral and interpersonal communication skills.
7. demonstrate commitment to ongoing professional learning and a proven capacity to set strategic directions for the progression of student learning and the professional learning of teachers.
8. have strong organisational and administrative skills as well as the ability to multi-task.
9. be involved in the cocurricular program of the School.
10. be a fully qualified teacher, registered to teach or eligible to be registered to teach within the State of Tasmania.
11. have a post-graduate qualification in curriculum development, educational leadership or other relevant field (desirable).
12. have the ability to work safely in a school environment and be fit to carry out the duties of the position.

CONDITIONS OF EMPLOYMENT

- A salary package will be negotiated according to the qualifications, ability and experience of the appointee.
- General conditions of employment will be in accord with The Friends' School (Teachers) Enterprise Agreement 2018, as well as The Friends' School Staff Code of Conduct.
- The seniority of the position of Director of Teaching & Learning necessitates that the incumbent will be required to be present on campus before and beyond the regular timetabled day. This position also has an after hours component.
- Annual Leave of six weeks.
- Provision is made for Long Service Leave in accordance with the Long Service Leave Act 1976, with the exception that employees are entitled to Long Service Leave after 10 years of service.
- In accordance with Australian Government legislation, employees are entitled to elect the complying superannuation fund into which their employer superannuation contributions will be paid (currently 9.5%, or according to relevant legislation). However, the School offers an employee superannuation plan that provides a range of employer funded benefits to participating employees, including 10.5% employer contributions.
- Fee concessions are available to assist staff in having their children educated at the School.
- Some assistance with relocation is available if applicable.
- No cost use of gym and pool at Friends Health & Fitness.
- Corporate Health Insurance Plan through BUPA Australia and St Luke's.
- Employees of The Friends' School will respect and comply with the Staff Code of Conduct.
- It is anticipated that staff will maintain the necessary level of fitness appropriate to fulfil the inherent duties of the position.
- In accordance with the Work Health and Safety Act 2012 (Tasmania), as an employee of The Friends' School you must:
 - Take reasonable care for your own health and safety.
 - Take reasonable care that your acts or omissions do not adversely affect the health and safety of others.
 - Comply, so far as you are reasonably able, with any reasonable instruction that is given by the School.
 - Cooperate with any reasonable policy or procedure relating to health or safety at the School that has been notified to staff.
- The Friends' School is an equal opportunity employer.

A P P L I C A T I O N S

Applications addressing the selection criteria, and including the Staff Application Form, introductory letter and a CV, should be received by 9.00am on Monday 5 October 2020.

Applications should be addressed to:

Nelson File
Principal
The Friends' School
PO Box 42
North Hobart 7002

or emailed to: principal@friends.tas.edu.au

Telephone: (03) 6210 2202
Fax: (03) 6234 8209

INFORMATION ABOUT THE FRIENDS' SCHOOL

SCHOOL LOCATIONS

The School covers six sites: 23 Commercial Road, 395 Argyle Street, Bell Street/Queens Walk (New Town), Lallaby Road (New Town Bay) and a property at Spring Beach near Orford.

The High School is on the Commercial Road campus which also houses the main Administration office for the whole School.

The High School caters for 560 students in Years 7 to 10 and occupies most of this site, although some Year 11 & 12 classes such as some Technology subjects, Art and Music are conducted here as well. The High School has four Co-Heads (Joe Cairns, Louise Giudici, Paul Goodluck and Kim Rowlands), who are also Heads of House (Mather, Ransome, Hodgkin, and Unwin respectively).

Friends Health & Fitness is located next to the High School. The Centre is open to the public and offers state of the art fitness facilities including a 25m pool, spa, steam room, group fitness and small group training, cardio equipment, pin-loaded and free weights, and two tennis courts.

The Argyle Street Campus is linked to the Commercial Road site by a short walk (five minutes) along Carr and Wilson Streets and across the overpass. Located on this campus is Friends' Early Learning, Morris from Kindergarten to Year 6 and also Clemes for Years 11 and 12. These operate separately but share the canteen facility and have a common staffroom.

Friends' Early Learning

A review of our early learning centre, Friends' Early Years, was undertaken during 2019. From the beginning of 2020 Friends' Early Learning has been integrated into the operations of the primary section of the School, Morris – Friends' Primary Years.

Friends' Early Learning is on the Argyle Street campus and operates from 7.30 a.m. to 6.00 p.m. on weekdays. The centre provides long day care for children aged 12 weeks to four years of age, the Early Years program for pre-kinder aged children, before and after school care and vacation programs.

Under its licence conditions, Friends' Early Learning can accommodate up to 80 children in long day care and 55 in the outside school hours program, with carefully designed outdoor and indoor-outdoor spaces adding to the quality of the experience for children.

Morris - Friends' Primary Years

Morris - Friends' Primary Years currently comprises 'Wells' for Prep to Year 2 students and 'Walpole' for Year 3 to Year 6 students. Kindergarten classes are located in separate classrooms on the same campus.

Mark Febey is the Head of Morris. Fiona Zinn is the Deputy Head, Early Learning to Year 1 and Wendy Crow is the Deputy Head, Years 2 to 6. Debbie Taylor is the EL-6 Co-ordinator.

Morris has approximately 420 students enrolled from Kindergarten to Year 6; two classes per year group from Kindergarten to Year 4 and three at Years 5 and 6.

Clemes (Years 11 & 12)

Years 11 and 12 occupy the Clemes, Meredith and Palfreyman buildings. There are approximately 300 students enrolled in Clemes. Adam Chambers is the Head of Clemes, Lyn Tunbridge is Deputy and Amy Harris is Acting Dean of Students in 2020.

On the Argyle Street site you will also find the Hobart Meeting House of the Religious Society of Friends (Quakers) and an 800 seat assembly hall, The Farrall Centre.

Walker House

Residential accommodation is provided for up to 46 international and local students at Walker House, situated in Lewis Street, North Hobart adjoining the Argyle Street campus. Mathew Dixon is Director of Residence.

Sports Facilities

Extensive sports grounds for the whole School are situated about two kilometres north of the School between Bell Street and Queens Walk, New Town.

The Friends' School Boat Shed is situated in Lallaby Road on New Town Bay.

The School also owns approximately 19 hectares of bushland at Orford.

SCHOOL ORGANISATION

The School is sub-divided into Morris - Friends' Primary Years (Early Learning to Year 6), High School (7-10) and Clemes (11-12). These three sections of the School are served by administration and maintenance staff under the general supervision of the Director of Business Affairs.

The main School office is open between 8.30 a.m. and 4.30 p.m. throughout the year except during the Christmas/New Year period and public holidays.

Principal's Office

The Principal is assisted by Louise Bridge as full-time Personal Assistant.

Deputy Principal

Shaun O'Rourke is Deputy Principal and assists the Principal with staff matters and day-to-day administration of the School.

Director of Business Affairs

Shaun Sargent is the Director of Business Affairs. He oversees the financial, facilities and administrative aspects of the School. This includes taking responsibility for the School's various commercial operations. He also oversees the risk, compliance and governance functions of the School and acts as Secretary to the Board of Governors.

Director of Teaching & Learning

The Director of Teaching & Learning, along with the Senior Curriculum Working Group, is responsible for the delivery and planning of curriculum and timetabling throughout the entire School.

Director of Community Engagement

The Director of Community Engagement, Bill Avery, is responsible for leading and managing the School's communication, brand management and community engagement practices and activities.

Enrolments Office

Jennifer Scharkie is the Enrolments Manager and manages all matters to do with enrolments including waiting lists, fees assistance, scholarship and bursary administration and overseas/exchange students.

Libraries

There are three libraries in the School, one in Morris, one in the High School and one in Clemes. A teacher-librarian supervises each library and Stacey Pryer is the Head of Libraries.

The School also has an archival and historical collection housed in Hobartville. The Archivist, Melinda Clarke, is in charge of the collection and is always willing to assist with providing materials for historical projects or teaching about Friends'.

Faculties Years 7-12

All High School and Clemes teaching staff are members of one of eight Faculties – The Arts, English, Health and Physical Education, Humanities, Languages, Mathematics, Science and Technology. The Heads of Faculty are responsible for the development and delivery of the program in their learning area.

The *Heads of Faculty* are:

The Arts	Tammy Giblin
English	Karina Churchill (Acting 2020)
Health	Trish Menadue
Languages	Christine Wittlinger
Learning Support	Beverley Carr
Mathematics	Jason McDonald (Acting Semester 2 2020)
Science	Kate Baldry
Humanities	Mark Allen
Technology	Jane Smith

Year Group Coordinators

Year 7	Nicola Collins
Year 8	Pamela Stelzer & Karina Potter
Year 9	Esther Hoggart
Year 10	Casey-Rae McCrickard
Years 11/12	Annabelle Wood

Specific Programs

Director of ICT	Richard Lawler (Acting 2020)
Head of Music	Paul Radford
Head of Drama	Tammy Giblin

Our web site www.friends.tas.edu.au has more information about The Friends' School that you may wish to refer to.

SCHOOL CURRICULUM

MORRIS - FRIENDS' PRIMARY YEARS
(KINDERGARTEN TO YEAR 6)

At Morris our aim is for the students to learn within the context of the School's Purpose and Concerns, where the intrinsic worth of the individual, peace, justice and community are sought and where we all strive to be life-long learners embodying responsibility and integrity.

The International Baccalaureate Primary Years Program (IBPYP) is the curriculum framework implemented for all children from Kindergarten to Year 6. This educational framework aims to develop children's intercultural understanding and promote global citizenship through an inquiry pedagogy. The IBPYP is carefully structured to develop the academic, physical, cultural, spiritual, social and emotional needs of children at each year level. Classroom programs are developed to allow for the individual growth of every child. Learning outcomes and General Capabilities of the Australian Curriculum are encompassed within the program.

Constructive play and exploration in Kindergarten provide a solid foundation for children moving through the Primary School. English, Mathematics and the development of independent learning skills are a key focus within a concept-driven Program of Inquiry. As students progress through Morris, they are exposed to aspects of the broader program including co-curricular and enrichment programs. Each child's development is documented and tracked in consultation with parents.

Morris offers a rich and varied co-curricular program in support of the School's Purpose and Concerns and formal curriculum. It allows for the development of new skills and provides opportunities for the development of individual interests to enhance PYP attitudes and to enable action to be taken by the children. It provides for the development of a balanced child and supports the wellbeing of all community members. Opportunities are also provided for involvement in sporting, music, service, enrichment and extension activities.

HIGH SCHOOL (YEARS 7 TO 10)

Subjects in the curriculum have been organised into the eight learning areas of the Australian Curriculum. English, Health and Physical Education, Humanities, Mathematics and Science are core areas. In addition, there are some 20 subjects students may take at some stage in Years 7-10. These include:

<i>Arts:</i>	Art, Ceramics, Music, Drama, Dance
<i>Health:</i>	Sport Science, Outdoor Education
<i>Languages:</i>	Chinese, French, German, Japanese
<i>Humanities:</i>	Economics, Business and Law, Geography, History, Philosophy, Religious Studies, Social Psychology.
<i>Technology:</i>	Computer Graphics and Design, Design and Technology, Food & Textiles, Information Communication Technology, Programming & Control Technology, Multimedia, Automotive Studies

Year 7 Program

Year 7 is seen as a transition stage from primary to secondary education. The Year 7 program is structured so that it provides a firm foundation for the courses in the rest of the High School. Students follow a common course including subjects from all eight faculties, in such a way as to enable them to make informed choices when they come to determine their program for Year 8 and then for Years 9 and 10. The Year 7 Connections Program is a highlight of the curriculum.

Year 8

Year 8 completes the foundation begun in Year 7. In addition to English, Health and Physical Education, Humanities, Mathematics and Science, all students take a course in a language other than English as well as units in the Arts and Technology areas.

Year 9 and 10

At this stage, apart from the compulsory subjects, students may take any subject. Courses are structured to be taken through Years 9 and Year 10, so that they can be studied in depth to prepare students for the demands of the TCE or IB in Years 11 and 12.

C L E M E S (Y E A R S 1 1 A N D 1 2)

The TCE (Tasmanian Certificate of Education) comprises subjects of either 50 hours or 150 hours. Students preparing for tertiary entrance need as a minimum requirement four pre-tertiary courses, three of which must be completed successfully in Year 12. For university selection purposes, a student's score comprises their best five 150 hour subjects, at least three of which must be completed at pre-tertiary level in Year 12. To complete the TCE Certificate, students must have studied the equivalent of eight 150 hour courses over two years of study.

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students for success at university and in life. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

The aim of the DP, like all IB programmes, is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The DP provides the opportunity to develop both disciplinary and interdisciplinary knowledge that meets the rigorous standards set by institutions of higher learning around the world.

To ensure both the breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) humanities and social sciences, 4) experimental sciences, and 5) mathematics, and either an arts subject, or a second subject from the groups 1 to 5. Of these six subjects, three are taken at the higher level (HL) and three are taken at the standard level (SL). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

L E A R N I N G P A R T N E R S H I P U N D E R S T A N D I N G

The purpose of this understanding is to affirm with all members of the School community (parents/guardians, students and staff) the School's anticipated student learning outcomes, educational philosophy and engagement expectations.

The Friends' School strives to adhere to the *Purpose and Concerns*. By implementing the Australian Curriculum (K–10), and using the International Baccalaureate framework at Morris (K-6) and Clemes (11 and 12), along with the Tasmanian Certificate of Education and Vocational Education and Training (TCE and VET) at Clemes:

"We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective."

The School acts on the expectation that each member of our learning community seeks to challenge themselves in order to grow and live more fully in the truth. We aim for the development of self-discipline and respect within each student that enables them to enter more deeply into their own understandings and ongoing maturation in order to let their life speak. The School employs professional educators with expertise and experience to guide students to these outcomes.

We understand that student learning is best enhanced through the development of a strong, collaborative learning partnership among all members of the School community. We understand that parents/guardians know their child. Upon enrolling, our families will work with the School to enter into the pursuit of healthy and purposeful relationships to achieve the aims articulated in the *Purpose and Concerns*.

We understand that all members of the School community are to:

- support the aims of the School as expressed in the *Purpose and Concerns*
- work to develop trusting relationships
- provide complete and full disclosure of any and all medical, physical, social, emotional and/or learning needs that might arise throughout the student's enrolment
- engage in timely, helpful, civil and respectful communication with the person most able to assist an inquiry, while respecting staff, student and family boundaries
- support positive and constructive engagement in all aspects (curricular and co-curricular) of the student's learning process
- draw upon the collective expertise and strengths of all members of the School community involved in a student's education
- develop constructive pathways and respect for alternate viewpoints if disputes occur or relationships are challenged.

LEARNING PRINCIPLES

STUDENTS LEARN BEST WHEN ...

They engage academically

- Students know what success looks like, and where it leads to
- Students make connections and construct meaning for themselves
- Students experience success and identify progress made
- Students learn from mistakes through meaningful reflection
- Students connect new concepts with previous learning
- Students receive constructive feedback that leads to action
- Students are active and curious in their play and learning
- Students are organised and prepared
- Students have a voice in their learning
- Students and educators are interacting, questioning and communicating collaboratively
- Teachers design engaging learning experiences with multiple entry points
- Staff model passion for learning

They are in a comfortable physical and emotional environment

- Students have confidence that they will be respected if they take a risk
- Students are challenged to consider alternative perspectives
- Students know that their physical and mental health is supported
- Students are intrinsically motivated to take action
- Students believe physically and mentally that they can
- Students' physical comforts are being addressed with a focus on simplicity
- Students and teachers value the importance of the learning environment both inside and out
- Students and teachers recognise the need for equity

They feel safe, secure and valued socially, culturally and spiritually

- Students trust the relationship, knowledge, skills and intent of other students and teachers
- Students' differences are acknowledged, respected and responded to appropriately
- Students know that their peers respect them
- Students develop a strong sense of self
- Students are not judged
- Students value sharing their learning
- Students maintain their sense of curiosity and wonder of the world around them
- Students acknowledge and understand that there is something greater in the world around them
- Students' voice is respected, listened to and considered
- Staff support all parents regarding the culture and context of learning at Friends'
- Staff embrace building relationships with all families
- Staff enact consistent expectations

SENIOR STAFF, THE FRIENDS' SCHOOL

PRINCIPAL	<i>Nelson File</i> BA (Johns Hopkins), MAT (Brown)
DEPUTY PRINCIPAL	<i>Shaun O'Rourke</i> BSc(Hons), MEdPsych, DipEd, DipHR, EdD
DIRECTOR OF BUSINESS AFFAIRS	<i>Shaun Sargent</i> JP BCom GCertEBL FCA CMgr FIML FAICD FTI GIA(Affiliated)
DIRECTOR OF COMMUNITY ENGAGEMENT	<i>Bill Avery</i> GradCertBus, MBus
DIRECTOR OF TEACHING AND LEARNING	<i>Vacant October 2020</i>
HEAD OF CLEMES	<i>Adam Chambers</i> BA(Hons), BEd
HEADS OF HIGH SCHOOL	<i>Joe Cairns</i> BA, DipEd <i>Paul Goodluck</i> BEd <i>Louise Giudici</i> BA(Hons), DipEd, GradCertCouns <i>Kim Rowlands</i> BA, DipEd
HEAD OF MORRIS	<i>Mark Febey</i> BEd, BA(Hons)

The School has developed a Privacy Policy in accordance with the National Privacy Principles, to explain how we manage personal information. You can access the policy on our website (www.friends.tas.edu.au) or by contacting the School's Privacy Officer on (03) 6210 2200.