

## PURPOSE & CONCERNS

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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.



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THE POSITION

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*We are seeking an experienced person to provide teaching and learning support to teachers in their day-to-day delivery of classes. This is a temporary full-time position for the 2021 school year.*

*Applicants should have experience in the design and technology area, and ability to operate and provide instruction on a range of relevant equipment.*

BACKGROUND INFORMATION

Design & Technology is in the Technology Faculty.

Year 7 Technology introduces students to working with a wide range of tools, equipment, machinery and materials. There is an emphasis on working on integrated projects involving materials such as metal and wood. The students have one two-hour lesson per week for a semester.

Years 8, 9 and 10 Design and Technology centres on the design process using a range of materials and processes relevant to the design briefs with which the students are working.

Design and Technology students in Years 8, 9 and 10 have three hours of Design and Technology per week and the courses are taken as electives.

In Years 11 and 12, students have the option to study TCE Design and Production 215 (Wood) and many of these students go on to undertake the UTAS Object Design course.

PRIMARY DUTIES

- Through discussion with the teacher, prepare the necessary equipment and resources for each class. Support teachers and other assistants with project management of tasks, use of resources, and safety issues. For normal class projects, the teacher will communicate their requirements at weekly team meetings for the week in advance, and for specialty or extracurricular activities, requirements will be communicated two weeks in advance.
- Teachers will provide information about specific students' needs (social, emotional, behavioural), and teaching assistants will provide feedback of their student interactions to teachers.
- Preparing resources outlined in shared planning document(s) for each class and ensuring the classroom tools and equipment are maintained and are in good condition for the commencement of each class.
- Contribute to routine workshop safety checks and the development and implementation of SDSs.
- Monitor resource levels weekly. These resources will be sourced in line with the School's Purpose & Concerns. The teacher is to give a reasonable lead in time for the purchase of these resources for specific classes.
- Supporting the teacher with the implementation of the classroom behaviour and safety agreements. Provide one-on-one technical instruction and guided supervision of students in the classroom during scheduled lessons.
- Support the teacher in providing First Aid in the classroom as necessary, complete an incident form, and submit the form.
- To occasionally provide guidance and mentoring of new Teaching Assistant team members.
- To ensure the Design & Technology work areas and resources are maintained and organised to the agreed standard. Students are to contribute to packing up resources.
- To assist teachers with student excursions and off-campus activities as required.
- To undertake any basic administrative or support function as requested by the teacher.
- Provision of teaching support for supervising students in different work areas separate from where the teaching staff are located.
- The curriculum requirements where students are to come up with their own design response to the design brief which required TAs to work one on one with a design outcome increases the work skill requirements of a TA. From Year 9 onwards these briefs are less constrained as required by the National Curriculum therefore are increasingly complex.

- Undertake day to day operational maintenance of machinery as required.
- Provide input into the Safe Operating procedures (SOP) and the work instructions for specialised equipment.
- Have shared responsibility for 1:1 and small group training and supervision of students working on specialised machinery.
- Provide student supervision for specialised tasks that require adaption and changes to machinery operations which require specialised technical skills.

#### DELEGATIONS

- Purchasing of goods with a School purchase order with a maximum value for one item of \$240.00. The Design & Technology Facility Manager will check all invoices for payment.

#### SUPERVISION OF POSITIONS

- Not applicable

#### KEY RELATIONSHIPS

- Teachers of Design & Technology
- Other Teaching Assistants and Teachers in the Faculty
- Maintenance Staff

SELECTION CRITERIA

1. Proven relevant experience in the design and technology area.
2. High level of interpersonal skills in dealing with parents, staff, students and suppliers.
3. Proven organisational skills, including an ability to prioritise tasks.
4. Competency in the preparation of classroom requirements to ensure the ease of the teacher to undertake the relevant class.
5. Ability to assist with the guiding supervision of students within the classroom and ability to provide technical support.
6. Ability to operate and provide instruction on a range of relevant equipment.
7. Experience and the ability to work safely in a school environment and appropriate fitness to carry out the duties of the position.
8. Strong support for the Purpose & Concerns and ethos of The Friends' School and can demonstrate this in interaction with students, ethical sourcing of materials etc.
9. Registration to Work with Vulnerable People (employment category) and satisfactory National Police Check (may be obtained following offer of appointment).
10. Hold a current Tasmanian driver's licence.
11. Certificate III in Educational Support and / or experience deemed equivalent by the School.
12. Current first aid qualification or willingness to undertake professional development to acquire this.

CONDITIONS OF EMPLOYMENT

- A salary will be paid according to qualifications and experience at rates stated in *The Friends' School (General Staff) Enterprise Agreement 2018*.
- General conditions of employment will be in accord with *The Friends' School (General Staff) Enterprise Agreement 2018* and *The Friends' School Staff Code of Conduct*.
- 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 9.5% employer superannuation contributions will be paid.
- Employees of The Friends' School will respect and comply with the Staff Code of Conduct.
- All appointments are made subject to the provision of a satisfactory National Police Record Check. Any offer of appointment will become void should the Police Record Check present any concerns in respect to our Duty of Care to students and staff of the School. Current Working with Vulnerable People Registration (employment category) is also required.
- 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; and
  - take reasonable care that your acts or omissions do not adversely affect the health and safety of others; and
  - comply, so far as you are reasonably able, with any reasonable instruction that is given by the School; and
  - cooperate with any reasonable policy or procedure, safe work instruction relating to health or safety at the School that has been notified to staff.
- Fee concessions are available to assist staff in having their children educated at the School.
- No cost use of the gym and pool at Friends Health & Fitness.
- Corporate Health Insurance Plan through BUPA and St Lukes.
- 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 30 November 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](mailto:principal@friends.tas.edu.au)

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

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INFORMATION ABOUT THE FRIENDS' SCHOOL

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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 education and care in a long day care setting for children aged 12 weeks to four years of age; the Early Learning program for three to four year old children engages the Primary Years Program of the International Baccalaureate. The Friends' Early Learning team also manage 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 75 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.

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SCHOOL ORGANISATION

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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 and Deputy Principal are assisted by the Principal's Office Executive Officer.

***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 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
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](http://www.friends.tas.edu.au) has more information about The Friends' School that you may wish to refer to.*

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SCHOOL CURRICULUM

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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



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SENIOR STAFF, THE FRIENDS' SCHOOL

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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</i>
HEAD OF CLEMES	<i>Adam Chambers</i> BA(Hons), BTeach, MLMed
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](http://www.friends.tas.edu.au)) or by contacting the School's Privacy Officer on (03) 6210 2200.*