



COMPASS

INDEPENDENT SCHOOL

Employment Opportunity: Primary School Classroom Teacher Full Time permanent from the 13th May 2024 Soon-to-be graduates welcome to apply

Compass Independent School is an innovative primary school located on-campus at QUT, Kelvin Grove. Compass is looking for a teacher to join our growing team and unique teaching and learning environment.

At Compass, you can:

- Design integrated units of inquiry across Prep – Year 6 that invite children’s curiosity and interest, and exploration and investigation across learning areas
- Promote inquiry, play, creativity and collaboration, and provide rich, hands-on learning experiences



- Coach children in small groups, tailoring learning to the child’s level
- Impact high-quality teaching and learning in a multi-age setting, emphasising values and relationships that grow over several years
- Enjoy our outdoor learning and play program in stunning adjacent parklands
- Work collaboratively in our inspiring team, be well supported and valued for your unique talents

Benefits: Enjoy the benefits of being a teacher at Compass with a full-time position, dedicated on-site carpark and teacher office space.

Apply: Email a cover letter with your resume to hi_compass@outlook.com or call 0491 737 352 for an informal chat.



Position Description: Primary School Classroom Teacher

Overview: The role of a teacher at Compass Independent School is to facilitate learning for children in multi-age classrooms and via the outdoor learning and play program. The role involves applying child-centred teaching and learning practices that focus on the child's learning journey. Inquiry-based approaches, incorporation of play and designing learning experiences that emphasise children's creativity and collaboration are key pedagogical approaches. The teacher utilises deep knowledge of the Australian Curriculum and engages in innovative delivery of curriculum.



Curriculum: The teacher designs, delivers and reflects upon integrated units of inquiry. Developing and engaging with transdisciplinary units that are integrated across relevant learning areas and across Prep to Year 6 are key to the program delivery. The teacher designs learning experiences that are relevant, sequential and meaningful, and that invite children's curiosity, interest and contributions. Assessment practices are utilised that are learner-centred, effective and used purposefully for understanding, monitoring and recording children's learning. Formal reporting occurs twice annually.

Program: The teacher utilises the framework of units of inquiry, focused learning and child contributions and play to deliver the program, emphasising these elements and also making connections between these overlapping spheres. The teacher adapts the program to the child's needs and customises or tailors learning as appropriate. The teacher emphasises small group learning and coaching methods. Stand-alone units, mini-units, workshops and lesson series are used to supplement the units of inquiry as needed.



Interactions: Teacher interactions with children are founded on mutual respect and appreciation of the child as an individual. The values of being caring, fair, open-minded and respectful, and 'being me' are used throughout daily interactions, including with children, staff and members of the Compass community. The teacher encourages children's initiative, responsibility and cooperation through invitation, modelling and coaching, whilst balancing the use of logical consequences, reminders of expectations, and firm and fair boundaries as need arises.



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Supporting Learners: The teacher supports children's learning through catering for learning differences, harnessing children's strengths and building rapport with families. The teacher promotes children's holistic development and builds a culture of valuing each child's unique identity and development. The teacher draws upon knowledge, resources and strategies to support children as diverse learners and welcomes opportunities to learn about and alongside the child in a spirit of collaboration.

Care: The teacher at Compass shows a high level of care to the children in indoor and outdoor settings. This includes prioritising children's safety by managing risk, being responsible and using initiative to safeguard children. The teacher has duties on a daily basis including during pick up, drop off and outdoor learning and play sessions.



Professionalism: The teacher takes pride in the classroom spaces and aims to deliver high quality learning experiences. The role involves co-teaching and working collaboratively with a variety of staff, volunteers, members of the community and university partners, building positive relationships that ultimately benefit children's learning.

As part of a small team, the teacher has a wide scope of responsibility and uses initiative to improve practices. The teacher actively participates as a member of the Compass team, valuing open dialogue and enacting decisions made by the group and school leadership team. The teacher strives to maintain the wonderful reputation of Compass, and maintains high standards of professionalism, including as outlined by relevant authorities.



Commitment to Child Safety: As part of our commitment to safe and supportive work practices, the classroom teacher will be registered with Queensland College of Teachers or have 'permission to teach' with the School's support, and passed referee checks and identity verification.