



TRAVELING SCHOOL TEACHER ESSENTIAL ELIGIBILITY CRITERIA

The Traveling School empowers young women academically, physically, and culturally through an experiential overseas high school semester. To achieve its mission The Traveling School operates in a variety of international environments (rural, urban or field based).

Traveling School semesters span 15 weeks in diverse environments with the goal to cultivate academic curiosity and engagement, leadership and confidence in young women. Semester groups are comprised of approximately 16 high school girls between the ages of 15-18 led by approximately 4 teachers.

The Traveling School believes effective education and positive community-based living occurs best when students and teachers build mutual trust and respect to encourage different perspectives, open and meaningful dialogue and appropriate supervision. Each teacher must manage various roles such as academic teacher, risk manager, fun creator, community-builder, leadership enhancer and communication facilitator. Due to the variety of environments, faculty must consistently and competently perform a variety of skills, functions and tasks and be able to respond to arising hazards, risks or emergencies in an efficient, effective and timely manner.

Each faculty member must be willing and able to perform the essential functions listed below. Additional skills and abilities are required to hold a leadership role within the teacher team.

**In addition to the criteria listed below, each faculty member must meet all Student Essential Eligibility Requirements.*

RISK MANAGEMENT AND JUDGEMENT

- Accurate self-perception to know personal limitations as well as ability to evaluate hazards and respond to situations with an awareness of the limitations that apply when teaching and leading novices.
- Recognize and understand hazards and risks posed by others including, but not limited to, fatigue, state of mind, language barriers and other actions which may influence judgement and decision-making.
- Perceive, understand and assess objective and subjective risks and hazards in unfamiliar terrain and conditions.
 - Effective communication and risk management may include giving or receiving warnings/information at a range of distances
- Must be able to see, hear and talk.
- Must be able to walk on rugged terrain for distances 0-10 miles while supporting student needs, injuries or navigating an environmental hazard.
- Intervene appropriately if a student's actions or behaviors may put the student or others at risk whether intentional or unintentional.

- Understand, support and practice Traveling School practices, policies and protocols to proactively mitigate risk.
- Be accessible, responsible and reactive 24 hours/day.

ACADEMIC TEACHING SKILLS

- Develop an inclusive learning environment using different teaching and listening strategies.
- Use Traveling School syllabi, textbooks and resources to create meaningful, semester-long courses incorporating academic activities, relevant examples and interactive lessons.
- Effectively communicate lesson topics and desired outcomes.
- Foster skill development for individuals and groups to enhance problem-solving and critical thinking skills.
- Design effective assessments and grade in a timely manner.

PHYSICAL AND EMOTIONAL STAMINA

- Live comfortably in diverse settings. Conditions may include temperatures ranging from cold (0 degrees) to hot (90+ degrees) with or without rain, hail, snow or wind. Settings may offer little to no escape from the elements.
- Sleep comfortably in diverse settings (shared hostel rooms, tents, etc.) for the entire semester.
- Understand personal self-care needs and be flexible to support co-teachers' needs.
- Minimize technology (phone and computer) and use only in appropriate settings to respect student no-tech policy.
- Offer mentorship to student body, in particular to small group of 3-4 mentees.
- Be an organized and efficient camper able to assist and be responsible for students in varied conditions.
- Be a positive role model in hygiene, self-care and group living norms.

LEADERSHIP AND COMMUNICATION SKILLS

- Work effectively with co-teachers as a team; understand how to step up and step back in various roles, share leadership voice and support different leadership styles.
- Take responsibility for actions; take initiative and communicate mistakes when needed.
- Be able to plan, organize and orchestrate a daily schedule with unpredictable but necessary changes in various settings. Schedule needs may include, but are not limited to, navigating activities and academics; medical situations; meals, lodging and transportation logistics; working with contracted guides. According to job description, appropriately participate in budget and logistical needs.
- Provide honest, accurate, specific and timely feedback for co-teachers, students and administration.
- Be willing to learn from mistakes, make personal change and respond appropriately to feedback.