

The Traveling School's mission is to amplify student voices through transformative education to ignite positive change. To achieve this mission, The Traveling School operates in a variety of rural, urban, and field-based environments. Semesters span 15 weeks in these diverse settings with the goal of cultivating academic curiosity and engagement, and leadership and confidence in students. Semester groups consist of 4 teachers and approximately 16 high schoolers between 15-18 years old.

The Traveling School believes transformative education and community-based living occurs best when students and teachers build mutual trust and respect, creating space for different perspectives, open dialogue, appropriate supervision, and healthy boundaries. Each faculty member must manage various roles such as academic teacher, risk manager, fun creator, community-builder, daily lead, communication facilitator, and more. Due to the varied environments and demands of their role, faculty must consistently and competently perform diverse skills, functions, and tasks; this includes responding to student dynamics, hazards, risks, and emergencies in a timely, efficient, and effective 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 JUDGMENT

- Understand personal skills and limitations as a leader; use good decision making to set appropriate boundaries and framework to support students with a range of skills/awareness.
- 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 judgment 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.
- See, hear, walk, and talk in various situations, including those with distractions.
- Walk on rugged terrain for distances 0-10 miles while supporting student needs, addressing potential/actual injuries, and navigating environmental hazards while carrying a backpack weighing up to 50 pounds.
- Intervene appropriately if a student's actions or behaviors, whether intentional or unintentional, may put the student or others at risk.
- Understand, support, and uphold 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, problem-solving, and critical thinking for individuals and the group as a whole.
- Design effective assessments and grade and return assignments in a timely manner.

PHYSICAL AND EMOTIONAL STAMINA

- Live 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.
- Minimize technology (phone and computer) and use only in appropriate settings to respect student no-tech policy.
- Offer mentorship to the student body, in particular to a small group of 3-4 mentees.
- Share space and sleep 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.
- 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

- Model, create, and maintain an inclusive community.
- Work effectively with co-teachers as a unified team; understand how to step up and step back in various roles, share leadership voice, and support different leadership styles.
- Communicate frequently and openly with the Home Office by sharing necessary details, asking questions, expressing emergent needs, and partaking in feedback loops; understand the importance of a candid and collaborative working relationship between the field teaching team and administrative staff.
- Take responsibility for actions; take initiative and communicate mistakes when needed.
- 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, transportation logistics, and working with contracted guides.
- Appropriately participate in budget and logistical needs.
- Provide honest, accurate, specific, and timely feedback for co-teachers, students, and administration.
- Show willingness to learn from mistakes, make personal changes, and respond appropriately to feedback.