



Tātai ki te rangi



Application Information Permanent Vacancy 2018



Kia ora

Thank you for your interest in the permanent classroom teacher vacancy available at our school commencing 4 April 2018 (after Easter) preferably and no later than the beginning of Term 2.

The successful applicant will teach a delightful home group of Y1/2 children during 2018.

The enclosed package sets out the responsibilities of teachers at Khandallah School and the personal attributes necessary to become a member of our learning focused team. There is also a description of the Khandallah School Community, an application form and Equal Employment Opportunity form.

The successful applicant will be an enthusiastic and responsible teacher with recent successful Junior experience. They will be future-focused and embrace the breadth and depth of the rich NZ Curriculum effectively within their practice. High quality teaching, learning and formative assessment in an inquiring classroom will be hallmarks of practice.

They will embrace Te Reo Māori me ngā ona tikanga, celebrate cultural diversity, model inclusion and integrate digital learning tools demonstrating sound understanding and the pedagogy that underpins these practices.

Our teachers work collaboratively to inspire all children within their learning hub to achieve success (Future Stars). We also work collaboratively to inspire each other to be the very best teachers we can be (Tātai ki te Rangī). We plan and teach together as we embrace the pedagogy that supports effective, high quality learning within flexible environments. Teachers are inquiring and reflective professionals who demonstrate genuine commitment to student wellbeing, learning and progress.

The ability to work in genuine partnership with school leadership, teaching colleagues, support staff and whanau to achieve our collective goals is essential. We are ongoing learners with a growth mind-set. Add in a sense of fun, an even temperament and a good dose of humour and you could be just the teacher we are looking for.

The quality of our team is enhanced by the talents and strengths of its individual members. Remember to tell us about the expertise and skills you possess and are prepared to share with colleagues.

We look forward to receiving your application by 12 noon on Wednesday 7th February, 2018. Please return

- A **fully completed** application form containing the names and full contact details of at least three referees who can attest to your teaching and personal attributes.
- A covering letter that **addresses the criteria** outlined in this package.

You may also send a relevant Curriculum Vitae.

Indicative timetable:

Applications close	Wednesday, 7 February (12 noon)
Interviews	Friday, 9 February
Applicants notified by	Tuesday, 13 February
Positions commence	4 April (after Easter) - beginning of Term 2

The interview panel will include the Principal and two members of the leadership team.

We look forward to hearing from you soon.

Nāku noa

Louise Green
Principal

Classroom Teachers

Classroom teachers at Khandallah School are highly valued for the professional knowledge and teaching expertise they bring to our learning-focused team. All teachers are expected and supported to develop further the effectiveness of their own teaching, learning and assessment practice through “teaching as inquiry” (NZC, p35) in order to help us achieve our vision of “inspiring future stars”.

All staff and students at Khandallah School aspire to our whakatauki, gifted to us by the Whanau Support Group, “Tātai ki te rangi”, Reach for the Sky. This means teachers are always striving to be the best we can be as professional educators (Code of Professional Responsibility and Standards for the Teaching Profession).

Teachers must be committed to developing sound and respectful professional relationships with learners, whanau and colleagues which enhance our collective ability to realise our vision.

Teachers at Khandallah School must also be willing and able to teach collaboratively and across Years 1-6 to ensure that future needs and interests of learners have priority in school organisation and operation.

Regular Tasks

- ★ Develop sound professional relationships with learners to create a respectful, inclusive and inquiring classroom environment
- ★ Effectively teach (nurture and inspire) children with diverse interests, strengths, talents and needs
- ★ Participate as a full, contributing, effective member of a collaborative planning and teaching team
- ★ Carry out assigned duties and meet school expectations and deadlines for planning, assessment and reporting
- ★ Attend all staff, syndicate and planning team meetings as well as parent engagement evenings
- ★ Participate in school-based professional learning and contribute positively and constructively to our professional learning community
- ★ Participate reflectively and as “inquirers into practice” in appraisal processes with a view to continuous improvement of own practice
- ★ Participate professionally, and in line with school expectations, meeting with students and their parents in conversations about learning and progress
- ★ Initiate, and/or respond in a timely and professional manner to requests from parents for meetings to discuss learning, behaviour and any other relevant matters, maintaining dignity and respect for all
- ★ Show leadership by taking on school wide and syndicate responsibilities to “share the load”
- ★ Take part as a contributing member in school-wide curriculum activities
- ★ Take a contributing role within the corporate life of the school
- ★ Positively promote our school, your colleagues, our students and community in all interactions

Criteria for Appointment:

- ★ Passion and joy for teaching using an inquiring classroom approach.
- ★ Genuine concern for student well-being and holistic progress.
- ★ Commitment to promoting student voice through self-efficacy and agency.
- ★ Recognised and respected by students, colleagues, parents/carers and community through the ability to develop and maintain effective professional relationships focused on learning.
- ★ Demonstrable commitment to bi-culturalism, including use of Te Reo Maori me ona tikanga, within everyday practice.
- ★ Proven, effective, inquiring classroom practices based on the NZ Curriculum with continual effort to inquire into and improve own practice.
- ★ Ability to collaboratively and independently plan and implement quality learning programmes relevant to the diverse learning needs, abilities, talents and interests of students.
- ★ Effectiveness in progressing student achievement in literacy and numeracy.
- ★ Develop self-regulating learners through explicit instruction in learning strategies that enable students to take control of their learning and develop meta-cognitive skills.
- ★ Assessment practices that focus on improving student achievement and developing students' ability to assess their own learning.
- ★ Monitor and assess student progress through use of evidence; provide specific feedback to students to improve achievement and inform teaching decisions.
- ★ Maintain a positive, inclusive, caring classroom environment
- ★ Collaborate with others in the planning and teaching team to agree firm, fair, appropriate boundaries consistent with school-wide values and systems.
- ★ Use thinking strategies and the language of thinking as an integral part of practice.
- ★ Use ICT to support and facilitate learning and for administrative purposes.
- ★ Commitment to ongoing professional learning and full involvement in whole-school / team professional development.
- ★ Capacity to have difficult conversations, maintaining the mana of all involved
- ★ Constructive contribution towards achieving school goals.
- ★ Involvement in the corporate life of the school.
- ★ Personal strengths and willingness to share these.

Personal Attributes

- ★ An in-depth knowledge of and ability to implement the New Zealand Curriculum
- ★ Knowledge and application of current educational theory and practice
- ★ Successful classroom teaching experience
- ★ Willingness to work collaboratively in teams and co-operative situations
- ★ Interpersonal skills to relate effectively with students, parents and colleagues
- ★ Kind, compassionate and even temperament with a sense of humour
- ★ Professional and ethical behaviour and interactions



Profile

Khandallah School was established in 1893. Situated at the base of Mt Kaukau in a wonderful native bush setting with extensive grounds close to the city and served by excellent public transport, our location is to be envied.

Our community continues to confirm that we hold great value in our people, our place and our environment.

Facilities include 19 mostly flexible teaching spaces, a well-resourced library, administration block, hall, indoor heated teaching pool, playgrounds, fields and court areas. Our school is an integral and well supported part of the Khandallah community and is now teaching 3rd generation students.

Khandallah School is a Decile 10, U5, urban school, teaching students from Year 1 to Year 6. School roll ranges from 380-460 students, fluctuating in line with population trends. Our school is zoned.

The school is composed of 45% boys and 55% girls. At present 71% of the roll are NZ European, 16% Asian, 7% Maori, a small percent Pasifika population (1%) and the remaining 5%, a multitude of nationalities.

For administrative ease and to facilitate planning for optimum learning, our school operates in three teams. The Junior School identifies as Kowhai (New Entrant/Year 1 & 2) and Matai (Years 3 & 4) and the Senior School identifies as Kauri (Years 5 & 6). Within Kowhai, teachers work collaboratively under the leadership of the Senior Teacher, within Matai work collaboratively under the leadership of the Assistant Principal and within Kauri, under the leadership of the Senior Teacher.

Our learning community consists of over 440 delightful students, 20 full-time and 6 part-time teachers, Principal, Deputy and Assistant Principals, and support staff including an Executive Officer, Receptionist, Librarian / Resource Manager, 6 Learning Support assistants and Caretaker as well as Cleaners employed on contract. We are supported by Resource Teachers of Learning & Behaviour within the Ngā Hau Wha Cluster.

Our Vision and Values

Inspiring Future Stars – Tātai ki te Rangi

Fully integrated, connected and meaningful learning to inspire our future stars.

'Inspiring Future Stars', the vision at Khandallah School for many years, reflects the high aspirations and expectations our community holds for all our students.

In 2011, a whakatauki chosen by the Whanau Support Group, "Tātai ki te rangi", was included as part of our Vision.

At Khandallah School we believe in striving for equity and excellence, and that all children can be future stars.

Our vision of 'Inspiring Future Stars' means preparing all our learners to realise their own aspirations and potential as individuals and as resilient, self-driven, contributing members of society.

The nature of stars as bright, shining individuals who join together to form constellations, is reflected in the value place on collaboration both within our school and as we work together with our whanau and wider community.

Our vision of a Khandallah School learner is consistent with vision outlined in the New Zealand Curriculum:

Confident, Connected, Actively Involved Life-Long Learners.

At Khandallah School, we work together to nurture and inspire learning.

Khandallah School Values – He Waka Eke Noa (all together, one canoe, no exception)

Our community has a set of core values that underpins our practice, decision making, teaching and learning. These values are at the heart of school, our learners, our staff, our whanau and our wider community.

At Khandallah School we strive for:

Creativity – in all our learning. Our school is a positive, engaging place in which our flexible curriculum encourages differentiated learning which inspires and engages all learners

Care – in everything we do. Our school is a safe place where we build resiliency and care for each other and our environment

Collaboration – between all children, staff and whanau. Our school is a place where we work together, support each other and celebrate each other's strengths and contributions

Communication – at all levels. Our school is a place where communication is valued and encouraged

Collective responsibility – shared by all children, staff and whanau. Our school is a place where we take shared ownership of our successes and challenges, and work together towards equity and excellence for all.

Celebration – of our unique and special place in the world. Our school is a place where the multi-cultural nature of Aotearoa is honoured and promoted in everything we do and where tikanga, te to and te reo Māori is our most valued taonga

Shaping and extending through these are the core values of te Ao Māori:

Manaakitanga (aroha, hospitality, generosity, respect); **Rangatiratanga** (self-determination);

Whanaungatanga (valuing the dynamics of the family); **Kotahitanga** (unity);

Kaitiakitanga (guardianship); **Mana Whenua** (recognition of Tangata Whenua as Kaitiaki)