

Application Form for the Taupo Community of Learning | Kāhui Ako Across Teacher Role

The Taupo Kahui Ako Community of Learning | Kāhui Ako is seeking an experienced teacher for this Across Kāhui Ako Teacher role (January 2021 to January 2023) who can work collaboratively to support our community's teachers meet our Achievement Challenges.

The role of the Across Kāhui Ako Teacher is:

- An exciting opportunity to make a difference to the educational opportunities for learners in Taupo Kāhui Ako
- A great opportunity to work with your colleagues to support our community's teachers and students.
- A chance to make an important difference.

This fixed term role will:

- Focus on improving teaching practices in order to meet the shared achievement challenge
- Work with colleagues to identify and address problems of professional practice
- Work closely with the Community leadership role to focus on the shared achievement challenge
- Promote best teaching practice within a school
- Strengthen the use of an inquiry approach to teaching and learning to achieve the shared achievement objectives.

Terms and Conditions:

The terms and conditions of this appointment are contained in 2019-2022 agreements

https://www.nzei.org.nz/UploadedFiles/NZEI_PTCA_2019-2022_final_amended_version.pdf or <https://www.nzei.org.nz/UploadedFiles/AREA.pdf> or <https://www.nzei.org.nz/documents/About-us/Variation-PTCA-2013-2015.pdf> or <https://www.ppta.org.nz/collective-agreements/secondary-teachers-collective-agreement-stca/>

Included in the terms of employment for this role are:

- a salary allowance of \$16,000 per annum while you hold the role
- a stipulated minimum timetabled class-contact hours.
STCA - *“at minimum an average of eight (8) timetabled class-contact hours per week”*.
PTCA - *“at minimum a 0.5 FTTE classroom teaching load” – NZEI confirm that means 12.5 hours a week.*
In Area Schools - *“at minimum an average of eight (8) timetabled class-contact hours per week for teachers predominately teaching years 7-13 or 0.5 FTE of a classroom teaching load for teachers predominately teaching years 1-6)”*
- Under the STCA, teachers may not hold more than two permanent management units while in this role.

Please refer to the relevant Agreement for details and discuss any questions with your principal or union rep.

To help you consider this role the Kāhui Ako is providing:

1. This **Application Form**
2. The **Achievement Challenges** for the Taupo Kāhui Ako - attached

3. A draft **Job Description** and a set of **Person Specifications** - attached
4. The **local criteria** – in this Application Form
5. The **National Criteria** and indicators candidates must reach – included in this Application Form

The selection panel for the Taupo Kahui Ako Community of Learning Across Kāhui Ako Teacher Role (Tracy Fraser, Peter Moyle, John Houston and one more panel member to be advised) will use their knowledge, skills and experience to select the person best suited to this role. They will reach a decision based on their assessment of the applicants against the national and local criteria and the person specifications. To be appointed candidates must demonstrate that they meet the National Criteria. This will be assessed by the John Houston NANP Advisor.

Timeline for the appointment of the Across School Teacher position:

All Kāhui Ako teachers notified of the opportunity	Advertisement sent out to all Principals
Closing date for Applications	18 November 2020 Please email your application to mail@taupocollege.ac.nz
Shortlisting and request for further information	Completed by 23 November 2020
Interviews.	3 December 2020
NANP assessment against National Criteria	On the day of interview. However occasionally further checking maybe necessary after the interview. This will be completed within 3 days.
Offer of Appointment to successful candidate.	Within one week
Negotiation of job description	To be confirmed by negotiation after appointment
Across Kāhui Ako Teacher assumes responsibilities.	To be confirmed by negotiation after appointment

Questions about this process and timeline should be directed to:

Email:

Phone

Application Form Taupo Community of Learning | Kāhui Ako Across Kāhui Ako Teacher role

NB: **No** CV or accompanying letter is being requested. Please provide all information on this Application Form.

Name:	MoE #:	Employing Board:
Ethnicity:	Practising Certificate No and Expiry Date:	
Contact phone no (cell):	Email:	
Principal's name:	Principal's email and cell phone:	
Board Chair's name:	Current hours of classroom teaching per week: _ Number of permanent management units: _	

Educational qualifications relevant to role

Please state any qualifications that relate to the position:

Employment history

Please outline most recent employment history relevant to the position, beginning with current or latest employment.

Period worked	Employer's name	Position held

Professional Development undertaken that is relevant to this role:

Title of PLD	Date(s) undertaken	Key areas of focus

Working History

Please describe in 1 to 2 pages your working journey; including roles and experiences you think would make you right for this role. Please include details of your current classroom teaching.

Personal Statement

Please describe in 1 to 2 pages what beliefs, skills and experiences would make you the ideal candidate for this role.

Referees

Please provide the names of three people who could act as professional referees to attest to your suitability for the Community of Learning Leadership Role.

Name	Contact details (organisation and email address)	Phone (cell phone preferred)	Relationship

National and Local Criteria

The position you have applied for requires specific knowledge, experience and skills. Please outline below how you possess the requisite experience and skills.

Domain: Professional Knowledge in Practice - Ako			
Focus Area	Broad Standards And National Criteria	NANP indicators that demonstrate the required successful practice and understanding.	How have you demonstrated this in past roles? Please include related roles and relevant experience
Bicultural knowledge and practice	<p>Leads the development of expertise across the Community in teaching in bicultural Aotearoa, New Zealand consistent with the Treaty of Waitangi, to support improved outcomes for Maori students.</p> <p>And National Criteria Implications and applications of the Treaty of Waitangi in New Zealand across a range of educational settings Māori enjoying and achieving educational success as Māori. Leading collaboratively on strategic bicultural initiatives.</p>	<ul style="list-style-type: none"> Actively display a genuine commitment to improved Maori success. Demonstrate a range of examples of teaching practices that accelerated Maori achievement, Demonstrate the ability to work collaboratively on bicultural initiatives. 	
Planning for success	<p>Leads and works with colleagues to plan, implement and coordinate evidence-based cycles of inquiry that lead to improved outcomes for diverse (all) learners within the school and across schools within the context of the Community's goals.</p> <p>And National Criteria Negotiating across a range of views on development of collaborative plans and evidence-based cycles of teacher inquiry that have resulted in improved outcomes for diverse (all) learners</p>	<ul style="list-style-type: none"> Co-ordinate and lead an evidence based inquiry process using appropriate and reliable evidence from a range of sources and perspectives Demonstrate ability to mediate between conflicting views; surfacing beliefs and assumptions that could be barriers to effective inquiry 	

Focus Area	Broad Standards And National Criteria	NANP indicators that demonstrate the required successful practice and understanding.	How have you demonstrated this in past roles? Please include related roles and relevant experience
Effective teaching and learning	<p>Leads and works with colleagues within and across schools to develop expertise consistent with current and relevant research evidence that strengthens teaching to support the learning and achievement of every student in ways that recognise their identity, language and culture.</p> <p>And National Criteria Leading change with colleagues using current and relevant research evidence to support every student to learn and achieve in ways that recognise their identity, language and culture.</p>	<ul style="list-style-type: none"> • Lead evidence based practice to reduce variability in teaching effectiveness within and between schools. • Promote and strengthen collaboration and lateral accountability to improve achievement for diverse students. 	
Professional learning	<p>Works responsively with colleagues within the school and across the Community to identify professional learning strengths and needs using a range of evidence and works collaboratively to develop their capabilities to improve teaching and learning outcomes for diverse (all) learners within the context of the Community's goal</p> <p>And National Criteria Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others and to monitor progress towards goals. Facilitating collaborative professional learning approaches that improve outcomes for diverse (all) learners.</p>	<ul style="list-style-type: none"> • Use a range of evidence to identify professional learning strengths and needs and to monitor progress towards goals. • Facilitate collaborative professional learning approaches that improve outcomes for diverse (all) learners. • Work with Community of Learning leadership to identify and develop internal expertise while also accessing relevant external advice and support. 	

Domain: Professional Relationships, Values and Engagement – Mahi Tahī

Focus Area	Broad Standards And National Criteria	NANP indicators that demonstrate the required successful practice and understanding.	How have you demonstrated this in past roles? Please include related roles and relevant experience
Values	<p>Is open-minded, respects and values the culture, knowledge and expertise of others, shows a willingness to learn and understands their own agency in promoting teaching and learning for all.</p> <p>And National Criteria Respecting and valuing the culture, knowledge and expertise of others. Taking agency for their own professional development to improve teaching and learning.</p>	<ul style="list-style-type: none"> • Demonstrate respect for the culture, knowledge and expertise of all ākonga in a way that strengthen an inclusive environment • Examine own beliefs, including cultural beliefs, and how these impact on their own and others professional practice and the achievement of diverse ākonga 	
Relationships	<p>Demonstrates openness to learning and constructive problem-solving to build and maintain relationships of challenge, trust and respect within and across the Community of Learning and its home/iwi communities, and beyond the Community of Learning.</p> <p>And National Criteria Being open to collaborative learning and constructive problem-solving. Building and maintaining relationships of challenge, trust and respect.</p>	<ul style="list-style-type: none"> • Challenge and alter well-established aspects of teacher culture that do not contribute to improved teaching and learning • Approach challenging relationships in a constructive manner that balances advocacy and inquiry • Foster the kinds of innovation, creativity and confidence that will enable colleagues to address the complexities of improving student learning without fear of failure 	
Engagement	<p>Activates and develops educationally powerful connections towards shared goals across the Community of Learning and its communities.</p> <p>And National Criteria Leading and sustaining educationally powerful connections within the school and across the Community of Schools and its communities to develop and realise shared goals that lead to improved student outcomes</p>	<ul style="list-style-type: none"> • Promote and strengthen educationally powerful connections with family, whānau and across the community of schools 	

Local Criteria of the Community	
Applicant demonstrates successful practice and understanding of:	How have you demonstrated this in past roles? Please include related roles and relevant experience
<p>1. Building confidence and commitment across all the Kāhui Ako schools.</p> <p>1.1. Gaining the confidence of all Kāhui Ako principals and teachers</p> <p>1.2. Appropriately supporting teachers from new entrants to NCEA</p> <p>1.3. Understanding and articulating the Taupo Kāhui Ako rationale</p>	
<p>2. Developing a strategy for gathering, interrogating and sharing valid data</p> <p>2.1. ensuring clean data is available</p> <p>2.2. generating reliability and trust around transition points data</p> <p>2.3. Identifying a range of data for effective monitoring and reporting</p>	
<p>3. Addressing the increasing transience and diversity of the Taupo Kahui Ako community</p> <p>3.1. Understand the extent and impact of these trends</p> <p>3.2. Developing strategies to help schools and teachers</p> <p>3.3. Addressing the influence of these trends on data validity</p>	
<p>4. Informing and engaging the wider community</p> <p>4.1. Selling the rationale and purpose of collaborative endeavour</p> <p>4.2. Identifying and building relationships across the wider Taupo Kahui Ako educational community.</p> <p>4.3. Engaging the community in meaningful educational partnerships</p>	
<p>5. Having an understanding of the Education aspiration, priorities and goals of Ngatai Tuwharetoa through the document Ka Ora Kainga Rua (Tuwharetoa Matauranga and Education Strategy)</p>	

I certify that:

- The information I have supplied is true and correct.
- I have authorised access to referees in accordance with the Privacy Act 1993.
- I have authorised the selection panel to share the information contained in this application form with the leadership role and/or independent adviser to have my application assessed against the community criteria.
- I authorise the selection panel, or nominated representative, to approach persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the Community of Learning Leadership Role.
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- I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment

Applicant's Signature:

Date:

As Principal of I am aware of the application of for the Taupo Kāhui Ako Across Kāhui Ako Teacher role. The Board supports this teacher's application.

I can attest that the applicant's most recent appraisal confirmed that this applicant successfully met all the Standards of the Teaching Profession relevant to his/her current position.

The BoT is confident that our school is able to accommodate the 0.4 release time for our across school teacher. Please state if there are any conditions attached to this assurance and explain these conditions.

Principal's Signature: _____ Date _____