

APPLICATION



INFORMATION

TE KURA O PAERAKI
MT PLEASANT SCHOOL



nurture, enrich, inspire

Dear Applicant

Thank you for expressing an interest in the Senior School Team Leader position at Te Kura O Paeraki | Mt Pleasant School.

Our advertisement in the Education Gazette : **Y7/8 Team Leader | Full time | Permanent** Commencing Term 1 2027.

We are a warm and welcoming kura located in the heart of the Mt Pleasant hills with spectacular views out to the Pacific Ocean. We are an authorised International Baccalaureate School who delivers the NZ curriculum through the PYP inquiry framework.

We are looking for an experienced teacher, inspirational, relational and highly motivated team leader to join our very special kura. Strengths in collaborative leadership, effective management, curriculum development and familiarity with sound assessment practices are sought after. If you have outstanding interpersonal skills, strong curriculum and pedagogical knowledge and can model high standards of teaching practice then we would love to hear from you.

You should:

- Be passionate about what you do
- Love a bit of humour
- Value working collaboratively alongside highly capable colleagues and
- Have a commitment to culturally responsive practices and to being an advocate for ākonga in the area of pastoral care and well-being.

Strengths in digital technologies, structured literacy and experience in assessing and analysing progress and achievement are welcomed.

This position has 2 Management Units and 0.9 FTTE teaching responsibility with the remaining 0.1 FTTE release time being assigned to specific team leader responsibilities mentioned in the Role Description.

Your application does not need to address the entire Role Description. However, you should take the time to build a picture of your **leadership style and strengths** while demonstrating the **key areas and opportunities** you could bring to this position. Should you get an interview, you will be expected to provide evidence of this.

The following documents are included in this application pack:

- Information about our school
- Role Description
- Application for appointment

Further information about our school can be obtained from the school website:
www.mtpleasant.school.nz

The Application for appointment is to be returned with your CV and covering letter by 12:00 Noon on **Tuesday 3 November** to: jobs@mtpleasant.school.nz

We wish you all the best with your application.

Ngā mihi nui



Donna Ellery
Tumuaki | Principal





TE KURA O PAERAKI

A LITTLE OF OUR
HISTORY...

In pre-European times Tauhinu Korokio (the Maori name for Mt Pleasant) was chosen by Ngāti Māmoe (originally from the Hastings region in the 1500s) as a site for a village. The name came from the combination of two native plants which grew extensively in the area. This site had a good source of water from underground springs and was suitable for growing vegetables such as Korau and Pora - now extinct. Ngāti Māmoe were later displaced by Ngai Tahu, who were living in the area when European settlement began.

Mt Pleasant was used for sheep farming from 1860 through to 1908. At this point ownership of the land changed and the intention to create residential sections began. Over a period of fifteen years, this progressed to the point where small settlements began to be established. However, there was no school and students had to travel some distance to the surrounding school.

A local resident made an offer to loan the Education Board the money for a school. The Board decided on 21 October 1927 to accept the offer and the community was able to push ahead and erect the school. (Archives New Zealand, Education Board, 1927). The determination of the residents of Mt Pleasant to obtain a school in the area showed by encouraging the Education Board to accept the residents' donation and loan, allowing the school to be built in a timely manner.

February 6th 1928 was a day to celebrate for the Mt Pleasant Community as it marked the opening of the new school on the hill. The school was one to be very proud of, as it was one of the most modern schools in existence - an 'Open-Air School'. At the opening, Colonel Hobday commented in his speech, *"Environment affected our lives and pure atmosphere, charming landscape and free space would do so much to ensure healthy bodies, alert minds and strong characters."*



Due to an expanding roll, the Education Board stepped in and in 1962 made the decision to purchase land down the hill on Major Hornbrook Road to build a new school. Over the course of the years, the development of the school was linked to the growing residential area as people moved to the Mt Pleasant community and the subsequent roll growth.

In 2008 and 2009, planning for new classroom blocks began with the two main classroom blocks and the administration area being completed. There was also a new entrant reception class completed in mid-2011.

As part of the rebuild phase for the school in 2018, the Ministry of Education approved the replacement of the school hall, a new library space and a two-story classroom block. We worked with Mana Whenua to develop a naming document for our school to reflect the significance of our connection to the land and the geographical location. We worked with our community to write an Education Brief, a vision for what we wanted for our community school. The core belief being based around the 'outside in and inside out' concept. We wanted to be connected with our local and wider whānau and community. Once this was completed, we met with Mana Whenua to share this education brief, to consult with them, and to seek guidance around the buildings and landscaping. They provided us with some naming options for the school, the building and the spaces within these buildings.

After consultation with our community, we chose the dual name for our school **TE KURA O PAERAKI | MT PLEASANT SCHOOL**. Our community loved the meaning and symbolism of paeraki, meaning horizon, raise up high or coming from a distance.

The new hall is named **PAPARAHĪ** meaning footsteps or tracks left by travellers (the symbolism being the mark our students and teachers leave as they leave our school).

The new library was named **WAHAPŪ** meaning to be eloquent, articulate or an orator (the symbolism here being the significance of the library and reading, growing one's ability to communicate).

The four classrooms were named after the geographical features due to the stunning views each of these spaces has. The two classrooms on the ground floor were named **WAITĪ** (one of the stars in Te Kāhui o Matariki, the Pleiades star cluster - star connected to fresh water and the creatures that live in rivers, streams and lakes), and **WAITĀ** (saltwater; one of the stars in Te Kāhui o Matariki, the Pleiades star cluster - associated with food harvested from the sea).

The two classrooms on the first floor were named **PAEROA** (range of hills, mountain range – particularly a long even ridge), and **PAEMOANA** (sea surface, sea level, sea horizon).

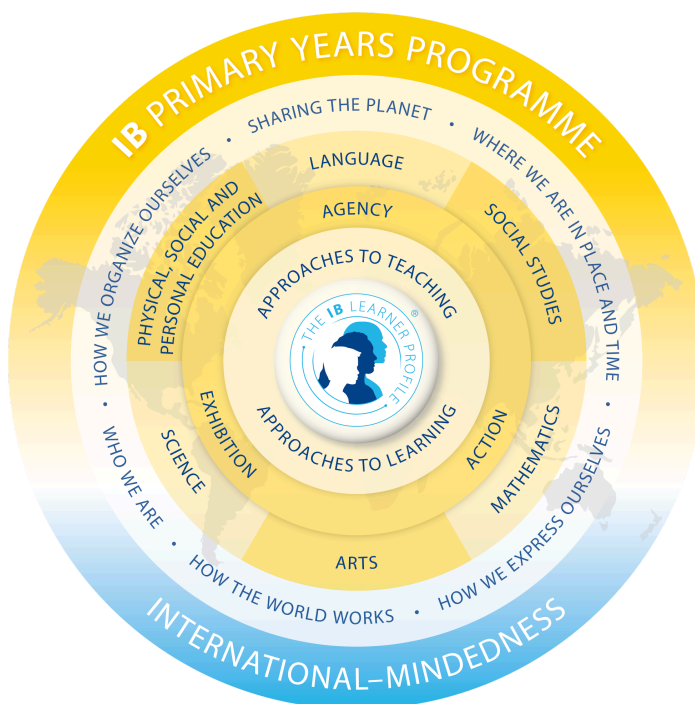


Unlocking the magic in every child through nurturing, enriching and inspiring.



Teachers are attracted to our school because of our great culture. We recognise that teachers can be the determining influence in children reaching their greatest potential. In order to maximise individual potential, we support our pupils to gain the competencies they need to participate in the world around them. Our learning programmes are needs-based, meet different learning styles and raise self-esteem through success in the classroom.

In 2012, the Board investigated the feasibility of implementing the International Baccalaureate Primary Years Programme (IB PYP). With the NZ Curriculum refresh, there is strong alignment with the new 'Understand, Know and Do' approach to the PYP framework. The PYP framework has rigorous inquiry as the key pedagogical approach under six key transdisciplinary themes that have been researched over the world and determined as the most relevant, challenging, significant and engaging themes for inquiry. The emphasis on these themes are developing transdisciplinary units of inquiry that include strong central ideas (**understandings**), knowledge and contexts (**know**) and approaches to learning skills (**do**).



The Key Competencies of the New Zealand Curriculum are embedded within the PYP Learner Profile and are the capabilities that our students will develop in order to live, learn, work, and contribute as active members of their communities.

We want our students to be lifelong learners who are at the centre of their learning, being involved in what is taught and how it is assessed. We want ownership by the learners, the school and the wider community. We recognise that our pupils are part of a very exciting time as we continue to integrate learning technologies into teaching and learning programmes. In doing so, we are preparing our children for the ever-changing technological world.

Learners need to develop the Approaches to Learning (transdisciplinary skills) in order to be high achievers, successful citizens and active members of New Zealand's multicultural community.

The refreshed New Zealand Curriculum and the IB Primary Years Programme provide flexibility for schools to develop a programme of inquiry to meet the learners' needs and interests and to allow them to achieve to their highest standard. We believe that our students are receiving a high-quality education with the merging of the New Zealand Curriculum and the International Baccalaureate PYP curriculum.



THE MT PLEASANT

MAGIC!

Mt Pleasant School is an authorised IB World School for the International Baccalaureate Primary Years Programme. We place a strong emphasis on the PYP Learner Profile as well as the NZ key Competencies. *We have integrated the New Zealand Key Competencies, our Values and the International Baccalaureate Learner Profile to develop our Learner Qualities.*

Te Kura o Paeraki is fully authorised to deliver the Primary Years Programme. As part of this, we embrace the intent of the IB Mission Statement as part of the culture of our school.

At the heart of Mt Pleasant School are the Learner Qualities that define the attributes and values we want our students to develop over their eight years at Mt Pleasant.

These Learner Qualities define what we want our students to be:

INQUIRERS
THINKERS
KNOWLEDGEABLE
BALANCED
PRINCIPLED



OPEN MINDED
CARING
RISK-TAKERS
COMMUNICATORS
REFLECTIVE

These attributes represent a broad range of human dispositions, capacities and traits that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile is an expression of what the IB means by international-mindedness.

The Learner Profile permeates all facets of school life. All members of the learning community from the youngest learners to school leaders to parents, educators and beyond, have a responsibility to be guided by and demonstrate a commitment to the development of these attributes.

Developing the learning qualities across all learning activities and programmes enables our students to function in their fast-changing world and to develop the skills for lifelong learning.



ROLE TITLE: Y7/8 Teacher - Team Leader

TERM OF AGREEMENT: 2 Management Units, 0.1 FTTE Management Teacher Release, Permanent position

RESPONSIBLE TO: Tumuaki | Principal, Tuarua Tumuaki | Deputy Principal

RESPONSIBLE FOR: All aspects of leadership within the designated team team, promoting the school's values, aims, ethos, student development and achievements to the highest standards, while working within the aims, policies and objectives and financial limits of the Annual Plan. As a team leader, you will also be required to support or lead a Strategic Implementation Plan or School Responsibilities area.

KEY LEADERSHIP ROLES

Leading Learning - Ākonga | Student and Kaiako | Teacher Wellbeing

- Leadership in monitoring ākonga and kaiako welfare within the team.
 - Value, mentor, and coach team members—formally and informally visit all classrooms regularly, providing feedback.
 - Maintain and respond appropriately to the wellbeing of ākonga and kaiako in the team.
 - Support and attend events relevant to the ākonga in the team outside of school hours
 - Induct new kaiako members into the team.
 - Establish and maintain positive relationships throughout the school.
 - Support team members with whānau/ākonga concerns.
 - Tackling the tough conversations with team members.
 - To coordinate with the SENCO to ensure the needs within their team are met.
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Leading Learning - Teaching and Learning

- Ensure implementation of a balanced curriculum delivered through the IB PYP framework
- Support and contribute to the MPS Strategic and Annual Plan by developing and reviewing termly actions with team members
- Leadership in monitoring student progress and achievement, planning, assessment, reporting, and reflection within the designated team.
- Monitor (through discussion and reviewing class and team target data), respond to, and report on ākonga progress and achievement of the team
- Facilitate the report writing and moderation process.
- Ensure team members are aware of each term's Assessment Schedule expectations and allow time for discussion and guidance at team meetings (where required) in

order for deadlines to be met.

- Ensure the planning is shared fairly between team members and individual strengths are recognised and enhanced.
 - Ensure a team long-term plan and unit planning is developed collaboratively, followed, and reviewed.
 - Ensure the team's class programs cater to ākonga with special abilities.
 - Ensure positive and engaging learning environments are established to meet the needs of all ākonga in the team.
 - Ensure team assessment requirements over and above school requirements, ensuring validity of assessment through moderation, etc.
 - Conduct regular self-reviews of teaching and learning in the team
 - Stay up to date with curriculum development through relevant and reliable education based sources
 - Support and share with other team leaders, making use of their expertise.
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Administration

- Attend Leadership fortnightly meetings (Kaiarahi), which are scheduled during Management Release Time during the school day.
- Develop a weekly agenda for team planning that includes a major focus on the 'Leading Learning' elements indicated above. Administration has to follow 'Leading Learning' and may be sent via email where possible.
- Ensure class trips and events are well planned in advance, EOTC forms completed, included on the school-wide document
- Ensure ALL newsletter articles are viewed and approved by DP/PYPC if connected to the PYP
- Coordinate and manage resources, e.g., curriculum resources for your area; buying, maintaining, and culling.
- Feedback and feedforward relevant information between the Senior Leadership team and team meetings/team members.
- Actively participate in the Kaiarahi middle management team.
- Ensure key information is shared in a timely and appropriate manner between the team members and other staff where necessary.
- Act as an intermediary between the designated team and senior management.
- Communicate effectively with key stakeholders: ākonga, other kaiako/kaimahi, whānau, and the wider community.

Application For Employment

Position Applied for:

Permanent / Fixed Term:

PERSONAL DETAILS

Name in full (any alternative to naming conventions here?):

Preferred name:

Email:

Phone Number:

Address:

Postcode:

NZ Citizen: YES / NO If not, do you have a NZ Work Permit: YES / NO

Criminal Conviction: YES / NO Discharge without Conviction: YES / NO

Details:

Are there any health related conditions which could impact on your ability to perform the position applied for:

Details of the health related conditions, including what, if any, reasonable steps can be taken to accommodate these conditions:

EMPLOYMENT INFORMATION

Teacher Registration Number:

Teacher Registration Expiry Date:

Current and Previous Teaching Positions: Preferably for up to five years

From	To	Employer	Position
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Leaving Reason

From	To	Employer	Position
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Leaving Reason

From	To	Employer	Position
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Leaving Reason

Degree

University

Year

Other Qualifications:

Relevant Experience:

REFEREES (note - no contact will be made without first obtaining the consent of the applicant):

Name:

Phone:

Email:

Capacity in which you have known this person:

Name:

Phone:

Email:

Capacity in which you have known this person:

Name:

Phone:

Email:

Capacity in which you have known this person:

Any other additional information you consider relevant:

DECLARATION:

I declare that to the best of my knowledge the information provided in this application form and the information provided in the Curriculum Vitae and any accompanying documentation is correct. I understand that if any false or misleading information is given, or any material information suppressed, I will not be employed, or if I am employed, my employment will be terminated:

Applicant's Full Name:

Applicant's Signature
(add your scanned signature here)

Date: