

Classroom Teacher - 1 x Fixed Term Position 2026



Dear Applicant,

Thank you for expressing an interest in the Fixed Term teaching position at Dyer Street School for 2026.

The Fixed Term position is to

The following documents are included in this application:

- Criteria for appointment
- Standards for the Teaching Profession
- Personal details

Timeline	Process
Friday 27th March Friday 10th April Monday 13th April Saturday 18th April Monday 20th April	Advertisement goes online Applications close at 4 pm Shortlisting Interviewing of applicants Successful applicant notified

Start date will be Monday, 20th July 2026

Applicants need to send a current CV, Covering Letter, and Completed Application Form to megw@dyerstreet.school.nz by 4.00 pm on Friday, 10th April

School visits are welcome.

I am currently on leave, so Deputy Principal Meg Waghorn will be the contact person for this appointment in my absence. If you have any further questions, please contact the megw@dyerstreet.school.nz

Ngā mihi mahana

A handwritten signature in black ink, appearing to be 'Lee Ewington', written in a cursive style.

Lee Ewington
Tumuaki Principal

Criteria for Appointment

Our school vision is: Whakapiki i te mana o ngā ākonga katoa - Enhancing the mana of all learners

Our school values spell M.A.N.A

These are embedded in our kura and guide us on a daily basis.

Manaakitanga- Respect for people, place, and environment, being welcoming and generous to others

Ako - Being the best learners we can be,

Ngākaunui - Positive, kindness, Understanding of others

Aumangea - Resilience, Goal setting, and confidence.

Our Dyer Street School Strategic Plan is what helps to drive us forward. Please see below for further details around this. This will give you a sense of the kaupapa we are currently committed to and aiming to achieve.

 Strategic Plan Overview 2024/25		
Dyer Street School Te kura o Dyer Street		
Our Vision: Enhancing the mana of all learners		
Our Pou	Our Initiatives	Our Success
Ahurea Culture	We value the diversity and culture of our school community. Te Reo Māori and Mātauranga Māori is embedded in our teaching and learning programmes.	All ākonga can see their culture in our kura and have a sense of belonging to our community.
Maatauranga Knowledge	Staff feel fully equipped with the professional knowledge to deliver quality education to improve student outcomes and wellbeing.	Our Dyer Street School Curriculum reflects our ākonga's diverse needs. Staff use culturally responsive practices to enhance learning and wellbeing.
Taiao Environment	Our learning environments (inside and outside) are modern and inclusive, with barrier-free access for all learners.	Learning barriers for all ākonga are reduced to create physical environments that reflect our people, culture, and whenua.
Tuakiri Identity	Our community can see themselves reflected in the school and are actively engaged.	Our school vision, and values reflect our people and environment. Whānau and the wider community are actively engaged and connected to our kura.
Our MANA Values		
Manākitanga	Aumangea	Ngākaunui
		Ako

The kaiako/ Classroom Teacher we appoint will:

- Have an in-depth knowledge of the NZ curriculum and be excited about the Curriculum refresh. Be willing to showcase their classroom programme as a model for others to learn
- Develop inclusive learning environments that meet the needs of our diverse akonga
- Be committed to developing their knowledge and practice using culturally responsive pedagogy in DMiC
- Have a thorough understanding of Structured Literacy and experience with implementing the BSLA programme (preferable)
- Be committed to developing knowledge and use of Te Reo and Mātauranga Māori.
- Be committed to 'student agency' and value student voice as a driver for pedagogical growth
- Have a passion and commitment to relevant and purposeful learning for children
- Be committed to developing their own cultural competence. Understanding, respecting and valuing the culture of every learner and their whānau
- Have highly effective pedagogy that accelerates the progress of every child
- Be able to build strong, collaborative and respectful relationships with children, whanau and colleagues
- Use the 'Professional Growth Cycle' to continually inquire into the effectiveness of their teaching and learning
- Be willing to contribute and commit to school-wide initiatives (and to create some of their own)
- Live the school vision and values
- Be professional and positive in their actions.
- Use mana-enhancing pedagogy and practice

Dyer Street School Class Teacher Application Form

PERSONAL DETAILS

Name: Miss / Mrs / Ms / Mr _____

Address: _____

Home Phone: _____

Email: _____

Work Phone: _____

I may be contacted at work Yes / No

Mobile: _____

Are you a NZ registered teacher?

Yes / No

Registration No: _____

Expiry Date: _____

Citizenship: _____

Ethnicity: _____

PRESENT EMPLOYER

Name: _____

Work Phone: _____

Address: _____

Other Phone: _____

Mobile: _____

Position Held: _____

Date Commenced: _____

REFEREES

Name: _____

Work Phone: _____

Address: _____

Home Phone: _____

Mobile: _____

Email: _____

Relationship: _____

Name: _____

Work Phone: _____

Address: _____

Home Phone: _____

Mobile: _____

Email: _____

Relationship: _____

Name: _____

Work Phone: _____

Address: _____

Home Phone: _____

Mobile: _____

Email: _____

Relationship: _____

TERTIARY EDUCATION QUALIFICATIONS

Institution Attended	Year	Qualification Attained	Date Awarded

TEACHING SERVICE

Position	School	Date From	Date To

OTHER INFORMATION

Have you had any injury or medical condition which the tasks of this job may aggravate or contribute to, or know of any reason why you might have difficulty carrying out the role description attached?

Yes No

If yes, please give details below.

Do you have any matters relating to yourself currently or previously before the Education Council?

Yes No

Do you have a current full New Zealand driver's licence?

Yes No

Do you give permission for your police record to be checked?

Yes No

Have you changed your name by deed poll/statutory declaration?

Yes No

Other names known by: _____

The successful applicant will be required to provide two forms of photo identification.

PRIVACY ACT 2020 (TO BE SIGNED BY APPLICANT)

This Application is submitted with the understanding that any further information given is for the use of the employer and their authorised representatives who may at any time have access to this information.

Furthermore, consent is given for members of the Dyer Street School interview panel or its advisor to make enquiries of my present or past employers or colleagues or any other person who may assist in establishing my suitability for the position of teacher at this school.

APPLICANT'S SIGNATURE: _____ DATE: _____

DECLARATION

HAVE YOU EVER BEEN CONVICTED OF AN OFFENCE AGAINST THE LAW? (apart from minor traffic offences): received police diversion for an offence, have charges pending or know of any reason why you should not be employed to work in a school environment?

Yes No

If YES, please provide date and details of offence(s) on a separate sheet. Please note that you may be asked to provide a copy of the relevant court records available from the registrar of the court concerned.

I certify that I am registered (or provisionally registered) as a New Zealand teacher. I solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application and in my CV is correct.

APPLICANT'S SIGNATURE: _____ DATE: _____

Quality Practice - *Standards for the Teaching Profession*

Standard	Elaborations of the standard
<p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners of Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori</p>
<p>Professional Learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.</p> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p>
<p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p>	<p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> · learners', family and whānau · teaching colleagues, support staff and other professionals · agencies, groups and individuals in the community. <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p>

<p>Learning-focused culture</p> <p>Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p>
<p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Informed by national policies and priorities.</p>

Teaching

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.

Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.

Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.

Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.

Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.

Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.