
Te Rau Horopito

Leader of Learning - Information Package

Ngā mihi and thank you for your interest in the role of Leader of Learning at Te Rau Horopito.

We are a new kura in Tauwharekākaho | Rolleston and opened in Term 1, 2026. We are a full-primary school, with a current roll of 110 students, expected to grow rapidly to over 450 students within three years of opening, with a maximum roll of 1000.

We are looking to appoint a **dynamic junior leader** to the role of **Leader of Learning** within our kura. This position begins in term one, 2027. Leaders of Learning will commence with 2 permanent and 1 fixed-term unit. The Leader of Learning specific job description will be co-designed with the successful applicant. They will have classroom responsibility, including regular leadership release. The fixed-term unit area of responsibility will be negotiated with the successful applicants. The units and teaching requirements will be reviewed as the school grows.

Leaders of learning will work alongside kaiako, the Tumuaki, Tumuaki Tuarua and the community to embed the vision, values, and strategic direction of the kura. Our kura is dedicated to our nation's bicultural character while being able to serve our diverse community. Ideal candidates will be Te Tiriti partners and allies who are flexible and caring, protect the taonga of all languages and cultures, and have an inclusive mindset.

Leader of Learning Person Specification

He Kōrero Mōu | About You

- **He Kaikōtuitui - Connector:** Skilled in building and maintaining relationships with kaiako, ākonga, whānau and community.
- **Culturally competent:** Gives effect to Te Tiriti o Waitangi, fostering a bicultural environment that values and nurtures cultures, languages and identities and that honours and respects all people. A commitment to build and honour relationships with Mana Whenua and ensure that their values and the values of the school and community are woven into the school's practices, culture, and curriculum.
- **A commitment to learning and inclusion:** Has a relentless focus on high-quality teaching and learning design that has the student at the centre and deeply engages students with a sense of purpose, responsibility and connectedness to the world.
- **Adaptable and resilient:** Thrives in an evolving environment with the flexibility to adapt to ongoing developments. A highly reflective, solutions-focused team player.

- **He Kaitiaki - Guardian:** Committed to creating nurturing and caring environments where the health, safety and well-being of people are enhanced and relationships are built on mutual respect and trust.
- **He Kaiarataki:** A Learning advocate who demonstrates a strong focus on effective teaching and learning and student success. Strength in the development and implementation of evidence-based achievement strategies, pedagogy and policies, and the development of high-quality learning programs to ensure ākonga realise their educational success.
- **Details focused:** Works effectively within a team to create, develop, and embed systems and processes that enable and empower the kura to be a high-performing school.

Professional Qualifications and Experience:

- **Qualifications:** Appropriate/equivalent New Zealand teaching and learning qualification. We welcome applications from beginning teachers.
- **Teaching and learning experience:** A range of teaching and learning experiences *in the junior school* that demonstrate a commitment to student achievement and well-being, with the learners at the centre.
- **Up-to-date knowledge of the New Zealand Curriculum:** A passionate, knowledgeable and highly-capable practitioner with experience with the refreshed NZC within teaching and learning contexts that demonstrates dedication, commitment and vision.
- **Building engaging learning environments:** Ideas, experiences and skills that demonstrate an ability to grow a dynamic, collaborative, flexible and inclusive learning environment that encourages and celebrates diverse learners.
- **Leadership:** Passion and commitment to harnessing the infinite potential groups of people can achieve together.

Leader of Learning Job description

Te Rau Horopito Leader of Learning Job Description

TINO HAEPAHA | Primary Responsibility

Leaders of Learning are accountable to the Tumuaki/Principal and Tumuaki Tuarua/Deputy Principals for effective teaching and leadership within the Kura/School, supporting the implementation of the aims and paetae/objectives of the kura's Strategic Plan through school policies, procedures and programmes.

This position is covered by the Current Primary Teachers' Collective Agreement. Teachers are employed by boards to deliver effective and efficient teaching and learning programmes. Their work contributes to education, equipping all students with knowledge, competencies and values to be successful citizens in the 21st century.

NGĀ PAEREWA |
Professional
Standard

ELABORATIONS/SUCCESS CRITERIA

QUALITY PRACTICES AND EVIDENCE AT TE
RAU HOROPITO SCHOOL

Te Tiriti o Waitangi partnership <i>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</i>	a. Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. b. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. c. Practise and develop the use of te reo and tikanga Māori.	a. Develop a classroom environment that reflects the dual heritage of Aotearoa New Zealand e.g. bilingual signs, symbols and books b. Actively use te reo Māori in everyday interactions with students including assemblies, gatherings, waiata and karakia, mihi/pepeha c. Ensure planning and resources used reflect Aotearoa New Zealand's dual heritage d. Actively engage in dialogue and PLD to enhance own understanding, knowledge and use of Te reo Māori me ngā tikanga
Professional Learning <i>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</i>	a. Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. b. Critically examine how 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. c. Engage in professional learning and adaptively apply this learning in practice. d. 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. e. Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning focused collegial discussions.	a. Participate in professional conversations and processes that support professional growth b. Initiate collegial dialogue and engage in research to reflect on and improve teaching practice c. Use identified needs of students to guide professional learning and growth d. Demonstrate continual improvement in teaching practice ie: – reflect on the impact of practice and use assessment for next learning. e. Actively engage in professional learning and apply new learning to classroom practice
Professional relationships <i>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</i>	a. Engage in reciprocal, collaborative learning-focused relationships with: ○ Learners, family and whānau ○ teaching colleagues, support staff and other professionals ○ agencies, groups and individuals in the community.	a. Communicate regularly and effectively with all members of the school community eg:– follow lines of communication, meet regularly with team, meet regularly with teacher aides, keep Senior Leadership informed, attend and actively participate in staff meetings, prepare written reports and facilitate Learning Conversations

	b. Communicate effectively with others. c. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. d. Communicate clear and accurate assessment for learning and achievement information.	b. Develop and promote learning partnerships with home/school/community c. Contribute actively at staff meetings and all professional learning and development workshops/opportunities (formally and informally) d. Positively support school initiatives and decisions eg: – meet deadlines and follow policies, procedures/school systems and contribute ideas e. Take responsibility for delegated areas and follow through with school requirements f. Direct and support Teacher Aides in assisting with implementation of classroom programmes eg: – regular meetings are held, responsibilities outlined g. Support positive relationships within school and community, and with other schools
Learning-focused culture <i>Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</i>	a. Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. b. Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. c. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. d. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. e. Create an environment where learners can be confident in their identities, languages, cultures and abilities. f. Develop an environment where the diversity and uniqueness of all learners is accepted and valued. g. Meet relevant regulatory, statutory and professional requirements.	a. Provide meaningful feedback that encourages students to improve their performance – eg: - the next step in learning is clearly articulated and modelled to students b. Foster an environment that encourages students to make choices and reflect in order to take increasing control of their learning c. Ensure students are given the opportunity to make choices, express their wants, needs, thoughts and opinions in a respectful environment eg: – processing time is given, students are given options before being moved etc. Conversations are directed at and undertaken with students d. Use positive behaviour support strategies eg: – follow school Health and Safety procedures, Risk Management, Positive Behaviour Support Processes and Behaviour Plans. Behaviour strategies and support plans are regularly reviewed for effectiveness and communicated to all staff as required e. Ensure positive behaviour expectations are made clear to students and are actively modelled and taught eg: - our kura's values f. Ensure students are familiar with emergency requirements and procedures eg: – Emergency

		Evacuation plan is visible, participate in regular earthquake, fire and lockdown drills
Design for learning <i>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</i>	a. Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. b. 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. c. Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. d. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. e. Informed by national policies and priorities.	a. Use a variety of assessment to inform teaching eg: - anecdotal notes, observations, school guidelines and benchmarks, programme specific formalised assessments b. Ensure differentiation is evident in planning, classroom programmes and teaching practices c. Develop and use planning systems that reflect the kura's programmes of learning, student needs and current pedagogy eg: - Term Overviews, Curriculum Plans, weekly planning, assessment records, Individual Programme (IEP) documentation d. Demonstrate continual improvement in teaching practice eg: – record/reflect and use assessment for next learning steps, record self-reflections and next steps for teaching, evaluate planning, programmes, outcomes and next steps for learning e. Contribute to curriculum and programme development f. Develop learning programmes and experiences that are inclusive, culturally responsive to children's needs, ways of learning, passions and interests
Teaching <i>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</i>	a. 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. b. Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. c. 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. d. Provide opportunities and support for learners to engage with, practise and apply learning	a. Ensure specific learning intentions guide teaching and learning programmes b. Provide opportunities for children to learn with the teacher, with peers, and by themselves c. Model and scaffold new learning eg: - I do, we do, you do d. Use a variety of learning experiences and contexts for learning ensuring they are meaningful and relevant to students e. Differentiate learning and make accommodations to support identified student needs to ensure that learning is inclusive and accessible for all f. Deliberately teach and foster Te Rau Horopito values g. Use strategies to support social, emotional, behavioural and physical needs alongside academic needs

	to different contexts and make connections with prior learning. e. Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. f. Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.	h. Use a range of digital technology and other resources to support learning programmes i. Make expectations and measures of success clear to children j. Provide specific feedback to support ongoing learning
PERSON SPECIFICATION - As a Te Rau Horopito Team we are committed to the kura values (to be developed). Once developed these will be added to the job description.		

We have set the following proposed timeline for the Leader of Learning appointment. Every effort will be made to keep to the following schedule in determining the successful applicants.

Process	Dates 2026
Positions advertised	19th October
Applications close 5pm	6th November
Shortlisting	9th November
Interviews	12th November
Successful applicant offered position	16th November
Position begins Term One, 2027	27th January, 2027

In making your application please ensure that all components are fully completed. Please email your application to appointments@terauhoropito.school.nz. In **one email** please include **all** of the following:

- CV and cover letter
- Completed application form
- eTell - This is a video no longer than 3 minutes telling us about you, your skills and strengths and why you believe you would be brilliant in a Te Rau Horopito Leader of Learning role. It is essential that you make this video accessible to us, so please consider sharing settings when sending to us.

Applications close at 5pm on 6th November, 2026

Please read on for further information about our kura and values. Ngā mihi for your interest and application.

The Cultural Narrative of Our Whenua

While Te Rau Horopito is new and the community of Tauwharekākaho | Rolleston is rapidly growing, the cultural narrative of our kura is informed by the rich history and tikanga of Ngāi Te Ruahikihiki and their connections to the whenua surrounding Te Waihora (Lake Ellesmere). The kura will sit within the takiwā of Te Taumutu Rūnanga, whose people have been kaitiaki of this area for centuries. This area has long been a central hub for mahinga kai (the practice of gathering and trading food and resources) which remains vital to the identity and heritage of Ngāi Te Ruahikihiki.

Te Rau Horopito will honour its connection to Te Taumutu Rūnanga, whose ongoing stewardship and cultural presence have been foundational to the region. This includes recognising and respecting the shared responsibilities of Mana Whenua, creating opportunities to engage with iwi/hapū in educational practices, and ensuring that the kura becomes a place where the community's past and present are celebrated, while future generations are prepared for their roles as kaitiaki of this significant landscape.

The ūara/values of Ngāi Te Ruahikihiki are intended for the ākonga and kaiako in the Waikirikiri area (Selwyn district). The values have been developed for kura within the rohe of Te Taumutu Rūnanga. It is important that our staff can instill these values in the school. We encourage you to read further on the values of Taumutu at:

<https://tetaumuturunanga.iwi.nz/wp-content/uploads/2019/11/2009-He-Tirohanga-Uara-No-Taumutu-Te-Taumutu-Runanga-Values-FINAL.pdf>