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Information for Phase 1 (1) and Phase 2 (1) Kaiako - Permanent Positions commencing Term 1, 2027

Tēnā koe

Thank you for your interest in the position of **Phase 1 (1) and Phase 2 (1) Kaiako - Permanent Positions** at Parkview Pārua School.

The following information is included:

- Appointment timeline
- Information about our kura and community
- Job specifications and description
- Application Information

Parkview Pārua School is guided by four core values that shape our culture, interactions, and approach to learning. These values are the foundation of everything we do and reflect our beliefs about education and community.

Manaakitanga (Belonging)

Manaakitanga represents the sense of belonging and care that we foster within our school community. We strive to create an environment where all students, staff, and whānau feel valued, respected, and included. We ensure that everyone at Parkview Pārua School has a place where

they feel safe, welcomed, and encouraged to thrive.

Whanaungatanga (Relationships) - At the heart of our school is Whanaungatanga—building strong, meaningful relationships. We recognise the importance of positive connections between students, teachers, families, and the wider community. By fostering trust, respect, and collaboration, we create a supportive learning environment where everyone works together to achieve success.

Ako (Learning) - Ako represents our commitment to lifelong learning for both students and teachers. We believe that learning is a shared journey, where staff and students learn from and with each other. At Parkview Pārua School, we encourage curiosity, critical thinking, and a love for learning, empowering our students to reach their full potential.

Mahi Tahi (Collaboration) - Mahi Tahi highlights the power of teamwork and cooperation. We believe that working together strengthens our school community and enhances learning experiences and opportunities. Through collaboration, students develop key skills such as communication, problem-solving, and resilience. We encourage teamwork in all aspects of school life, valuing unity and shared achievement.

Person Specifications

These are the qualities and capabilities we are seeking in a successful applicant:

The successful candidate will have these key skills:

- Registered teacher with recognised qualifications (or eligible for provisional registration)
- A collaborative and approachable teaching style that contributes to a positive, supportive team culture
- A commitment to the wellbeing of every child, building strong, learning-focused relationships with tamariki, whānau and colleagues so that every learner feels a sense of belonging
- An understanding of cultural diversity, including Te Tiriti o Waitangi, and culturally responsive, inclusive teaching practice
- A passion for high-quality teaching and learning for every learner, including the ability to respond effectively to diverse learning needs and neurodiverse learners
- Knowledge of evidence-based teaching practices and innovative pedagogy, promoting student agency, creativity and active learning
- Sound curriculum knowledge, particularly in literacy and mathematics
- Excellent verbal and written communication skills, and a commitment to genuine partnerships with parents, whānau and community, including supporting smooth transitions into, through and beyond our school
- A commitment to positive behaviour support and pastoral care
- A commitment to our school values, reflective practice and ongoing professional growth

Please email your application to kent.mcdonald@parkview.school.nz by 12pm, Wednesday 28th October, 2026

Kent McDonald

Tumuaki | Principal

Timeline:

- Applications close - 12pm, 28th October, 2026
- Short-listing - 28th October, 2026
- Short-listed applicants notified - 28th October, 2026
- Interviews - 4th November, 2026
- Offer likely to be made to the successful applicant - 5th November, 2026
- Position commences 26 January, 2027 until December 14, 2027

Profile of Parkview Pārua School and Community:

Parkview Pārua School is a U5, co-educational, state, full-primary school. The roll is stable with approximately 400 students currently enrolled. Most students live within the school's enrolment zone. Our kura is culturally diverse comprising 30% Māori, 60% New Zealand European/Pākeha, 4% Pasifika, 2% Asian and other nationalities. The school is staffed by 16/17 full-time teaching equivalents, a senior and middle leadership team, permanent part-time teachers, learning assistants, including administration staff. We have a very supportive Board of Trustees.

Parkview Pārua School is located on the eastern side of Christchurch's, with the vast majority of our Year 8 leavers attending Shirley Boys' and Avonside Girls' for their secondary education. We have excellent facilities and large field spaces. We are passionate about structured Literacy and this is a core part of our learning programmes. We actively support and promote digital learning that enhances our localised curriculum and progress student learning. We provide 1:1 Chromebooks from Year 5-8, along with Chromebooks and iPads from Years 0-4.

We provide numerous cultural opportunities including kapahaka rōpu and Pasifika groups, allowing opportunities to perform at school and through external events. The school values PE and the Arts, providing additional opportunities for inter-school competition and events such as Show Quest.

Scale A Teacher - Job Description

Responsible to: Principal, Deputy Principal, Team Leader

Person Specifications:

- * Uphold the school's vision, beliefs and values
- * Adhere to the school's Code of Conduct
- * Follow the planning and assessment expectations of the school
- * Meet the 6 Professional Standards

Manaakitanga - leading with moral purpose
Pono - having self belief
Ako - being a learning
Awhinatanga - guiding and supporting

Primary Objectives:

- * Model and promote positive and constructive relationships with staff, students and the community
- * Actively engage in professional, open to learning conversations
- * Value teamwork and collaborate with others
- * Share knowledge, skills and resources
- * Explore, recognise and celebrate Māori identity, language and culture, including making good use of local expertise and the local context
- * Apply the 'teaching as inquiry' process and strategies with a view to improving practice and student outcomes
- * Use classroom practices and implement programmes that engage all learners, accelerate learning of all students so that they experience success
- * Use a range of strategies to support students to have a voice in co-constructing what and how they learn
- * Support and model best teaching practice for university students on teaching practicums

Professional Standard	Key Tasks
1. Professional Knowledge a) Are competent in the content relevant curriculum b) Keep informed of developments in curriculum and learning theory c) Demonstrate knowledge of Te Tiriti o Waitangi and Te Reo Me Ona Tikanga.	To be confident and knowledgeable about pedagogy and the curriculum framework To have a knowledge and understanding of current research To be personally reflective with a view to improve as a teacher To have a knowledge and understanding of Te Tiriti o Waitangi To have a knowledge and understanding of Te reo and tikanga māori and to be

	able to embed this in learning programmes
2. Teaching Techniques a) Use appropriate teaching objectives, programmes, learning activities, and assessment b) Demonstrate a range of effective teaching techniques c) Demonstrate flexibility and responsiveness d) Impart subject content effectively e) Use appropriate technology and resources f) Reflect on teaching with a view to improve	To recognise and cater for individual differences To promote student-led learning To work collaboratively with other teachers while delivering the class programme To use technology appropriately to enhance learning To provide opportunities for the effective use of a wide range of resources to promote meaningful learning To be personally reflective with a view to improve as a teacher
3. Motivation of Students a) Recognise and support diversity amongst individuals b) Engage students in learning c) Establish high expectations that value and promote learning	To be familiar with learning and teaching theories that cater for individual students To promote students' active involvement in planning, implementing and assessment To establish clear expectations consistent with school guidelines
4. Classroom Management a) Manage student behaviour positively b) Establish good relationships with students and respect their individual needs and cultural backgrounds c) Create an environment of respect and understanding d) Provide and maintain a purposeful working atmosphere e) Organise a safe, physical environment	To establish clear guidelines for student behaviour in line with the school's behaviour management plan To use positive strategies in the management of student behaviour To develop a class learning environment where all individuals are respected and valued To establish clear guidelines for building a safe, physical and emotional learning environment
5. Communication a) Communicate clearly and accurately in either, or both of the official languages of New Zealand b) Provide feedback to students c) Communicate with families, whānau and caregivers d) Share information with colleagues	To maintain open communication with all members of the school community To give information to students on their achievements To share information and knowledge with colleagues on a regular basis

6. Support/Co-operation/collaboration with Colleagues a) Establish and maintain effective working relationships with colleagues b) Encourage others and participate in professional development	To support and work co-operatively and collaboratively with colleagues
7. Contribute to Wider School Activities Professional Standards a) Contribute to the life of the school	To contribute positively to the development and culture of the school